THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION ON STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT

(A Quasi-Experimental Study at the Eighth Grade of SMP ATTAQWA 02 Bekasi in the Academic Year 2017/2018)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata One) in English Education

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Education Sciences certifies that the “Skripsi” (Scientific Paper) entitled “The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text. (A Quasi Experimental Study at teh Eighth Grade of SMP At-Taqwa 02 in Academic Year 2017/2018), written by Rury Durriyah. Student’s registration number 1110014000102, was examined by the Committee on October, 30th 2017. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (Strata-1) in English Education.

Jakarta, 30 October 2017

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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

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ABSTRACT

Rury Durriyah (1110014000102). The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text (A Quasi Experimental Research at Second Grade of SMP Attaqwa 02, Bekasi Utara). Skripsi, Department of English Education, Faculty of Educational Sciences, State Islamic University Syarif Hidayatullah Jakarta, 2017.

Advisors: Nida Husna, M.Pd, M.A., TESOL., and Dadan Nugraha, M.Pd.

Keywords: Cooperative Learning, Small Group Discussion, Reading Comprehension.

The objective of this study was to examine the effectiveness of using Small Group Discussion technique on students’ achievement of reading comprehension of recount text at eighth grade students of SMP Attaqwa 02 Bekasi. The method of this study is quantitative with a pre-test and post-test quasi-experimental design. The population of the research was 75 students from the total of three classes. The sample was obtained by using purposive sampling technique that resulting in two classes with 25 students in each class. Those classes were then randomly assigned into the experimental and control class. The research was conducted by following the procedure giving pre-test and post-test. Pre-test was given to see the student’s basic capability in reading before the treatment was conducted. Post-test will measure the effectiveness of the treatment towards students’ reading achievement in a certain period. The data were collected from test items which are tested to the students before and after treatment. T-test was applied to calculate the data and to test the hypothesis. The research findings indicated that $t_{\text{observation}} > t_{\text{table}}$ (23.80 > 2.407) which means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be inferred that Small Group Discussion technique has effectiveness in learning reading of recount text as shown by 23.80 value of $t_0$ which was higher than 0 (zero). The t-observation ($t_0 = 23.80$) which is higher than t-table ($t_{\text{table}} = 2.407$) shows that the effectiveness of Small Group Discussion technique is significant in learning reading recount text compared to the use of other technique that currently used by the teacher on SMP Attaqwa 02, Bekasi Utara.
ABSTRAK


Pembimbing : Nida Husna, M.Pd, M.A., TESOL., dan Dadan Nugraha, M.Pd.

Kata kunci : Pembelajaran Kooperatif, Kelompok Kecil Diskusi, Pemahaman Membaca.

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas menggunakan teknik Kelompok Kecil Diskusi terhadap pencapaian siswa pada pemahaman membaca teks recount siswa kelas kedua SMP Attaqwa 02 Bekasi. Penelitian ini dilakukan dengan metode kuantitatif dengan desain pre test dan post test kuasi-eksperimental. Populasi dalam penelitian ini berjumlah 75 siswa dari total tiga kelas. Sampel diperoleh dengan menggunakan purposive sampling yang menghasilkan dua kelas dengan jumlah 25 siswa di tiap kelas. Kedua kelas tersebut kemudian ditempatkan secara acak ke dalam kelas eksperimental dan kontrol. Penelitian ini dilakukan dengan melaksanakan prosedur pemberian pre-test dan post-test. Pre-test diberikan untuk melihat kemampuan dasar siswa dalam membaca sebelum penerapan metode Kelompok Kecil Diskusi dilakukan. Post-test akan mengukur efektivitas penerapan metode Kelompok Kecil Diskusi terhadap prestasi membaca siswa. Data dikumpulkan dari 20 item tes yang diuji kepada siswa sebelum dan sesudah penerapan metode Kelompok Kecil Diskusi. T-test digunakan untuk menghitung data dan untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa t-observation > t-tabel (23.80 > 2.407) yang berarti bahwa Hipotesis Null (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima. Oleh karena itu, dapat disimpulkan bahwa teknik Kelompok Kecil Diskusi efektif dalam pengajaran teks recount seperti yang ditunjukkan oleh nilai t0 23.80 yang lebih tinggi dari t-tabel (t-tabel = 2.407). Hal ini menunjukkan bahwa efektivitas teknik Kelompok Kecil Diskusi adalah signifikan dalam pengajaran membaca teks recount dibandingkan dengan penggunaan teknik lain yang saat ini digunakan oleh guru SMP Attaqwa 02, Bekasi Utara.
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In the name of Allah, the Beneficent, the Merciful.

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Rury Durriyah
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CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of problem, limitation of problem, objective of problem, and significance of problem.

A. The Background of the Study

Reading is one of essential ways in building our knowledge. Reading can help us to understand the written expressions. Through reading we can get a lot of knowledge, information, or even problem solution. According to Jean Wallace Gillet, et al. “Building knowledge is the phase of reading and finding out.”¹ So, reading can help us to get a lot of information to expand our knowledge. In addition, reading is one of tools in learning which is always involved in classroom activities.

Reading is one of the receptive skills in English subject. Receptive skills are the way people extract meaning from discourse they see or hear.² Reading is also considered as one of the main focus in English subject by Indonesian government. According to School Based Curriculum (KTSP 2007) the objectives of teaching reading are clearly stated “mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).”³

Moreover, reading is a skill that students of Junior High School should learn. Based on the standard competency and the basic competencies recommended by the government, there are some types of the text which have to be taught in Junior High School, they are: descriptive, narrative, and recount text. Based on many

kinds of those texts, recount text is one reading text types that second year of Junior High School’s students should learn. Recount is a text that retells past events and the purpose of it is to provide the reader with description of what occurred and when that shows the order of events. Recount text is factual text that presents information or ideas. The purpose of the text is to inform, instruct, educate or persuade the listener or reader.

Therefore, every student in junior high school is expected to be able to read and comprehend about the text they read. However, based on the result of primarily study conducted by the writer in SMP Attaqwa 02, there are several problems faced by the students in recount text including; the students have difficulty to get main idea and supporting detail of the text and it needs long time to find them, the students unable to understand what the text tells about, the students unable to identify the sequence series of events, and they could not identify the generic structure of the text well. So that, they were not able to comprehend the texts after teaching learning process. Finally, they got low score achievement in reading English.

In addition, the problems could be caused by several factors such as motivation, interest, intelligence, or learning materials, but the teaching strategy it is seems still become major reason why the problems in reading are still happened. The writer found some causal factors that affect students’ reading comprehension related to strategies used in the classroom. First, the same alternative of teaching strategies caused the students not very interested in being active during the process of teaching learning. Second, teacher’s role is teacher-dominated classroom structures, which means the students were not active enough while teaching learning process. Third, students still have difficulties in some important aspects in reading such as, finding main idea, deciding general structures of the text, knowing the purpose of the text or specific language features of the text. Therefore, based on those reasons, it causes that the students

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5 Ibid, p. 7.
had low motivation to read and decided to cheat with their friend when they had to answer question from reading passage.

One of the ways that can be used in teaching reading and hopefully can help students to be active is by varying the teaching learning process with several techniques. The teacher can use some methods of teaching reading so that the students can enjoy and be simulated in learning English especially reading comprehension. One of them is by using small group discussion.

According to Bany and Johnson “In brief, a group may be said to exist when two or more person have as one quality of their relationship; some interdependence and possess some recognized unity.” It can be said that group is a number of people when it consists of more than two people interacting with each other, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. However, small group discussion can be defined as a technique of teaching reading comprehension on which the students are divided into small group. Besides being able to exchange the ideas, students also can enhance cooperation and togetherness in solving the problem they encountered during the processing task. Each small group is designed to read the material of the text, after students finish reading, students are expected to be able to answer the questions and discuss the main idea, general and specific information of the paragraph, and finding the meaning of difficult word.

Moreover, by using small group discussion technique it seems very well in the teaching learning process in the classroom; the students will be involved actively and they will be more interested because it gives students an opportunity to share what they read.

Based on the background above, the writer tries to raise the case of her thesis by the title: “The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text at Eight Grade Students of SMP Attaqwa 02 Bekasi”

B. The Identification of the Problem

Based on the background, some problems that can be identified are:

a. The students’ difficulties to get main ideas and supporting detail recount text
b. The students could not identify the generic structure of the text well
c. The students have difficulty to get meaning of the text
d. The students’ reading comprehension ability is still low
e. The students also get low participation and motivation in learning recount text

C. The Limitation of the Problem

The writer limits the study in order to achieve the goal of the research. The writer limits the study on teaching reading recount text at eight grade students of SMP Attaqwa 02 Bekasi. This study also limits on the use of small group discussion as the teaching technique in improving the students’ ability in reading recount text.

D. The Formulation of the Problem

Based on the limitation, the writer formulates the problems of the research that “Does the use of Small Group Discussion effective on students’ reading comprehension of recount text at the eighth grade of SMP Attaqwa 02 Bekasi?”

E. The Objective of the Study

The objective of the study is to find out whether teaching reading recount text by using small group discussion technique is effective to improve students’ reading ability and to know how significant the effective of small group discussion techniques towards the students’ reading comprehension of recount text at eighth grade of SMP Attaqwa 02 Bekasi.
F. The Significance of the Study

The significance of the study as follows:

1. For the students:
   The study intends the use of small group discussion on students’ reading comprehension will give good effect to the students. Students can optimize their reading ability and more motivate in learning English.

2. For the teachers:
   The result is expected to be useful for the writer herself and for the entire English teacher who might use this technique when they teach reading. The teacher should plan their teaching program.

3. For the researcher:
   Finally, for further researchers who are interested of teaching English reading at Secondary levels can get basic information from this study.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher discusses: the definition of recount text, purpose of recount text, types of recount text, generic structure of recount text, language features of recounts text, example of recount text, the understanding of small group discussion, types of small group discussion, the application of small group discussion, teacher’s role in small group discussion, framework of thinking, previous study, and hypothesis.

A. Recount Text

Many experts tried to define the meaning of recount text. Before the writer discuss further about the definition of recount text, better we know about the meaning of the text itself. Siahaan and Shinoda assume that “Text is a meaningful linguistic unit in a context”. So, they define that either linguistic or non-linguistic context can be mentioned as a text with one condition, they must be in meaningful linguistic. Furthermore, the purpose of a text might be to persuade or inform or a combination of both while the context might be influenced by our culture and situation.

In addition to the text genre, there are some text genres that should be studied by junior high school students such as descriptive text, narrative text, recount text, and more. In this research, the writer will just focus on one of the texts, recount text.

1. Definition of Recount Text

Recount text is one of the texts that the eighth grade students learn at school. Recount itself is an activity where we are telling people about something that

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happened in our lives. It might be about what we did last weekend or about our experience that happened in holiday last year.

According to Mark Anderson and Kathy Anderson “A recount text is a piece of text that retell past events, usually in the order in which they happened”. In addition, Anderson and Anderson point out that every time we want to tell other people about something that happened in this life, we might be tell about what we did in weekend or what happened in the campus yesterday. So, speaking or writing about past event like that is called a recount.

Meanwhile based on Siahaan and Shinoda mark that recount text is retelling what happened and recount has a special function because in recount text there is a story which involved other people. It means in detail, recount text can include what happened, who was involved, where it took place, when it happened and why it happened.

Another definition that recount text can also be defined as a text that is basically written to make a report about an experience of a series of related events. These events are then be sequenced completed with characters in a particular set of time and place. This show that the information about characters, time, and place are crucial in writing a good recount text.

Moreover, another definition of recount text comes from Hyland. He is defining a recount text as a kind of genre that has social function to reconstruct past experiences by retelling events in original sequences. This definition supports other definitions that have been mentioned above showing that the recount text deals with events in the past to be retold.

In addition, a recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way. It is, therefore, important to give the audience a description of what happened and

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9 Sanggan Siahaan and Kisno Shinoda, *op. cit.*, p. 9
when it happened. The stories in recount text, as a result, have expressions of attitude and feeling that are usually made by the writer about the events.\textsuperscript{12}

Further, when writing recount text we also should concern on the sequence of the events that can be more developed, shortened, or omitted.\textsuperscript{13} Recount is a part of the text types that most of all the text type which is consists of grammar speech.\textsuperscript{14} We have already known that recount has sequence of events that should be concern. Therefore, we supposed to see a common action verb and temporal connectives in the recount.

From those explanation about the definition of recount text, it can be conclude that recount text is a text that telling about something which happened in the past to other people either by speaking or writing or retelling past experience to other people about an information of what occurred and when it occurred in the chronological order.

2. The Purpose of Recount Text

When we make writing, we absolutely have a purpose to be delivered. According to Siahaan and Shinoda “Recount has a social purpose that is retell an event with a purpose to inform or entertain the readers”.\textsuperscript{15} In recount text, the writer must have intention to retell a story and entertain the reader and also inform what happened and when it happened.

Anderson and Anderson mention that the purpose of a recount is to give the audience a description of what occurred and when it occurred.\textsuperscript{16} Another purpose of a recount is to tell the readers what happened in the past through a sequence of

\begin{footnotes}
\item \textsuperscript{12} Natanel Saragih, Roswita Silalahi, and Hilman Pardede, The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar, \textit{IQSR Journal and Social Science}, Vol. 19, 2014, p. 57.
\item \textsuperscript{13} Targeting Text: Recount, Procedure, Exposition Middle Primary; (Blake Education, 2014), p. 4
\item \textsuperscript{14} Peter Knap and Megan Walkins, \textit{Genre, Text, Grammar Technologies for Teaching and Assessing Writing}, (Sidney: University of South Wales, 2005), p. 228
\item \textsuperscript{15} Sanggan Siahaan and Kisno Shinoda, \textit{loc. cit.}
\item \textsuperscript{16} Mark Anderson and Kathy Anderson, \textit{loc. cit.}
\end{footnotes}
events. In other words, recount text is writing text type which retell the past event chronologically. The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader.

Another statement about the purpose of recount text, Blake said that “the purpose of recount text is remind and recreate events, experiences and achievement, from the past time chronologically.” Moreover, Artono Wardiman stated that the social function of recount text is to describe what and when event happened and to tell past events for informing and entertaining. It means that recount text is not only retelling the past activities that happened, but also to inform the reader about some information that happened. Besides, the purpose of recount text is also to entertain means that the recount text expected amuses the reader about the text that has written.

Based on the explanation above, the purpose of recount text is to retell and describe past events that happened chronologically, and to entertain the reader by the content of the text.

3. The Types of Recount Text

As mention before that recount text is a text telling past events or experience. Based on the purpose of recount text, there are several types of recount text: personal, factual recount, imaginative recount, procedural recount, and critical recount. The further explanation as follows:

a. Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. It means that the writer actively involved did the actions. The purpose of personal recount is to inform, entertain the audience, or

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18 Blake Education, loc. cit., p. 4
19 Artono Wardiman, English in Focus for Grade VIII Junior High School (SMP/MTs), (Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 124
20 Blake Education, op. cit., p.4
both. This personal recount may be used to communicate or to build the relationship between the writer and the reader. The examples of this type are: personal letter, diary and biography or autobiography.

b. Factual Recount

Factual recount is record the details of an event by reconstructing some factual event or information. The purpose of this factual recount is to tell factual information or events. The examples of factual recount are a historical recount, a science experiment, a terrific report, a sport report, eye witness, and speech.

c. Imaginative Recount

Imaginative recount is kinds of recount that telling imaginative story related to the real life. It is also has an imaginary role and create imaginary details by applying factual knowledge or situation in order to interpret recount event or to educate the reader.

d. Procedural Recount

Procedural recount record in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films, and books that explain how things were made.

e. Critical Recount

Critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically.

f. Literary Recount

Literary text reflects and interprets individual and social activities whether the story is real or imaginary. It can be related to people’s daily experience and it is done to entertain the audience. Literary texts include epics, novels, poems, dramas, and sagas.21

From the explanation above, recount text has five types. They are personal recount, factual recount, imaginative recount, procedural recount, and critical

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recount. Each type has different purpose or function, such as to inform or to entertain the reader. Personal recount is to inform or entertain, factual recount to give the factual information, imaginative recount to tell imaginative story, procedural recount needed to achieve a result, and critical recount to comment and evaluate negative and positive aspects.

4. The Generic structure of Recount Text
   The generic structure of recount text consists of three parts, namely orientation, event, and re-orientation. The further explanation is as follows:\textsuperscript{22}
   
   1. Orientation
      The orientation forms the first paragraph in which they set the background information such as tie, setting, and who or what is participating. It mentions when the events happened, who was involved, what happened, where the events took place, and sometimes what reason was for the events.
   
   2. Series of Events
      After giving the reader background information of the story, then continued with a series of events in the second paragraph. This part tells what happened in sequence. It gives more information about the story and gives the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, and or imaginative recount react to the complication. It includes their feelings and what they do. The events can be told in chronological order use conjunction or connectives like: first, next, then, finally, and so on. The reader is given the narrator’s point of view.
   
   3. Re-orientation
      The last section of the text is known as re-orientation where writers conclude the overall text. It generally refers back to some of the

\textsuperscript{22} Ibid, p. 4
information in the orientation paragraph which is why this section is called as re-orientation.

Mark Anderson and Kathy Anderson stated in their book that structure of recount text has three parts. They are orientation, series of events, and re-orientation. The further explanation is as follows:\(^{23}\)

1. Orientation
   
   The orientation provides all the necessary background information through use the 5 W formula (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events happen and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

   This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happened) or with flashback. The audience is given the narrators’ point of view.

3. Re-orientation

   This final section concludes the recount by summarizing outcomes or results, evaluating the topic’s importance or offering personal comment or opinion.

In sum up, the recount text consists of orientation that explains the time and place of the story, sequence of event that explains the chronological of event of the story and re-orientation that conclude the story.

5. Language Features of Recount Text

   According to Mark Anderson and Kathy Anderson the language features of recount text are:\(^{24}\)

\(^{23}\) Mark Anderson and Kathy Anderson, *op. cit.*, p. 50
1) Proper noun to identify those involved in the text.

2) Descriptive words to give details about who, what, when, where, and how.

3) The use of the past tense to retell the events

Words that show the order of events (for example first, next, then)

In addition, Pardiyono added the explanation more detail about the language features are used in recount text. The detail of language features of recount text are:

1. Active and Passive

   The decision of whether to use active or passive is much influenced by the writer’s orientation in expressing ideas. Examples: Surabaya is well known as “Kota Pahlawan”.

   Using passive verb is more appropriate to be used than said “Kota Pahlawan is Surabaya”.

2. Past Tense

   Past form is very appropriate to tell past activities or what happened like in the recount text. Recount is record of events in the past time. The events are reported in sequence with the use of number of conjunction and sequence marker.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Present Verb</th>
<th>Past Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Have</td>
<td>-Had</td>
</tr>
<tr>
<td></td>
<td>-Think</td>
<td>-thought</td>
</tr>
<tr>
<td></td>
<td>-Leave</td>
<td>-left</td>
</tr>
</tbody>
</table>

3. Past Continuous Tense

   This tense is to show the activity is in the progress in the past time.

   Example: I went into the room where everybody was waiting for me.

24 Ibid, p.50.
4. The use of Adverb

Adverb used to give and enhance the clarity in the sentence, students can use the adverb in phrase form or clause in the sentence. Example:
- Adverbial phrase of time: last month, early morning, last year, etc.
- Adverbial clause showing time: soon after the school exam was over, before finally we decided to back to Solo, etc.
- Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

5. Verb of ‘being’ and ‘having’

Verb being always followed by noun, adjective, or adverb and they are usually in the form of phrase.
- Example of adverb being: - It was very terrible day
- Example of verb having: - He had no money at all.

6. Verb Patterns

There are several verb patterns to recognize that will help us write better:

a. Verb + to Verb

Within the sentence, if a verb is followed by another verb, the later should be with ‘to infinitive’. Example: Fina decided to go with her mom and dad a call.

b. Adjective + to verb

Should an adjective is to be followed by a verb, the verb takes the form of ‘to infinitive’. Example: She was very nice to help.

c. Intransitive verb + adjective

Intransitive verb is very common to be followed by adjective, besides adverb. Example: She felt very sad.
7. **Connecting Words and Conjunction**

The connecting words are used to sequence events that happened. Then, the conjunction in recount text used to combine clauses and connectives used to sequence events.²⁶

Connecting words: first, second, then, last, finally, etc.

Conjunction: when, then, and, but.

8. **Uses Reported Speech**

E.g. Mr. Rona said that the accident was causing the traffic.

6. **The Example of Recount Text**

**My Holiday**

**Orientation:** Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

**Events:** In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

**Reorientation:** We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

**B. Small Group Discussion**

1. **The Understanding of Small Group Discussion**

Small group discussion is one of the cooperative learning techniques in which students work in groups of three or four. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.²⁷ According to Sagala, he said that “group

²⁶ Blake Education, *op. cit.*, p.6
discussion team is more effective if the group consists of 3-4 students, enable student gives their opinions or ideas to other students easily. Moreover, Brown stated that small group provides opportunities for students’ initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So, the students are more confidence to give opinion in each of their small group. They meet as small gathering or as breaks-out of large meetings and are offered many opportunities for creative, flexible interchange of ideas and lively, meaningful participation. the main point in setting up a discussion is to make sure that each group member participates.

In addition, Fowler stated that small group is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. In short, it can be said that small group discussion is the process by which three or more people of a group exchange verbal and nonverbal messages in an attempt to influence one another. By using this technique, it could be easier for the students to actively participate and a small group gives children the chance to hear other students’ thinking about their reading process and responses to texts.

Small group discussion help students participate freely and actively. It includes special activities or formats that help interest and engage people. Moreover, it fosters active participation and steer the participants toward constructive dialogue. It help avoid complain-oriented or conflict-driven session.

2. The Types of Small Group Discussion

According to Ernest W. Brewer, small group discussion has three types, as follows:

1. **Cooperative Learning Groups**

In cooperative learning, a small group of participants work together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. The goals of cooperative learning are positive interdependence, face to face interaction among participants, individual accountability within the group, and interpersonal and small group skills.

2. **Problem-Solving Groups**

These groups exist in order to cooperate, discover, inquire, and think critically. For example, several participants might work together to solve mathematical problems through exploration. The purpose of the problem-solving groups is to approach real-life problems with an appropriate strategy. The participants find many approaches to the problem and test them for the best possible solution.

3. **Group Investigation**

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

3. **The Application of Small Group Discussion**

The purpose of small group discussion is to contribute and circulate information on a particular topic to analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusions. To do this, several steps must be taken when conducting small group discussion.

The application of small group in the classroom has many steps:  

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First, is start with one small group that works well together. Let them arrange their desks in a small circle and proceed to plan and make choices about their project. It would be a good idea for them to elect a chairman and to carry out their ideas. In this way they will have a full range of group work experience and will help encountered several of the problems in working together that will crone up again and again.

Second, is separate individual from their group to each small group and provide them as leaders for other groups. The separate individual from that group can serve effectively as helping persons in new groups who have no experience.

Third, set some well-defined, accomplishable tasks that provide early reinforcement. If the group is getting the job done, the students will be more satisfied with the group and with their participation in it.

Fourth, work with each group specifically in turn. This should be done so that the students are aware of your attention and feel comfortable in knowing that your time is theirs. Sit down with them and systematically explore the “state of project” with each group member. This activity can increase students’ motivation in learning.

Fifth, provide resource materials of several kinds. The teacher also can give the media, such as picture, realia, etc. to increase students’ intake of information sessions to be more understandable to all group members. Material for making media aids for the group report should be provided.

Sixth, if the students getting their job done, the teacher asks the students in each group to report and discuss the result of students’ small group discussion and develop suggestion for a brief, lively information sharing session’.
Another resource according Robert A. Slavin, explained that to arrange an effective discussion, the group discussion session will be divided into three parts:

- **Pre-discussion activities:** Pre-reading activities were employed to give information about the techniques, procedures, and steps of discussions and the reading text to discuss in groups. In this activity, the teacher gives an example of reading text to discussion in groups and some questions. The duration of this activity is 5 minutes.

- **Whilst discussion activities:** In whilst reading activities, the students read and do the small group discussion about the reading text, answering the questions that was given by the teacher, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in panel discussion, while other member of groups may debate, clarify, give opinion, and criticize. During whilst discussion activities, the teacher should observe the groups discussion to make sure that all members of group participate in their own discussions. The time of group discussion is 15 minutes and panel discussion is 30 minutes.

- **Post discussion activities:** The post discussion activities the teacher collects the works of group discussion, the teacher comments the group discussions and giving the reward (score) to each group and members of group who participate in discussions, the teacher may give some corrections if any, and the teacher may give several oral questions to members of group randomly.

Those activities above can be conducted in several meetings with some different reading text to be discussed in groups, to check the students’ comprehension.

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4. The Teacher Role in Small Group Discussion

The role of teachers in small group discussion technique is very important because the success of this method depend on the role of the teacher.

Key elements of discussion small group discussion teacher’s role:  

a. The teacher as inquirer

Cooperative learning teachers are continually examining and questioning their belief, values, and assumption. Examining attitudes and values held about the culturally diverse learner, race, class, and minority language particularly important the context of teaching in a multilingual, multiracial classroom.

b. The teacher as creator

Since the cooperative classroom is process oriented, teachers increased in effective group work must realized that the learning environment is highly structured and well organized. According Johnson “The teacher’s roles are as a creator, they are creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning materials and time”.

c. The Teacher as Observer

The teacher of cooperative classroom must constantly observe how group work. Observation will indicate to the teacher when group’s activities are more or less educative, when group are learning or have become bogged down in unproductive labor. At such time, the teacher should intervene and assist group to redirect their energies and procedures and to redefine their goals. Facilitative intervention requires astute assessment of a group’s state, of the interaction among group members, and of the emotional climate of the group, whether it is supportive or not of each member’s work and thinking. Watching and listening to the

student are natural activities in every teacher’s day. Such activities can be formal and informal, planned or unplanned.

d. The teacher as facilitator

The role facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilities are preferred to intervene and to assist in the problem-solving process. They support and encourage the learner’s desire to learn.

e. The teacher as change agent

The degree of change at the teacher level is strongly related to the extent teachers interact with one another. Demonstrations of the teachers working collaboratively are the best encouragement for cooperation among students.

5. The Advantages and Disadvantages of Small Group Discussion Technique

There are some advantages of using Small Group Discussion technique:  

- Each student has practice it in self-teaching, which is the most valuable of the entire skill teacher can help them learn.
- Students have practice in peer teaching, which requires that they understand the material at a deeper level than student typically do when simply asked to produce an exam
- Increased frequency and variety of second language practice through different types of instructional.
- Opportunities of students to act as resources for each, thus, assuming a more active role in their learning.
- Freedom for teachers to master new professional’s skill, particularly those emphasizing communication.

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35 Fibrina Hanung Siswanti, *The Use of Small Group Discussion to Improve Students’ Reading Comprehension*, (Surakarta: English Education Department of Teacher Training and Education Faculty Sebelas Maret University, 2012) p. 225-228
Implementation of Small Group Discussion technique in class not only has the advantages but also disadvantages, such as follow:

- It takes much time to organize the group
- If one or two obstinate students don’t participate a whole group or two will lose out on a piece of the text.
- The class situation become noisy, so the teacher needs to control the students
- Teacher cannot monitor all groups at once.

C. Previous Study

There are some previous researches which are similar with the research. The first relevant study was done by Desak Putu Eka Yuliasari titled *Improving Reading Comprehension through Small Group Discussion Technique* (Classroom Action Research at Eighth Grade of SMPN 4 Denpasar in Academic Year 2013/2014). In this research the writer analyzed the improvement of student’s reading comprehension through small group discussion technique. This is a classroom action research and instrument that used by the researcher in this study are tests: post-test and pre-test, observation, the researcher observed the condition during teaching learning activities, and questionnaire to know the students’ changing motivation and attitude in reading comprehension. The result of this research showed that the students’ motivation and attitude changed positively after the implementation of small group discussion. To sum up, this classroom action research proved that small group discussion could improve reading comprehension.\(^\text{36}\)

The second relevant study was done by Umiyati titled *The Effectiveness of Using Small Group Interaction In Teaching Reading Comprehension* (Experimental Study at Seventh Grade of SMP Sunan Bonang, Tangerang. The objective of this research is to find out the differences between students’

achievement in learning reading which is concerned with descriptive text. The research used an experimental research. The writer taught one class using small group interaction technique. The writer administered a pre-test to know the basic characteristic of the students and a post-test to find out the growth of score as the measurement of achievement. The result of the research in teaching reading comprehension by using small group interaction at SMP Sunan Bonang is effective. It means there is a significant difference to students’ achievement in learning reading comprehension by using small group interaction.37

The last study that is relevant to this research is the one conducted by Faradina Primarini Noorhaya Sari titled The Effect of Small Group Discussion in Reading Class on Students’ Reading Comprehension. The aims of this study were to investigate the effect of small group discussion in reading class on students’ reading comprehension and the difficulties that students face on comprehending a text. This study was a combination of quantitative and qualitative methods since it was intended to get result that was oriented to the product (quantitative) and process (qualitative) in one study. Based on the quantitative study, the design of this research was one group pre-test and post-test. The instruments of this study were reading comprehension test and interview. The first result of this study, there was an effect of small group discussion in reading class on students’ reading comprehension. The second result is revealed five difficulties that the students faced on comprehending a text namely vocabulary, sentence, phrase, reference, and background knowledge. The implementation of small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem on comprehending the contentc of the text with other members of the group.38

Based on the three previous study above, it can be seen that small group discussion can be implemented in practicing and improving students’ reading comprehension. Moreover, the difference between those previous studies and this

38 Faradina Primarini Noorhaya Sari, The Effect of Small Group Discussion in Reading Class on Students Reading Comprehension, a thesis at Lampung University, Lampung, 2016, p.65-66.
research, as a result, is the research which was conducted by using quasi-experimental design which consist of two classes between experiment and control class with the eighth grade students as participants and it was done to know the effectiveness of using small group discussion in learning reading comprehension of recount text.

D. Framework of Thinking

This research has two variables. They are using Small Group Discussion as a free variable, then reading comprehension of recount text as a suspended variables and an object in this research.

Reading comprehension can be defined as an active and interactive activity to produce the word mentally and vocally and tries to understand the content of reading text. There are some text genres that should be studied by junior high school students such as descriptive text, narrative text, recount text, and more. Meanwhile, in this research the researcher is used a recount text. Recount itself is an activity where we are telling people about something that happened in our lives. It might be about what we did last weekend or about our experience that happened in holiday last year.

Furthermore, Small Group Discussion is a technique in which students work in group. It can be used in a variety of ways for variety goals, but it is primarily used for the acquisition and presentation of a new material, review, or informed debate.

Based on this research, the researcher would like to use small group discussion to improve students’ reading ability at second grade students of SMP Attaqwa 02 Bekasi. Small group discussion can be alternative for the teacher to attract students’ motivation to participate in classroom discussion. Students work together to generate ideas to answer their own question about the material.

Based on the explanation above, it can be assumed that there is a significant effect of using small group discussion on students’ reading ability at second grade students of SMP Attaqwa 02 Bekasi.
E. Hypothesis

Hypothesis is a temporary answer or a conclusion of the research. To find out is there an effectiveness of using small group discussion technique towards students reading comprehension of recount text. Therefore, the hypothesis of the research is, that small group discussion is effective towards students’ reading comprehension of recount text of class VIII of SMP Attaqwa 02, Bekasi Utara.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the objective of the study, place and time of the study, method of study, population and sample, technique of data collecting, technique of data analysis, statistical hypothesis.

A. The Objective of the Study

The purpose of this study is to find the effectiveness of using small group discussion in teaching reading comprehension of recount text at the eighth grade students of SMP Attaqwa 02 Bekasi. The writer hopes that teaching reading of recount text through small group discussion is effective to the students’ achievement in learning reading comprehension.

B. Time and Place of the Study

The research of this study was held at SMP Attaqwa 02 Bekasi, which is located at Jalan K.H.Ahmad Junaidi, Kp.Penggarutan, Kecamatan Tarumajaya, Bekasi Utara, on first semester.

The writer started the research on 24th of July – 5th of August 2017. The writer conducted 4 meetings for each both experiment class and control class. The first meeting was used to give the pre-test in three classes. Next, second meeting until third meeting used to teach in experiment and control class. The writer used the treatment in the experimental class. The last meeting was used by the writer to give the post test. Then, the writer collected all the data and analyzed them.

B. Method of the Study

The method of research in this study is quantitative research. This research was conducted using an experiment design. Emzir pointed out as quoted from Gay that experimental research is research methodology which can test hypothesis
related to causal relationship.\textsuperscript{39} In addition, Jogiyanto stated that experiment is a study which involve researcher manipulates some variables, analyzes them, and observes the effect of the variable.\textsuperscript{40} Meanwhile, Kasiran explained that experiment research is a research methodology where the researcher manipulates a stimulus or condition, and then they observe the effect of the changing of the stimuli or condition of the object.\textsuperscript{41} From the definition above, the writer conclude that experimental research is a research methodology where the researcher gives the treatment to the variable or object, then they analyze them and observe the changing effect of the variable.

This study used a Quasi Experiment Design specifically, because in a fact it is difficult to get control group which is homogeny. Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variable.\textsuperscript{42} Quasi experiment is one approach of research which uses two groups: those are experimental class and control class.

The researcher implemented small group discussion in the experimental class and whole class teaching method was delivered in the control class. This study focused on giving the treatment on the experiment class by applying small group discussion in teaching reading recount text, and then the researcher observed the result of teaching learning process by classroom observation test.

C. The Population and Sample

The researcher conducted the experiment of SMP Attaqwa 02, academic year 2017/2018. The population of the research is the second grade of Junior high school. There are 3 classes of second grade. The total number of students or

\textsuperscript{39} Emzir, Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 63-64

\textsuperscript{40} Jogiyanto, Metodologi Penelitian Sistem Informasi, (Yogyakarta: C.V Andi Offset, 2008), p. 95


\textsuperscript{42} Donald, Ary, Lucy Cheser Jacobs, and Asghar Razavieh, Introduction to Research in Education (Fifth Edition),(USA: Hancourt Brace College Publisher, 1996)
population is 75 students. The sampling technique of this research is purposive sampling. It is purposive because the sampling technique of this research is determined by the considerations. The sample is 50 students from two classes, both of those classes consist of 25 students. The researcher implemented small group discussion in the experiment class and the whole class teaching method that currently used by the teacher was implemented in the control class. Before the researcher conducted the research, she made sure that both classes have the same characteristic by doing a pre observation; they were observing the teaching and learning process in the classroom once and checking the students’ reading score from their real teacher. It will be found which classes that have the same characteristic. The researcher also gave pre-test to all classes to know which class that have same characteristic by seeing their scores. The researcher chose the second grade because reading skills for them in preparation of facing the National Examination in the class nine.

F. The Technique of Data Collecting

Technique and collecting data in this research used pre-test and post-test which is given to both classes. In this research, the writer gave pre-test to see students’ basic capability in reading before using small group discussion in learning reading. The next test was post-test which will measure the effectiveness of small group discussion towards students’ reading achievement in a certain period.

The test which applied in this research is written test which consist of 20 multiple choice questions. Before the test is applied, the researcher measures the instruments’ validity and reliability used ANATEST software.

The validity and reliability instrument test was conducted before the researcher administered the test to both classes. There were 30 numbers of questions given to the 30 students of class VIII SMP Attaqwa. From the

43 Jogiyanto, op. cit., p. 76
ANATEST result, there were 20 valid questions from 30 questions which were gained.

G. The Technique of Data Analysis

After collecting the data, the preliminary analysis was first done to see if the data were qualified for the t-test hypothesis testing. The preliminary analysis was consisted of two tested which were the normality and homogeneity that were done by SPSS 17 with the significance level of 0.05. The data can be said normally distributed and homogenous if the Sig. Displayed is higher than 0.05.

a. Normality
A normality test is to determine whether the data from population spread normally or not. The purpose of the normality test is to ensure the distribution data taken from the population had normal distribution or not.

b. Homogeneity
Homogeneity test is to know whether the variance in population of the research is homogenous or not. Homogeneity test was used to measure the data of population whether it is homogenous or heterogenous.

In addition, the writer analyzed the data which taken from both classes 8-1 and 8-2. Analyzing the data was the last step of the research to get the result of the research. In this research, the writer used T-test formula as a technique of data analysis. T-test was used to know the effectiveness of using small group discussion technique and to know the difference of students’ score in both experimental class and controlled class. Here is the form of the T-test:

\[ t_0 = \frac{M_x - M_y}{SE_{M_x} - SE_{M_y}} \]

Mx = Mean of Variable X
My = Mean of Variable Y
Prior to the calculation of T-test there are several procedures to be taken. They are as follows:

a. Determining Mean of Variable X, with formula:
   \[ Mx = \frac{\sum X}{N1} \]

b. Determining Mean of Variable Y, with formula:
   \[ My = \frac{\sum Y}{N2} \]

c. Determining Standard Deviation Score of Variable X, with formula:
   \[ SDx = \sqrt{\frac{\sum X^2}{N1}} \]

d. Determining Standard Deviation Score of Variable Y, with formula:
   \[ SDy = \sqrt{\frac{\sum Y^2}{N2}} \]

e. Determining Standard Error Mean of Variable X, with formula:
   \[ SE Mx = \frac{SDx}{\sqrt{N1-1}} \]

f. Determining Standard Error Mean of Variable Y, with formula:
   \[ SE My = \frac{SDy}{\sqrt{N2-1}} \]

g. Determining Standard Error of Different Mean Variable X and Mean of Variable Y, with formula:
   \[ SE Mx – My = \sqrt{(SE Mx)^2 + (SE My)^2} \]
h. Determining $t_0$, with formula:

$$t_0 = \frac{M_x - M_y}{SE \cdot M_x - SE \cdot M_y}$$

i. Determining the Degree of Freedom (df), with formula:

$$df = N_1 + N_2 - 2$$

**H. Statistical Hypothesis**

Before deciding the result of the hypothesis, the writer proposed two hypothesis to be tested:

a. $H_0$: there is empirical evidence that the use of small group discussion technique is not effective in teaching reading in second grade of SMP Attaqwa 02.

b. $H_a$: there is empirical evidence that the use of small group discussion technique is effective in teaching reading in second grade of SMP Attaqwa 02.

c. $H_0: \mu_1 = \mu_2$

d. $H_a: \mu_1 \neq \mu_2$

$\mu_1 =$ students which were taught using Small Group Discussion

$\mu_2 =$ students which were taught without using Small Group Discussion

And then, the criteria used as follows:

a. If $t_0 \leq t_{\text{table}}$ in significant degree of 5% and 1%, the Null Hypothesis ($H_0$) is accepted and $H_a$ or Hypothesis Alternative is rejected. It means that there is not empirical evidence that the use of small group discussion technique is effective in teaching reading.

b. If $t_0 \geq t_{\text{table}}$ in significant degree of 5% and 1%, the Null Hypothesis ($H_0$) is rejected and $H_a$ or Hypothesis Alternative is accepted. Therefore, there is empirical evidence that the use of small group discussion technique is effective in teaching reading.
CHAPTER IV

RESEARCH FINDINGS

This chapter contains the description of the data, the analysis of the data, and the discussion findings.

A. Description of the Data

This chapter describes general description of data gained by researcher during the research. The data were collected from the result of pre-test and post-test from both experiment class and the control class. The data were depicted into two tables. The table 4.1 showed the students’ score and achievement in control class and the tables 4.2 showed the students’ score and achievement in experiment class.

During this research, the researcher extended the material to students about recount text with reading as a focused skill. The treatment to experimental class and control class: Small Group Discussion Technique was implemented in the experimental class. While in the control class, the researcher didn’t use Small Group Discussion Technique. After that, the researcher measured students’ reading ability by using a test in multiple choices forms.

The validity and reliability instrument test was conducted before the researcher administered the test to both classes. There were 30 numbers of questions given to the 30 students of class VIII SMP Attaqwa 02 Bekasi Utara. From the validity and reliability test, there were 25 valid questions from 30 questions which were gained. Further information about validity and reliability result can be seen in the appendix.
1. The Data of Control Class

Table 4.1
Pre-test and Post-test Score of Control Class

<table>
<thead>
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<th>STUDENTS (Y)</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>GAIN SCORE</th>
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<tr>
<td>1</td>
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<tr>
<td>14</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
</tbody>
</table>
From the description of the score in control class above, it could be seen the lowest and the highest score of 25 students in the control class. The lowest score in the pre-test was 40 and the highest score was 75 with an average of 58.64. After the researcher gave the student material about recount text, the writer gave the students post-test. The data showed in the post-test is the lowest score was 45 and the highest score was 85. And the average of the post test is 66. It can be seen that control class could only gained score about 6.4 points.
2. The Data of Experimental Class

Table 4.2
Pre-test and Post-test Score of Experimental Class

<table>
<thead>
<tr>
<th>STUDENTS (X)</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>GAIN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>50</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>20</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>30</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>23</td>
<td>50</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
</tbody>
</table>

| Σ n = 25 | Σ X₀ = 1390 | Σ X₁ = 1710 | Σ X₂ = 285 |
| SUM | 1390 | 1710 | 285 |
| AVERAGE | 55.6 | 68.4 | 11.4 |
| MAX | 75 | 90 | |
| MIN | 30 | 50 | |

M pre-test = \( \frac{\Sigma X_0}{N} = \frac{1390}{25} = 55.6 \)

M post-test = \( \frac{\Sigma X_1}{N} = \frac{1710}{25} = 68.4 \)

M gain = \( \frac{\Sigma X_2}{N} = \frac{285}{25} = 11.4 \)

Based on the table 4.2 above figured out that from 25 students in the experimental class, the lowest score in the pre-test was 30 and the highest score was 75 with the average 55.6. After the treatment using Small Group Discussion Technique, the researcher gave the students post-test. The data showed in the post-test is the lowest score was 50 and the highest score was 90. And the average of the post-test is 68.4. It can be seen that the experiment class could only gained score about 11.4 points.
B. Data Analysis and Hypothesis Testing

1. Analysis of Pre-test and Post-test

a. Normality

A normality test is needed to find out whether the hypothesis of the research has been normally distributed or not, the data are homogeneous or heterogeneous. This test is scored by using SPSS Statistic 17. The normality test can be seen as follow:

<table>
<thead>
<tr>
<th>N</th>
<th>CONTROL</th>
<th>EXPERIMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Parameters(^{ab})</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>58.64</td>
<td>55.60</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>10.839</td>
<td>12.359</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.136</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.136</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.121</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.679</td>
<td>.774</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.745</td>
<td>.578</td>
</tr>
</tbody>
</table>

The normality test here was done by using one sample Kolmogorov-Smirnov. The normality test of the pre-test of control class shows that Asymp. Sig. (2-tailed) is 0.745 which is higher than 0.05 or the significance level indicating that the sample has a normal distribution.
The normality tests of the pre-test of experiment class shows that Asymp. Sig. (2-tailed) is 0.578 which is higher than 0.05 or the significance level indicating that the sample has a normal distribution.

The normality calculation above used One-Sample Kolmogorov-Smirnov Test. From the table above, it is shown the absolute difference (D) of controlled class data is 0.136. It is lesser than $D_{table}$ with closest Kolmogorov-Smirnov critical points of 25 = 0.264.

Table 4.4
Normality of Post-test Using One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Normal Parameters$^{*&quot;}$</th>
<th>CONTROL</th>
<th>EXPERIMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Mean</td>
<td>66.00</td>
<td>68.40</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>11.180</td>
<td>9.323</td>
</tr>
<tr>
<td>Absolute</td>
<td>.144</td>
<td>.202</td>
</tr>
<tr>
<td>Positive</td>
<td>.144</td>
<td>.202</td>
</tr>
<tr>
<td>Negative</td>
<td>-.110</td>
<td>-.161</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.721</td>
<td>1.012</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.676</td>
<td>.258</td>
</tr>
</tbody>
</table>

The normality test was done to the post-test in control and experiment class by using one-sample Kolmogorov-Smirnov which shows that Asymp.Sig. (2-tailed) of control class is 0.676 and for the experiment class Asymp. Sig. (2-tailed) is 0.258 which both is higher than 0.05 indicating that the normality of post-test between control and experiment class have a normal distribution as well.
The normality test above was also done by using *One-Sample Kolmogorov-Smirnov Test*. From the table above, it can be seen the absolute difference (D) of controlled class data is 0.144. *Kolmogorov-Smirnov* critical points of 25 at degrees significance 0.05% = 0.246. While the absolute difference (D) of experimental class is 0.202, it is lesser than $D_{table}$ (0.264).

b. Homogenity

Table 4.5

<table>
<thead>
<tr>
<th>Pre-test Homogenity</th>
<th>Test of Homogenity of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene Statistic</td>
</tr>
<tr>
<td>SCORE</td>
<td>Based on Mean</td>
</tr>
<tr>
<td></td>
<td>Based on Median</td>
</tr>
<tr>
<td></td>
<td>Based on Median and with adjusted df</td>
</tr>
<tr>
<td></td>
<td>Based on trimmed mean</td>
</tr>
</tbody>
</table>

From the result of homogeneity test above, it can be seen that the degree of significance is 0.486. It is also bigger than 0.05. So, it can be concluded that both of the groups are homogenous.

2. Data Analysis

Hypothesis testing is the last step to find out the answer of hypothesis. From the hypothesis test, it will be found whether Small Group Discussion technique gave positions effect to students or not. To analyze the hypothesis the writer used T-test formula below:
\[ t_0 = \frac{M_1 - M_2}{\text{SEM}1 - M_2} \]

- \( M_1 \) = Mean of Variable 1
- \( M_2 \) = Mean of Variable 2
- \( \text{SE} \) = Standard Error
- \( X \) = Experiment Class
- \( Y \) = Control Class
- \( N \) = Students
- \( t_0 \) = t observation

And the statistic calculation can be seen as follows:

a. Determine the Mean of Variable X with formula:

\[ M_X = \frac{\Sigma X}{N_1} \]

\[ M_X = \frac{285}{25} = 11.40 \]

b. Determine the Mean of Variable Y with formula:

\[ M_Y = \frac{\Sigma Y}{N_2} \]

\[ M_Y = \frac{160}{25} = 6.40 \]

c. Determine the Standard Deviation Score of Variable X with formula:

\[ \text{SD}_X = \sqrt{\frac{\Sigma X^2}{N_1}} \]

\[ \text{SD}_X = \sqrt{\frac{11.4^2}{25}} = \sqrt{5.2} = 2.28 \]

d. Determine the Standard Deviation Score of Variable Y with formula:

\[ \text{SD}_Y = \sqrt{\frac{\Sigma Y^2}{N^2}} \]

\[ \text{SD}_Y = \sqrt{\frac{6.4^2}{25}} = \sqrt{1.63} = 1.27 \]
e. Determine the Standard Error Mean of Variable X with formula:

\[
SE_X = \frac{SD_X}{\sqrt{N^1 - 1}}
\]

\[
SE_X = \frac{2.28}{\sqrt{25 - 1}} = \frac{2.28}{4.89} = 0.47
\]

f. Determine the Standard Error Mean of Variable Y with formula:

\[
SE_{My} = \frac{SD_y}{\sqrt{N^2 - 1}}
\]

\[
SE_{My} = \frac{1.27}{\sqrt{25 - 1}} = \frac{1.27}{4.89} = 0.26
\]

g. Determine the Standard Error of different Mean of Variable X and Mean of Variable Y with formula:

\[
SE_{Mx - My} = \sqrt{(SE_{Mx})^2 + (SE_{My})^2}
\]

\[
SE_{Mx - My} = \sqrt{0.47^2 + 0.26^2} = \sqrt{0.22 + 0.07} = \sqrt{0.29} = 0.5
\]

h. Determine \( t_o \) with formula:

\[
t_o = \frac{Mx - My}{SE_{Mx - My}}
\]

\[
t_o = \frac{11.40 - 6.40}{0.47 - 0.26} = \frac{5.00}{0.21} = 23.80
\]

i. Determine the degree of freedom (\( df \)) with formula:

\[
df = N_1 + N_2 - 2
\]

\[
df = (25 + 25) - 2 = 50 - 2 = 48
\]

3. Hypothesis Testing

This research was conducted to answer the question whether Small Group Discussion Technique has any effect on student’s ability in reading recount text on second grade students of SMP Attaqwa 02. In order to provide an answer for the question above, the Alternative Hypothesis (\( H_a \)) and the Null Hypothesis (\( H_o \)) were proposed as follows:

a. \( H_o \) (Null Hypothesis) Small Group Discussion Technique has no significant effectiveness in learning reading of recount text.
b. \( H_a \) (Alternative Hypothesis) Small Group Discussion Technique has significant effectiveness in learning reading of recount text.

To prove the hypothesis the obtained data from experiment class and control class were calculated by using \( t \)-test formula with assumption as follows:

a. If \( t_0 \leq t_{\text{table}} \), in significant degree of 1\%, the Null Hypothesis (Ho) is accepted and the Hypothesis Alternative (Ha) is rejected. It means that there is no significant effect of Small Group Discussion Technique on students’ reading recount text ability.

b. If \( t_0 \geq t_{\text{table}} \) in significant degree of 1\%, the Null Hypothesis (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted. It means that there is a significant effect of Small Group Discussion Technique on students’ reading recount text ability.

Based on the statistical calculation above, the value of \( t_0 \) is 23.80 and the degree of freedom is 48 with 1\% degree of significance is used by the writer. Based on the significance, it can be seen that on degree of freedom of 48, and in 1\% degree of significance the value of \( t_{\text{table}} \) is 2.407. By comparing the result of \( t_{\text{table}} \) and \( t_0 \) in the degree of significance of 1\%, it can be seen that \( t_0 > t_{\text{table}} \) (23.80 > 2.407).

Based on those results, a conclusion can be drawn that the Ho was rejected, meanwhile the Ha was accepted.

C. Data Interpretation

The research findings above shows that the post-test students’ scores from experiment class perform better that student from control class. This interpretation is based on comparison of experiment class and control class students’ average score and mean of the post-test. In the experiment class, students’ average score of the post-test is 68.4 and mean of the post-test is 11.40. While, in the control class, students’ average score of the post-test is 66 and mean of the post-test is 6.40.
Afterward, the experiment class and control class students’ gain score illustrates that the average gain score for experimental class students in higher (11.4) than the average gain score for control class students (6.4).

Then, from the data testing we can infer that both the pre-test and post-test have normal distribution as shown by the normality test that was done by the use of SPSS calculation because from the table above showed the absolute difference (D) of controlled class data is 0.136. It is lesser than $D_{table}$ with the closest *Kolmogorov-Smirnov* critical points of $25 = 0.264$. It is also confirmed that both experiment class and control class are classified as homogenous group according to the SPSS calculation, because the result of homogeneity test above showed that the degree of significance is 0.486. It is also bigger than 0.05. So, it can be concluded that both of the groups are homogenous.

Based on the result of analysis data, the value of $t_{table}$ in the degree of significance of 1% was 2.407. Then the value of $t_o$ was 23.80. It means that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Therefore, it can be inferred that Small Group Discussion Technique has effectiveness in learning reading of recount text as shown by 23.80 value of $t_o$ which was higher than 0 (zero). The $t$-observation ($t_o = 23.80$) which is higher than $t_{table}$ ($t_{table} = 2.407$) shows that the effectiveness of Small Group Discussion Technique is significant in learning reading recount text compared to the use of other technique that currently used by the teacher on SMP Attaqwa 02. The effectiveness of Small Group Discussion Technique in learning reading recount text can be seen from experiment class students’ active involvement in the learning process and experiment class students average gain score which was recorded at score 11.4 compared with students average gain in control class is 6.4. So, that the use of Small Group discussion is effective.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the analysis of data post-test, there is a significant difference between students’ reading achievement in experiment class and control class. Experiment class was taught reading by using Small Group Discussion Technique in teaching recount text has the higher gain score (11.4) than control class (6.4).

Furthermore, based on the result of t-test formula, which figures out the hypothesis testing, it is shown that \( t_{\text{observed}} > t_{\text{table}} \). It means that the result of this study indicated Small Group Discussion Technique is effective. From this study, the writer concluded that Small Group Discussion Technique (cooperative learning) is effective in learning reading comprehension of recount text.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestion as follow:

1. For the Teacher
   a. The English teacher have to be able to 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 are expected to be creative especially in motivating their students to read.
d. The teacher 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 focuses 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.

At last part of all, the researcher hopes that this skripsi can give benefit to anyone who read it. The researcher also hopes that the suggestions above may help teacher, students, or other researcher that intend to conduct further research.
REFERENCES


RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experiment Class)

Nama Sekolah : SMP Attaqwa 02
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 1 (satu)

Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk description dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar

5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk description dan recount.

Indikator

1. Mengidentifikasi langkah retorika teks recount.
2. Mengidentifikasi tujuan komunikatif teks recount.

1. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   a. Mengetahui langkah retorika dalam teks recount
   b. Mengetahui tujuan komunikatif teks recount

   ❖ Karakter yang diharapkan:
     Percaya diri (confidence)
     Rasa hormat dan perhatian (respect)
     Rasa ingin tahu (curiousity)

2. Materi Pembelajaran
   Generic Structure of Recount Text
- A recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- Orientation tells who was involved, what happened, where the events took place, when it happened.
  Example: Last night, I read an article about adolescence in a magazine.
- Events (event 1 and 2) tell what happened and in what sequence.
  Example: after I finished reading the article, I remembered my own adolescence; to divert my emotions, I took many extracurricular activities.
- Reorientation consists of optional-closure of events/ending.
  Example: I was able to control my emotions and to have a place where I could express my creativity in positive way.

3. Metode Pembelajaran
   Cooperative Learning (Small Group Discussion)

4. Langkah-langkah Kegiatan
   A. Kegiatan Pendahuluan
      Apersepsi:
      - Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
      - Menanyakan kabar siswa
      - Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
      - Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari.
      Motivasi:
      - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

   B. Kegiatan Inti
      Eksplorasi
      Dalam kegiatan eksplorasi, guru:
      - Menjelaskan generic structure dan tujuan komunikatif teks recount.
      - Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku, dan lain-lain)
      - Melakukan Tanya jawab dengan arti dan fungsi maupun tujuan komunikatif dalam teks recount.
      - Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
      - Memfasilitasi terjadinya interaksi antar siswa serta antara siswa dengan guru, lingkungan, dan sumber belajar lainnya.
      - Melibatkan siswa secara aktif dalam setiap kegiatan pembelajaran.
Elaborasi
Dalam kegiatan elaborasi, guru:
- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Memberikan kesempatan pada siswa untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
- Siswa mempresentasikan jawaban hasil diskusi kelompoknya didepan kelas.
- Memfasilitasi siswa dalam pembelajaran kooperatif.
- Memfasilitasi siswa dalam berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi siswa untuk menyajikan hasil kerja individual maupun kelompok
- Memfasilitasi siswa melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- Bersama-sama dengan siswa dan/atau sendiri membuat rangkuman kesimpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

5. Sumber Belajar

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mampu menjawab soal tertulis dari teks recount</td>
<td>Objective test</td>
<td>Multiple choice</td>
<td>Terlampir</td>
</tr>
<tr>
<td>Mengidentifikasi generic structure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
dan tujuan
kimunikatif teks
recount.

Bekasi, 25 Juli 2017
Peneliti

Rury Durriyah
NIM.11100104000102
Read the following text carefully. Then identify the generic structure of the text.

**Vacation in Bali**

When I was second grade of senior high school, my friends and I went to Bali. We were there for several days. I had many impressive experiences during the vacation.

First day, we visited Sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepare ourselves, we went to Tanah Lot. We meet so many tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports there, such as banana boat, jet sky, speedboat, etc. we also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was so lovely time. I bought some Bali t-shirt and souvenirs.

In the evening, we had check out from the hotel. We went back home bringing so many amazing memories in Bali.
I had many adolescence when I was thirteen. It started with acne that showed up on my face.

It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

1. What is the type of the text?
   A. Description text   C. Narrative text
   B. Recount text     D. Report text

2. What is the generic structure of the first paragraph?
   A. Reorientation   C. Resolution
   B. Orientation     D. Event

3. The second paragraph is called….
   A. Orientation     C. Event
   B. Reorientation   D. Resolution

4. The last paragraph is called…..
   A. Orientation     C. Event
   B. Reorientation   D. Resolution

5. What is the purpose of the text above?
   A. To entertain the reader
   B. To amuse the reader
   C. To persuade the reader to do something
   D. To tell the reader about the writer experience
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experiment Class)

Nama Sekolah : SMP Attaqwa 02
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 2 (dua)

Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk description dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar

5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk description dan recount.

Indikator

4. Memahami makna kosa kata sulit dalam teks pendek berbentuk recount.
7. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   c. Mengetahui ciri kebahasaan teks recount
   d. Memahami simple past tense
   e. Memahami makna kosa kata sulit dalam teks recount.

Karakter yang diharapkan:
Percaya diri (confidence)
Rasa hormat dan perhatian (respect)
Rasa ingin tahu (curiousity)
8. Materi Pembelajaran

Language Features of Recount Text:

- Names of those involved: *who, when, where, why*.
- Time and sequence words to show order of events: *then, next, finally*.
- Simple past tense:
  - Simple past tense is used to describe an event that happened and ended in the past.
  - Regular verbs from their past tense by adding 
    -d or 
    -ed to the base form.
  - The form of simple past tense is: Subject + Verb (-ed) + Object.

9. Metode Pembelajaran

Cooperative Learning (Small Group Discussion)

10. Langkah-langkah Kegiatan

D. Kegiatan Pendahuluan

Apersepsi:

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari.

Motivasi:

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

E. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku, dan lain-lain)
- Melakukan Tanya jawab mengenai ciri-ciri kebahasaan yang mereka temukan di dalam teks *recount* dan Tanya jawab tentang kosa kata yang belum pernah mereka ketahui sebelumnya.
- Menjelaskan ciri-ciri kebahasaan (termasuk Simple Past Tense) dalam teks *recount*
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antar siswa serta antara siswa dengan guru, lingkungan, dan sumber belajar lainnya.
Melibatkan siswa secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi
Dalam kegiatan elaborasi, guru:
- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Memastikan dan mengontrol tiap grup yang anggotanya saling bertukar pendapat dan berdiskusi mengenai permasalahan dalam uraian materi yang sedang dibahas.
- Memberikan kesempatan pada siswa untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
- Siswa mempresentasikan jawaban hasil diskusi kelompoknya di depan kelas.
- Memfasilitasi siswa dalam pembelajaran kooperatif.
- Memfasilitasi siswa dalam berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi siswa untuk menyajikan hasil kerja individual maupun kelompok.
- Memfasilitasi siswa melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

F. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- Bersama-sama dengan siswa dan/atau sendiri membuat rangkuman kesimpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

11. Sumber Belajar
b. Artono Wardiman, dkk. *English in Focus* for Grade VIII SMP/MTs (Jakarta Pusat: Pembukuan, Departemen Pendidikan Nasional, 2008), hal. 61-25 & 95.
12. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
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<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
</table>
| ➢ Mengidentifikasi ciri-ciri kebahasaan teks *recount*.  
  ➢ Memahami kosa kata yang sulit dalam materi teks *recount* | Objective test | Multiple choice | Terlampir |

Bekasi, 27 Juli 2017  
Peneliti  

Rury Durriyah  
NIM. 11100104000102
Read the following text carefully. Then identify the generic structure of the text.

I had many adolescence when I was thirteen. It started with acne that showed up on my face.

It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.
Dear Diary…

I had a bad experience this morning. I had just (1) ………… my 15th birthday yesterday. The party was very good. When I (2) …………. this morning, I felt very happy about the party.

I got up with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn’t think about it so much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror. I looked to the mirror to find out what is on my face. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

1. A. Celebrated   B. Celebrates   C. Celebration   D. Celebrate
2. A. Wake up   B. Wakes up   C. Woke up    D. Waked up
3. “They were pointing at my face.” (Paragraph 3). The underlined word refers to…
   A. My family   C. My face
   B. My friends   D. My classroom
4. “I felt very embarrassed so I ran to the rest room.” (Paragraph 3). The underlined word has the same meaning as…..
   A. Shy    C. Confident
   B. Shocked   D. Calm
5. “I was surprised to see a big red pimple on my forehead.” (Paragraph 3). The underlined word has the same meaning as…..
   A. Enthusiastic   C. Shocked
   B. Terrified   D. Excited
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experiment Class)
Nama Sekolah : SMP Attaqwa 02
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 3 (tiga)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk description dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk description dan recount.

Indikator
5. Mengidentifikasi gagasan utama dalam teks pendek berbentuk recount.
6. Mengidentifikasi informasi dalam teks recount.

13. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
f. Mengidentifikasi dan mengetahui gagasan utama dalam teks pendek berbentuk recount
  g. Mengidentifikasi informasi dalam teks recount.

❖ Karakter yang diharapkan:
  Percaya diri (confidence)
  Rasa hormat dan perhatian (respect)
  Rasa ingin tahu (curiousity)

14. Materi Pembelajaran
Terlampir
15. Metode Pembelajaran
Cooperative Learning (Small Group Discussion)

16. Langkah-langkah Kegiatan
G. Kegiatan Pendahuluan
Apersepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari.

Motivasi:
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

H. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku, dan lain-lain)
- Melakukan Tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan dalam teks recount.
- Menjelaskan cara menemukan gagasan pokok dan informasi dalam teks recount
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antar siswa serta antara siswa dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan siswa secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi
Dalam kegiatan elaborasi, guru:
- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Memastikan dan mengontrol tiap grup yang anggotanya saling bertukar pendapat dan berdiskusi mengenai permasalahan dalam uraian materi yang sedang dibahas.
• Memberikan kesempatan pada siswa untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
• Siswa mempresentasikan jawaban hasil diskusi kelompoknya di depan kelas.
• Memfasilitasi siswa dalam pembelajaran kooperatif.
• Memfasilitasi siswa dalam berkompetisi secara sehat untuk meningkatkan prestasi belajar.
• Memfasilitasi siswa untuk menyajikan hasil kerja individual maupun kelompok
• Memfasilitasi siswa melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru:
• Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
• Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

I. Kegiatan Penutup

Dalam kegiatan penutup, guru:
• Bersama-sama dengan siswa dan/atau sendiri membuat rangkuman kesimpulan pelajaran.
• Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
• Memberikan umpan balik terhadap proses dan hasil pembelajaran.
• Mengakhiri pertemuan dengan salam.

17. Sumber Belajar
c. Artono Wardiman, dkk. English in Focus for Grade VIII SMP/MTs (Jakarta Pusat: Pembukuan, Departemen Pendidikan Nasional, 2008), hal. 61-65 & 115-116.

18. Penilaian

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>➢ Mengidentifikasi gagasan utama dan informasi yang terdapat dalam teks <em>recount</em></td>
<td>Objective test</td>
<td>Written questions</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

Bekasi, 2 Agustus 2017
Peneliti

Rury Durriyah
NIM. 11100104000102
When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me, science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The Inventors of Medicine”. I thought “Ok, this is start”. I took it out then began reading it. I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?
5. Who were mentioned in the book? Who were they?
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Nama Sekolah : SMP Attaqwa 02
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 1 (satu)

Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk description dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar

5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk description dan recount.

Indikator

7. Mengidentifikasi langkah retorika teks recount.
8. Mengidentifikasi tujuan komunikatif teks recount.

19. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   h. Mengetahui langkah retorika dalam teks recount
   i. Mengetahui tujuan komunikatif teks recount

❖ Karakter yang diharapkan:
   Percaya diri (confidence)
   Rasa hormat dan perhatian (respect)
   Rasa ingin tahu (curiousity)
20. Materi Pembelajaran
Generic Structure of Recount Text
- A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- Orientation tells who was involved, what happened, where the events took place, when it happened.
  Example: Last night, I read an article about adolescence in a magazine.
- Events (event 1 and 2) tell what happened and in what sequence.
  Example: after I finished reading the article, I remembered my own adolescence; to divert my emotions, I took many extracurricular activities.
- Reorientation consists of optional-closure of events/ending.
  Example: I was able to control my emotions and to have a place where I could express my creativity in positive way.

21. Metode Pembelajaran
Whole Class Teaching Method (Teacher Centered)

22. Langkah-langkah Kegiatan
J. Kegiatan Pendahuluan
Apersepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Guru mengabsen siswa
- Guru melakukan ice breaking, review.
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari.

Motivasi:
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

K. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Memberikan kesempatan pada siswa untuk mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks fungsional dalam kehidupan sehari-hari.
- Guru memberikan contoh teks recount
- Guru memberikan contoh berupa paragraph recount
- Guru menjelaskan generic structure dan tujuan komunikatif dalam teks recount
- Guru memberikan paragraph teks recount kepada masing-masing siswa
- Guru meminta siswa untuk mengidentifikasi generic structure dan tujuan komunikatif dalam teks recount.
- Siswa mengidentifikasi generic structure dan tujuan komunikatif dalam teks recount.
Guru memantau kegiatan siswa

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan siswa mengidentifikasi *generic structure* dan tujuan komunikatif dalam teks *recount*

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai pertanyaan teks fungsional.

**L. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menanyakan kesimpulan dari materi yang telah dipelajari beserta evaluasi tentang materi yang telah diajarkan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

**23. Sumber Belajar**

## 24. Penilaian

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mampu menjawab soal tertulis dari teks <em>recount</em></td>
<td>Objective test</td>
<td>Multiple choice</td>
<td>Terlampir</td>
</tr>
<tr>
<td>Mengidentifikasi generic structure dan tujuan komunikatif teks <em>recount</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bekasi, 26 Juli 2017
Peneliti

Rury Durriyah
NIM. 11100104000102
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)
Nama Sekolah  : SMP Attaqwa 02
Mata Pelajaran  : Bahasa Inggris
Kelas/Semester  : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu  : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 2 (dua)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk description dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk description dan recount.

Indikator
10. Memahami makna kosa kata sulit dalam teks pendek berbentuk recount.

25. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

   j. Mengetahui ciri kebahasaan teks recount
   k. Memahami simple past tense
   l. Memahami makna kosa kata sulit dalam teks recount.

❖ Karakter yang diharapkan:
Percaya diri (confidence)
Rasa hormat dan perhatian (respect)
Rasa ingin tahu (curiousity)
26. Materi Pembelajaran

Language Features of Recount Text:
- Names of those involved: *who, when, where, why.*
- Time and sequence words to show order of events: *then, next, finally.*
- Simple past tense:
  - Simple past tense is used to describe an event that happened and ended in the past.
  - Regular verbs from their past tense by adding –d or –ed to the base form.
  - The form of simple past tense is: Subject + Verb (-ed) + Object.

27. Metode Pembelajaran

Whole Class Teaching (Teacher Centered)

28. Langkah-langkah Kegiatan

M. Kegiatan Pendahuluan

Apersepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Guru mengabsen siswa
- Guru melakukan ice breaking, review.
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari.

Motivasi:
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

N. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Memberikan kesempatan pada siswa untuk mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks fungsional dalam kehidupan sehari-hari.
- Guru memberikan contoh teks *recount*
- Guru memberikan contoh berupa paragraph *recount*
- Guru menjelaskan ciri-ciri kebahasaan (termasuk *simple past tense*) dalam teks *recount*
- Guru memberikan paragraph teks *recount* kepada masing-masing siswa
- Guru meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan (termasuk *simple past tense*) dalam teks *recount.*
- Siswa mengidentifikasi ciri-ciri kebahasaan dan *simple past tense* dalam teks *recount.*
- Guru memantau kegiatan siswa
Elaborasi
Dalam kegiatan elaborasi, guru:

- Membiasakan siswa menentukan jenis teks dari suatu bacaan dan mengidentifikasi ciri-ciri kebahasaan (termasuk *simple past tense*) dalam paragraf teks *recount*.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai pertanyaan teks fungsional.

O. Kegiatan Penutup
Dalam kegiatan penutup, guru:

- Bersama-sama dengan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menanyakan kesimpulan dari materi yang telah dipelajari beserta evaluasi tentang materi yang telah diajarkan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

29. Sumber Belajar
e. Artono Wardiman, dkk. *English in Focus* for Grade VIII SMP/MTs (Jakarta Pusat: Pembukuan, Departemen Pendidikan Nasional, 2008), hal. 61-25 & 95.
30. Penilaian

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<thead>
<tr>
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<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
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<tr>
<td>➢ Mengidentifikasi ciri-ciri kebahasaan teks <em>recount</em>.</td>
<td>Objective test</td>
<td>Multiple choice</td>
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<td>➢ Memahami kosa kata yang sulit dalam materi teks <em>recount</em></td>
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Bekasi, 28 Juli 2017
Peneliti

Rury Durriyah
NIM 11100104000102
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)
Nama Sekolah : SMP Attaqwa 02
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/1
Linguistic Aspect : Membaca
Alokasi Waktu : 1x90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2017/2018
Pertemuan ke : 3 (tiga)

Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *description* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar

5.1 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *description* dan *recount*.

Indikator

11. Mengidentifikasi gagasan utama dalam teks pendek berbentuk *recount*.
12. Mengidentifikasi informasi dalam teks *recount*.

31. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
m. Mengidentifikasi dan mengetahui gagasan utama dalam teks pendek berbentuk *recount*
n. Mengidentifikasi informasi dalam teks *recount*.

❖ Karakter yang diharapkan:
Percaya diri (confidence)
Rasa hormat dan perhatian (respect)
Rasa ingin tahu (curiousity)

32. Materi Pembelajaran
Terlampir
33. Metode Pembelajaran

Whole Class Teaching (Teacher Centered)

34. Langkah-langkah Kegiatan

P. Kegiatan Pendahuluan

Apersepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Guru mengabsen siswa
- Guru melakukan ice breaking, review.
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari.

Motivasi:
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

Q. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Memberikan kesempatan pada siswa untuk mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks fungsional dalam kehidupan sehari-hari.
- Guru menjelaskan cara menemukan gagasan pokok dan informasi dalam teks recount.
- Guru memberikan contoh berupa paragraph recount
- Guru memberikan paragraph teks recount kepada masing-masing siswa
- Guru meminta siswa untuk menemukan gagasan pokok dan informasi dalam teks recount.
- Siswa mengidentifikasi gagasan pokok dan informasi dalam teks recount.
- Guru memantau kegiatan siswa

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan siswa mengidentifikasi gagasan pokok dan informasi dalam paragraf teks recount

Konfirmasi

Dalam kegiatan konfirmasi, guru:
- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugassnya.
• Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
• Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai pertanyaan teks fungsional.

R. Kegiatan Penutup
Dalam kegiatan penutup, guru:
• Bersama-sama dengan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
• Menanyakan kesimpulan dari materi yang telah dipelajari beserta evaluasi tentang materi yang telah diajarkan.
• Memberikan umpan balik terhadap proses dan hasil pembelajaran.
• Mengakhiri pertemuan dengan salam.

35. Sumber Belajar
f. Artono Wardiman, dkk. *English in Focus* for Grade VIII SMP/MTs (Jakarta Pusat: Pembukuan, Departemen Pendidikan Nasional, 2008), hal. 61-25 & 95.

36. Penilaian

<table>
<thead>
<tr>
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Bekasi, 3 Agustus 2017
Peneliti

Rury Durriyah
NIM. 11100104000102
SOAL PRE-TEST/POST-TEST

Nama :
Kelas :

CHOOSE THE CORRECT ANSWER A, B, C, or D

Text for no 1-4

It was the beginning of July, my friend and I were going on vacation on the beach. We choose the beach because it was the cheapest place for our vacation.

We left home so early in the morning because the beach was far enough. We arrived there at 10.00 a.m.

At the beach the weather was sunny and clear. We were about to take the banana boat when suddenly the weather changed into cloudy and the waves became so high. It was terrible. Everything shook terribly. We started to scream in fear because of the thunder and lightning. Then it rained very heavily. We ran to the house near the beach. I held my parent’s hands. We were praying together, while mom was trying to calm me down.

Not long after the rain stopped and the extreme weather changed slowly. But we didn’t want to continue our vacation longer. We decided to go home as soon as possible.

On the way home we thanked God for saving us from bad weather on the beach. It was really a terrible experience.

1. What does the text talk about?
   A. Interesting experience on the beach
   B. Good experience on the beach
   C. Nice experience on the beach
   D. Bad experience on the beach

2. When did the writer and his family arrive in the beach?
   A. In 10.00 a.m.
   B. At noon
   C. In the afternoon
   D. In the evening

3. The writer spent the vacation in the beach because?
   A. It was cheap
   B. It was free of charge
   C. It doesn’t take a long time
   D. It has beautiful view

4. The text is categorized as…………. text.
   A. Descriptive
   B. Narrative
   C. Recount
   D. Report

Text for no 5-7

The day of my 15th birthday is a memorable time for me. Many friends and relatives came to the party was something that was very special to me.

It was the day of my party, a day I would never forget. The party started at 7 p.m. my mom and my sister had already been busy since early morning. Although we ordered the food from the restaurant, still they had many things to do in the kitchen. I was called in the house to help with food, decorations, and chairs.

The party started when many people had come at around 7.15 p.m. we gathered in the living room. With beautiful gown my father bought me a few days, I felt like a queen. Everybody sang the birthday song. I blew up the candles and
cut the birthday cake. The most exciting moment was after the activities, that was when the time to play games came. My brother led the activities. We all had a good time. We played lots of games. While my friends and I were playing game, older people were chatting upstairs. Before the party I had practiced magic trick for many days, now the day finally came. I could show everyone my tricks. Everyone loved the show.

Another thing that made me happy was the birthday present. I got 3 dolls: American girl doll named Bekah, a butterfly baby doll, and a cabbage path doll which you could feed peanut butter and jelly. That day was the best birthday.

5. What is the purpose of the text?
A. To describe a memorable birthday party
B. To retell the writer’s past birthday party
C. To inform about the games in the birthday party
D. To entertain the readers with the story of the party

6. What is the main idea of the third paragraph?
A. The birthday party started early
B. The writer was very proud of her birthday gown
C. The writer enjoy the activities in her birthday party
D. The writer’s brother was very good in playing games

7. The last paragraph is called….
A. Orientation
B. Reorientation
C. Event
D. Resolution

Text for 8-10

I just recently came to my hometown in Padang. There my friends and I went to visit the local beach. We went just for a walk. There were a lot of pretty rocks and shells around the beach. We were attracted to collect them.

Among the colorful rocks and shells, I found a white and rectangular bottle. I was really interested because of its unique shape. I was rinsing the sand off it when I noticed that there was something inside it.

I held it against sunlight and saw, to my surprise, two tiny hearts shape pendant. They were connected by an arrow. The words I LOVE YOU were below it. we had lots of fun coming up with different stories of how this tiny treasure ended up in our beach.

8. What did the writer find in the beach?
A. A white and rectangular bottle
B. Rocks
C. Shell
D. Stone

9. “……. Because of its unique shape.” (paragraph 2). The underline word means...
A. Picturesque
B. Colorful
C. Fine
D. Old

10. The writer writes the text in order to….
A. Tell his experience
B. Describe the beach
C. Entertain the readers
D. Encourage visitors

Text for 11-13

Last week was holiday. We, the 8 grade students had a camping in Cibodas. We planned it for a long time ago. We
wanted to get a new experience of living outdoor.

There were five groups which had 5 members each. Joyo, Afdi, Ayip, Agung, and I were in the second group. Agung had to take the tents, Afdi was responsible to take the cooking utensils, Joyo never forgot to bring his guitar and camera and Ayip had to prepare melas. But everyone should bring their own bedding, clothes, and set of eating utensils. The bedding should be light and give enough protection against the damp ground.

The first activity was to set up the tents while the others prepared for cooking the food. We did these activities about two hours before having our own meals.

At night, we had a camp fire. We sat around it, sang songs accompanied with guitars, played roles, danced, jokes and had some funny games. We were really happy.

The next day, we learnt to be the adventures in the nearest forest to find treasures in certain places. We had to find the signs to get them. My group got one; it was a set of story books.

In the evening, we left the camping ground, it was tiring but it was fun to cook our own food, washed the clothes and stayed under the beautiful moonlight and stars.

11. …… enough protection against the damp ground” (paragraph 2). The underline word closest meaning to…
A. Accountable
B. Connection
C. Solution
D. Safety

12. “At night, we had a camp fire. We sat around it, sang songs,….. (paragraph 4). The word “it” in the sentences refers to….
A. Guitar
B. Song
C. Camp fire
D. Meal

13. What is the purpose of the text above?
A. To tell the readers the steps to avoid the danger in your life
B. To describe the situation of camping site at Cibodas
C. To retell the writers’ experience about camping at Cibodas
D. To inform the people about the advantages of camping

Text for no 14-16

It was a sunny day and I walked into the zoo, I noticed the cages and the chimpanzees were the most noticeable animals. We were looking at them like theater. There were seats which looking into the chimpanzees playing in the open field. They were interacting and moving up and down around their stone house.

As I went closer to observe the chimpanzees, people followed me and created a group. The chimpanzees at that moment were playing together and suddenly all of them made sounds and one of the chimpanzees that looked order that the others ran to one of the youngest chimpanzees and jumped toward her, and at that moment when we were looking at the situation behind the window he ran toward us and punched the window and ran away. He was angry about something and jumped around but after a while he sat somewhere and another chimpanzee came to him and groomed him. He became calm and another chimpanzee became calm too. They were sixteen chimpanzees in that area and they were separate most of the time.
For a long time they were sitting and on of chimpanzee was on top of the stone house and eating fruit, and four of them were sitting on the stairs and looking at each other, and I saw in the corner two of those were grooming each other. One of the most interesting I look that whenever they wanted to defecate or urinate they would turn their back to the people and I found out that they ate their own poop!

14. Why did one of the chimpanzees become angry?
   A. He could not play in the open field
   B. People became closer behind the window
   C. Other younger chimpanzees disturbed him
   D. Sounds made by other chimpanzees annoyed him

15. Where was the position of the writer when a chimpanzee got angry?
   A. In the theater
   B. In the open field
   C. In front of the cage
   D. Behind the window

16. “We were looking at them like a theater, …..” (Paragraph 1). What does the underline word refers to?
   A. Cages
   B. Animals
   C. Notices
   D. Chimpanzees

Text for no 17-20

At the end of the first semester, I had very long holiday. It was about two weeks. I decided to go to Anyer beach, I called my friends and invited them to go together. And I was very happy because they agreed upon my idea. So, we planned our departure to go to Anyer beach. The day was Monday until Tuesday.

On Monday morning at 6, we were ready to go to Anyer beach. We left for Anyer by car. After 3 hours driving we arrived there. We went straight to the hotel and took a rest. The hotel was really in front of the beach.

In the afternoon I played with the sand and water beach. Some of my friends swam at the pool beside the hotel. The next day we enjoy our holiday at Anyer beach.

17. What did the writer do in the afternoon?
   A. Swam at the sea
   B. Play with the sand
   C. Rode banana boat
   D. Windsurfed

18. What does paragraph three tell us about?
   A. The writer’s activities in Anyer
   B. Planning to go to Anyer
   C. Leaving for Anyer with friends
   D. The situation of the hotel

19. How did the writer leave for Anyer?
   A. By motorcycle
   B. By car
   C. On foot
   D. By bus

20. What does the purpose of the text?
   A. To share his experience during holiday
   B. To describe Anyer beach to the readers
   C. To tell how to spend the holiday
   D. To express the situation of his holiday
Key Answer of Pre-test/Post-test

1. D
2. A
3. A
4. C
5. A
6. C
7. B
8. B
9. A
10. A
11. A
12. B
13. C
14. B
15. D
16. D
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Catatan: Batas signifikansi koefisien korelasi sebagaimana berikut:

\[
\begin{array}{llllll}
\text{df (N-2)} & \text{P=0,05} & \text{P=0,01} & \text{df (N-2)} & \text{P=0,05} & \text{P=0,01} \\
10 & 0,576 & 0,708 & 60 & 0,250 & 0,325 \\
15 & 0,482 & 0,606 & 70 & 0,233 & 0,302 \\
20 & 0,423 & 0,549 & 80 & 0,217 & 0,283 \\
25 & 0,381 & 0,496 & 90 & 0,205 & 0,267 \\
30 & 0,349 & 0,449 & 100 & 0,195 & 0,254 \\
40 & 0,304 & 0,393 & 125 & 0,174 & 0,228 \\
50 & 0,273 & 0,354 & >150 & 0,159 & 0,208 \\
\end{array}
\]

Bila koefisien = 0,000 berarti tidak dapat dihitung.

KUALITAS PENGECOH

Jumlah Subyek= 30
Butir Soal= 30
Nama berkas: D:\MY DOCUMENTS\DOCUMENTS\SOAL UJI VALIDITAS_RURY.ANA

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Page 6
Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+ : Baik
- : Kurang Baik
-- : Buruk
---: Sangat Buruk

REKAP ANALISIS BUTIR

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SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/1891/2015
Lamp. : -
Hal : Bimbingan Skripsi

Kepada Yth.

Dadan Nugraha, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Rury Durriyah
NIM : 1110014000102
Jurusan : Pendidikan Bahasa Inggris
Semester : 11

Judul Skripsi : The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19690912 200001 7 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Surat Bimbingan Skripsi

Nomor: Un.01/F.1/KM.01.3/[8/9]/2015
Lamp.:
Hal: Bimbingan Skripsi

Kepada Yth.

Nida Husna, M.Pd., M.A. TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Rury Durriyah
NIM : 1110014000102
Jurusan : Pendidikan Bahasa Inggris
Semester : 11

Judul Skripsi : The Effectiveness of Using Small Group Discussion on Students’ Reading Comprehension of Recount Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Jakarta, 28 Oktober 2015

Kajur Pendidikan Bahasa Inggris

Dr. Alek. M.Pd
NIP. 196708121994021001

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Kepada Yth.

Kepala Sekolah SMP ATTAQWA 02
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Rury Durriyah
NIM : 1110014000102
Jurusan : Pendidikan Bahasa Inggris
Semester : 14
Judul Skripsi : The Effectiveness of Using Small Group Discussion on Students' Reading Comprehension of Recount Text

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Dekan
Kajur Pendidikan Bahasa Inggris

[Signature]

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
PENGESAHAN PROPOSAL SKRIPSI

Nama: RURY DURRIYAH
NIM: 1110014000102
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Effectiveness of Using Small Group Discussion on Students Reading Comprehension of Recount Text

Proposal skripsi dengan judul tersebut di atas telah diuji pada tanggal 31 Agustus 2015 dan telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS.

Jakarta, 28 Oktober 2015

Penguji I

Nida Hasna, M.Pd., M.A. TESOL
NIP. 197207052003122002

Penguji II

Dadan Nugraha, M.Pd
NIP. 196708121994021001

(Qahari, Ang. N449)