

**IMPROVING STUDENTS' READING COMPREHENSION USING
SMALL GROUP DISCUSSION OF SMP N 3 BOYOLALI**

(A Classroom Action Research at the Ninth Grade Students of SMP N 3 Boyolali
in the Academic Year 2021/2022)

THESIS

Submitted as a Partial Requirement

For the Degree of *Sarjana*



By :

ZALSA BELLA NOVIANTI

SRN 183221083

**ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF
SURAKARTA**

2022

ADVISOR SHEET

Subject : Thesis of Zalsa Bella Novianti

SRN :183221083

To:

Dean

Faculty of cultures and languages UIN

Raden Mas Said Surakarta In Sukoharjo

Assalamu'alaikum wr. wb

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of

Name : Zalsa Bella Novianti

SRN : 183221083

Title : Improving Students' Reading Comprehension Using Small Group Discussion at The Ninth Grade Students of SMP N 3 Boyolali in The Academic Year 2021/2022

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta English Education Study Program

Thank you for the attention

Wassalamu'alaikum wr. wb.

Sukoharjo, 12 December 2022 Advisor,



Novianni Anggraini, S.Pd., M.Pd.

NIP. 19830130 201101 2 008

RATIFICATION

This is to certify the *sarjana* thesis entitled “Improving Students’ Reading Comprehension Using Small Group Discussion at The Ninth Grade Students of SMP N 3 Boyolali in The Academic Year 2021/2022” by Zalsa Bella Novianti has been approved by the board of thesis examiners for the degree of *sarjana* in UIN Raden Mas Said Surakarta.

Chairman : Maria Wulandari, M.Pd.

(.....)

NIP. 18905182017012145

Secretary : Novianni Anggraini, M.Pd.

(.....)

NIP. 198301302011012008

Main Examiner : Dr. Rochmat Budi Santoso, S.Pd,M.Pd.

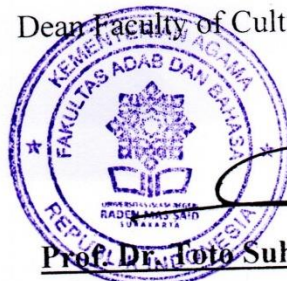
(.....)

NIP. 196911112002121001

Sukoharjo, 27 October 2022

Approved by

Dean Faculty of Cultures and Languages



Prof. Dr. Ito Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to :

1. My beloved mother Mrs. Marsinem who always be my support system.
2. My beloved father Alm. Mulyono who always hugs me in his prayers from heaven.
3. My beloved sister Mega Aulia who supports and cheers me up.

MOTTO

“Everyday you should make someone smile. But never forget, that you’re someone too.”

-Na Jaemin-

“You can’t go back and change the beginning but you can start where you are and change the ending.”

-Jhonny Suh-

“The pain of every problem we face today, it makes us stronger.”

-Lee Haechan-

PRONOUNCEMENT

Name : Zalsa Bella Novianti
SRN : 183221083
Study Program : English Language Education
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled “Improving Students’ Reading Comprehension Using Small Group Discussion of SMP N 3 Boyolali in Academic Year of 2021/2022.” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo,

Stated by,



Zalsa Bella Novianti

SRN. 183221083

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ABSTRACT

Zalsa Bella Novianti, 2022. *Improving Students' Reading Comprehension Using Small Group Discussion of SMP N 3 Boyolali in Academic Year of 2021/2022*. Thesis. English Language Education. Faculty of Cultures and Language.

Reading is one of the most important skills for students, it can help students to improve and comprehend English. Several obstacles were identified during the teaching reading process. Most of students at SMP N 3 Boyolali are unable to understand reading tasks correctly and shows that reading comprehension is still low . The researcher provides a solution by using small group discussion method to teach reading. The objective of this research are to find out the improvement of students' reading comprehension by using small group discussions and how's the implementation of small group discussion for teaching reading in the ninth grade of SMP N 3 Boyolali in Academic Year 2021/2022.

This study is Classroom Action Research, this research applied quantitative and qualitative data. The researcher use a test that consisted two test which is pre-test and post-test to collect data in quantitative method. In qualitative method the researcher use interviews, observation, and documentation to collect the data. In this research, the data will be analyzed qualitatively and quantitatively. Qualitative is used to analyze data which is from the perspective of people, and the quantitative data were analyzed in the score while the teacher teaches reading by using small group discussion.

On the result of quantitative data, the result showed that the students' reading comprehension was improved. The score was increased from the pre-test to the post-test. The qualitative data taken from observation during teaching learning process was running well. In the interview it was shown that small group discussion in reading comprehension could motivate the student. This study can be concluded that small group discussion can improve the student's reading comprehension for the ninth grade students of SMP N 3 Boyolali in Academic Year 2021/2022.

Keywords: Reading Comprehension, Teaching Reading, Small Group Discussion.

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CHAPTER I

INTRODUCTION

This chapter will explain several points, namely background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, benefits of the study, and definition of key terms.

A. Background of the Study

English is the foreign language that be learned by Indonesia learners in school. English has four main skills : namely listening, speaking, reading, and writing. All skills must be learned by Indonesia learners to be able to use English well. Wooley, (2011) states that reading is one of the most crucial in addition to the three other language abilities. Reading is an excellent approach to improving and comprehending English. The acquisition of reading skills is seen as a priority in foreign language learning. Studies show that reading for pleasure makes a big difference. The researcher suggests that students who read for enjoyment every day perform better in reading tests than those who do not and develop a broader vocabulary, increased general knowledge, and a better understanding of other cultures. Reading for pleasure is more likely to determine whether a student does well at school. Reading is one of the most important skills for students. In this study, the researcher focused on researching reading narrative text.

This research was conducted at SMP N 3 Boyolali with 9th-grade students as research subjects. SMP N 3 Boyolali is one of the Junior high school in district Boyolali. This school implemented curriculum 2013, so all the teaching learning process are implementing curriculum 2013. The researcher chooses 9grade

students because most of them are unable to understand reading tasks correctly. Students struggle with teaching and learning English lessons, especially in reading. The teacher said that almost all of the students have a background study from the elementary school that is low in English course. In addition, words that are unfamiliar to students are more often ignored than searched for their meaning using a dictionary or by guessing the meaning of the word. Students become bored, passive, lazy, when reading activity ongoing, because the teacher only read the textbook. They need some method as a variation in the learning process. Brown, (2007) Teaching guides and facilitates learning, enables the learner to learn, and sets learning conditions. It means that the statement the teacher is supposed to be creative in developing their teaching reading to improve the student's interest in reading.

Initial observation of 9th-grade students of SMP N 3 Boyolali showed that reading comprehension is still low. All the students can read the text but only a few students can comprehend or can understand what they have read especially English text. Several obstacles were identified during the teaching and learning process. Students struggle to identify and express the main ideas of English reading. In addition, they skipped foreign words instead of guessing the meaning or using a dictionary to help look up the meaning of the foreign words. They do not know how to solve the problem at hand. It happens because they never apply reading strategies effectively.

Several students who were interviewed informally admitted that reading requires high concentration and extra brainpower to comprehend the entire text.

When reading activities are done uninterestingly, they become passive, apathetic, and bored. It can be seen from the results of students' daily tests that, out of 30 students, only five get scores above the KKM (75) and the rest get scores below the KKM.

Thus, based on the problems found above, to solve the problem the researcher provides a solution by using small group discussion method to teach reading. Small group discussions were chosen to encourage students to be more active in reading English. According to Brown, (2011), the small group discussion method is a group that consists of six or fewer students who are assigned a task involving solves collaboration. Small group discussion is one of the learning strategies that are often used by junior high school students. In addition to helping students learn, group work can also make study time more efficient.

Small group discussions provide students initiation opportunities, for face-to-face, give and take, to practice meaningful negotiation for longer conversational exchanges. This technique puts students in a situation where they will try to combine their different opinions with other members to understand the text. According to Brewer, (2008) The fundamental benefit of having group discussions in Reading Learning are encourages learners to exchange their own experiences, thereby making learning more active and less isolating, Stimulates learners to think about issues and problems. In addition with the advantages of small group discussions will help students to understand difficult words,

sentences, content, topics, phrases, and identify references by requiring them to share and discuss their thoughts and problems with other group members.

There are several steps of teaching reading through the small group discussions method as follows; (a) The English teachers divide the students into several discussion groups consisting of five members; (b) The English teacher provides material or topic to each group; (c) Students work in each group or to complete reading questions; (d) For the discussion to run well, each member gives an opinion on each question; (e) The opinions of the small group members are written by the leader; (f) At the end of the discussion process, each group leader gave their opinion and the English teacher added some suggestions and gave the correct answers to each other.

For the explanation above, we can conclude that the small group discussion technique of teaching consists of two or more people in small groups exchanging thoughts orally to achieve results in teamwork, and they can take more responsibility for self-study, develop social skills, and leadership, and become involved in alternative learning approaches. So, this method is better used in the learning process. Discussion is a teaching technique that involves an exchange of ideas, with active learning and participation by all concerned Orlich Donald, (1998). Based on the explanation above, the research conducted is entitled **“IMPROVING STUDENTS’ READING COMPREHENSION USING SMALL GROUP DISCUSSION OF SMP N 3 BOYOLALI (A Classroom Action Research at the Ninth Grade Students of SMP N 3 Boyolali in the Academic Year of 2021/2022)”**.

B. Identification of the Problems

Based on the background of the study, the researcher can identify some problems faced by students SMP N 3 Boyolali especially in Ninth Grade in the teaching and learning activities of English. They are as follows :

1. The students feel reading is an uninteresting and boring activity.
2. The students have difficulties comprehending the text.
3. Students were passive during the teaching-learning process.
4. Students are unable to analyze the main idea of the reading task.

C. Limitation of the Problems

Both the object and the subject of this study are limited by the researcher. The researcher's main interests include small group discussion techniques and student achievement in reading activities, especially in narrative text. The subject in this study is ninth-grade junior high school students who had got the lesson on narrative text. Furthermore, the researcher limit only finds out the improvement of applying the small group discussion technique increase-the ninth-grade students reading comprehension of the narrative text of SMP N 3 Boyolali in the academic year 2021/2022.

D. Formulation of the Problems

Based on the background of the study above, The Formulation of the Problem of the research is as follows :

1. How's the implementation of small group discussion for teaching reading in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022?
2. Can the small group discussion improve the student reading comprehension in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022?

E. Objectives of the Study

Based on the problem formulation above, the objectives of this research are:

1. To find out how's the implementation of small group discussion for teaching reading in the ninth grade of SMP N 3 Boyolali in Academic Year 2021/2022.
2. To find out the improvement of students' reading comprehension by using small group discussions with the ninth students of SMP N 3 Boyolali in Academic Year 2021/2022.

F. Benefits of the Study

The research result is expected to give some benefits for several sides.

The following are some benefits of this research :

1. Theoretical benefits

Reading is the complex cognitive process of decoding symbols to derive meaning and a process of interaction between the reader and the text. The reader connects the text's premise to their own experiences and expertise. The result of the study could also increase the perception and knowledge of

the teacher with information about how they apply the proper method to direct and facilitate students in English learning. It can be used as a reference for future research by another researcher.

This study is hoped to be useful and effective in the teaching of reading. As a result, it can be used as a model for improving reading ability in schools, and this research will contribute to the growth of education in Indonesia.

2. Practical benefits

This study focuses on the education world. Like the teacher, the student, etc. this research can describe how to teach strategy, particularly in teaching English, to teachers. This research has the potential to improve the students' reading abilities and comprehension of content. For the reader, this study's result probably will be used as a reference for those who want to research the English teaching process especially in improving English reading.

The result of this research is expected to be useful for the students, English teachers, and research further.

a. For the Students

This research paper is supposed to make it easier for students to understand the analytical exposition content.

b. For the English teachers

The findings of this study may provide English teachers with new information about how to teach reading through small group discussions.

The findings of this study provide a new perspective on how to improve the teaching-learning process.

c. For the Headmaster

This research can suggest the effectiveness to use small group discussions. So that the methods that can be used in the teaching and learning process can be more variety

d. For the Vice Headmaster

This research can give discourse and suggestions about the implementation of the small group discussion techniques for students reading comprehension, especially in narrative text.

e. For Research Further

This study paper can be used as a reference for other researchers who desire to undertake research. This research compares and contrasts their own or other research.

G. Definition of Key Terms

1. Reading comprehension

Reading comprehension means extracting the required information from it as efficiently as possible. (Francoise Grellet, 1981).

2. Teaching reading

(Heilman, 1997), he states that Teaching reading evolves from the best knowledge available in the fields of psychology, education, and curriculum planning, from students in child growth, and child guidance and psychological clinics.

3. Small Group Discussion

(Orlich Donald, 1998) states that “discussion is a process of students teacher involvement in the classroom environment”. He also has personal options, ideas, or arguments.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories related to the problems of this study, which are used as a foundation and reference to give relevant knowledge in the field. This chapter also includes other earlier research that is comparable to this study. This study's analysis is based on some of the theories discussed in this chapter.

A. Theoretical Review

1. Review Reading Comprehension

a. Definition of Reading

There are four skills in English listening, reading, speaking, and writing. Reading is the most important skill. Nunan (2003) states that "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". So, reading also takes a big part in the classroom, because students need reading to improve their knowledge and tool for academic success.

Nutall (1996) define that reading is a process of communication between the writer and the reader. It means that reading in this process the reader tries to recreate the meanings intended by the writer. The writer is the sender of information, and the reader is the receiver of information. Based on the preceding definition, it can be concluded that reading is the most crucial skill for students. Reading is the most important aspect of gaining knowledge because everyone needs to read to develop their

knowledge. Reading may also be defined as an interaction between a reader and a text to obtain information.

1) The type of Reading

Some types of reading according to Pattell Parven, (2015) Intensive reading. Intensive Reading is related to further progress in language learning under the teacher's guidance. Intensive reading will offer a foundation for discussing vocabulary and idiom challenges. It will also include information for improving language control in both speech and writing. Short stories, novels, and poetry, as well as articles about scientific discoveries, artistic achievement, political development, and aspects of indirect teaching. This purpose will be served by the material chosen for extensive reading.

The base for classroom activity will be extensive reading material. It will not only be read, but also discussed in depth in the target language, analyzed, and utilized as a starting point for a writing assignment. Text reading, often known as passage reading, is a type of intensive reading. The learner reads the text to gain knowledge or make an analysis. The purpose of this reading is to read a less amount of the text. This reading is carried out to obtain specific information. Intensive reading occurs when a student reads a book to gain knowledge. Intensive reading has a few characteristics :

- a) This reading helps the learner to develop active vocabulary.
- b) Teacher plays the main role play in this reading.

- c) Linguistic items are development.
- d) This reading aims at the active use of language.
- e) Intensive reading speech habits are emphasized and accent, stress, intonation, and Rhythm can be corrected.

2) Extensive Reading

Extensive reading content will be chosen at a lower difficulty level than intensive reading material. The goal of Extensive Reading is to educate students on how to read fluently and directly in the language targeted for pleasure without the assistance of a teacher. Oral reports to the rest of the class, or a full class discussion, can be based the d on considerable reading. It could be used as a source for written compositions in which students address specific topics raised by the book's content.

Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in difficult reading, the teacher will be urged to explore the reader's related interests. Reading for enjoyment is substantial reading. The reader is interested in learning more about something. After reading, the reader is unconcerned about specific or critical facts. People usually read to keep themselves informed. There are a few characteristics of extensive reading :

- a) It helps learners to develop active vocabulary.

- b) Extensive reading is silent reading.
- c) In extensive reading the subject matter is emphasized.
- d) In the extensive reading, the learners play a role because they have to ask for measures.
- e) The extensive reading is the idea can be developed.
- f) Extensive reading aims to enrich learners' knowledge.
- g) Through extensive reading a good reading habit can be developed.

3) Aloud Reading

Reading aloud is also crucial in the teaching of English. Teachers should be aware that reading aloud training should begin at the basic level since it is the foundation of word pronunciation. It will be very tough at the secondary level if it is not taken care of. Reading aloud is not effective at the secondary level, according to S. Venkateswara, for the following reasons :

- 1) It is a very difficult skill. In unseen text or other text, there are many words that students did not know how to pronounce.
- 2) If students have not prepared themselves for reading, it will be unnatural.
- 3) Reading is reading silently.
- 4) According to Vanktes, only those texts which have no need not to be read aloud should not be read aloud. S. Venkateswara in Pattel and Praveen (2008).

4) Silent Reading

Silent Reading is a very important skill in teaching English. This reading should be used to help students improve their reading skills. Silent reading is used to get a large amount of information. When they can read without difficulty, the teacher should have them read silently. It's a habit in which students are allowed to read without making an audible whisper. Reading is a crucial skill to teach because it is at this point that a student's information begins to take flight. The reading material chosen should be genuine. The actions that a teacher can take to make her or his teaching more effective are as follows :

- a) Teacher should tell about the topic first to the learners. He should motivate students. The teacher should not read first but he should allow the students to read the text.
- b) Teacher should not allow the students to murmur while reading.
- c) The subject matter should be interesting and effective selected from the reading material develop for it.
- d) Eclectic approach can be used by the teacher for better comprehension and understanding.

b. The Purpose of Reading

Harmer (2007) stated that reading has some purposes :

1) Identifying the topic

In identifying the topic of the text, they get the topic by relating their own schemata, it will help them to get idea about the text quickly and effectively.

2) Predicting and guessing

The readers sometimes guess in order to try and understand what the text is about, especially if they have first identified the topic. And they try to predict what is coming and make assumption about the content of the next. Then they try to relate their schemata with the text that they read.

3) General understanding

The readers have not to understand the text specifically, but they just understand the general idea of the text and they do not need to focus on details information. It is called as skimming. It means running your eyes over a text to get quick idea of the gist of a text.

4) Specific information

The readers need the specific details that include in the text. It is called as scanning.

5) Detailed information

Sometimes the readers read in order to understand everything in details information. It is usually in written instructions or directions or description of scientific procedures.

6) Interpreting text

The readers are able to get the meaning of the passage, using a variety of clues to understand what the writer is implying. The readers will be success in interpretation if they have schemata.

c. Strategies for Reading

Brown (2007), stated that principal strategies for reading are :

- 1) Identifies the purpose in reading a text.
- 2) Applies spelling rules and conventions for bottom-up decoding.
- 3) Uses lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guesses at meaning (of words, idioms, etc.) when he/she isn't certain.
- 5) Skims the text for the gist and for main ideas.
- 6) Scans the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguishes between literal and implied meanings and
- 10) Capitalizes on discourse markers to process relationships.

d. Micro-Skills and Macro-Skills for Reading

There are several categories of micro skill and macro skill reading according to Brown (2007):

1) Micro skills :

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different length in short term memory.
- c) Process writing at an efficient rate of speed to suit the proses.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relation between and among clauses.
- h) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i) Recognize the communicative functions of written texts, according to form and purpose.
- j) Infer context that is not explicit by using background knowledge.
- k) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

- l) Distinguish between literal and implied meanings.
 - m) Detect cultural specific references and interpret them in a context of the appropriate cultural schemata.
 - n) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.
- 2) Macro skills :
- a) Recognize the rhetorical form of written discourse and their significance for interpretation.
 - b) Recognize the communicative functions of written texts, according to form and purpose.
 - c) Infer context that is not explicit by using background knowledge.
 - d) From describe events, ideas, etc. infer link and connection between events, deduce cause and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - e) Distinguish between literal and implied.
 - f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - g) Develop and use a battery of reading strategies, such a scanning and skimming, detecting discourse markers, guessing the meaning of

words from context and activating schemata for the interpretation of text.

e. The Process of Reading Comprehension

In the reading comprehension there is an process, Thomas (2008) states that since reading in an intergrated process, it cannot be separated into discrete factors and studied in objective ways. There are, however, certain related skills and competencies that can be grouped for intensive study. This classification related and dependent on one another and variously indicated as divisions or components of the reading process is classified under five broad headings (1) foundation, (2) background, (3) word recognition, (4) comprehension, (5) utilizations.

From the explanations, it can be concluded that reading is a complex process and it is this complexity that accounts for the variety of definitions of it. It must, however, be remembered that whatever complex reading is there should be the reader, the writer, and the text in it. It is based on the assumption that the reader and the writer use the same code that the writer has a message in the text and that writer wants the reader to understand the message.

The aim of the English language teaching is to develop English communicative competence, which consist of listening, speaking, reading and writing, although reading is only 25% of the whole portion for four skills (listening, speaking, and writing), people who are learning a new language, build a better vocabulary, and make more comfortable with

written English. The student can write better English if they feel comfortable with the language. Rattng may be the only way for students to use English if they live in non-English speaking countries. Reading can help them if they plan to study in an English speaking country.

f. Level of Reading Comprehension

Reading comprehension is the process of making from text. It's important as teachers of English second language to teach read well. The teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. Reading is foreign language may face difficulties, such as : difficult vocabulary, author's meaning and difficult to make a conclusion of the passage. Probably the simple and best away to understand this is to view comprehension as occurring levels. Sandiko (2004) states that there are three levels of comprehension are usually proposed :

1) The Literal Level

This level involves literal comprehension, interpreting the author's words in a given sentence in a way that has meaning to us, but without considering and weighing the implication of any meaning, but it is more than decoding the meanings of individual words one a time. Literal comprehension deals only with the textually explicit, with what is directly stated.

2) The Inferential or Interpretive Level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied but not explicitly stated. Build on facts in the text : predictions, sequence and settings. Make a conclusion about the text.

3) Critical Reading

Critical reading involves assessing and judging the value of what is read. Reading critically can be seen as a conversation with an author, talking back to an author in our imagination.

g. Teaching Reading

The teaching is started by leading in the students to the topic. Brown (2000) states that Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means, teaching is important to learning to be is guiding and facilitating learning, enabling the learner to learn, setting the conditions. Burns (2002) states that teaching foreign language is no longer acceptable when focuses only on form since meaning is paramount. teaching is not only delivers knowledge or information to the students but teaching also needs methods, techniques and approach. Brown (2000) define that teaching is the activities to show or help someone to learn how to do something, give instruction, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge.

Nunan 2003) define there are some principles that must be applied in teaching reading, those are :

1) Exploit the reader background knowledge

A reader background knowledge can influence reading comprehension background knowledge include all of experiences that reader brings to a text. If the students are reading unfamiliar topic, teacher may need to begin the reading process by building up background knowledge.

2) Build a strong vocabulary base

Recent research emphasize the importance of vocabulary to successful reading. It is easier for the reader of academic text to have high level of vocabularies to help them to understand the message of the text.

3) Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring processes includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained.

4) Work on increasing reading rate

On focus here is to teach students to reduce their dependence on dictionary skill such as scanning, skimming, predicting, and identifying main ideas.

5) Teach reading strategy

It underscore the active role that take in strategic reading.

Teaching them now to do this could be a prime consideration in reading.

6) Encourages reader to transform strategies in to classroom

The goal for explicit method instruction is to move readers from conscious control of reading strategies to unconscious use for reading skills.

7) Built

It can be conducted in qualitative and quantitative assessment.

Quantitative assessment will include information from reading comprehension test and qualitative assessment can include reading interest survey.

8) Strive for continuous improvement as a reading teacher

The teacher should believe themselves as facilitator in the classroom, helping the students discover what works best. Other principles of learning to reading are :

- a) The student must have purpose and motivation to learn.
- b) Learning must have meaning for the learner.
- c) A background experience and knowledge is necessary for learning.
- d) The learner must be active in his/her learning.
- e) Learning requires the practice.
- f) Favorable attitudes toward learning foster effective learning.
- g) Students learn at different rates and in different method.

h) Learning is more effective if the learner knows for what he or she is learning.

h. Definition of Reading Comprehension

Comprehension is a process in which the reader constructs meaning by engaging with the text. Reading requires focus to absorb the meaning; a competent reader not only reads a text but also gathers information and comprehends the meaning of the text. Linse (2005) states that, reading comprehension refers to reading for meaning, understanding, and entertainment. It means reading comprehension can be described as understanding a text or the process of constructing meaning from a text.

Meanwhile, Wooley (2011) states that reading comprehension is the process of making meaning from the text. It means that reading comprehension is the process of constructing the meaning of what the writer means to the reader. The reader tries to understand what the text tells about. Klinger (2007) states that reading comprehension is defined as the activity to understand the text. The readers make meaning after reading the sentence of the text.

Reading comprehension, according to the above description, is the process of grasping the meaning of the text that someone reads and the act of constructing meaning from a written text using all of these strategies and behaviors.

Reading is an activity to achieve meaning from text. (Robinson, 1980) state that reading comprehension is an active attempt to understand

the text. The reader interacts with and tries to reconstruct what a writer wishes to communicate. While reading, readers are predicting and or anticipating what will be coming up in the text by using selective information.

i. Indicators of Reading Comprehension

Brown (2004), mentions the indicators of reading comprehension as bellows :

- 1) Identification of Characters .
- 2) Identifications of Main Idea.
- 3) Identifications of Topics.
- 4) Identifications of Meanings implicit and explicit.
- 5) Identifications of The meaning of words based on context.
- 6) Identifications of Supporting ideas.
- 7) Identifications of Inference (Implied detail).

j. The Definition of Teaching Reading Comprehension

In English language teaching, getting students to read English text is an important part of the teacher's job as stated by Hamer (1998) he stated that students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. He adds that reading provide rich exposure to language in use. Some of the languages stick in their minds as part of the language acquisition is likely to be even more successful. Furthermore, reading text also provide good model for English writing. When we teach the skill of writing we will need to show

students models of what we are encouraging them to do. Then, reading texts, provide opportunities to study language : vocabulary, grammar, punctuation and the way we construct sentences, paragraph, and text. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be springboard for well rounded, fascinating lesson.

From that statement, it can be assumed that teaching especially to read English text is better to stated earlier. Through reading, learner can practice language in order to re-use it in writing and also make a sense of text in order to extract the information they read.

k. The Technique of Teaching Reading Comprehension

Dupuis (1982) suggest some ways to teaching reading comprehension. There are number of suggestions to provide guidance to content teacher :

- 1) Present new concept either visual or verbally there are introduce in English.
- 2) Promote discussion, interest, and concept development as well as in English.
- 3) Promote reading activities, which incorporate concept.
- 4) Promote reading activities, as well as in English start with short, structure reading exercises (like answering direct question) and move gradually to longer.

- 5) Only after the students understand and concepts the vocabulary be introduced in English.
- 6) Follow with the same concept in reading.
- 7) Early writing activities should be simple, even the copying from the board into notebook.
- 8) More on to more advanced reading comprehension activities which include other sources of information; include also higher level of reading comprehension, such as critical and evaluate thinking.
- 9) In general, use as must concrete, hands-on activity as possible.

1. The Process of Teaching Reading Comprehension

Reading comprehension activity in classroom is generally seen as the main of language teaching and learning. The success of other language skill is influences and dependent upon reading. Some common problems such as learners lack motivation and teachers poor method in presenting and carrying out reading comprehension may appear. Therefore, teacher must be skillful in motivating learners by selecting and selecting material, and choosing appropriate method.

Williams (2008) stated that there are three main phases need to be followed in teaching reading comprehension process:

1) Pre-reading activities

Pre-reading activities consists of question to which the reader is required to find the answer from the text. From the question and answer, the readers are stimulated to guess what the text tells about teacher can

help students build prediction for the text there are going various activities William (2008).

2) While Reading activities

This phase refers to the text, not the idea of previous students to read. The aim of the phase are to help understanding of the text structure and to clarify text content William (2008).

3) Post Reading activities

Tradition is the main type of post-reading activities to answer questions related to the part that has been read. Teachers should ensure that students get the message from reading it. The aims of post reading work are to consolidate of reflect. Upon what has been read. And to relate the text to the learners own knowledge interest or views William (2008). Each of those techniques can be used to illustrate a student's comprehension. Student may react what they have read by answering the question retelling or paraphrasing.

2. Review Method

a. Definition of Method

A teaching method comprises the principles and methods used by teachers to enable student learning. Gerlach (1980) defines method is a model of ways that can be done to hold teaching and learning activities so that they can run well. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with

the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

In today's school the trend is that it encourages much creativity. It is a known fact that human advancement comes through reasoning. Herry (2012) states that this reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information into their students. In this model, teaching and assessment are viewed as two separate entities.

Student learning is measured through objectively scored test and assessments. In students-centered approach to learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, students portfolios, and class participation. Teaching and assessments are connected, student learning is

continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

3. Review Small Group Discussion

a. Definition of Small Group Discussion

Students' understanding of the memory of the content and problem-solving abilities have all been demonstrated to improve when they participate in small group discussions or work in small groups. In the academic setting, however, most of us do not have an instinct for how to work well with others. Group work must be carefully arranged, and students must receive help to be successful.

On the other hand, the challenges listed above necessitate a teacher's discovery of a suitable and appropriate approach for resolving those reading problems so that students can comprehend the meaning of the text and improve their reading comprehension. Arsen (2008) states that make students become various reading strategies because reading with strategies would create students to be critical and creative readers. As a result, the teacher should employ an approach to assist students in comprehending a book. The teacher should provide students with practical and effective strategies. For the reading lesson to be meaningful and pleasurable, the learning activities should be exciting and pleasing to the students. The students' reading would rise as a result.

One of the techniques that are proposed in this research is small group discussion. Anderson (1997) states that research has proved that small group discussion is an effective technique to improve students' reading skills which have been conducted in senior high school. Then, the small group provides opportunities for students initiation, forgive to take face to face in groups of two or four students for practice.

Brewer (2008) states that There are several steps of teaching reading through the small group discussions method as follows; (a) The English teachers divide the students into several discussion groups consisting of five members; (b) The English teacher provides material or topic to each group; (c) Students work in each group or to complete reading questions; (d) For the discussion to run well, each member gives an opinion on each question; (e) The opinions of the small group members are written by the leader; (f) At the end of the discussion process, each group leader gave their opinion and the English teacher added some suggestions and gave the correct answers to each other. The benefit of having group discussions in Reading Learning are encourages learners to exchange their own experiences, thereby making learning more active and less isolating, Stimulates learners to think about issues and problems.

b. The Advantages and Disadvantages of Small Group Discussion

1) The Advantages

Klinger (2006), states that the fundamental benefit of having group discussions is that students can share information to solve

problems; nevertheless, this requires effective teamwork. They must present their opinion and discuss how to correct it. Here are some benefits of group discussion

- a) Reinforces previous learning.
- b) Foster positive peer support and a feeling of belonging.
- c) Provides the opportunity for sharing ideas and concerns.
- d) Encourages learners to exchange their own experiences, thereby making learning more active and less isolating.
- e) Stimulates learners to think about issues and problems.
- f) Both learner-centered and subject-centered.
- g) Enhances learning in both the affective and cognitive domains.

2) The disadvantages

Klinger (2006), states that having group discussion there are some drawbacks :

- a) Requires the teacher's presence at all sessions to act as a facilitator and resource person.
- b) More time-consuming for the transmission of information than another method such as a lecture.
- c) Particularly challenging for the novice teacher when group members do not interact easily.
- d) Requires skill to tactually redirect learners who digress or dominate without losing their trust and that of another group member.

- e) Shy learners may refuse to become involved or maybe need a great deal of encouragement to participate.
- f) Easy to digress from the topic.
- g) One member of the group can dominate the discussion.

Not all member of the group gets involved in the discussion. Is about the confidence problem. There is a different confidence level for each student, they are too shy to show up and perform themselves in front of their friends.

c. The Advantages and Disadvantages of Small Group Discussion for Teacher

1) The Advantages

Bernhanrdt (2006), states that the discussion is a strategy that can support teachers in understanding what students already know and in determining what they still need to learn. In this sense, listening to students' ideas in discussions can serve as a formative assessment that helps teachers make decisions about instruction.

A teacher might create an activity for students to engage in and then observe what they do, asking probing questions to learn how they're engaging in the task. This can in turn lead to better planning and instruction. It's also an opportunity to assess and identify what students have already learned.

2) The Disadvantages

Boardman (2006), in the discussion process participants are required to be directly and actively involved, by providing the widest opportunity to express their feelings and thoughts without feeling pressured. For teachers, small group discussions can make it difficult to manage classroom situations. they have to be extra in coordinating students to stay focused on the problems being discussed. Discussion activities have a fairly long duration of time, so before using this method the teacher must plan it carefully so that learning can be completed on time.

4. Review of Text

a. Definition of Text

A text is any stretch of language that can be understood to be a piece of written or spoken material in context. It may be as simple 1-2 words or as complex as a novel. Brindley (2005), states that teaching-learning English in Junior High School or Senior High School is appropriate to the new curriculum. The students learn about kind of texts and study about kind of rhetoric. The students have to know about the basic of the reasons what the case happens. One of the functions of language is giving information and asking for the information.

Definition of text according to Gerrot Wignel (2013), a genre can define as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. According to Barker

(1999), the text is a rich, many-faceted phenomenon that ‘means’ in many different ways. It can be explored from many different points of view. But we can distinguish two main angles of vision :

- 1) Focus on the text as an object in its own right.
- 2) Focus on the text as an instrument for finding out about something else.

Focusing on the text as an object, a grammarian will be asking questions such as : Why does the text mean what it does (to me, or to anyone else) ? why is it valued as it is ? focusing on the text as an instrument, the grammarian will be asking what the text reveals about the system of the language in which it is spoken or written.

b. Types of Text

Carter (2006) states that in high schools there are 13 types of text in teaching-learning English :

1) Narrative text

The purpose of Narrative text is to amuse/entertain the readers and to tell a story. Generic structure of the Narrative text are Orientation, Complication, Resolution, and Reorientation. The dominant language features in Narrative text are : Using Past Tense, Using Action verb, Chronologically arranged.

2) Recount Text

The purpose of Recount text is to tell something that happened in the past and to tell a series of past event. General structure in recount text there are Orientation, Event(s), Reorientation. In Recount text

using dominant language features : past tense, action verb, and adjective.

3) Descriptive Text

The purpose of Descriptive text is to describe a particular person, place or thing in detail. Generic structure in descriptive are identification and description. In descriptive text using dominant language features : simple present tense, action verb, adverb, special technical terms.

4) Report Text

The purpose of Report text is to present information about something, as it is. Generic structure in Report text are General classification, and description. In Report text using dominant language features : Introducing group or general aspect, using conditional logical connection, and using simple present tense.

5) Explanation Text

The purpose of Explanation text is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Generic structure in Explanation text are general statement, explanation, and closing. In Explanation text using dominant language features : simple present tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun, conjunction of time and cause-effect.

6) Analytical Exposition Text

The purpose of the Analytical Exposition Text is to reveal the readers that something is the important case. Generic structure of Analytical Exposition Text are thesis, arguments, and reiteration/conclusion. In Analytical Exposition text using dominant language features : Modals, Action Verbs, Thinking Verbs, Adverbs, Adjective, Technical terms, General and abstract noun, Connective/transition.

7) Hortatory Exposition Text

The purpose of Hortatory Exposition text is to persuade the readers that something should or should not be the case or be done. Generic structure of Hortatory Exposition text are thesis, arguments, and recommendation. In Hortatory Exposition text using dominant language features : simple present tense, modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun, connective/transition.

8) Procedure Text

The purpose of Procedure Text is to help readers how to do or make something. Generic structure of Procedure text are Goal/aim, Materials/Equipment, and steps/method. In Procedure Text using dominant language features : simple present tense, imperatives sentences, adverb, and technical terms.

9) Discussion Text

The purpose of Discussion Text is to present information and opinions about issues in more one side of an issue (“For/Pros’ and ‘Against/Cons’). Generic structure of Discussion Text are Issue, Arguments for and against, Conclusion. In Discussion text using dominant language features : Simple present tense, relating verb/to be, thinking verb, general and abstract noun, conjunction/transition, modality, and adverb of manner.

10) Review Text

The purpose of Review Text is to critique or evaluate an art work or event for a public audience. Generic structure in Review Text are Orientation, Evaluation, Interpretative Recount, Evaluation, and Evaluative Summation. In Review Text using dominant language features : Focus on specific participants, Adjective, Long and complex clauses, and Metaphor.

11) Anecdote Text

The purpose of Anecdote Text is to share with others an account of an unusual or amusing incident. Generic structure in Anecdote text are Abstract, Orientation, Crisis, Reaction, and Coda. In Anecdote text using dominant language features : exclamations, rhetorical question or intensifiers, material process, temporal conjunctions.

12) Spoof Text

The purpose of Spoof Text is to tell event with a humorous twist and entertain the readers. Generic structure in Spoof text are Orientation, Event(s), and Twist. In Spoof text using dominant language features : using past tense, action verb, adverb, and chronologically arranged.

13) News Item Text

The purpose of News Item Text is to inform readers about events of the day which are considered newsworthy or important. Generic structure in News Item text are Newsworthy event, background events, and sources. In News Item text using dominant language features : (1) short, telegraphic information about story captured in headline, (2) using action verbs, (3) using saying verbs, (4) using adverbs (time, place, and manner).

5. Review of Narrative Text

a. Definition of Narrative Text

In this research, the text will be focused on the narrative text. Richard (2012) states that he classifies the text into eleven types, they are description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, and review. He also states that narrative text is a type to tell activities or events in the past time, there are problematic experience and resolution that has purpose to amuse the reader.

On the hand, (Yun, 2007) say that narration is a text containing four components, such as orientation, complication, resolution, and re-orientation by which a writer amuse, entertaints people, and deal with actual or vicarious experience. Based on those explanation, it can be concluded that narrative text is a text that tells activities in the past times and it has four components such as orientation, complication, resolution, and re-orientation.

b. Kinds of Narrative Text

Carter, (2010) states that the kinds of narrative text are :

1) Legend

A legend is a narrative of human action that are perceived both by teller and listeners to take place within human history. Typically a legend is a short, traditional and historicied narrative performed in a conversational mode. For example The Legend of Toba Lake, Sangkuriang, and Timun Mas.

2) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings. For example The Ants and Grasshopper, The Smartest Parrot, and etc.

3) Fairy tale

A fairy tale typically features like folkloric characters as fairies, goblins, elves, throlls, dwarsves, giant or gnomes and usually magic or

enchantments. For example Snow White, Cinderella, The Story of Rapunzel.

4) Science Fiction

Science fiction is a fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of situation that could not arise in the world we know. Some examples of science fiction are : to the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clark.

c. Characteristics

1) Text Function

Henry (2011) states that the function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic events which lead to crisis or tuning point of some kind, which in turn finds a resolution. Based on the explanation, the main function of narrative text is amuse, entertain, and deal with actual or vicarious experience.

2) Generic Stucture

Siahaan, (2008) shows the steps for constructing a narrative text are :

- a) Orientation : orientation is an opening text that introduces the characters, when it happened, and the location of the background of the incident (who, when, where).

- b) **Complication** : complications are located after orientation and consist of paragraphs describing the original problem. Complication is a problem that located at beginning of the storyline which continues to the conflict, climax, and anticlimactic of a story.
 - c) **Resolution** : resolution is a paragraph that becomes the end of the story, which became the completion and ends of a story. The problems that exist in a narrative text must be resolved and closed with a happy ending or even tragic or sad ending.
 - d) **Re-Orientation** : re-orientation is a closing sentence that tells the final state of the character in the story and there is a moral message/lesson in a narrative story.
- 3) **Language Features**
- a) Focus on specific and usually individual participants.
 - b) Use of material process (or behavioral and verbal process) for example saw, a fell asleep, knocked, etc.
 - c) Use of relational process and mental process.
 - d) Use of temporal conjunctions, and temporal circumstances, such as once upon a time, the text morning, etc.
 - e) Use of past tense.

B. Previous Related Studies

Table 1 Previous Related Studies

No	Title Thesis	Similarity	Different
1.	Improve Students' Reading Comprehension By Affinity Strategies and Authentic Reading Materials" (a classroom action research at SMA N 7 Denpasar in Academic Year 2018/2019) by Nih Luh Putu Dian Sawitri.	The similarities between the first previous study with this research are focused on students reading comprehension too as the object.	The difference between the first previous study with this research is in her thesis uses affinity strategies and authentic materials as a method to improve students' reading comprehension. In this research uses small group discussion as the method.
2.	Improving Students' Ability to Understand Text Using Small Group Discussion (a classroom action research at SMP Negeri 2 Pare Kediri in Academic Year 2018/2019) was created by Abdul Wahid Language and Letters Department of Islamic Education, as	The similarities between the second previous study with this research are, in his researcher uses small group discussions as a method to improve students' ability to understand the text. In this	The differences between the second previous study with this research are, In his research, he use and focused on the descriptive text to be the media for improving students' abilities. In this research, the researcher uses and focused on the narrative text to be the media for improving students' abilities.

No	Title Thesis	Similarity	Different
	well as the language faculty of Surakarta's State Islamic Institute.	research, the small discussion to is improve students' reading comprehension.	
3.	Improving Students' Ability to Understand Text Using Small Group Discussion (a classroom action research at SMP Negeri 2 Pare Kediri in Academic Year 2018/2019) was created by Abdul Wahid Language and Letters Department of Islamic Education, as well as the language faculty of Surakarta's State Islamic Institute.	The similarities between the second previous study with this research are, in his researcher uses small group discussions as a method to improve students' ability to understand the text. In this research, the small discussion to is improve students' reading comprehension.	The differences between the second previous study with this research are, In his research, he use and focused on the descriptive text to be the media for improving students' abilities. In this research, the researcher uses and focused on the narrative text to be the media for improving students' abilities.

No	Title Thesis	Similarity	Different
4.	”Improving The Students’ Reading Comprehension On Narrative text At The Eighth Grade Of SMP MUHAMMADIYAH BELAWA Through Collaborative Strategies Reading (CSR) In Academic Year 2019/2020” was created by Risma as a student at State Islamic Institute (IAIN) Parepare.	The similarity between the third previous study with this research is to improve the students’ reading comprehension of the narrative text.	The difference between the third previous study with this research is the method used, in her research she uses Collaborative Strategies Reading CSR to improve the students’ reading comprehension of narrative text. This research uses small group discussion as the method.

C. Rationale

Small group discussion is one of the learning strategies to be able to improve students’ learning process, especially in reading comprehension. In addition, this technique can help students to learn, group work can also make study time more efficient. Small group discussion is an activity to exchange information opinions and ideas among all members of a group that consists of at least four members to solve problems occurring in the learning reading process. By using small group discussion it is expected that students’ comprehension especially in the narrative text will improve. However, the biggest problem in

this research is the pandemic situation, the researcher must adjust this method with the government regulations for school time.

D. Action Hypothesis

From the description above, the researcher proposes the hypothesis that using small group discussion can improve the reading comprehension of the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition of Operational Variable

1. Variable

A research variable is an attribute, nature, or value of a person, object, organization, or activity that the researcher has determined to be investigated and conclusions taken from Sugiyono (2009). There are various variables in this study, including :

a. Variable Independent

Independent variables are those that influence or cause the dependent variable to change or appear. The independent variable in this study was Small Group Discussion, which affected Reading Comprehension in ninth-grade students at SMP N 3 Boyolali, as defined by the researcher. Anerson (2008) states that research has proved that small group discussion is an effective technique to improve students' reading skills which have been conducted in senior high school. Then, the small group provides opportunities for students initiation, forgive to take face to face in groups of two or four students for practice.

b. Variable Dependent

Dependent variables are variables that are influenced or result from the presence of independent factors in SEM (Structural Equation Modeling). Reading Comprehension was chosen as a dependent variable in this study because of the impact of Small Group Discussion on Reading

Comprehension in ninth-grade students at SMP N 3 Boyolali. . Linse (2005) states that, reading comprehension refers to reading for meaning, understanding, and entertainment. It means reading comprehension can be described as understanding a text or the process of constructing meaning from a text.

2. Definition of Operational Variable

a. Reading Comprehension

Reading comprehension is the process of making meaning from the text. It means that reading comprehension is the process of constructing the meaning of what the writer means to the reader. The researcher conducted a test to determine the students' ability to understand the reading. The researcher formulates about the indicators of reading involving these features : (1) main idea, (2) Grammatical feature (3) Excluding facts not written (4) Supporting ideas (5) Vocabulary in context.

b. Small Group Discussion

The small group discussion method is a group that consists of six or fewer students who are assigned a task involving solves collaboration. Small group discussion is one of the learning strategies that are often used by junior high school students. In addition to helping students learn, group work can also make study time more efficient.

B. Research Setting

1. Place of The Research

The setting of this study was conducted at the Ninth Grade of SMP N 3 Boyolali in the Academic Year 2021/2022. SMP N 3 Boyolali is located at Sandanglawe street, No. 30, Karanggeneng, Kecamatan Boyolali, Kabupaten Boyolali, Central Java, 57312.

2. Time of The Research

The procedure of the research was appropriate with the steps in action research. This procedure is shown in the schedule, the steps, and also the activities. The more detailed planning for the research timeline and activities can be seen in the following table :

Table 2 The Schedule of The Research

No	Activities	Time						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr
1.	Asking Permission							
2.	Pre research							
3.	Proposal writing							
4.	Data collection							
5.	Data analysis							
6.	Report writing							

C. Subject and Object of The Research

1. The Research Subject

The students in class IX G at SMP N 3 Boyolali in the ninth grade are the focus of this study. In this study, the researcher collaborated with the

teacher who teach English in class IX G. There are 30 pupils in one class, including 13 guys and 17 girls. The researcher chooses IX G because the students in class IX G are difficult comprehend of reading narrative text. Then the students being passive, bored, and lazy when reading activities are uninteresting.

2. The Research Object

The object of this study is to improve the reading comprehension of ninth-grade class IX G students at SMP N 3 Boyolali 2022 which is still low by using small group discussion learning techniques.

D. Action Plan

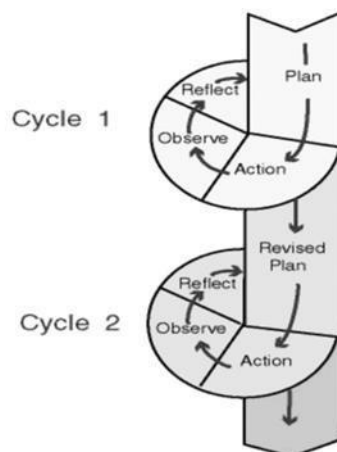
In this method, the researcher and the English teacher 9G becomes a collaborator to help students improve their reading comprehension.

1. Research Procedure

In the first observation researcher conducted reconnaissance on students learning process by interviewing students and teachers, to find out information about students reading comprehension. Based on observation researcher identified the existing problem, therefore the researcher considered the small group discussion method as an appropriate way to improve students' reading comprehension, especially in narrative text.

This research consisted of two cycles, which is the second cycle is a continuation of the first cycle, each cycle will be consist of one or more meetings. According to Kemmis and Mc. Taggart model as cited in Burns, (2010) there were four phases in each cycle involved in this research. Those

were planning, action, observation, and reflection. The figure for those steps is illustrated as follows :



Kemmis and McTaggart (1990) Cycle of Action Research

Picture 1 The spiral Model by Kemmis and Mc Taggart

According to Kemmis and Taggart in Burns (2010:8), there are four important processes in doing classroom action research: a cycle. They are :

a. Planning

Planning is preparing a sequence of action steps to achieve a specific goal. In this step, the researcher prepared everything that related to the action. The researcher made the lesson plan dealing with the material, media, time, and schedule that would be implemented in the classroom.

b. Action

In this step, the researcher implemented the reading teaching-learning process using small group discussion in the classroom. The process of the teaching-learning was written in the lesson plan.

c. Observing

Observation is conscious activity to take the notice of classroom actions and occurrences. In this step, the researcher observed all of the activities happening in the reading activity. The researcher noted all of the activities happening in the teaching-learning of reading activity. The observation was written down as field notes.

d. Reflecting

In this step, the researcher evaluated and investigated what she had observed to find out the strengths and the weakness of using small group discussion in the reading teaching-learning process. Through the observation, the researcher could see whether the small group discussion technique improved the students' reading comprehension or not.

E. Techniques of Collecting Data

The researcher used some techniques to obtain the data for this research.

Those are as follows :

1. Observation

According to Arikunto, (2010) observation is a method which effectiveness in completing the observation sheet as an instrument. The form arranged items that explain the occurrences, behaviors, or actions described. The researcher focused on improving students' reading comprehension. Observation to know the students' responses and feedback during implementing small group discussion.

The observation conducted before the researcher conducts the research. The purpose is to know the students' condition in the teaching-learning process. The researcher uses the checklist observation to make it more systematic. In filling the observation checklist, the researcher uses the mark "✓". There are some indicators and aspects that can help the researcher to observe the teaching learning process. They was presented like in the table below :

Table 3 Condition in Teaching Learning Process

Items	Yes	No	Obstacle
Students paying attention			
Students ask questions to get more information			
Students participate actively in class			
Students try to finish the assignment even when getting difficulties			
Students being enthusiastic of learning proses			

Table 4 Aspect in Teaching Learning Process

Items	Yes	No	Obstacle
Greeting students before the lesson begin			
Praying before the lesson begins			
Checking student attendant			
Reminding previous material			
Giving an explanation of the material			
Use some learning strategy in accordance with the material			

Items	Yes	No	Obstacle
Giving opportunity to students for asking a questions			
Help student's difficulties during learning			
Answer student's questions			
Giving feedback after the lesson			

Table 5 Collaborator Activity

Items	Yes	No
Provide a lattice material about Narrative Text (Main Idea, Grammatical Features, Excluding Facts Not Written, Supporting, Ideas, Vocabulary in Content)	✓	
Filling out the log book in the research	✓	
Assist researchers in assigning value to students work	✓	

2. Interview

According to (Morgan, 2001), in interview research, a sample of participants is drawn from a larger population using probability sampling methods. Because the purpose of the survey is to describe the entire population, the sampling method and return rate are critical considerations. In this research, the researcher used interviews to know the problems both from the teacher and the students in the teaching and learning process, especially in reading comprehension. The researcher recorded the interviews and the result of the interviews was is transcribed into papers.

3. A Reading test

Djiwandono (2011: 15), the test is an instrument for measuring a person's ability, knowledge, or performance in a given domain. The researcher used a test to measure how well the students can understand the material and to know the students reading comprehension. In teaching reading

comprehension the test used is the multiple-choice questions, where students will answer the questions with the available choices. Pre-test and post-test were in the form of multiple-choice items which consist of 20 questions each

test with the correct answer are scored as 1 and the wrong one as 0. The researcher conducted tests twice, pre-test and post-test. There are as follows:

a. Pre-Test

The test used is the multiple-choice questions, where students will answer the questions with the available choices. The function of the pre-test is to know the students' ability in reading comprehension before learning reading comprehension.

b. Post-Test

Post-test was used to measure students' ability after the treatment process to know their knowledge after they got treatment. The test is the multiple-choice questions, where students will answer the questions with available choices. Post-test is aimed to measure the reading of the descriptive text and small group discussion.

4. Documentation

According to Arikunto (2010: 274), documentation is finding the data about variables such as a note, transcript, book, newspaper, magazine, agenda, picture, video, voice record, etc. in this research the researcher used pictures, photos of students' score and lesson plan to help the researcher to complete the research.

F. Research Instrument

This research applied quantitative and qualitative data. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon. Arikunto (2010) states some

techniques that can be used to collect the data, such as tests, questionnaires, interviews, and observation. The researcher used a test to collect data in the quantitative method.

Qualitative research conducted in a natural setting with a focus on the process rather than the result. The most essential thing is understanding the significance of the events and various interactions in a normal situation. Therefore, the instrument is the researcher himself. The assumption that people are capable of reaching and assessing the meaning of events or social interactions has led to the use of humans as a research instrument Ary et al. (2010). Fieldwork methods (interview, observation, and document analysis) are the primary means of collecting data in qualitative research. The researcher used interviews, observation, and documentation to collect the data in the qualitative method

G. Techniques of Analysis The Data

The data has been obtained from the instrument analyzed to get the result that describes problems faced by students and teachers in the teaching-learning process, especially in reading learning. In this research, the data was analyzed qualitatively and quantitatively.

Qualitative is used to analyze data which is from the perspective of people. This analysis is without using numbers Burns (2010). In this case qualitative data, the researcher was known there was an improvement or not in the students' reading comprehension by using small group discussion.

According Dr. Sandu Siyoto, (2015), the process of qualitative data analysis begins with an examination of all accessible data from diverse sources,

such as interviews, field notes, personal documents, official documents, photographic pictures. Following the review, the next steps are data reduction, unit, compilation, categorization, and data interpretation.

1. Data Reduction

Researcher attempts to make main conclusion, process and statements. In other words, this data reduction process researcher carried out continuously while conducting research to generate main records from data obtained from the results of data collecting.

2. Data Serving

According to Miles Huberman (2015), A data presentation is a logically organized collection of data with the potential for a conclusion. This step is completed by presenting an organized set of data that leads to possible conclusions. This is due to the information gathered during the research process. Because qualitative research is usually presented as a narrative, it necessitates simplification without sacrificing content.

3. Verification of Data

The final stage of the data analysis process is conclusion or verification. In this section, the researcher draws conclusions based on the data collected.

The quantitative data were analyzed in the score while the teacher teaches reading by using small group discussion. To know the improvement in students' reading comprehension the researcher used a formula from Suparno (2008) in quantitative analysis as follows :

$$\bar{X} = \frac{\sum x}{N} \quad \bar{Y} = \frac{\sum y}{N}$$

The explanation:

\bar{X} Mean Score before action

Y: Mean Score after action

$\sum x$: the summary of all student's scores

$\sum y$: the summary of all student's scores

N: the student's number of subject

H. Indicators of Success

As measured by the increase in their scores, the improvement in students' comprehension is evidence of the research's. The KKM for English subjects at SMP N 3 Boyolali is 75. As a result, if students who receive a score of 75 or higher improve from before the treatment, the research goal has been met.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focused on analyzing the collected data. The researcher collected the data from ninth-grade students of SMP N 3 Boyolali. The researcher has given the detail of the research findings. This chapter is likely the main discussion of the research conducted. It showed the finding of the collected data since in the beginning until of the research.

A. Research Findings

This research is about the implementation of small group discussions to improve students' reading comprehension of SMP N 3 Boyolali. A preliminary study was conducted in SMP N 3 Boyolali to be as a data by the students and teacher in teaching learning English especially reading comprehension. This action was done at the ninth grade of SMP N 3 Boyolali. This chapter has two main sections, they are implementation and discussion. The schedule of the research was.

Table 5 Research Schedule

No	Activities	Time						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr
1.	Asking Permission	■						
2.	Pre research		■					
3.	Proposal writing		■					
4.	Data collection			■	■	■	■	
5.	Data analysis						■	
6.	Report writing							■

In order to reach the objectives of the research, every cycle was conducted in 3 meetings. Here each cycle contains 4 elements, namely planning, acting, observing, and reflecting. The description of each cycle can be seen as follows.

Before doing the action, the researcher conducted the observation to know the condition of the English teaching and learning process of SMP N 3 Boyolali. Based on the interview with the students, they are bored and assume that English is a difficult subject. They also assumed that reading is a boring activity. In the teaching-learning process, the teacher only uses a textbook as a media. From the implementation of small group discussions, the researcher hoped that it can improve the students' reading comprehension.

The researcher gave a pre-test and the interview to the students before the implementation of small group discussion. The students reading comprehension was measured by the test.

1. Pre-Test

The rules of the pre-test and interview are as the following :

a. Opening

The teacher gave a greeting to the student and check attendance after that the English teacher asked the researcher to introduce herself. The English teacher also explained to the students that the English lessons would be taught by the researcher.

b. Informing the students

The researcher gave information on the same activities in those 3 days. The information of the activity were sent 90 minutes every meeting.

The activities were pre-test, the teaching material, and then the post-test.

c. Giving pre-test

The researcher gave a pre-test that consist of 20 questions and the allocation time was around 25 minutes.

d. The result of pre-test and interview.

The result of pre-test can be seen from the scores of students reading comprehension as follows :

Table 6 Score Pre-Test 1

No	Name of student	Score Pre-Test
1.	AA	65
2.	ASN	40
3.	AP	60
4.	AM	50
5.	AS	55
6.	AR	80
7.	DHA	55
8.	DA	65
9.	EH	75
10.	FWA	50
11.	F	60
12.	GZI	70
13.	GEF	50
14.	GF	70
15.	GRA	60

No	Name of student	Score Pre-Test
16.	JAS	70
17.	LH	80
18.	MLA	65
19.	MAF	75
20.	NNA	70
21.	NSR	60
22.	NKM	85
23.	RAP	70
24.	RAA	55
25.	SWP	50
26.	USG	60
27.	VRA	40
28.	VNA	70
29.	WCA	55
30.	YA	70

Based on the result of pre-test, the students need more comprehension to understand the material. From the data of the interview, most of them did not like reading because reading was the difficult lesson to understand and problem faced by the students was about their understanding the text. They need high concentration to comprehend the text and bored when students read a book.

2. Research Implementation

The implementation of teaching reading comprehension through small group discussion. In classroom action research consisted of two cycles. For the cycles, the researcher gave the post-test. The cycle consisted of steps

consisting of identifying the problem, planning the action, the implementation the action, observing or monitoring the action, reflecting and evaluating the result of the observation, and revising plan.

a. The First Cycle

1) Identifying the problem

Before making the planning of the action for this cycles, the problems identified on the pre-research were as follow. The students confuse to understand about the contain of the text, and the teacher only uses textbook. To solve these problems, the researcher decided to conduct an action research by using small group discussion to improve the student's reading comprehension on Narrative text.

2) Planning the Action

By considering of identified on the pre-research above, the researcher planned to solve the problem. In this research, the researcher constructed lesson plans that consisted of three terms. They are opening, main activity, and closing. The cycle used some Narrative Text Legendary with 20 questions. In this study, the researcher was assisted by an English teacher in class IX G as a research collaborator. The collaborator helped provide a lattice of material on Narrative Text, The Collaborator also helped the researcher give grades to student work, and the collaborator also filled out the log book for this research activity.

3) Implementing the Action Research

The Implementation of action research, the researcher conducted the research in two cycles. Two meetings for implementation and one meeting for the post-test in each cycles. The first cycle was

based on the problem identification that had been conducted.

a) The first meeting on cycle 1

In the beginning of the lesson, the researcher as the teacher. Assalamuallaikum warohmatullohi wabarokatuh after that the teacher's ask the students to start praying before studying and checked the students attendance. The researcher distributed the material of Narrative text. In the first meeting, the researcher would present about narrative text and asking some pre-reading questions. The question were such as "What is a narrative text?" , "Do you like reading a book?" after the students clearly understand about narrative text then the teacher closed the learning process that day.

After the student clearly understand about narrative text and the teacher summed up the topic of that day's lesson together narrative text. When the researcher found that the students' had understood the lesson, teacher ask students said hamdalah together.

b) The second meeting on cycles 1

The second meeting was conducted the teachers start the class with greetings of Assalamuallaikum warohmatullohi wabarokatuh in after that the researcher ask the students to start praying before studying and checked the student's attendance and then the teacher asked students about the last meeting. The researcher told to the students when we had the same material in the learning process, about the narrative text.

After that researcher ask students, teacher creating group and giving narrative text with 20 questions. The researcher asked two of the students to read text. The second task was group activity , the teacher asked the students to answer the multiple choice. After the students clearly understand about narrative text then the teacher closed the learning process that day.

c) The third meeting on Cycle 1

In the third meeting, there was a post-test 1

(1) Observing and Monitoring The Action

To observe the result of the action done in cycle 1, in the cycle 1 in order to measure how far the improvement the students made was. The improvement of the students achievement could be seen from the mean score of the test. It was done during the teaching and learning process. The class could be controlled although sometimes they were noisy during the lesson but students interest when they read the text with friends and can discussion. The improvement of the comprehension skill from the score or pre-test and post test 1 can be seen.

Table 7 Score of Pre-test and Post-test 1

No	Name of the Students	Score Pre-Test	Score Post-Test	Passing Grade
1.	AA	65	75	75
2.	ASN	40	70	75
3.	AP	60	80	75
4.	AM	50	70	75

No	Name of the Students	Score Pre-Test	Score Post-Test	Passing Grade
5.	AS	55	80	75
6.	AR	80	85	75
7.	DHA	55	70	75
8.	DA	65	70	75
9.	EH	75	75	75
10.	FWA	50	80	75
11.	F	60	80	75
12.	GZI	70	70	75
13.	GEF	50	85	75
14.	GF	70	80	75
15.	GRA	60	80	75
16.	JAS	70	75	75
17.	LH	80	80	75
18.	MLA	65	70	75
19.	MAF	75	85	75
20.	NNA	70	70	75
21.	NSR	60	70	75
22.	NKM	85	75	75
23.	RAP	70	80	75
24.	RAA	55	80	75
25.	SWP	50	75	75
26.	USG	60	70	75
27.	VRA	40	85	75
28.	VNA	70	80	75
29.	WCA	55	85	75
30.	YA	70	70	75

(2) Reflecting and Evaluating the result of the Observation

From observing and evaluating the result of the observation in cycle 1, there was an improvement of the students' reading comprehension. It could be seen from the students' interest and motivation during the lesson used small group

discussion. The researcher concluded that the test was good enough using small group discussion for ninth grade students of junior high school in learning comprehending text. Even though some students got difficulties in understanding the meaning of the words, sometimes can't focus, and some of students still got scored under KKM.

b. The Second Cycle

1) Revised Plan

In this cycle, the researcher taught the same topic of narrative text as the one in the first cycle, but the researcher taught using different texts and the students studied the narrative text using small group discussion.

2) Designing The Lesson Plan

This lesson plan was designed as the result of revised lesson plan in the cycle 1. It was divided into two meetings for implementation the action and one meeting for the post test 2. In this step, the researcher planned pre-teaching, while teaching, and also post-teaching.

3) Implementing the action

a) The first meeting in cycle II

In the beginning of the lesson, the researcher as the teacher. At the first cycle II meeting, the teachers start the class with greetings of Assalamuallaikum warohmatullohi wabarokatuh, after

that teachers ask the students to start praying before studying and checked the students attendance.

The reasercher ask students creating group like in cycle I and make a group and I give the text about “The Legend of Telaga Warna”, the researcher asked the students, “Do you ever hear the legendary of Telaga Warna ?”, “do you know where is the Telaga Warna story came from?”. After discussed together, the researcher asked the students whether they had difficulties or not. When the researcher found that the students’ had understand the lesson, researcher asked students said hamdalah together.

b) The second meeting in cycle II

The second meeting was the last meeting of teaching learning process, because for the next meeting the students would have post-test 2. In the class the teachers start the class with greetings of Assalamuallaikum Warohmatullohi Wabarokatuh, after that teachers ask students to start praying before studying and checked the students attendance.

After that researcher divided students into several groups like a cycle 1 and the researcher gave a text to the students. Every group read text in text about “The Legendary Banyuwangi” based on the generic structure. The students should answer the exercise in answer sheet that was given by the researcher. After that the researcher ask students said hamdalah together.

c) The third meeting in cycle II

In the third meeting, there was a post-test 2. The post-test was aimed to know improvement of students comprehension on narrative text.

3. Observing and Monitoring The Action

To observe the result of the action done in cycle 2, the researcher used some techniques which were the same as the technique used in cycle 1, they were test, interview and observation. The researcher conducted the final post-test. It was done during the teaching and learning process.

The class also better and be controlled. The students interest when they read in the text with small group discussion. It could be seen from the students' activeness and score during the lesson.

4. Reflecting The Action

The students were more interested than before and comprehending in reading activity. The improvement of the comprehension skill from the score or pre-test and post-test 2 can be seen :

Table 8 Score of Pre-test and Post-test 2

No	Name of the Students	Score Pre-Test	Score Post-Test	Passing Grade
1.	AA	75	85	75
2.	ASN	70	80	75
3.	AP	80	90	75
4.	AM	70	80	75
5.	AS	80	90	75
6.	AR	85	95	75
7.	DHA	70	80	75

No	Name of the Students	Score Pre-Test	Score Post-Test	Passing Grade
8.	DA	70	80	75
9.	EH	75	85	75
10.	FWA	80	90	75
11.	F	80	90	75
12.	GZI	70	80	75
13.	GEF	85	95	75
14.	GF	80	90	75
15.	GRA	80	90	75
16.	JAS	75	85	75
17.	LH	80	90	75
18.	MLA	70	80	75
19.	MAF	85	95	75
20.	NNA	70	80	75
21.	NSR	70	80	75
22.	NKM	75	85	75
23.	RAP	80	90	75
24.	RAA	80	90	75
25.	SWP	75	85	75
26.	USG	70	80	75
27.	VRA	85	95	75
28.	VNA	80	90	75
29.	WCA	85	95	75
30.	YA	70	80	75
	Rata-rata kelas	76,6	86,3	

B. Discussion

In the research findings, the researcher described the main point in this study that focus on Improving Students' Reading Comprehension Using Small Group Discussion At The Ninth Grade of SMP N 3 Boyolali in The Academic year 2021/2022. The main points of this research are : (1) How to implementation of small group discussion for teaching reading in the ninth-

grade students of SMP N 3 Boyolali in the Academic year 2021/2022. (2) The improvement students' reading comprehension using small group discussion in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022.

In this discussion section, the researcher tried to describe the findings in the field based on the explanations that have been described in the research findings.

1. How to implementation of small group discussion for teaching reading in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022.

As explained in the theory from Brewer (2008), there are several of teaching reading through the small group discussions method as follows; (a) The English teachers divide the students into several discussion groups consisting of five members; (b) The English teacher provides material or topic to each group; (c) Students work in each group or to complete reading questions; (d) For the discussion to run well, each member gives an opinion on each question; (e) The opinions of the small group members are written by the leader; (f) At the end of the discussion process, each group leader gave their opinion and the English teacher added some suggestions and gave the correct answers to each other.

Based on the result of research made by researcher for five times face to face with students on 25 January – 8 February 2022 . The researcher used small group discussion when teaching reading comprehension. On Tuesday, 25 January 2022, the researcher teaches about Narrative text in class 9G and

start using small group discussion. This teaching and learning activity opening 5 minutes, the main of activity 80 minutes, and closing 5 minutes.

At the beginning of the meeting the researcher greeted and check student attendance. Before entering the main learning activities, the researcher conveyed the objectives and scope of the material and a description of the activities. In the main activity students read examples of narrative texts in the book. The researcher explains about narrative text material. After that, the teacher makes groups with each group having 5 members and giving a narrative text in each of groups. Students work in groups to discuss the generic structure and content of the text in the form of a text topic, the main idea of a paragraph and after that answer 20 multiple choice questions. In the closing activity, the researcher motivates students and makes conclusions about the material that has been studied that day.

At the second meeting on Monday, 31 January 2022, the researcher conducted the first post-test using small group discussion method in 9G class of SMP N 3 Boyolali. The teacher enters the class and greets the students. Then ask students to return to the groups that have been made previously. The teacher then gives a narrative text and 20 multiple choice questions for students to work together.

At the third and fourth meetings on Tuesday, 1 February 2022 and on Monday, 7 February 2022, the researcher still applied small group discussion in learning. The differences from the previous meeting was that, the researcher recalled the students' memories about narrative text. The

researcher regroups after that the researcher gives an example of narrative text used to discuss together.

At the fifth meeting on Tuesday, 8 February 2022, the researcher conducted the second post-test using small group discussion method in 9G class of SMP N 3 Boyolali. In the flow of post-test 2 activities, there is no difference with post-test 1 activities. In addition with the advantages of small group discussions will help students to understand difficult words, sentences, content, topics, phrases, and identify references by requiring them to share and discuss their thoughts and problems with other group members.

2. The improvement students' reading comprehension using small group discussion in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022.

As explained in the theory Arsen (2008) small group discussion that make students become various reading strategies because reading with strategies would create students to be critical and creative readers. Then, the small group provides opportunities for students initiation, forgive to take face to face in groups of two or four students for practice.

Based on the observation in cycle 1, it can be concluded that small group discussion can improve the students' reading comprehension for the ninth grade students of junior high school at SMP N 3 Boyolali.

On the result of quantitative data, the result showed that the students' reading comprehension was improved. The score was increased from the pre-test to the post-test. It was shown in the table of the improvement of students'

score of the pre-test and post-test. The improvement of students' reading comprehension through small group discussion was easier in teaching learning process and students interest when the researcher make a group.

The qualitative data taken from observation sheet during teaching learning process was running well. It was found that the class was effectively run well. It was shown in interview, it indicated that small group discussion in reading comprehension could motivate the student and the learning process more enthusiastic and students not bored. "*Belajar berkelompok itu seru miss, tidak membosankan jadinya*", "*Belajar berkelompok membantu mengerjakan tugas jadi semakin mudah dan cepat miss*".

It can be concluded by analyzing the result of pre-test, and the post-test. There are difference between the two test result. It can be said that there is an improvement of the students' reading comprehension.

The improvement of the students' reading comprehension in reading narrative text it found the written. The result of the test scores indicate that using small group discussion was an effective method in improving students' reading comprehension.

Based on the explanation above, the researcher concludes that there is an improvement in reading comprehension. The researcher can conclude that the implementation of small group discussion in teaching reading can improve the students' reading comprehension in IX G class of SMP N 3 Boyolali.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As the purpose of this research is to find out the improvement of students' reading comprehension by using small group discussions with the ninth students of SMP N 3 Boyolali in Academic Year 2021/2022, it can be concluded based on the result of observation, interview, and the implementation of small group discussion as follows :

- 1. The improvement students' reading comprehension using small group discussion in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022.**

In conclusion there were several findings which were related from the research. This research is done due to the problem identified in SMP N 3 Boyolali. The students of SMP N 3 Boyolali got low achievement in reading comprehension that was caused from the teacher and students themselves. The pre-research showed that the students did not have willing to participate during teachn learning process. The teacher was not creative and students feel bored in class. After the implementation the researcher concluded that there was improvement in the students' achievement in reading skill and the English teaching learning process in every cycle.

The teaching reading through a group can Improve students' reading comprehension. Based on the observation, interview sheet, and documentation were found that the students' responses in teaching and

learning process when applied small group discussion was effective to the students' reading comprehension.

B. Suggestion

The result of this study showed that implementation of small group discussion could improve the students' reading comprehension in descriptive text. Based on the result of this research, the researcher also give suggestions as follows :

1. For the teachers

- a. The English teacher have to be able organize teaching reading activities and have to give suitable and interesting materials to the students in order to rise their enthusiasm.
- b. The teacher should be aware of the students condition nowadays by having the knowledge about various methods in teaching learning process.
- c. The teachers need to be creative in finding and applying appropriate techniques to teach reading comprehension in order to finally facilitate and help the students to improve better reading comprehension.
- d. The teachers should use the texts which familiar to the students. In this case, the students will not have difficulties in understanding the text, so they can discuss with their friends well.

2. For the students

- a. Students are expected to help each other and learn from each other.

- b. Students should participate in discussions, because this technique more focusses in working in group. So, every member of the groups should participate in order to get good understanding of the topic.
- c. Students should facilitate each other in learning.
- d. Students are expected engage in problem solving in a free democratic way.

3. For the future researchers

For the researchers who intend to conduct the research more detail about the improvement of reading comprehension by using small group discussion, the writer hopes that the research findings can be used as a starting point of the future.

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APPENDICES**Apendix 1 Daftar Nama Siswa Kelas Ix G****DAFTAR NAMA SISWA KELAS IX G**

No.	Name of student
1.	AA
2.	ASN
3.	AP
4.	AM
5.	AS
6.	AR
7.	DHA
8.	DA
9.	EH
10.	FWA
11.	F
12.	GZI
13.	GEF
14.	GH
15.	GRA
16.	JAS
17.	LH
18.	MLA
19.	MAF
20.	NNA
21.	NSR
22.	NKM
23.	RAP
24.	RAA

No.	Name of student
25.	SWP
26.	USG
27.	VRA
28.	VNA
29.	WCA
30.	YA

Apendix 2 Interview

INTERVIEW

Interiew in Pre-Research to The Teacher

Z : as a Zalsa Bella Novianti

H : as a Bu Hartanti English Teacher

Z : Assalamuallaikum Bu Hartanti, maaf bu kalau saya mengganggu waktu istirahatnya.

H : Iya mbak, tidak masalah.

Z : perkenalkan nama saya Zalsa Bella Novianti bu, mahasiswi UIN Surakarta. Kedatangan saya kesini ingin interview dengan ibu selaku guru Bahasa Inggris di SMP N 3 Boyolali.

H : Iya mbak, monggo.

Z : saya berencana ingin melakukan penelitian di kelas Bahasa Inggris nya ibu.

H : Boleh saja mbak.

Z : Kalau boleh saya tahu skill apa saja ya bu yang membuat siswa kesulitan dalam pembelajaran Bahasa Inggris ?

H : Kalau skill semuanya terasa sulit bagi siswa mbak.

Z : Dari semua skill itu yang memiliki nilai terendah apa ya bu ?

H : Reading mbak, dari semua skill reading yang memiliki nilai cukup jelek dibandingkan dengan skill lainnya.

Z : dari semua kelas 9 yang ibu ajar, kira-kira kelas mana ya bu yang memiliki nilai terendah ?

H : kelas 9 G mbak, karena dari seluruh jumlah murid tidak ada separuh yang tuntas KKM.

Z : KKM untuk Bahasa Inggris di SMP N 3 Boyolali ini berapa ya bu ?

H : 75 mbak.

Z : kesulitan apa aja bu dalam mengajar Bahasa Inggris di kelas 9G terutama di skill reading ?

H : banyak mbak, contohnya anak sulit konsentrasi dalam pembelajaran reading dan cenderung bosan karena banyak text.

Z : media dan method apa saja yang sudah ibu gunakan dalam pembelajaran reading skill ini buk ?

H : disini saya menggunakan text book saja mbak.

Z : apakah ibu sudah pernah mencoba menggunakan metode small group discussion dalam mengajar reading skill ?

H : belum mbak, saya tidak kepikiran untuk menggunakannya.

Z : bagaimana suasana kelas saat pembelajaran reading buk ?

H : anak-anak sulit memahami text dan anak-anak cenderung bosan mbak.

Z : Terimakasih banyak buk atas informasinya, maaf sudah mengganggu waktunya.

H : iya mbak, sama-sama.

Interview students before and after implementation

BEFORE IMPLEMENTATION

Students 1

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : kurang miss, karena kurang paham sama Bahasa inggris.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss, bu guru Cuma pakai buku paket sama LKS.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak membosankan miss.

Students 2

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : sedikit miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : ya sulit miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : kurang si miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang nggak susah miss hehehe.

Students 3

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : tidak terlalu senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss soalnya gatau artinya.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : enggak si miss soalnya bosenin.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang Seru miss.

Students 4

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulit si miss sebenarnya.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss harus konsentrasi penuh.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : kurang si miss, soalnya kurang bikin greget gitu lo miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang asik miss.

Students 5

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : hehehe endak si miss, ga ngerti Bahasa inggris miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang nggak usah bikin pusing miss.

Students 6

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : sedikit senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulit miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss, tapi kadang ya tetap ga paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : sedikit membantu miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang ga banyak tugas miss.

Students 7

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : jujur ya miss, endak senang.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham-paham miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak membosankan miss.

Students 8

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : senang-senang aja si miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : ya lumayan sulit miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : sudah cukup membantu miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak monoton miss.

Students 9

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : sebenarnya senang si miss, tapi kadang juga enggak.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : kadang-kadang miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss pastinya.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : kurang membantu si miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang variative miss biar seru.

Students 10

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : sedikit miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : ya lumayan miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak membosankan miss.

Students 11

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : kurang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa Inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss, bu guru Cuma pakai buku paket sama LKS.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak bikin ngantuk miss.

Students 12

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : senang senang aja miss, kadang ga suka karena kesusahan.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulit si miss kalau itu, soalnya ga tau artinya.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : menurut saya si kurang membantu ya miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak membosankan miss.

Students 13

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : kurang senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang seru miss.

Students 14

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : kurang senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulitt banget miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss tapi tetap aja nggak paham.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang tidak membebani pikiran banget banget miss.

Students 15

Z : apakah kamu merasa senang ketika pembelajaran reading di kelas ?

Students : tidak terlalu senang miss.

Z : menurut kamu materi reading itu mudah apa sulit ?

Students : sulit miss.

Z : apakah saat membaca dalam Bahasa inggris kamu membutuhkan konsentrasi lebih untuk memahaminya ?

Students : iya miss.

Z : apakah kamu merasa media dan metode yang digunakan guru selama ini dapat mengatasi kesulitan yang kamu rasakan ?

Students : tidak miss.

Z : jika ada pilihan kamu ingin pembelajaran yang seperti apa ?

Students : yang menyenangkan.

AFTER IMPLEMENTATION

Students 16

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : iyaa miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena lebih seru aja miss ada temen yang diajak kerjasama.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena tidak membosankan.

Students 17

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : iya miss senang.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena kalau kelompokkan jadi bisa bertukar pemikiran miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena tidak jadi ngantuk waktu ngerjain.

Student 18

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : iya senang miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss.

Students 19

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : iya miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena bisa bertukar pemikiran miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena lebih menyenangkan.

Students 20

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : iya miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : sejauh ini tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena nilainya jadi lebih bagus.

Students 21

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena dengan berkelompok lebih seru dan bisa bertukar pemikiran miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena kalo ada kosa kata yang saya tidak tau saya bisa bertanya kepada teman saya miss.

Students 22

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena kalo ada yang susah bisa dikerjain bareng-bareng jadi mudah nyelesainnya.

Students 23

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : iya membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss.

Students 24

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : iya membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena dengan berkelompok lebih menguntungkan.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena kalo ada yang sulit bisa dikerjain bersama-sama.

Students 25

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : senang miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : cukup membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena dengan berkelompok lebih seru.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih meilih kelompok miss, karena kalo kesusahan ada yang membantu.

Students 26

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : lumayan membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih memilih kelompok miss.

Students 27

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : membantu sekali miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss alhamdulillah.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih memilih kelompok miss, karena seru dan ga bosan terus nilainya juga jadi bagus hehe.

Students 28

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : senang dong miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : membantu sekali miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena dengan berkelompok lebih seru.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih memilih kelompok miss, karena bisa saling membantu.

Students 29

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : senang miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : iya membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : sejauh ini tidak miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih memilih kelompok miss, karena kalo bingung ga sendirian.

Students 30

Z : apakah kamu merasa senang ketika materi reading pembelajaran reading menggunakan Small Group Discussion ?

Students : suka miss.

Z : apakah pembelajaran menggunakan Small Group Discussion ini cukup membantumu dalam materi reading ?

Students : membantu miss.

Z : apakah kamu mengalami kesulitan belajar dengan kelompok ?

Students : tidak miss karena dengan berkelompok lebih seru dan bisa bertukar pemikiran miss.

Z : jika disuruh memilih kamu lebih suka belajar dengan group / individu ?

Students : lebih memilih kelompok miss, karena tidak membosankan.

Appendix 3 Observation Checklist

Observation Checklist

Time : Thursday, 11 November 2021

Class : IX G

Total students : 30

Teaching and learning activities
Opening:
Main activities:
Closing:

Items	Yes	No
Well prepared for class	✓	
Introducing the topic of the lesson	✓	
Teachers are the facilitator of learning	✓	
Students ask questions to get more information		✓
Students participate actively in class		✓
Students try to finish the assignment even when getting difficulties	✓	
Students working collaboratively		✓

Obstacles
1.
2.

Blueprint Collaborator Activity

Time : 19 January 2022 – 8 February 2022
 Class : IX G
 Total Collaborator : 1 (The English Teacher in Class IX G)

Items	Yes	No
Provide a lattice material about Narrative Text (Main Idea, Grammatical Features, Excluding Facts Not Written, Supporting Ideas, Vocabulary in Context)	✓	
Filling out the log book in the research	✓	
Assist researchers in assigning value to students work	✓	

Interview blueprint

Time : Thursday, November 11th 2021

SMP Negeri 3 Boyolali

Formulation of Problem	Indicator	Question
<ol style="list-style-type: none"> Can the small group discussion improve the student reading comprehension of the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022? How's the implementation of small group discussion for teaching reading in the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022? 	<p>The reason why to improve the student's reading comprehension.</p>	<ol style="list-style-type: none"> In your opinion from all the English skills, what is the lowest score that students get? What are the difficulties when teaching a reading class? In your opinion, What are the students' difficulties in reading lessons? What media and learning methods have you used in reading learning? Have you ever tried using the small group discussion method in reading lessons?

Formulation of Problem	Indicator	Question
<p>1. Can the small group discussion improve the student reading comprehension of the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022?</p> <p>2. How's the implementation of small group discussion for teaching reading to the ninth-grade students of SMP N 3 Boyolali in the Academic year 2021/2022?</p>	<p>The reason why to improve the student's reading comprehension.</p>	<p>1. Do you feel happy when learning reading in class?</p> <p>2. Do you think reading material is easy or difficult?</p> <p>3. Do you need more concentration when reading in English to understand it?</p> <p>4. Do you feel that the media and methods used by the teacher so far can overcome the difficulties you feel?</p> <p>5. In your opinion, if there is a choice, what kind of learning do you want?</p>

Apendix 4 Lesson Plan

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 3 BOYOLALI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: Narrative Text
Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

- Siswa dapat menerima informasi specific yang ada pada teks Narrative.
- Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
- Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

B. Kompetensi Dasar

- **3.7** membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait *Legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- **4.7** menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait *Legend*.

C. Indikator Pencapaian Kompetensi

- Siswa dapat menerima informasi specific yang ada pada teks Narrative.
- Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
- Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

D. Sumber Belajar

- Buku Interaktif Bahasa Inggris kelas IX Intan Pariwara.
- Buku Bahasa Inggris “*Think Globally Act Locally*” kelas IX Intan Pariwara.

E. Media / alat

- White board
- Board marker
- LKS (Lembar Kerja Siswa)

F. Metode Pembelajaran

- SGD (Small Group Discussion)

G. Materi Pokok

Narrative Text

Narrative text is a kind of the text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text :

- Orientation : It set the scene and introduce the participants (it answers the question : what, when, where, and who).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : the crisis is revolved, for better or worse.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas.
- Mengecek kehadiran siswa.
- Apresiasi.
- Memotivasi siswa.
- Menyampaikan tujuan pembelajaran.
- Menyampaikan cakupan materi dan uraian kegiatan.

Kegiatan Inti (80 menit)

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
- Siswa dan guru mendiskusikan materi mengenai teks narrative.
- Guru menjelaskan mengenai narrative teks.
- Guru membuat kelompok dengan setiap kelompok memiliki 5 anggota dan membagi teks narrative sejumlah kelompok.
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraph dalam teks tersebut, informasi tertentu dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas.
- Siswa dan Guru mengulas hasil diskusi setiap kelompok.
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks narrative.
- Guru memberi motivasi siswa untuk lebih aktif dalam belajar berikutnya.

Kegiatan Penutup (5 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Guru melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Guru menyampaikan rencana pembelajaran yang akan datang.

I. Assessment/ Penilaian

- Penilaian Pengetahuan

Pilihan Ganda	Skor
Jawaban benar	1
Jawaban salah	0
Tidak menjawab	0

- Pedoman penilaian :
 - Untuk tiap nomor, tiap jawaban benar skor 1
 - Jumlah skor maksimal $20 \times 1 = 20$
 - Nilai maksimal = 20
 - Nilai siswa = Jumlah benar x 5

Mengetahui :

Guru Pembimbing

Hastati Prihatin ,M.Pd.

NIP 19650914 198703 2 006

Boyolali, 3 Maret 2022

Mahasiswa

Zalsa Bella Novianti

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 3 BOYOLALI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: Narrative Text
Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

1. Siswa dapat menerima informasi specific yang ada pada teks Narrative.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

B. Kompetensi Dasar

- **3.7** membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait *Legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- **4.7** menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait *Legend*.

C. Indikator Pencapaian Kompetensi

1. Siswa dapat menerima informasi specific yang ada pada teks Narrative.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

D. Sumber Belajar

1. Buku Interaktif Bahasa Inggris kelas IX Intan Pariwara.
2. Buku Bahasa Inggris “*Think Globally Act Locally*” kelas IX Intan Pariwara.

E. Media / alat

1. White board
2. Board marker
3. LKS (Lembar Kerja Siswa)

F. Metode Pembelajaran

- SGD (Small Group Discussion)

G. Materi Pokok

Jenis Narrative Text

Narrative text bisa berupa teks imajiner, factual, atau kombinasi keduanya.

Berikut ini jenis-jenis narrative text :

1. Fable : cerita yang mengisahkan mengenai binatang.
2. Myth : cerita atau mitos ini banyak berkembang pada masyarakat serta umumnya dianggap menjadi cerita yang factual atau benar-benar terjadi.
3. Legend : cerita rakyat yang mengisahkan bagaimana asal usul dari sebuah tempat itu da.
4. Folk tale : cerita yang diceritakan secara turun temurun sehingga menjadi suatu bagian dari tradisi masyarakat.
5. Fairy tales : cerita rakyat atau cerita anak-anak yang di dalamnya mengandung unsur keajaiban/ketidak mungkinan terhadap para tokoh ceritanya serta pada bagian akhir mengandung pesan moral.
6. Love story : cerita cinta lebih menegaskan tema ceritanya yang isinya perjuangan untuk memperoleh cinta untuk si tokoh utama.
7. Selain itu juga ada jenis lain seperti : science fiction, horror, mystery, history, slice of life, personal experience.

Ciri-ciri dari Narrative Text

1. Memakai noun (kata benda) untuk menggantikan kata ganti hewan, orang, atau benda dalam cerita. Example : the dwarfs, Carriage, etc.
2. Lebih merupakan cerita rakyat atau sudah diketahui dan berkembang pada masyarakat sebagai cerita bersama meski dapat diceritakan secara

ulang dalam versi cerita yang berbeda. (Malin Kundang/Indonesia : Tanggung/Malaysia).

3. Unsur cerita terdiri atas setting waktu serta tempat, tema cerita, tokoh cerita, suasana cerita, konflik serta penyelesaian.
4. Bisa disusun kedalam sebuah sekuen sederhana maupun tersusun dari beberapa sekuen yang kompleks.

*sekuen merupakan rentetan pernyataan yang pelaksanaan eksekusinya secara urut/runtut. Yang lebih dahulu ditemukan akan dikerjakan terlebih dulu serta jika urutan pernyataan dibalik maka akan memiliki arti yang berbeda.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas.
2. Mengecek kehadiran siswa.
3. Apresiasi.
4. Memotivasi siswa.
5. Menyampaikan rencana kegiatan pembelajaran yang akan dilakukan.

Kegiatan Inti (80 menit)

- Guru membagikan lembar kerja siswa kepada setiap kelompok yang sudah dibentuk.
- Guru menjelaskan cara mengerjakan lembar kerja yang telah dibagikan.
- Guru meminta para siswa untuk berdiskusi dan mengerjakan lembar kerja yang telah diberikan sebelumnya.
- Siswa berdiskusi tentang narrative text dengan kelompoknya selama 60 menit.
- Setelah semua siswa selesai mengerjakan lembar kerjanya, Guru meminta untuk para siswa mengumpulkan kembali lembar kerjanya kepada Guru.
- Guru membagikan lagi lembar kerja siswa secara acak (tidak sesuai kelompok)
- Guru mengajak siswa untuk mengoreksi pekerjaan mereka bersama-sama.

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik.
- Guru memberi motivasi siswa untuk lebih aktif dalam belajar berikutnya.

Kegiatan Penutup (5 menit)

1. Guru melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
2. Guru menyampaikan rencana pembelajaran yang akan datang.

I. Assessment/ Penilaian

Penilaian Pengetahuan

Pilihan Ganda	Skor
Jawaban benar	1
Jawaban salah	0
Tidak menjawab	0

Pedoman penilaian :

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah skor maksimal $20 \times 1 = 20$
- Nilai maksimal = 20
- Nilai siswa = Jumlah benar x 5

Mengetahui :

Boyolali, 3 Maret 2022

Guru Pembimbing

Mahasiswa

Hastati Prihatin ,M.Pd.

Zalsa Bella Novianti

NIP 19650914 198703 2 006

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 3 BOYOLALI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/I
Topik	: Narrative Text
Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

- Siswa dapat menerima informasi specific yang ada pada teks Narrative.
- Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
- Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

B. Kompetensi Dasar

- **3.7** membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait *Legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- **4.7** menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait *Legend*.

C. Indikator Pencapaian Kompetensi

- Siswa dapat menerima informasi specific yang ada pada teks Narrative.
- Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
- Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

D. Sumber Belajar

- Buku Interaktif Bahasa Inggris kelas IX Intan Pariwara.
- Buku Bahasa Inggris “*Think Globally Act Locally*” kelas IX Intan Pariwara.

E. Media / alat

- White board
- Board marker
- LKS (Lembar Kerja Siswa)

F. Metode Pembelajaran

- SGD (Small Group Discussion)

G. Materi Pokok

Narrative Text

Narrative text is a kind of the text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text :

- Orientation : It set the scene and introduce the participants (it answers the question : what, when, where, and who).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : the crisis is revolved, for better or worse.

The Legend of Telaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named Prabu. He was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God everyday, begging for a child.

“Oh My God. You have given everything for me. But, until now you haven't given me a child. So, please show me and my wife your miracle.”

A few months later, the queen got pregnant. She was very happy. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

“My beloved daughter, today is your birthday. May God always bless you. So, I give you this necklace. Please, wear this necklace,” said Prabu.

“I don’t want to wear it! It’s very ugly! Can you give me anything except this necklace ? I am pretty, it’s impossible for me to wear it, Dad.” Shouted the princess.

Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody was very shocked.

“Oh My God, I never think that our princess will do that cruel thing.” Said a few of people.

In their silence, people heard the queen crying. Every woman felt sad and began crying too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake “Telaga Warna”. It means “Lake of Color”. On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess’s necklace, which spreads at the bottom of the lake.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas.
- Mengecek kehadiran siswa.
- Apresiasi.
- Memotivasi siswa.
- Menyampaikan tujuan pembelajaran.
- Menyampaikan cakupan materi dan uraian kegiatan.

Kegiatan Inti (80 menit)

- Guru menunjuk acak siswa untuk ditanyai mengenai narrative text.
- Guru mengingatkan kembali mengenai materi narrative text yang sudah dijelaskan dalam pertemuan kemarin.
- Guru menjelaskan mengenai narrative teks secara singkat.
- Guru membuat kelompok dengan setiap kelompok memiliki 5 anggota dan membagi teks narrative sejumlah kelompok.
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraph dalam teks tersebut, informasi tertentu dan makna kata-kata tertentu.
- Siswa dan Guru mengulas hasil diskusi setiap kelompok.
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks narrative.
- Guru memberi motivasi siswa untuk lebih aktif dalam belajar berikutnya.

Kegiatan Penutup (5 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Guru melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

I. Assessment/ Penilaian

- Penilaian Pengetahuan

Pilihan Ganda	Skor
Jawaban benar	1
Jawaban salah	0
Tidak menjawab	0

- Pedoman penilaian :
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Mengetahui :

Boyolali, 3 Maret 2022

Guru Pembimbing

Mahasiswa

Hastati Prihatin ,M.Pd.

Zalsa Bella Novianti

NIP 19650914 198703 2 006

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 3 BOYOLALI
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Kelas/Semester	: IX/I
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Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

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- Siswa dapat mengidentifikasi makna dan gagasan dalam teks Narrative.
- Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks Narrative.

B. Kompetensi Dasar

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D. Sumber Belajar

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E. Media / alat

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- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : the crisis is resolved, for better or worse.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, The King sent his Prime Minister to a long mission. While The Prime Minister was away, The King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her

innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu... Wangi... Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of noble and sacred love.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas.
- Mengecek kehadiran siswa.
- Apresiasi.
- Memotivasi siswa.
- Menyampaikan tujuan pembelajaran.
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- Guru menunjuk acak siswa untuk ditanyai mengenai narrative text.
- Guru mengingatkan kembali mengenai materi narrative text yang sudah dijelaskan dalam pertemuan kemarin.
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- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraph dalam teks tersebut, informasi tertentu dan makna kata-kata tertentu.
- Siswa dan Guru mengulas hasil diskusi setiap kelompok.
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks narrative.

- Guru memberi motivasi siswa untuk lebih aktif dalam belajar berikutnya.

Kegiatan Penutup (5 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Guru melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Guru menyampaikan rencana pembelajaran yang akan datang.

I. Assessment/ Penilaian

Penilaian Pengetahuan

Pilihan Ganda	Skor
Jawaban benar	1
Jawaban salah	0
Tidak menjawab	0

Pedoman penilaian :

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah skor maksimal $20 \times 1 = 20$
- Nilai maksimal = 20
- Nilai siswa = Jumlah benar x 5

Mengetahui :

Boyolali, 3 Maret 2022

Guru Pembimbing

Mahasiswa

Hastati Prihatin ,M.Pd.

Zalsa Bella Novianti

NIP 19650914 198703 2 006

Apendix 5 Log Book And Field Note

LOG BOOK AND FIELD NOTE

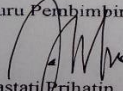
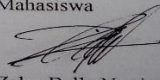
LOG BOOK PENELITIAN Lembar : 1/6

Judul Penelitian :
IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	19 Januari 2022
2	Nama Kegiatan	Pre-test
3	Tujuan Kegiatan	Mengetahui pemahaman membaca siswa sebelum dilakukannya implementasi small group discussion.
4	Catatan Kemajuan	Belum ada
5	Kendala	Tidak ada (Lancar)
6	Kesimpulan & Saran	- Kegiatan Pre-test berjalan dengan baik. - Data nilai yang dibutuhkan dapat terpenuhi.

Mengetahui :

Guru Pembimbing Boyolali, 19 Januari 2022


Hastati Prihatin, M.Pd. 
 NIP 19650914 198703 2 006 Zalsa Bella Novianti
183221083

LOG BOOK PENELITIAN

Lembar : 2/6

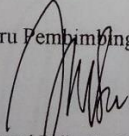
Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING
SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF
SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	24 Januari 2022
2	Nama Kegiatan	KBM Cycle 1 Day 1
3	Tujuan Kegiatan	Siswa dapat mengetahui materi Narrative Text.
4	Catatan Kemajuan	Siswa mulai mengenal apa itu Narrative text.
5	Kendala	Tidak ada (Lancar)
6	Kesimpulan & Saran	- Kegiatan KBM berjalan lancar. - Materi tersampaikan dengan baik.

Mengetahui :

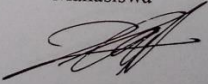
Guru Pembimbing


Hastati Prihatin, M.Pd.

NIP 19650914 198703 2 006

Boyolali,

Mahasiswa


Zalsa Bella Novianti

183221083

LOG BOOK PENELITIAN

Lembar : 3/6

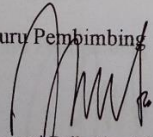
Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	25 Januari 2022
2	Nama Kegiatan	KBM Cycle Day 2
3	Tujuan Kegiatan	- Agar siswa mengetahui jenis-jenis Narrative text dan Ciri-ciri Narrative text
4	Catatan Kemajuan	Siswa sudah mengetahui dan memahami berbagai jenis Narrative text dan ciri-ciri dari Narrative text
5	Kendala	Tidak ada (Lancar)
6	Kesimpulan & Saran	Kegiatan KBM berjalan lancar tujuan pelajar tersampaikan dengan baik.

Mengetahui :

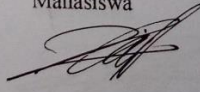
Guru Pembimbing


Hastati Prihatin, M.Pd.

NIP 19650914 198703 2 006

Boyolali,

Mahasiswa


Zalsa Bella Novianti

183221083

LOG BOOK PENELITIAN

Lembar : 4/6

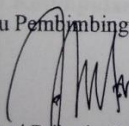
Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING
SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF
SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	31 Januari 2022
2	Nama Kegiatan	Post-test 1
3	Tujuan Kegiatan	Pengambilan nilai untuk mengetahui kemampuan siswa dalam pemahaman membaca narrative text.
4	Catatan Kemajuan	Pemahaman membaca siswa meningkat sehingga nilai siswa juga mengalami peningkatan.
5	Kendala	Tidak ada
6	Kesimpulan & Saran	Metode SGD mempengaruhi pemahaman membaca siswa dan meningkatkan nilai siswa walaupun belum semua tuntas KKM.

Mengetahui :

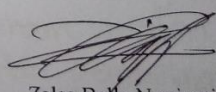
Guru Pembimbing


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LOG BOOK PENELITIAN

Lembar : 5/6

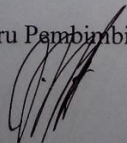
Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	1 Februari 2022
2	Nama Kegiatan	KBM Cycle 2 day 1
3	Tujuan Kegiatan	Merecall materi narrative text yang telah diajarkan di cycle.
4	Catatan Kemajuan	Siswa semakin paham dalam materi narrative text. siswa pun mulai aktif berdiskusi.
5	Kendala	Tidak ada
6	Kesimpulan & Saran	Kegiatan KBM berjalan lancar, siswa paham materi dan menikmati pembelajaran.

Mengetahui :

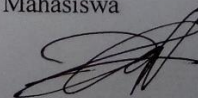
Guru Pembimbing


Hastati Prihatin, M.Pd.

NIP 19650914 198703 2 006

Boyolali, 1 Februari 2022

Mahasiswa


Zalsa Bella Novianti

183221083

LOG BOOK PENELITIAN

Lembar : 6/6

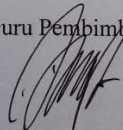
Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

1	Tanggal/Bulan/Tahun	7 Februari 2022
2	Nama Kegiatan	KBM Cycle 2 day 2
3	Tujuan Kegiatan	Implementasi Small Group Discussion kepada siswa dalam memahami narrative text.
4	Catatan Kemajuan	Siswa mulai mudah memahami narrative text dengan metode Small Group Discussion.
5	Kendala	Tidak ada.
6	Kesimpulan & Saran	Small Group Discussion membuat siswa lebih cepat memahami narrative text, nilai pun meningkat.

Mengetahui :

Guru Pembimbing


Hastati Prihatin, M.Pd.

NIP 19650914 198703 2 006

Boyolali, 7 Februari 2022

Mahasiswa


Zalsa Bella Novianti

183221083

LOG BOOK PENELITIAN

Lembar : 7/6

Judul Penelitian :

IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP DISCUSSION AT THE NINTH GRADE STUDENTS OF SMP N 3 BOYOLALI IN ACADEMIC YEAR 2021/2022.

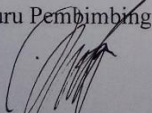
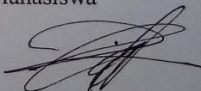
1	Tanggal/Bulan/Tahun	8 Februari 2022
2	Nama Kegiatan	Post-test 2
3	Tujuan Kegiatan	Pengambilan nilai siswa untuk mengetahui kemampuan pemahaman membaca narrative text dengan metode SGD.
4	Catatan Kemajuan	Adanya peningkatan pemahaman membaca siswa berbanding lurus dgn meningkatnya nilai siswa.
5	Kendala	Tidak Ada.
6	Kesimpulan & Saran	Small Group Discussion dapat membantu meningkatkan pemahaman membaca siswa.

Mengetahui :

Boyolali, 8 Februari 2022

Guru Pembimbing

Mahasiswa


Hastati Prihatin, M.Pd.

Zalsa Bella Novianti

NIP 19650914 198703 2 006

183221083

Field Note Day 1

I held the first meeting on Monday, January 19, 2022. This time the activity was to do the first pre-test. The purpose of this pre-test is to find out students' understanding of reading narrative texts before implementation. I entered the class at 7 o'clock, I greeted the class and introduced all the students in class 9G. Do not forget we also pray before doing further activities. After praying I explained to the students what we will do today. after the students understood I started distributing the question sheets to all students. I give time to do about 60 minutes. after all the students finished working I pulled back the question sheet that had been filled in. I relax students and invite them all to play games. After enough I closed this first meeting, don't forget I also told you what we will do in the next meeting. after that, I say thank you and greetings.

Field Note Day 2

On January 24 2022 I did the first day of research in the first cycle. On this day I entered the class at 7 o'clock. I greeted all students and invited them to pray before learning began. After praying I asked how they were all first, then I started the lesson by asking the students whether they all knew what a narrative text was. all students said they did not know what narrative text was. From there I started explaining material about narrative text to students. Overall learning went smoothly, all students did not carry out activities outside of my instructions as their teacher today. Even though there were indeed some students who still talked a little with their friends next to them, it didn't last long and didn't really disturb class activities. learning activities are over, I gave a conclusion at today's meeting and gave an explanation of what we will do the next day. Finally, I gave my greetings and left the class.

Field Note Day 3

On January 25, 2022, I conducted the second day of research in cycle 1. Today's activity is to continue explaining the previous narrative material such as the characteristics, types, and grammar used in narrative text. Like the previous day, I entered the class at 7. Opening I greeted the students and asked them to pray first. Then started reminding again about narrative text and continued to explain the material that had to be delivered today. After finishing delivering the material I asked the students to work on the questions but this time we have done it using the Small Group Discussion method. I divide all students into 6 groups, each group consisting of 5 children. After they sat down with their respective groups I started distributing the question sheets each group got 1. I gave them time and told them to discuss solving all the questions in groups. After finishing work I remind them to check again whether they have included the name of the group or not. After that, I pulled the question sheet again. I close with a prayer then greetings and leave the class.

Field Note Day 4

On January 31, 2022, the activities carried out were the first post-test in this first cycle. I entered the class at 7 as usual and then greeted and prayed. After that, I instructed all students to join their respective groups which had been formed yesterday. After they sat down with their respective groups I began to explain what we were going to do that today and then told them the rules that had to be obeyed in this first post-test process. This activity was carried out to find out whether there was an increase in students' reading comprehension of narrative texts using this small group discussion method. An increase in understanding will be seen through an increase in the value that students will get later. Like yesterday I distributed question sheets to a number of groups, after finishing work I asked them to collect their worksheets again. The test was over and I closed the day's meeting with greetings.

Field Note Day 5

The fifth day of this study was February 1, 2022, which is the first day of the second cycle. Today's activity was not much different from other activities, namely today recalling the narrative text that had been learned in the previous meeting. This activity aims to make students remember and understand more about the narrative text. Today, apart from recalling the material, I also invite all students to discuss together a narrative text entitled The Legend Of Telaga Warna. In today's lesson, all students feel more enjoyed learning and begin to be active in learning activities. students have also caught on quickly in working on the questions I asked. after the learning activity is over I close by greeting the students and leaving the class.

Field Note Day 6

The sixth day of research was the second day in the second cycle, which was conducted on February 7, 2022. Today's activities were not much different from the previous activities. Today we discuss a narrative text entitled The Legend of Banyuwangi. but today I again asked students to form a new group with 5 members in it. Throughout the discussion, many students who were not active yesterday are now starting to be more active and enjoy learning activities. The value of the discussion this time was not taken because of the nature of my practice so that tomorrow when doing the post-test the two students can get a much better score. the discussion activities finished smoothly, I also closed the class by praying then greeting and leaving the class.

Field Note Day 7

Today is February 8, 2022, the last day of research in cycle 2. Today's activity is the second post-test. Just like the first post-test yesterday, I prepared different questions from post-test 1. I entered at 7 o'clock, I did not forget to say hello and asked students to pray so that this activity would run smoothly. After that, I began to instruct all students to join their respective groups which had been formed yesterday. After that, I read back the rules for doing this second post-test, then gave the worksheets to the whole group. After all the groups have got the worksheets I told them to start discussing to solve all the problems. After finishing I collect student worksheets from each group. After that, I closed the meeting by reading hamdalah and greetings and then left the class.

Appendix 6 The Result of Pre-Test and Post-Test

The Result of Pre-Test and Post-Test

ALBI ANWAR

PRE TEST

Narrative Text Legend 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Mayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu ?

- Sang Prabu was a father of his only daughter.
- Sang Prabu was a king of a kingdom in West Java.
- Sang Prabu was taken to Kahyangan by a wicked fairy.
- Sang Prabu was a wise man.
- Sang Prabu didn't have a son.

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious ?

- She didn't like Raden Begawan.
- She didn't want Raden Prabu marry the princess.
- She wanted Teja Nirmala to forget about her wedding.
- She didn't want the prince of Blambangan marry the princess.
- She didn't want the prince of Blambangan feel love with her.

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time ?

- Princess Segara will have married with Raden Begawan.
- Sang Prabu will not hold strength competition.
- Raden Begawan will not die.
- Teja Nirmala will stay in the Kahyangan.
- Wicked Fairy will not take Raden Begawan's life.

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to

- The wicked fairy.
- The nice fairy.
- Princess Nirmala.

S = 7
B = 13
N = 65

- D. Prince Teja.
- E. The Prince of Blambangan.

5. The similarity between fairy and human according to the text.
- A. The place they live.
 - B. The jealousy that they possess.
 - C. The way they don't feel a love.
 - D. The strength they have.
 - E. Their life that is immortal.

Narrative text Legend 2

A long time ago, there lived on the island of Bali a giant like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

6. Which the following fact is true about Kebo Iwo ?
- A. Kebo Iwo ate a little amount of meat.
 - B. Kebo Iwo is a destroyer that cannot make anything.
 - C. Kebo Iwo was angry because his food was stolen by Balinese people.
 - D. Kebo Iwo destroyed all the house but not the temple.
 - E. Kebo eat food was equal for food of thousand people.
7. Why did Kebo Iwo feel angry to the Balinese people ?
- A. Because Balinese people ate his meal.
 - B. Because Balinese people took his food so his barns was empty.
 - C. Because Balinese people were in hunger.
 - D. Because Balinese people were in hunger.
 - E. Because Balinese people turned to rage.

8. According to the story, if Kebo Iwo is never existed in Bali island, what do you think will happen ?
- A. There will be no Bali Island.
 - B. Bali people will never be angry.
 - C. All Bali people will live in a prosperous way.
 - D. We are not able see the beauty of Lake Batur.
 - E. Mount Batur will not be a scared place now.
9. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3). The antonym of the word "oppose" is....
- A. Support.
 - B. Defeat.
 - C. Turn against.
 - D. Beat.
 - E. Change.
10. What is mount Batur ?
- A. A lake build by Kebo Iwo.
 - B. A well dug by Kebo Iwo.
 - C. The mountain build by Kebo Iwo.
 - D. A mound of earth dug from the well Kebo Iwo.
 - E. A home build by Balinese people to Kebo Iwo.

Narrative Text Legend 3

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves the wolves. "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind.

She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?
- A. Another village.
 - B. Mountains.
 - C. Forests.
 - D. Hills.
 - E. Towers and logs.
12. Who was Ah Tim ?
- A. The young woman's brother.
 - B. The young woman's son.
 - C. The young woman's brother and nephew.
 - D. The young woman's brother's son.
 - E. One of the men who fetched a stick.
13. Who walked in front when they were in the forest ?
- A. Ah Tim.
 - B. The woman
 - C. The woman's son.
 - D. Her brother's nephew.
 - E. The baby and his mother.
14. How could the wolves catch Ah Tim ?
- A. He was afraid.
 - B. He was stumbled by a stone.
 - C. He ran slowly.
 - D. The woman cried.
 - E. The wolves were good runners.
15. The woman gave her son to the wolves because...
- A. She loved her nephew than her son.
 - B. She thought about how her brother would be.
 - C. She wanted her son was eaten by the wolves.
 - D. She was crazy.
 - E. She kept a grudge on his brother.
16. What did the villagers bring stick for ?
- A. For the weapon to beat the wolves.
 - B. To bring the woman's nephew.
 - C. For the fire woods.
 - D. For play.
 - E. For building a house for the woman.

17. "All men in the village fetched thick stick..." The word "fetched" has a similar meaning to...
- A. Received.
 - B. Caught.
 - C. Got.
 - D. Hit.
 - E. Lifted.
18. From the passage we learn that the villages were...
- A. Located in one huge area.
 - B. Situated in a large district.
 - C. Separated by untamed jungles.
 - D. Wild and unsafe.
 - E. Dark and very dangerous.
19. The brother let her son go with his aunt as she left home because...
- A. Ah Tim wanted to see the wolves.
 - B. His aunt wanted him to come long.
 - C. Ah Tim was bored to live with his parents.
 - D. The baby was too cute to be alone.
 - E. Ah Tim would be a guardian for them.
20. What is the purpose of the writer by writing the story above ?
- A. To describe the danger of the villages.
 - B. To entertain the readers of the story.
 - C. To tell the villagers' relationship.
 - D. To explain how important a relative is.
 - E. To narrate how the wolves were playing with the baby.

— Alfin Pratama Sofyan

60

PRE TEST

Narrative Text Legend 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Mayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu ?
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 - B. Sang Prabu was a king of a kingdom in West Java.
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - D. Sang Prabu was a wise man.
 - E. Sang Prabu didn't have a son.
- Salah = 8
Benar = 12 x 5
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious ?
 - A. She didn't like Raden Begawan.
 - B. She didn't want Raden Prabu marry the princess.
 - C. She wanted Teja Nirmala to forget about her wedding.
 - D. She didn't want the prince of Blambangan marry the princess.
 - E. She didn't want the prince of Blambangan feel love with her.
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 - C. Princess Nirmala.

- D. Prince Teja.
- E. The Prince of Blambangan.

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 - C. The way they don't feel a love.
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Narrative text Legend 2

A long time ago, there lived on the island of Bali a giant like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

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So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves the wolves. "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind.

She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

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Aprilia Saharani.

PRE TEST

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After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

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- A. Sang Prabu was a father of his only daughter.
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 - D. Sang Prabu was a wise man.
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1145 = 55

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A long time ago, there lived on the island of Bali a giant like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

6. Which of the following facts is true about Kebo Iwo?
- A. Kebo Iwo ate a little amount of meat.
 - B. Kebo Iwo is a destroyer that cannot make anything.
 - C. Kebo Iwo was angry because his food was stolen by Balinese people.
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Daffa Hafidz Alvaro

PRE TEST

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$$\begin{array}{l} S = 9 \\ B = 11 \end{array}$$

$$N = \frac{11}{5} \times 55$$

55

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Nama : Mega Aulia Febrianti

PRE TEST

15 x 5 = 75

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So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves the wolves. "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind.

She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?
- A. Another village.
 - B. Mountains.
 - C. Forests.
 - D. Hills.
 - E. Towers and logs.
12. Who was Ah Tim ?
- A. The young woman's brother.
 - B. The young woman's son.
 - C. The young woman's brother and nephew.
 - D. The young woman's brother's son.
 - E. One of the men who fetched a stick.
13. Who walked in front when they were in the forest ?
- A. Ah Tim.
 - B. The woman
 - C. The woman's son.
 - D. Her brother's nephew.
 - E. The baby and his mother.
14. How could the wolves catch Ah Tim ?
- A. He was afraid.
 - B. He was stumbled by a stone.
 - C. He ran slowly.
 - D. The woman cried.
 - E. The wolves were good runners.
- ~~15.~~ The woman gave her son to the wolves because...
- A. She loved her nephew than her son.
 - B. She thought about how her brother would be.
 - C. She wanted her son was eaten by the wolves.
 - D. She was crazy.
 - E. She kept a grudge on his brother.
16. What did the villagers bring stick for ?
- A. For the weapon to beat the wolves.
 - B. To bring the woman's nephew.
 - C. For the fire woods.
 - D. For play.
 - E. For building a house for the woman.

17. "All men in the village fetched thick stick..." The word "fetched" has a similar meaning to...
- A. Received.
 - B. Caught.
 - C. Got.
 - D. Hit.
 - E. Lifted.
18. From the passage we learn that the villages were...
- A. Located in one huge area.
 - B. Situated in a large district.
 - C. Separated by untamed jungles.
 - D. Wild and unsafe.
 - E. Dark and very dangerous.
19. The brother let her son go with his aunt as she left home because...
- A. Ah Tim wanted to see the wolves.
 - B. His aunt wanted him to come long.
 - C. Ah Tim was bored to live with his parents.
 - D. The baby was too cute to be alone.
 - E. Ah Tim would be a guardian for them.
20. What is the purpose of the writer by writing the story above ?
- A. To describe the danger of the villages.
 - B. To entertain the readers of the story.
 - C. To tell the villagers' relationship.
 - D. To explain how important a relative is.
 - E. To narrate how the wolves were playing with the baby.

The Result of Post-Test 1

— KELOMPOK I :

Albi Anwar
Erlina Hapsari
Nur Khoirul Majid

POST TEST

Narrative Text Legend 1

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

S = S

B = 1S

N = B x S

= 7S
//

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them so leave. They left Sngkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It later became Mount Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

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 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits.
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6. What moral value can we learn from the story ?
 - A. People must keep their words all the time.
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10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence ?

- A. A crisis
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Narrative text legend 2

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. " You are a stupid bird! Why can't you say the word ? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I were eat you too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!".

11. where does the story take place ?
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- A. The chicken
 - B. The man
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Narrative text legend 3

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decide that it would be best if she ran away. The next morning she ran away into the woods. She was

very tired and hungry. Then she saw a little cottage. She knocked but no one answer so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Show White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Show White."

Then, Show White told the dwarfs the whole story.

The dwarfs said, "if you want, you may live here with us."

Snow White answered, "Oh, could I? Thank You."

Finally, Snow White and the seven dwarfs lived happily ever after.

15. What type of the text is used by the writer ?

- A. Narrative
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— KELAMPAK II :- Aqila Ramadhan
 - Widya Cahya Anugrahani
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One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

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Nama anggota kelompok: Devian asaldiyanto
 : DAFFA HARIZ ALFARD
 : NAUFAL SYARUL RAHMADANI

Kelompok ke: 3

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 - C. Never be reluctant to do good things.

- D. We should not hate our descendants.
- E. Just do what we have planned.

7. "he brought her the falling tool". The underline word "He" refers to...

- A. Sangkuriang.
- B. Tumang.
- C. Dayang Sumbi.
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8. "if you are male, I will marry you" (Paragraph 2). The sentence mean that the one who helped Dayang Sumbi became her...

- A. Husband.
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9. The complication starts when...

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- C. Dayang Sumbi asked Sangkuriang to find deer's heart.
- D. Dayang Sumbi and Sangkuriang fell in love and decide to marry.
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one.

10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence ?

- A. A crisis
- B. A complication
- C. An orientation
- D. A reorientation
- E. A resolution

Narrative text legend 2

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I were eat you too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!".

11. where does the story take place ?

- A. Indonesia
- B. Brazil
- C. Puerto Rico
- D. New York
- E. Jepang

12. From the text we learn that....

- A. We have to follow others
- B. We have respect pet owner
- C. We have to imitate others
- D. We are not allowed to force others
- E. We are not allowed to help others

13. which statement is false according to the text ?

- A. Catano was the name of the city where the parrot came from.
- B. The man got angry at the parrot.
- C. The parrot couldn't say Catano.
- D. The man killed the parrot.
- E. The parrot could say Catano.

14. "It was very, very smart." The underlined word "it" refers to...

- A. The chicken
- B. The man
- C. The Catano
- D. The city
- E. The bird

Narrative text legend 3

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decide that it would be best if she ran away. The next morning she ran away into the woods. She was

very tired and hungry. Then she saw a little cottage. She knocked but no one answer so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Show White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Show White."

Then, Show White told the dwarfs the whole story.

The dwarfs said, "if you want, you may live here with us."

Snow White answered, "Oh, could I? Thank You."

Finally, Snow White and the seven dwarfs lived happily ever after.

15. What type of the text is used by the writer ?
- A. Narrative
 - B. Report
 - C. Anecdote
 - D. Comparative
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 - C. Her uncle and aunt would go to America
 - D. Snow White was happy to run away
 - E. Snow White liked playing in the woods
18. When did Snow White run away to the woods ?
- A. In the afternoon
 - B. In the morning
 - C. In the evening
 - D. In the full moon
 - E. In the middle of night

19. Where did Snow White live after she ran away to the woods ?

- A. She lived in the cave
- B. She lived in the lion nest
- C. She lived everywhere in the woods
- D. She lived in the dwarf's cottage
- E. She lived on the street

20. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt ?

- A. Because she loved them very much
- B. As a result of forcing attitude from them
- C. Because her parents were dead
- D. Because she were afraid of the dwarfs
- E. Because she ran away from a monster

— Kelompok 4 : - Alvin.
- Perdi.
- Lia.

POST TEST

Narrative Text Legend 1

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them so leave. They left Sngkuriang alone. Without their help he could not finish the boat.

$$S = 4$$

$$B = 16$$

$$N = B \times S$$

$$= 16 \times 4$$

$$= 80$$

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It later became Mount Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about ?
 - A. A Wrath son.
 - B. West java's tales.
 - C. Tumang a Dog husband.
 - D. The legend of Tangkuban Perahu.
 - E. Dayang Sumbi's rejection to marry Sangkuriang.
2. According to the story, Tumang was...
 - A. Actually a handsome prince.
 - B. Married to Dayang Sumbi
 - C. Sangkuriang pet dog.
 - D. Good at hinting deer.
 - E. In fact Dayang Sumbi's father.
3. What did Dayang Sumbi look like ?
 - A. She liked weaving.
 - B. She looked for the heart of a deer.
 - C. She was beautiful.
 - D. She was looking at her fallen tool.
 - E. She and her son were alike.
4. What made Dayang Sumbi stay young ?
 - A. She set up conditions in doing things.
 - B. A young man fall in love with her.
 - C. She married a dog.
 - D. She knew how to take ccare her body.
 - E. God gave her an eternal beauty.
5. Who are the main characters in the story ?
 - A. Dayang Sumbi and Sangkuriang.
 - B. The King Dayang Sumbi, the dog and Sangkuriang.
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spirits.
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits.
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spirits and God.
6. What moral value can we learn from the story ?
 - A. People must keep their words all the time.
 - B. Do not make a promise to easily.
 - C. Never be reluctant to do good things.

- D. We should not hate our descendants.
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7. "he brought her the falling tool". The underline word "He" refers to...

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Narrative text legend 2

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The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. " You are a stupid bird! Why can't you say the word ? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

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very tired and hungry. Then she saw a little cottage. She knocked but no one answer so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Show White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Show White."

Then, Show White told the dwarfs the whole story.

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Snow White answered, "Oh, could I? Thank You."

Finally, Snow White and the seven dwarfs lived happily ever after.

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The Result of Post-Test 2

- Kel. 1
- Albi Ammar
 - Erlina Hapsari
 - Nur Khoiril Majid
- Jessica Aulia Salsabila
 - Sukma Wati Putri

POST-TEST 2

Once, a hunter lived in a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
 - A. A Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
 - A. Nobody defeated him.
 - B. He was the smartest man.
 - C. He was the strongest man.
 - D. He was the most courageous man.
3. What did the hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid.

$$S = 3$$

$$B = 17 \times 5$$

85

The following test is for questions 5 to 8.

Three large fish lived very happily in a pond that few people ever passed.

One day two men who were passing by the pond were the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
 - A. A man picked the second fish.
 - B. The second fish could finally save itself.
 - C. The second fish pretended of being dead.
 - D. A man threw the second fish back into the pond.
6. What was the main problem of the story?
 - A. The fish could not escape from the men.
 - B. Two men were going to catch the three fish.
 - C. The third fish didn't think about how to save itself.
 - D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
 - A. Smart
 - B. Honest
 - C. Patient
 - D. Humble
8. From the text we can learn that
 - A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following text is for questions 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The businessman worried about his son because he ...
- A. was spoiled
 - B. was unlucky
 - C. behaved badly
 - D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
- A. It was a big challenge.
 - B. He had done his best.
 - C. The tree roots had settled deeply.
 - D. The tree had a thin but strong stem.
11. What can we learn from the story?
- A. It is best to do everything with great effort.
 - B. It is hard to get rid of permanent bad habits.
 - C. There will be many problems in human life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ..." (Paragraph 2)
What does the bolded word refer to?
- A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

Once upon a time, there was a rose that was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
- A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble
15. The rose ignored other plants' advice to change its attitude because ...
- A. it believed it was the prettiest.
 - B. it could change others to do so.
 - C. it thought that it was right.
 - D. it didn't trust other plants.

16. What can you learn from the story?
- A. Don't allow others to influence your life.
 - B. Never judge others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following text is for questions 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."
 On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"
 Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.
 The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the owls took off, fleeing into the sky.
 In the meantime, the pigeons were shouting at each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
19. Why were the owls staring at the pigeons?
- A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They'd like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

S = 1

B = 19

95

POST-TEST 2

Kelompok 2

- Aqila Ramadhan
- Galang Evan.F
- Mega Aulia.F
- Vanessa Rizky.A
- Widya Cahya.A

Once, a hunter lived in a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

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2. What did the hunter boast about himself?
 - A. Nobody defeated him.
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 - C. He was the strongest man.
 - D. He was the most courageous man.
3. What did the hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid.

The following test is for questions 5 to 8.

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One day two men who were passing by the pond were the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

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 - D. The tree had a thin but strong stem.
11. What can we learn from the story?
- A. It is best to do everything with great effort.
 - B. It is hard to get rid of permanent bad habits.
 - C. There will be many problems in human life.
 - D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ... " (Paragraph 2)
What does the bolded word refer to?
- A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

Once upon a time, there was a rose that was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
- A. Two different, but special plants.
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 - D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble
15. The rose ignored other plants' advice to change its attitude because ...
- A. it believed it was the prettiest.
 - B. it could change others to do so.
 - C. it thought that it was right.
 - D. it didn't trust other plants.

16. What can you learn from the story?
- A. Don't allow others to influence your life.
 - B. Never judge others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following text is for questions 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."
 On that day, the owls came first. The trees were full of them. The owls laughed and said, "Oowah-wah-wah!"
 Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.
 The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the owls took off, fleeing into the sky.
 In the meantime, the pigeons were shouting at each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
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20. What can we learn from the story?
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 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

Kelompok 3

- Yasinta Aulia
- Maya Lina Afsari
- Devian Aldianto
- Daffa Hafidz Alvaro
- Naufal Sahrul R.

POST-TEST 2

Once, a hunter lived in a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? It's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? It's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints."
Finally, the boastful hunter ran away from the spot.

S = 4
B = 16

80

1. What is the best title for the text?
 - A. Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
 - A. Nobody defeated him.
 - B. He was the smartest man.
 - C. He was the strongest man.
 - D. He was the most courageous man.
3. What did the hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid.

The following test is for questions 5 to 8.

Three large fish lived very happily in a pond that few people ever passed.

One day two men who were passing by the pond were the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
 - A. A man picked the second fish.
 - B. The second fish could finally save itself.
 - C. The second fish pretended of being dead.
 - D. A man threw the second fish back into the pond.
6. What was the main problem of the story?
 - A. The fish could not escape from the men.
 - B. Two men were going to catch the three fish.
 - C. The third fish didn't think about how to save itself.
 - D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
 - A. Smart
 - B. Honest
 - C. Patient
 - D. Humble
8. From the test we can learn that
 - A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following test is for questions 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The businessman worried about his son because he ...
 A. was spoiled
 B. was unlucky
 C. behaved badly
 D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
 A. It was a big challenge.
 B. He had done his best.
 C. The tree roots had settled deeply.
 D. The tree had a thin but strong stem.
11. What can we learn from the story?
 A. It is best to do everything with great effort.
 B. It is hard to get rid of permanent bad habits.
 C. There will be many problems in human life.
 D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out ..." (Paragraph 2)
 What does the bolded word refer to?
 A. Bushes
 B. A sapling
 C. A small tree
 D. A bigger tree

Once upon a time, there was a rose that was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

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16. What can you learn from the story?
- A. Don't allow others to influence your life.
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The following text is for questions 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."
 On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"
 Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.
 The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the owls took off, fleeing into the sky.
 In the meantime, the pigeons were shouting at each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
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- A. They were making jokes about the pigeons.
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 - C. They were sure they would outnumber the pigeons.
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 - C. They'd like to count the number of all the pigeons.
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20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

Kelompok 4

1. Alphan Pratama
2. Ferdian
3. Aprilia Saharani
4. Galih Firmansyah
5. Lutfiah Hanum

POST-TEST 2

Once, a hunter lived in a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
 - A. Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
 - A. Nobody defeated him.
 - B. He was the smartest man.
 - C. He was the strongest man.
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3. What did the hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid.

The following test is for questions 5 to 8.

Three large fish lived very happily in a pond that few people ever passed.

One day two men who were passing by the pond were the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

S = 2
B = 10 x 5
90

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

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The following test is for questions 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The businessman worried about his son because he ...
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One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

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Kelompok 5

- Alfi Sena. N (2)
- Gadis Zahwa Isnaini (12)
- Nabila Nurul Anni (20)
- Amanda Mona (4)
- Ulin Setyo Gusti (26)

S = 4
B = 16

80

POST-TEST 2

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 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

- Kel 6
1. Gilang Rafi Abdul
 2. Reyhan Aldi Pratama
 3. Vivi Nur Aprilia
 4. Fariska Widi Azzahra
 5. Ruyanti Ayu Adinata

POST-TEST 2

Once, a hunter lived in a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? It's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? It's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
 - A. A Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
 - A. Nobody defeated him.
 - B. He was the smartest man.
 - C. He was the strongest man.
 - D. He was the most courageous man.
3. What did the hunter feel when the woodcutter said that there was a lion in a nearby den?
 - A. Upset.
 - B. Scared.
 - C. Jealous.
 - D. Disappointed.
4. If the hunter met a wild animal on the way, he probably would ... it.
 - A. trap.
 - B. fight.
 - C. catch.
 - D. avoid.

$$S = 2$$

$$B = 10$$

The following test is for questions 5 to 8.

Three large fish lived very happily in a pond that few people ever passed.

One day two men who were passing by the pond were the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
 - A. A man picked the second fish.
 - B. The second fish could finally save itself.
 - C. The second fish pretended of being dead.
 - D. A man threw the second fish back into the pond.
6. What was the main problem of the story?
 - A. The fish could not escape from the men.
 - B. Two men were going to catch the three fish.
 - C. The third fish didn't think about how to save itself.
 - D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
 - A. Smart
 - B. Honest
 - C. Patient
 - D. Humble
8. From the text we can learn that
 - A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following test is for questions 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The businessman worried about his son because he ...
 A. was spoiled
 B. was unlucky
 C. behaved badly
 D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
 A. It was a big challenge.
 B. He had done his best.
 C. The tree roots had settled deeply.
 D. The tree had a thin but strong stem.
11. What can we learn from the story?
 A. It is best to do everything with great effort.
 B. It is hard to get rid of permanent bad habits.
 C. There will be many problems in human life.
 D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull it out ..." (Paragraph 2)
 What does the bolded word refer to?
 A. Bushes
 B. A sapling
 C. A small tree
 D. A bigger tree

Once upon a time, there was a rose that was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 D. A beautiful rose and an ugly cactus.
14. From the story, we know that the cactus was ...
 A. brave
 B. wise
 C. patient
 D. humble
15. The rose ignored other plants' advice to change its attitude because ...
 A. it believed it was the prettiest.
 B. it could change others to do so.
 C. it thought that it was right.
 D. it didn't trust other plants.

16. What can you learn from the story?
- A. Don't allow others to influence your life.
 - B. Never judge others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following test is for questions 17 to 20.

Once upon a time an owl and a pigeon met and talked.
 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."
 On that day, the owls came first. The trees were full of them. The owls laughed and said, "Oowah-wah-wah!"
 Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.
 The owl stared so long and hard at the pigeons that their eyes just stayed that way.
 Then, one by one the owls took off, fleeing into the sky.
 In the meantime, the pigeons were shouting at each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is
- A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer's experience.
 - D. to explain how owls have big, flat eyes.
18. Why were the owls laughing when they first arrived?
- A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
19. Why were the owls staring at the pigeons?
- A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They'd like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
20. What can we learn from the story?
- A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

Apendix 7 Photo

PHOTO

