AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING SMALL GROUP DISCUSSION OF THE EIGHTH GRADERS AT MTS MA'ARIF 1 PUNGGUR

By

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING THE STUDENTS READING COMPREHENSION
OF DESCRIPTIVE TEXT BY USING SMALL GROUP DISCUSSION
OF THE EIGHTH GRADERS AT MTS MA'ARIF 1 PUNGGUR

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1444 H / 2023 M

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NOTIFICATION LETTER

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Appendix   : -

Matter   : **In order to hold the munaqosyah of Idris Satria**

To :

The Honoroble The Head of Tarbiyah Department
of State Institute foe Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script which is written by :

Name   : Idris Satria

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Department   : English Education

Title   : IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA'ARIF 1 PUNGGUR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

	Metro, 15 Mei 2023
The Head of English Education Department	Sponsor
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Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Assalamu'alaikum, Wr. Wb.

   Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi
yang disusun oleh :

Nama   : Idris Satria

NPM   : 1701070104

Judul Skripsi : IMPROVING THE STUDENTS READING COMPREHENSION
       BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER
       MTS MA'ARIF 1 PUNGGUR

   Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian
harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

                   Metro, 15 Mei 2023

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RATIFICATION PAGE

No. B-3636/In.28.1/D/PP.00.9/06/2023

An Undergraduated thesis entitled: IMPROVING THE STUDENTS READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING SMALL GROUP DISCUSSION OF THE EIGHTH GRADERS AT MTS MA'ARIF 1 PUNGGUR. Written by: Idris Satria, Student Number 1701070104, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 13rd 2023 at 10.00 – 12.00 a.m.

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IMPROVING THE STUDENTS READING COMPREHENSION

OF DESCRIPTIVE TEXT BY USING SMALL GROUP DISCUSSION
OF THE EIGHTH GRADERS AT MTS MA'ARIF 1 PUNGGUR

ABSTRACT
By
IDRIS SATRIA

The goal of this study is to demonstrate that using the small group discussion may improve the students reading comprehension at the eight grader MTS Ma'arif 1 Punggur. The researcher attempts to utilize the small group discussion as a teaching tool for improving students reading comprehension.

The kind of this research was Classroom Action Researcher (CAR) which was conducted in two cycle. Each cycle consists of planning, acting, observing and reflecting. Data instruments of this research used test, observation and documentation. This research was conducted with teacher of MTS Ma'arif 1 Punggur that was Nur Jannah, S.Pd.

The findings of this study showed that using small group discussion improve the reading comprehension of eight grade students at MTS Ma'arif 1 Punggur. It was discovered that the average score of students from pre-test to post-test II. The average pre-test was 46,3 the post-test I score was 63,3 and the post-test II score was 72,7. The percentage of students who attained an indicator of success in post-test II reading ability (80%). This suggests that employing the small group discussion can help students in improve their reading comprehension.

Keyword : *Small group discussion, reading comprehension, and classroom action research*

PENINGKATAN PEMAHAMAN MEMBACA DESKRIPTIF TEKS DENGAN MENGGUNAKAN DISKUSI KELOMPOK KECIL PADA SISWA KELAS VIII DI MTS MA'ARIF 1 PUNGGUR

ABSTRAK

Oleh :

IDRIS SATRIA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan diskusi kelompok kecil dapat meningkatkan pemahaman membaca siswa kelas VIII MTS Ma'arif 1 Punggur. Peneliti mencoba menerapkan bahwa penggunaan diskusi kelompok kecil dapat menjadi metode pengajaran untuk meningkatkan pemahaman membaca siswa.

Jenis penelitian ini adalah Peneliti Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Instrumen data penelitian ini adalah tes, observasi dan dokumentasi. Penelitian ini dilakukan dengan guru MTS Ma'arif 1 Punggur yaitu Nur Jannah, S.Pd

Hasil penelitian ini menunjukkan bahwa penggunaan diskusi kelompok kecil memberikan hasil yang positif dalam meningkatkan pemahaman membaca siswa kelas VIII MTS Ma'arif 1 Punggur. Diselidiki bahwa nilai rata-rata siswa dari pretest hingga post-test meningkat. Nilai rata-rata pada pre-test adalah 46,3, post-test I adalah 63,3 dan menjadi 72,7 pada post-test II. Persentase kemampuan membaca siswa pada post-test II (80%) telah mencapai indikator keberhasilan. Artinya dengan menggunakan strategi diskusi kelompok kecil dapat meningkatkan pemahaman membaca siswa.

Kata Kunci : *Diskusi kelompok kecil, pemahaman membaca dan penelitian tindakan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : IDRIS SATRIA

Student Number : 1701070104

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That this undergraduate thesis is originally the result of the writer research, in exception of the certain part which are excerpted from the bibliography mentioned.

Metro, April 14th 2023

IDRIS SATRIA
St. Number 1701070104

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : IDRIS SATRIA

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Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 14 April 2023

IDRIS SATRIA
NPM. 1701070104

MOTTO

فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُو ۝

"Whoever does the slightest good, surely he will see (reply) it."

(Q.S. Al-Zalzalah : 7)

DEDICATION PAGE

Proudly I dedicate this undergraduate thesis to:

1. My beloved parents Mr. Suheriyanto and Mam. Sulastri who always give me support systems and pray all of situation until finish. I biggest love you very much.

2. My brothers M Rio Purbowaseso and Dwimas Arianto who always told me finish the thesis.

3. All of my friends who always support me.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "*Improving the Students Reading Comprehension of Descriptive Text by Using Small Group Discussion of the Eighth Graders at MTS Ma'arif 1 Punggur*". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities,the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the head of English Education Study Program of IAIN Metro Lampung.
4. Syahreni Siregar, M.Hum. as the sponsor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the MTS Ma'arif 1 Punggur who gives permission to the researcher conduct the research in SMP Negeri 10 Metro.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a linguistic ability that seeks crucial information from reading sources. Reading provides readers with a wealth of ideas and knowledge that they cannot obtain from books, periodicals, or articles. Reading provides a window into the world. Reading is a problem-solving activity, and the cues are the signs and information from the text from which the reader might infer the meaning. Furthermore, reading English materials is essential in the worlds of school and work. Students will grasp numerous allusions in English more readily if they become accustomed to reading English literature.

Reading on the other hand, is a difficult linguistic ability to learn. Readers have several difficulties while reading an English text. The causes of a student's failure to the student have low motivate to reading the text, lack of vocabulary and less of interest of reading text. To address the aforementioned reading issues, the researcher will employ small group discussion to improve reading comprehension.

Small group discussion is one of the learning methods that provide opportunities for students to learn actively with the small member in each

group to achieve the goals set.[1] The students will be involved actively and they will be more interested because it gives students an opportunity to share what they read.

In response to these issues, the researcher performed a pre-survey, the researcher got the student score on March, 17th 2022 in MTS Ma'arif 1 Punggur. The data can be seen as follows :

Table 1
The Result of The Pre-Survey Students Reading Comprehension of
the Eighth Graders at MTS Ma'arif 1 Punggur

No.	Name of Students	Grade	Criteria
1	ARA	60	Incomplete
2	ARA	60	Incomplete
3	AKA	50	Incomplete
4	AAMA	60	Incomplete
5	DC	50	Incomplete
6	DKV	50	Incomplete
7	FM	70	Complete
8	FNA	40	Incomplete
9	FAA	50	Incomplete
10	I	30	Incomplete
11	ISA	80	Complete
12	IA	20	Incomplete
13	IF	40	Incomplete
14	KMF	70	Complete
15	LPU	30	Incomplete
16	MIHB	40	Incomplete
17	MRP	80	Complete
18	MS	40	Incomplete
19	MBF	60	Incomplete
20	MAT	40	Incomplete
21	MKA	70	Complete
22	M	60	Incomplete
23	NMS	50	Incomplete
24	NAA	20	Incomplete
25	NS	50	Incomplete

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[1] Lisematul Faizeh and Hanif Maulaniam Sholah, *"Improving Students' Reading Ability of Descriptive Text by Using Small Group Discussion,"* Jurnal Tinta 2, no. 1 (March 2, 2020): 3.

26	NZY	60	Incomplete
27	NAM	30	Incomplete
28	RAM	60	Incomplete
29	RTP	70	Complete
30	RNF	40	Incomplete
31	RR	50	Incomplete
32	SFR	70	Complete
33	RH	70	Complete
34	RAFS	40	Incomplete
35	SBA	10	Incomplete
36	SNRD	40	Incomplete
37	TSJ	50	Incomplete
38	TA	20	Incomplete
39	ULK	70	Complete
40	UNN	70	Complete

The minimal mastery criteria (MMC) divide the student's reading comprehension into two categories: complete and incomplete. Table 2 displays the classification of students' reading abilities

Table 2
The Percentage Result of The Pre-Survey Students Reading
Comprehension of The Eighth Graders at MTS Ma'arif 1
Punggur

No	Score	Explanation	Frequency	Percentage
1	≥ 70	Complete	10	25%
2	<70	Incomplete	30	75%
Total			40	100%

From the table above, there are 75% of student have reading difficulties, the Minimum Standard Criteria (MSC) for English in MTS Ma'arif 1 Punggur is 70. It can be seen that 30 students belong to be incomplete for the score <70 and only 10 students can do well for the score ≥ 70 in reading test.

In this research, the researcher will conduct classroom action research. The researcher hopes to assist students in improving their reading comprehension by using small group discussion. It can be concerned that the writer would like to conduct this research entitled Improving The Students Reading Comprehension By Using Small Group Discussion of the Eighth Graders at MTS Ma'arif 1 Punggur

B. Problem Identification

The problem identification as follows:

1. The student have low motivating to reading the text.

2. The lack of student vocabulary.

3. The student less of interest of reading text.

C. Problem Limitation

For there is a great number of problems dealing with reading, the researcher will only focus on improving reading comprehension, the researcher limits the issue only to "the student less of interest of reading text".

D. Problem Formulation

Based on the background of study and the problem identification, the researcher formulate the problem in this research as the follow :

"How can small group discussion improve the students reading comprehension at the Eighth Graders of MTS Ma'arif 1 Punggur?"

E. Objective and Benefit of Study

   1. Objective of Study

   The objective of study as follow:

      To know whether learning through small group discussion can improve the students reading comprehension.

   2. Benefit of Study

   The benefits of study are:

   a. For the teacher

      Small group discussions are an effective way of learning English that teachers can use to the students to make it easy to understand learning material.

   b. For the students

      The student can be interested and motivated in learning English, especially to understand in English text.

   c. For the principal

      Small group discussions can also be used in other subjects not only in English to support the learning process.

F. Prior Research

      There are some previous researches which are similar with the research. The first relevant study was done by Umiyati titled The Effectiveness of Using Small Group Interaction In 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.[2] The result of the research in 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.

The second relevant study was done by Nur Annisa titled The Effectiveness Of Small Group In Reading Comprehension (An Experimental Study at the second Grade Students of MA Darul Fallah Bissoloro, Gowa). In this research, the researcher uses pre-experimental method. This method involves one group that is given a pre-test, a treatment and post-test. The aim of pre-test to know the students' prior reading comprehension and the aim of post-test is to know whether small group work can improve the students' reading comprehension.[3] The result of this research showed that the students' have good ability after being trained through small group. To sum up, small group in learning English especially in reading can help the students to improve their ability.

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[2] Umiyati, *The Effectiveness of Using Small Group Interaction in Reading Comprehension at Syarif Hidayatullah State Islamic University,* (Jakarta, 2011).
[3] Nur Annisa, *The Effectiveness Of Small Group In Reading Comprehension (An Experimental Study at the second Grade Students of MA Darul Fallah Bissoloro, Gowa),* (Makassar, 2017).

The third relevant study was done by Rurry Durriyah title The Effectiveness of Using Small Group Discussion On Students' Reading Comprehension of Recount Text. The method of this study is quantitative with a pre-test and post-test quasi-experimental design. The research was conducted by following the procedure giving pre-test and post-test. 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.[4] The result of research that Small Group Discussion technique has effectiveness in learning reading of recount text.

The difference of the prior research is the researcher used classroom action research while previous research used another method.

Based on the study above, small group is effective to improve reading ability student. The researcher focuses to improve reading comprehension by using small group discussion.

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[4] Rurry Durriyah, *The Effectiveness of Using Small Group Discussion on Students' Reading Comprehension of Recount Text*, (Jakarta, 2017).

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading

Reading is one of English skills which its main concern is to be able to comprehend the text. In fact, most students find some difficulties in comprehending a text when they have reading activity. Reading is a process of getting the meaning of something written of printed by interpreting its characters or symbols.[5] In briefly reading is a process getting information of the text.

In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.[6] It means that reading stands a basic tool as a means for students to learn new information.

Reading is a process of extracting meanings from the written language. It is a process of interpreting a message. It is an important skill in language. It is a process of communication involving the writer and the reader, the encoder and the decoder.[7] It means that reading is an activity

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[5] Lisematul Faizeh and Hanif Maulaniam Sholah, *Improving Students' Reading Ability,* 1.

[6] Liya Astarilla Dede Warman, *Improving Students' Reading Comprehension Through The Use Of Reciprocal Technique At Stmik Riau Pekanbaru,* Journal of English Education vol. 1 no. 2 (December 2015): 1

[7] Gb Inyang, *Using Vocal and Silent Reading Approaches for the Enhancement of Effective and Learning of Reading Skills in English Language,* African Research .Review 3, vol. 3 no. 1 (June 23, 2009): 400.

that aims primarily at understanding or constructing meaning from the written text.

The purpose of reading is comprehension or to get meaning from written text. Similar to this, Grabe and Stoller define reading comprehension as the ability of understanding and interpreting information in a text correctly. Comprehension in reading becomes important because it makes the readers have understood what they read.[8] In other words, their reading is not useless. Reading comprehension is defined as the level of understanding of a text.

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

2. **Definition of Reading Comprehension**

Reading comprehension, according to Pang, is about linking existing information to new knowledge included in written texts.[9] Reading comprehension, in other words, is the act of connecting previously acquired information with new knowledge contained in a book.

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[8] Sherly Marliasari. *Teaching Reading Comprehension by Using Probingprompting Learning Strategy To The Eighth Grade Students Of Smpn 7 Palembang*, Journal of English Education, vol. 1 no. 1. (May 2018): 72.

[9] Elizabeth S. Pang, Angaluki Muaka and Michael L. Kamil, *Reading: Educational Practices Series*, (International Bureau of Education, Geneva: Publication Unit, 2003), 19.

Furthermore, Duffy says that reading comprehension is dependent on past information or world knowledge. Words are used to communicate prior knowledge.[10] As a result, reading comprehension depends on linking existing information to be turned into simple language.

Furthermore, Hedgcock contends that reading comprehension is a complicated construct involving the interplay of several psycholinguistic processes.[11] In other words, reading comprehension is the act of creating complicated texts through an organized comprehending process as defined by psycholinguistics.

Based on the definition above, it is possible to deduce that reading comprehension refers to past information being conveyed in more understandable ways

3. **Kinds of Reading Comprehension**

According to NB.Smith Albert Josiah Harris:

a. Literal Comprehension

The ability of this level is catching the meaning of a word or phrase. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills examine how well student can identify and understand information that is directly stated in a text.

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[10] Gerald G. Duffy, Explaining Reading: *A Resource for Concepts, Abilitys, and Strategies*, (New York, London: The Guilford Press, 2009), 14.

[11] Mohammad Juyandegan, *The Relationship Between Self-Esteem And Reading Comprehension Of Efl Iranian Pre-University Learners*, International Journal of Asian Social Science, vol. 6 no. 5. (2016): 304.

b. Interpretation

Interpretation comprehension is attempt to understand hidden information about a written text. It is the assignment of meanings to various concept, symbols or object under consideration.

c. Critical reading

In this is evaluated and pass personal judgment. To read critically, one must actively recognize and analyze evidence upon the page

d. Creative reading

In creative reading begin with examination and opposite result of and action derivation from the written language.[12]

4. **The Purpose of Reading Comprehension**

The purpose of reading is getting meaning from written text. In addition the purpose of reading comprehension is to connect the ideas on the page what you already know. It implies that every the reader who read, they has purpose such as to get new information, because without it the readers cannot submit information. Reading comprehension is so important for the readers.

5. **The Scoring of Reading Comprehension**

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Brown as follows :

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[12] Peter Weswood. *Reading and Learning Difficulties : Approaches Assesment* (Australia : ACRE Press, 2001), 21-22.

Table 3
Rubric of Scoring Reading Comprehension[13]

No.	Score	Criteria
1	90-100	Excellent: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support
2	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and the task, but are insufficient or inappropriate support.
3	50-69	Average: the response does not address the task. The response is few or not accurate details from the text and these details are not relevant to the task.
4	30-49	Fair: the response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task

B. Concept of Small Group Discussion

1. Definition of Small Group Discussion

Sagala said that group discussion is more effective if the group consisted of 3-4 students enable students to give their opinions or ideas to other students easily.[14] In a group, the students are free to talk and to discuss the solution to answer the questions because they do not accomplish their tasks individually.

Small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in

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[13] Ayu Windyawati Puspita Wardani and Dina Merris Maya Sari, *Students' Attitude on Reading Classroom*, vol. 6, no. 4 (December 2020): 852-853.

[14] Rizal Arisman and Irda Sriyanti Haryanti, *Using Small Group Discussion To Improve Students'Reading Achievement On Narrative Text*, vol. 3, no. 1 (2019): 326.

groups to achieve a set goal. In small group discussions stimulated students to explore ideas, improve understanding new things, techniques to solve the problem, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in making decision.[15] In briefly, the method conducted on several learning theories that emphasize to the students can be independent and active in learning

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.[16] 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 to make sure that each group member participates.

In addition, Barker stated small group discussion there are 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.[17] In short, it can be said that small group discussion is the process by which three or more people of a group exchange verbal

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[15] Lisematul Faizeh and Hanif Maulaniam Sholah, *Improving Students' Reading Ability.,* 3.

[16] Usman Kasim, *Implementation Of Group Work In The Classroom,* vol. 12, no. 1 (2015): 100.

[17] Agus Rahmat. *Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba,* Journal of English Language, Literature, and , vol. 1 no. 1 (October 2. 2017). 26–27.

and nonverbal messages in an attempt to influence one another. By using this method, 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 helps avoid complain-oriented or conflict-driven session.

2. **The Goal of Small Group Discussion**

There is not real limit to the way in which teachers can group students in a classroom, though certain factors, such as over-crowding. Fixed furniture and entrenched student attitudes, may make things, problematic. The goal of small group discussion is to build a collective body knowledge learning groups strive to create publicly shared understandings.

3. **Advantages and Disadvantages of Small Group Discussion**

A group is a number of people who have joined together for a purpose. There are different methods of learning that can be use an individual or group. In schools and in the education industry, there is a group of students who learn to be as team. They learn together and also face the challenges together. There are various advantages of small group learning and this is the reason for the small group to be better in learning.

The advantages of the small group discussion are listed here :

a. All students in the group can participate.

b. The students can identify individual opinions about the text.

c. It helps the students see relationships among ideas or concept related to the topic.

The disadvantages of the small group learning are listed here:

a. Some students in the group may do all talking.

b. It is time consuming.[18]

4. The Procedure of Small Group Discussion

The researcher leads the students to the topic by asking some question related to the topic presented, than asked then to answer those question together.

a. Pre Reading Activity

1) The researcher lead prayed and greeted the students

2) The researcher checked attendance list the students

3) The researcher asked the students condition.

b. While reading activity

1) The researcher asked to the students about descriptive text

2) The researcher assigned student to the group, each group consist 4 students.

3) The researcher explained the implementation small group discussion

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[18] Ernest W. Brewer, *Teachers, Trainers, Presenters, and Speakers.*(United State of America: SAGE, 1997), 27.

4) The researcher gave a task to discuss the students.

5) The researcher made a conclusion and evaluation

c. Post test activity

1) The researcher asked to the students about the difficulties.

2) The researcher greeted for the students and closed the class

C. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, and situations with word. According to Diane A. Wilbur said that descriptive writing is to create a clear picture or impression of person place or object. Fred D. White also said that descriptive text is drawing in descriptive text is also a text which describes something that appeal directly[19]

Kane states "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception." Gerot and Wignell define "descriptive text is kind of text which is aimed to describe a particular person, place or things.[20]

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of

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[19] Asmaul Ilian Nisa Azizah, M.Ali Gufron and Moh. Fuadul Matin, *Guided – Questions Technique In Teaching Writing Descriptive Text: Teacher And Student's Perspectiv,* (Jakarta, 2011): 3

[20] Siti Masitoh and Dasep Suprijadi, "*Improving Students' Ability In Writing Descriptive Text Using Genre Based Approach (GBA) At The Eighth Grade Students Of SMP Islam Terpadu Fitrah Insani,"* Eltin Journal 3, (2015): 40.

particular thing, animal, person, or others, for instance: our pets or a person we know well.

It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of character and personality.

2. **Structure of Descriptive Text**

The structure of descriptive text is discussed below :

a. Identification : the identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the Descriptive text.

b. Description : the description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities.[21]

D. **Action Hypothesis**

The following is the research's action hypothesis : The small group discussion can help the eighth graders at MTS Ma'arif 1 Punggur improve their reading comprehension.

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[21] Shafira Khairina Anggun, *"An Analysis Of Descriptive Text In English Textbook Using Transitivity System (A Case Study Of Reading Passages),"* Journal of English and Education, (2016): 149.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This study includes two variables: independent and dependent variables. The independent variable in this study is the small group discussion, which will be used to increase student reading comprehension. This method is useful in ensuring that their reading comprehension is excellent.

The dependent variable in this study is reading comprehension, which is one of the language abilities that students must learn in order to understand the primary concept of the text.

2. The Operational Definition of Variable

The operational definitions of variables in this study are as follows:

a. Dependent Variable

Alwiyah defines a dependent variable as one that may be explained and impacted by independent variables.[22] Because it is reliant on the independent variable, this variable is deemed dependent. This study's dependent variable is students' reading comprehension.

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[22] Alwiyah, Toto Thinakone Louangdy and Aulia Yolandari, *Relation of Relationship Between Research Theory and Variable with Management Case Study*, vol. 2 no. 2 (Universitas Wiraraja Sumenep, 2018), 73.

The researcher would conduct a pre-test and post-test in multiple choice format with 20 items and award one point to each item to measure students' reading comprehension. The acquired score would be computed by dividing the total number of correct answers by the number of exercises and multiplying by 100, with 0 being the lowest and 100 being the highest. In this variable, the researcher chooses the following indicators to measure the student's reading comprehension proficiency:

1) The students are to identify the main idea of reading text.

2) The students are able to find detail information on reading text.

3) The students are able to find important words.

4) The students are able to deduce information from text.

b. Independent Variable

An independent variable, according to Flannelly, is one that is assumed to have an influence on another variable (a dependent variable).[23] In a sense, an independent variable is a variable that is modified in a study. Small group discussion is used as the independent variable in this study. This variable enables students to think on their own opinions while reading a material carefully and actively. Furthermore, the following indicators may be utilized to identify whether or not students are using this strategy:

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[23] Laura t. Flannelly, Kevin J. Flannelly and Katherine R. B. Jankowski, *Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research*, (Journal of Health Care Chaplaincy, 2014), 162.

1) The students are able to understand this strategy in classroom.

2) The students are able to identify the story settings in reading text.

3) The students are able to identify the title of the text.

4) The students understand what they have read.

B. Research Location

The Classroom Action Research (CAR) would be carried out in MTS Ma'arif 1 Punggur, Lampung Tengah, by the researcher. The school was erected in 1985 on Jl. Raya Sidomulyo Punggur in Punggur, Lampung Tengah. The class was chosen by the researcher because the student had a lower average reading score.

C. Subject and Object of the Research

1. Subject of Study

The subject of this research is the student of VIII E. It was expected that the result of the research would be useful to improving their reading comprehension. This pra-survey has been conducted on March, 17th 2022 at MTS Ma'arif 1 Punggur in academic years 2021/2022 and there are 40 students in this class. Data above explained that there are 23 male students and 17 female students in the eight E graders. The total of the subject are 40 students.

In this research the researcher chooses the eighth E graders as subjects of the research based on suggestion from the teacher because

most of the students is very low especially reading. The researcher need the collaborator to help her in this action research, she is Mrs. Nur Jannah, S.Pd. She is an English teacher in the MTS Ma'arif 1 Punggur Central Lampung.

2. Object of Study

The object of this research is the improving reading comprehension by using small group discussion. In this research the researcher select small group discussion as an approach to improve reading ability of students. In small group discussion, the students make a group and work together to understand the material so the students can improve the reading comprehension.

D. Action Plan

The kind of this research is classroom action research, because classroom action research is one of the efforts to improve the program quality in all educational level and activity to developing the teacher profession.

According to Mc. Niff that action research is a name given to particular way of researching your own learning.[24] It means that classroom action research is the action research which the aim is to solve the problem in learning process in the class. Hopkins stated that Action research combines a substantive act with a research procedure, it is action disciplined by enquiry, a

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[24] Jean McNiff and Jack Whitehead, Action *Research: Principles and Practice*, 2nd ed (London ; New York: Routledge Falmer, 2002), 15.

personal attempt at understanding while engaged in a process of improvement and reform.[25] Action research can be defined as an action research conducted by teachers as well as researchers in class or together with others (collaboration) by designing, implementing and reflect the actions of collaborative and participatory aims to improve or enhance the quality of the learning process in class through an act in particular a cycle.
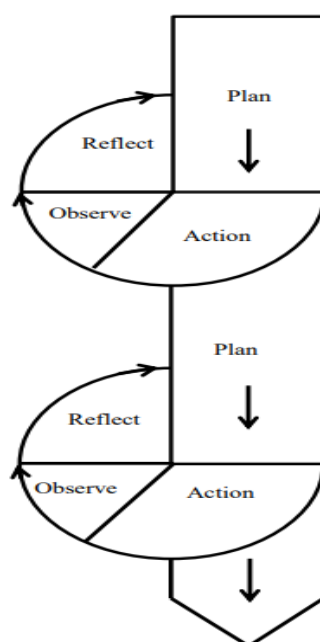
Figure 1
Sequence of Action-Reflection Cycle, Mc. Niff models[26]

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the instruction from the teacher in learning process and it can increase the quality of learning process.

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[25] David Hopkins, *A Reacher's Guide to Classroom Research*, 4. ed., reprinted (Maidenhead: Open Univ. Press, 2009), 47.

[26] Jean McNiff and Jack Whitehead, *Action Research.*, 15.

There are four steps in cycle. They are planning, acting, observing and reflecting. If the first cycle has failed or only reach less improvement, and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by like these procedures as follows:

1. Cycle I

   a. Planning

   Planning is the first step on and prepares the researcher before doing an action. With the planning step will run well. Here is the step that the writer can make in planning:

   1) The researcher prepared a lesson plan

   2) The researcher prepared the material, approach, method, technique and strategy of learning

   3) The researcher prepared the source of learning

   4) The researcher prepared format to observe

   5) The researcher prepareds format to evaluate the students activities after learning process

   b. Acting

   The second step in the action research is acting. It is the implementation of the planning. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

   1) Pre Teaching

      a) The researcher greeted, lead prayed and checked attendance list

b) The researcher asked the students some questions related the topic

c) Chose the appropriate with the material going to be taught.

2) While Teaching

a) The researcher applied the lesson plan

b) The researcher explained about the small group as a method that used in learning

c) The researcher made some group, then gave a set of paper for each group about reading text then the students applied small group and answer the question based on text

d) The researcher gave evaluation.

3) Post Teaching

a) The researcher asked the students about the difficulties of the lesson

b) The researcher made conclusion together with the students

c) The researcher gave homework for them

After gave treatment in cycle 1. The researcher will give the post-test. The instrument will have different type from the instrument given in the pre-test.

c. Observing

Observing is the activity of recording the event and action. The observation is done in learning process. Based on the observation, the researcher can determine whether there is anything that the research

has to be improved reading comprehension ability. In this step, the researcher observed the process of learning by using format observation.

d. Reflecting

Reflecting is the last step in this process. The researcher analyzed and observed the test result during learning process. In this step the researchers used the data for evaluation to made improvement for the second cycle. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. The result from cycle 1 is for evaluation material for reflection to cycle 2. If cycle 1 is failed, it must review in cycle 2, and if cycle 1 is successful, cycle 2 is continuation from cycle1.

2. Cycle II

a. Planning

1) The researcher prepared a lesson plan

2) The researcher prepared the material, method and strategy of learning

3) The researcher prepared format to evaluate the student's activities after learning process.

b. Acting

The researcher applies the action plan II:

1) Pre Teaching

a) Prayed and greeted the students

b) Checked the attendant list

c) Asked the students condition

d) Chooses the appropriate with the material going to be taught

2) While Teaching

a) The researcher applied the lesson plan

b) The researcher made some group, then gave a set of paper for each group about reading text then the students applied. small group discussion and answered the question based on text

c) The researcher gave evaluation

3) Post Teaching

a) The researcher asked to the students about the difficulties

b) The researcher greeted for the students.

c. Observing

In this step, the writer observed the process of learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher compared the score of pre test and post-test. The researcher reviewed and reflected on students activity whether it is positive or negative, the second cycle enough or need for the next step.

E. **Data Collection Technique**

The researcher collected the data by using data collection technique as follow:

1. Observation

Observation is loading activities include attention to an object by using all the senses. In this research, the researcher use the observation sheet, it is used to observe the students' activity in the classroom. The purpose of observation got the data about the students activity since in the learning process. In this step the researcher observed the students activity, their participations, class situation during educating and learning process.

2. Test

Test is the question that is used to measure skill, knowledge, intelligent, ability that have by individual or group. In addition, test is a method of measuring a person's ability or knowledge in a given domain.[27] There are two kinds of test, such as pre-test and post test.

a. Pre Test

In the pre-test the researcher gave some question in the first meeting in the form of multiple choices in this test. In order that to know their ability before giving the treatment.

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[27] H. Duglas Brown, *By Principles An Interactive Approach To Language Pedagogy*, (New York : Fransisco State University, 2001), 384.

b. Post Test

Post-test is the result after giving the treatment in the pre-test. The result showed there was any influence using small group discussion to improve the student's reading comprehension ability. The researcher used the form of multiple choices in this test

3. Documentation

Documentation as the method which is used to get information from the written source or document of information. The researcher take a picture got more information students in learning process.

4. Field note

Field note is observation instrument used in CAR to supply a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling. In this study, field notes used to store student activities during this learning process.

F. Data Collecting Instrument

Instrument is an instrument for measuring, which was used to accumulate and record data for evaluation, decision making, and finally concept.[28] In this research, the research instrument will be outlined by the authors. This instrument has 3 types, namely observation, tests, and

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[28] David Colton and Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), 5

documentation. Furthermore, the three types of instruments can be classified as follows :

1. Observation

   a. The students learned activity.

   b. The students participate in learned process.

   c. The teacher performance in the classroom.

2. Test

   a. The students reading comprehension in text.

   b. The students summary of reading text.

3. Documentation

   a. The situation of official employee and teacher.

   b. The situation of students.

   c. Learning facilities and school.

   d. Organizational structure in Class and School.

   e. Location sketch at MTS Ma'arif 1 Punggur

G. Data Analysis Technique

The data was analyzed step by step to take the average score of the pre-test and post-test.

And the Formula to get average score as follows : $\bar{X} = \frac{\sum X}{N}$

$\bar{X}$ = Average

$\sum X = Total\ Of\ Score$

$N = Total\ Of\ Students$

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and post- test. If 70 % of the students get score at least 70 in the post-test, means that small group discussion, improve the students reading comprehension ability. Then, the result is matched by minimum standard criteria (MSC) at the school at least 70. If from the cycle 1, there are some students are not successful so researcher conduct cycle 2. The minimum cycle in Classroom Action Research (CAR) is two cycles, if from cycle 2 all of the students are success; the cycle is able to stop until cycle 2.

H. Indicator of Success

The Indicator of the success takes from the process and the result of the learning activities. This research are called success if 70% students get 70 score in the post test, it means that the small group discussion can give positive effect on improving students reading comprehension ability. The Minimum Standard Criteria (MSC) at the MTs Ma'Arif 1 Punggur Central Lampung is 70 score.

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

MTS Ma'arif 1 Punggur was contructed in 1980 and is located on Sidomulyo Punggur Street, Punggur, Center Lampung. MTS Ma'arif 1 Punggur is one of the favorite schools at the junior high school level in Punggur.

The visions the school is saking MA Ma'arif 1 Punggur a place of education that is able to guide students to become noble, qualified, knowledgeable in science and technology, have an appreciation of Islamic culture and do charity with faith. And the mission there are providing optimal teaching and learning services, creating an Islamic atmosphere in the life and association of Madrasas, develop science and technology, develop Islamic art and culture, developing a positive competitive culture for the advancement of student achievement, and developing Islamic values in accordance with Ahlussunnah Wal Jamaah.

MTS Ma'arif 1 Punggur has the following buildings to support teachers and students: 20 classes, 1 mosque, 2 teacher's room, 2 counseling rooms, 1 administration room, 1 headmaster room, 10 toilets, and 1 student council room, 1 canteen room, 1 student parking lot, 1 teacher's parking lot, 1 basketball or futsal field, 1 volleyball field, and security post.

2. Description of Research Data

This research used classroom action research. It was concluded in two cycle: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researcher made the lesson plan. The researcher used small group discussion to improve the students' reading comprehension.

a. Pre-test activity

This meeting was conducted on Thursday, February 23rd 2023 at 08.30 until 09.30. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The kind of the test was multiple choices consisted of 20 items. Then, the students pre-test result can be seen on the table below:

Table 4
The Result of The Pre-Test Students Reading Comprehension of
The Eighth Graders at MTS Ma'arif 1 Punggur

No.	Name of Student	Grade	Criteria
1	AAC	30	Incomplete
2	AH	60	Incomplete
3	AIN	70	Complete
4	AM	50	Incomplete
5	DAM	50	Incomplete
6	DAP	55	Incomplete
7	DDR	50	Incomplete
8	DR	45	Incomplete

9	DS	45	Incomplete
10	EPA	55	Incomplete
11	FFA	60	Incomplete
12	FRH	45	Incomplete
15	IM	45	Incomplete
13	KA	70	Complete
14	KFP	50	Incomplete
16	KS	35	Incomplete
17	LF	50	Incomplete
19	MLA	45	Incomplete
20	NAP	40	Incomplete
21	NF	50	Incomplete
18	NH	30	Incomplete
23	NHL	45	Incomplete
22	RAD	45	Incomplete
24	RC	50	Incomplete
25	RGB	70	Complete
27	SAP	50	Incomplete
26	SS	40	Incomplete
28	SWA	45	Incomplete
29	TI	45	Incomplete
30	TPS	30	Incomplete
Total		1385	
Average		46,3	

Based on the pre-test table, the majority of the students scored less than 70. The maximum possible score was 70, while the lowest possible score was 30 The researcher received an average of 46,3 from the pre-test results. The classification of pre-test results based on Minimum Mastery Criteria (MMC) is explained below:

Table 5
The Percentage Result of The Pre-Test Students Reading
Comprehension of The Eighth Graders at MTS Ma'arif 1 Punggur

No	Score	Frequency	Percentage	Explanation
1	$\geq$70	3	10%	Complete
2	<70	27	90%	Incomplete
Total		30	100%	

Based on the data above, 3 students received a minimal score, and 27 students failed the pre-test. It signified that the students did not get the required minimum score at MTS Ma'arif 1 Punggur and their reading comprehension ability was poor.
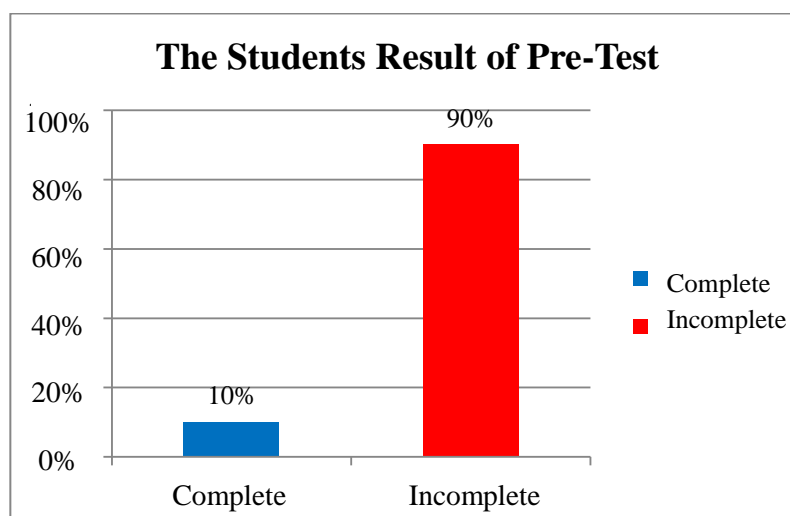

Figure 2
The Percentage of Students Result of Pre-Test

Based on the table that only 10% student completed the pre-test and 90% student incomplete the pre-test. As the result, the researcher employed the small group discussion to improve the students reading comprehension ability.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students mastery on given materials.

2) Acting

a) First Meeting

The first meeting was conducted on Tuesday, February 28th, 2023 at 08.30 until 09.30. The meeting was started by prayed, greeted, checked the attendance list and asked the students condition. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students effectiveness before the researcher was doing research in the class.

For the beginning, the researcher asked the students, "Do you know descriptive text?" Some of students answered "Yes". The researcher said "Nice! Today, we would like to study about

description text, and have you ever studied about descriptive text?" All of students answered "Yes, I have".

After that, the researcher assigned student to group. Each group includes four students. Then the researcher made clear how to implemented small group discussion. Next the researcher introduced the text that will be discussed. The researcher guided to back up the students in identified what the text about, discussed the reading text together. After that the researcher asked to find out the difficult words and make a note of the topic.

In this stage, the condition of the class was not effective because there many student who were noisy, students were less active in teaching and learning process. In the of meeting, the researcher gave motivation to the students and stimulating the student to conclude the material. And then, the researcher greets to closing the meeting.

b) Second Meeting

The second was conducted on Thursday, March 2nd, 2023 at 08.30 until 09.30. The meeting was started by praying, greeting, checking the attendance list and asking the students condition. The activity was continues by giving some explanation more about descriptive text.

In this stage, the researcher asked about descriptive text for the students and the researcher explain more the material before.

Then, the researcher applied the small group discussion and told the students to made a group that consist 4 student in an each groups. After that, the researcher explained clear how to implemented small group and gave the assignment consist 20 multiple choice to discuss. Here, the students actively worked with their partner in a group and the assignment done. The researcher made a conclusion and evaluation.

Then, the researcher asked to the students about the difficulties is like vocabulary, a text, and anything. Last, the researcher greeted for the students and closed the class.

In this stage, the students were actively following the learning process, because they worked together in their groups. However, there were still troubles faced to the students. The result of the students test in post-test I was better than pre-test before.:

Table 6
The Result of The Post-Test I Students Reading
Comprehension of The Eighth Graders at MTS Ma'arif 1
Punggur

No.	Name of Student	Grade	Criteria
1	AAC	65	Incomplete
2	AH	60	Incomplete
3	AIN	70	Complete
4	AM	55	Incomplete
5	DAM	60	Incomplete
6	DAP	55	Incomplete
7	DDR	55	Incomplete
8	DR	45	Incomplete
9	DS	70	Complete
10	EPA	60	Incomplete
11	FFA	60	Incomplete

12	FRH	45	Incomplete
15	IM	60	Incomplete
13	KA	70	Complete
14	KFP	70	Complete
16	KS	65	Incomplete
17	LF	65	Incomplete
19	MLA	70	Complete
20	NAP	60	Incomplete
21	NF	65	Incomplete
18	NH	45	Incomplete
23	NHL	70	Complete
22	RAD	70	Complete
24	RC	75	Complete
25	RGB	70	Complete
27	SAP	75	Complete
26	SS	75	Complete
28	SWA	75	Complete
29	TI	60	Incomplete
30	TPS	60	Incomplete
Total		1900	
Average		63,3	

Based on result of post-test 1, it can be result that the score of reading comprehension various. The maximum possible score was 75, while the lowest possible score was 45. The researcher received an average of 63,3 from the post-test I results.

Table 7
The Percentage Result of The Post-Test I Students Reading Comprehension of The Eighth Graders at MTS Ma'arif 1 Punggur

No	Score	Frequency	Percentage	Explanation
1	$\geq$70	12	40%	Complete
2	<70	18	60%	Incomplete
Total		30	100%	

Based on the data above, there were 12 students received a score of 70 based on the Minimum Mastery Criteria (MMC) and 18 students less than Minimum Mastery Criteria.
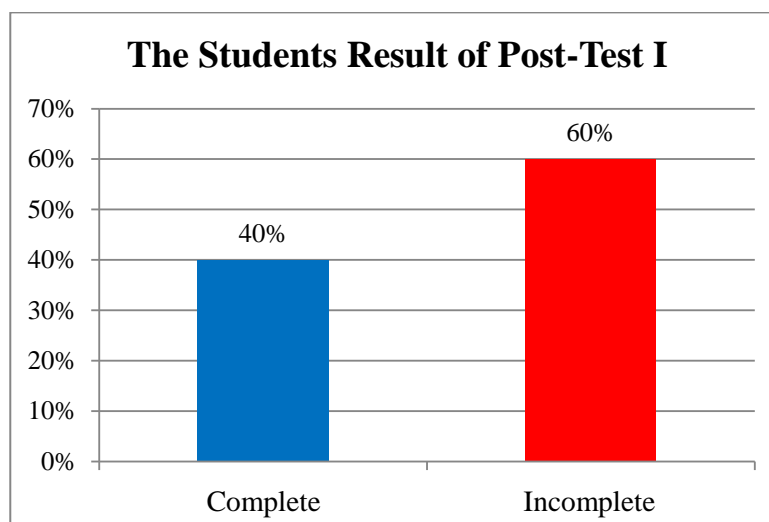
The Students Result of Post-Test I

Figure 3
The Percentage of Students Result of Post-Test I

Based on the table that 40% student complete the post-test I and 60% student incomplete the post-test I. As the result, the researcher employed the small group discussion to improve the students reading comprehension ability. It signified that the students achievement may have improved enough in cycle I, but it was not successful

3) Observing

In observation of researcher action, the collaborator observed the students activities. The researcher as a teacher gave material about reading text especially descriptive text by using small group

discussion. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and meeting II.

Table 8
The Students Learning Activities Observation in Cycle 1

No.	Student Activities	Frequency	Percentage
1	Paying attention to the teachers explanation	20	66,7%
2	Asking or answering the teachers question	17	56,7%
3	Being active in the class discussion	18	60%
4	Doing the task given by teacher	25	86%
Total students		30	
The percentage of students learning activity		67,35%	

Then, the graph of percentage students' activities in cycle I, as follow:
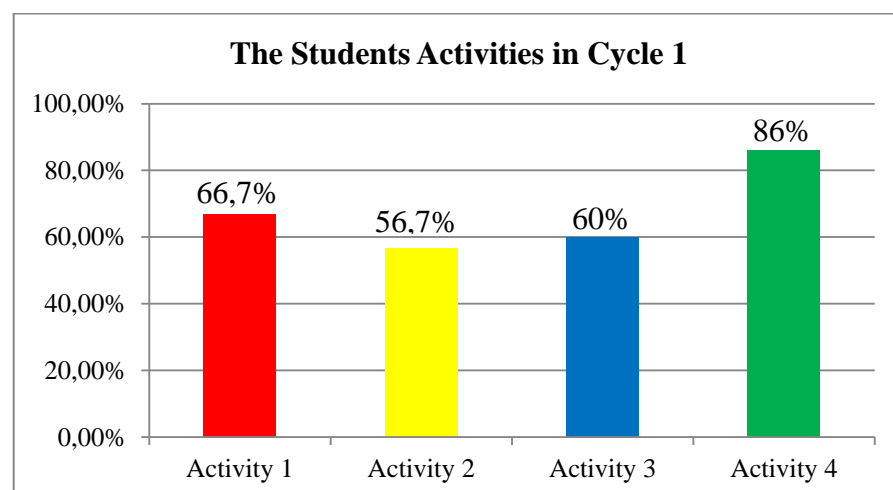
Figure 4
Graph of Students Activities in Cycle 1

The table showed that not all the students active in learning process. There were 20 students (66,7%) who gave attention to the teacher explanation. 17 students (56,7%) who understood the materials, 18 students (60%) who active in the class and 25 students (86%) were able to do the task.

4) Reflecting

The researcher determined that cycle I did not function well since the majority of students did not meet the Minimum Mastery Criteria (MMC). It was examined using the pre-test and post-test I scores. Furthermore, despite the fact that the learning process was not well-controlled, the majority of the students grades increased.

Based on the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

a) The teacher should be more assertive and paid more attention in order that the students can paid attention to the teacher when explaining the material.

b) The researcher should in around to monitor the students one by one.

c) The researcher should gave more attention to the students who are responsive and tried to gave more attention to students who are irresponsive.

Furthermore, the learning outcome of cycle 1 before and after therapy may be examined in the table below:

Table 9
The Score of Pre-Test and Post-Test I Students Reading
Comprehension of The Eighth Graders of MTS Ma'arif 1 Punggur

No.	Name of Student	Pre-Test Score	Post Test 1 Score	Deviation	Explanation
1	AAC	30	65	35	Improve
2	AH	60	60	-	Constant
3	AIN	70	70	-	Constant
4	AM	50	55	5	Improve
5	DAM	50	60	10	Improve
6	DAP	55	55	-	Constant
7	DDR	50	55	5	Improve
8	DR	45	45	5	Improve
9	DS	45	70	25	Improve
10	EPA	55	60	5	Improve
11	FFA	60	60	-	Constant
12	FRH	45	45	-	Constant
15	IM	45	60	15	Improve
13	KA	70	70	-	Constant
14	KFP	50	70	20	Improve
16	KS	35	65	30	Improve
17	LF	50	65	15	Improve
19	MLA	45	70	25	Improve
20	NAP	40	60	20	Improve
21	NF	50	65	15	Improve
18	NH	30	45	15	Improve
23	NHL	45	70	25	Improve
22	RAD	45	70	25	Improve
24	RC	50	75	25	Improve
25	RGB	70	70	-	Constant
27	SAP	50	75	25	Improve
26	SS	40	75	35	Improve
28	SWA	45	75	30	Improve
29	TI	45	60	15	Improve
30	TPS	30	60	30	Improve
Total		1385	1915		
Average		46,3	63,3		

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follows:
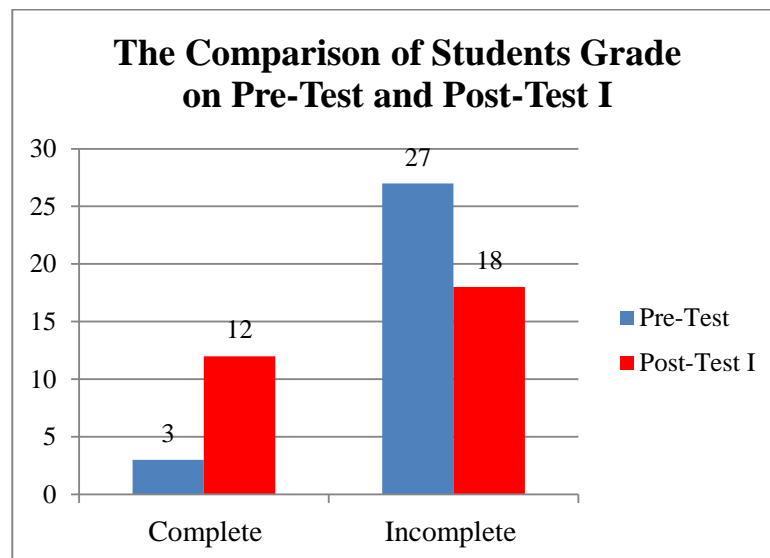
Figure 5
The Comparison of Students Grade on Pre-Test and Post-Test I

In this study, the pre-test and post-test were completed independently. It was intended to assess the students' abilities before and after treatment. It was determined that there was an improvement in the students' result score based on the results of pre-test and post-test I**.** The pre-test average was 46,3, while the post-test average was 63,3. Despite an increase in student achievement, cycle I was not yet successful because only 12 students (40%) completed post-test I. Cycle I was not successful since the success indicator was not met, and the researcher had to change the teaching and learning method in the following cycle. As a result, this study would be resumed in the following cycle.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to gave the material for students in reading comprehension of descriptive text with the strategy of small group comprehension.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities.

2) Acting

a) First Meeting

The first meeting was conducted on Tuesday, March 9th, 2023 at 08.30 until 09.30. The meeting was started by prayed, greeted, checked the attendance list and asked the students condition. The researcher continued the material in the first meeting cycle II, review material about descriptive text, the generic structure, and example.

After that, the researcher assigns student to group. Each group includes four students. Then the researcher makes clear how to implement small group discussion. Next the researcher introduced the text that will be discussed. The researcher guided to back up the students in identifying what the text about, discussing the reading text together. After that the researcher asked to find out the difficult words and make a note of the topic.

In this stage, the condition of the class was not effective because there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the researcher gave motivation to the students and stimulating the student to conclude the material. And then, the researcher greets to closing the meeting.

b) Second Meeting

The second was conducted on Tuesday, March 14th, 2023 at 08.30 until 09.30. The meeting was started by praying, greeting, checking the attendance list and asking the students condition. The activity was continues by giving some explanation more about descriptive text.

In this stage like cycle I, the researcher asked about descriptive text for the students and the researcher explain more the material before. Then, the researcher applied the small group discussion and told the students to made a group that consist 4

student in an each groups. After that, the researcher explained clear how to implemented small group and gave the assignment consist 20 multiple choice to discuss. Here, the students more active worked with their partner in a group than cycle I and the assignment done. The researcher made a conclusion and evaluation.

Then, the researcher asked to the students about the difficulties is like vocabulary, a text, and anything. Last, the researcher greeted for the students and closed the class.

In this stage, the students were more active following the learning process, because they worked together in their groups. The result of the students test in post-test II was better than post-test I.

Table 10
The Result of The Post-Test II Students Reading Comprehension of The Eighth Grader at MTS Ma'arif 1 Punggur

No.	Name of Student	Grade	Criteria
1	AAC	80	Complete
2	AH	75	Complete
3	AIN	75	Complete
4	AM	65	Incomplete
5	DAM	75	Complete
6	DAP	65	Incomplete
7	DDR	65	Incomplete
8	DR	55	Incomplete
9	DS	70	Complete
10	EPA	75	Complete
11	FFA	75	Complete
12	FRH	55	Incomplete
15	IM	75	Complete
13	KA	75	Complete
14	KFP	75	Complete
16	KS	80	Complete

17	LF	80	Complete
19	MLA	70	Complete
20	NAP	75	Complete
21	NF	80	Complete
18	NH	55	Incomplete
23	NHL	75	Complete
22	RAD	75	Complete
24	RC	80	Complete
25	RGB	75	Complete
27	SAP	75	Complete
26	SS	80	Complete
28	SWA	80	Complete
29	TI	75	Complete
30	TPS	75	Complete
Total		2190	
Average		73	

Based on result of post-test 1, it can be result that the score of reading comprehension various. The maximum possible score was 80, while the lowest possible score was 55. The researcher received an average of 73 from the post-test II results.

Table 11
The Percentage Result of The Post-Test II Students Reading Comprehension of The Eighth Graders at MTS Ma'arif 1 Punggur

No	Score	Frequency	Percentage	Explanation
1	≥70	24	80%	Complete
2	<70	6	20%	Incomplete
Total		30	100	

Based on the data above, it can be inferred that 24 students were successful and 6 students were not successful. From the post-test II results, the researcher got the average of 73.
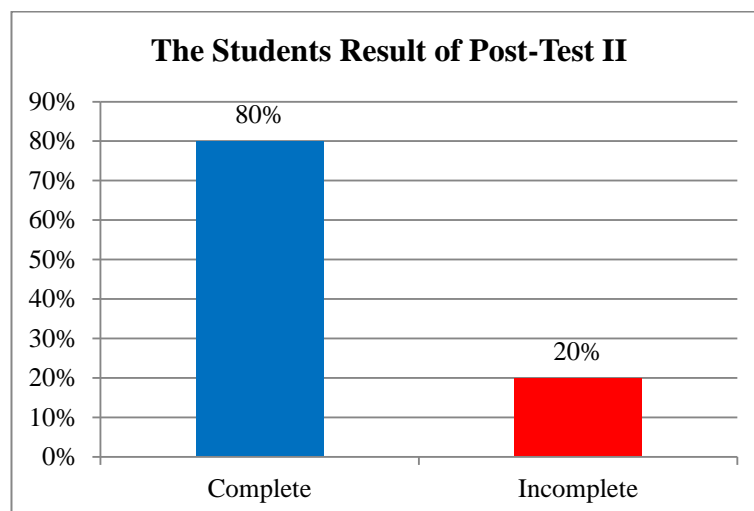
Figure 6
Graph of Students Result of Post-Test II

Based on the table that 80% student complete the post-test I and 20% student incomplete the post-test II. It was higher than post-test I in cycle I. It signified that the students achievement may have improved in cycle II, it was successful.

3) Observing

In this step, the researcher presented the material by small group discussion. In learning process, there were also four indicators used to know the students activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 12

The Students Learning Activities Observation in Cycle 2

No.	Student Activities	Frequency	Percentage
1	Paying attention to the teachers explanation	24	80%
2	Asking or answering the teachers question	22	73,3%
3	Being active in the class discussion	22	73,3%
4	Doing the task given by teacher	30	100%
Total students		30	
The percentage of students learning activity		80%	

Then, the graph of percentage students' activities in cycle II, as follow:
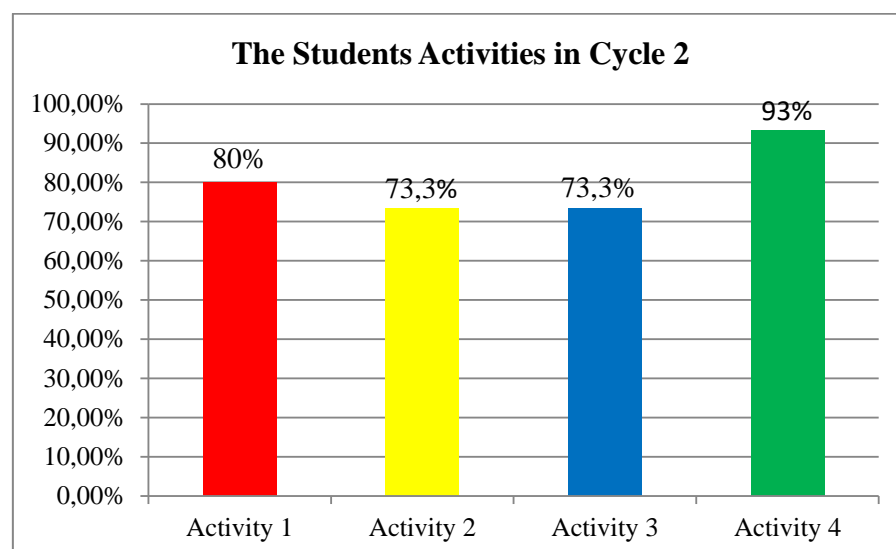
Figure 7

Graph of Students Activities in Cycle 2

The table above showed that the students activity in cycle II was increase. The students' activity that had high percentage were the students paid attention of the teacher explanation 80%, then, the

students asked and answered the question from the teacher 73,3%, the students active in the class 73,3%, and the last the students who able did the task 93,3%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students activity got percentage ≥70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using small group discussion, the reading comprehension would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of student's post-test II score. The comparison between students post-test I and post-test II score could be compared on the following table:

Table 13
The Score of Post-Test 1 and Post-Test 2 Students Reading Comprehension of The Eighth Graders at MTS Ma'arif 1 Punggur

No.	Name of Student	Post Test 1 Score	Post Test 2 Score	Deviation	Explanation
1	AAC	65	80	5	Improve
2	AH	60	75	15	Improve
3	AIN	70	75	5	Improve
4	AM	55	65	10	Improve
5	DAM	60	75	15	Improve
6	DAP	55	65	10	Improve
7	DDR	55	65	10	Improve
8	DR	45	55	10	Improve
9	DS	70	70	-	Constant
10	EPA	60	75	15	Improve
11	FFA	60	75	15	Improve
12	FRH	45	55	10	Improve
15	IM	60	75	15	Improve
13	KA	70	75	5	Improve

14	KFP	70	75	5	Improve
16	KS	65	80	15	Improve
17	LF	65	80	15	Improve
19	MLA	70	70	-	Constant
20	NAP	60	75	15	Improve
21	NF	65	80	15	Improve
18	NH	45	55	5	Improve
23	NHL	70	75	-	Constant
22	RAD	70	75	5	Improve
24	RC	75	80	5	Improve
25	RGB	70	75	5	Improve
27	SAP	75	75	-	Constant
26	SS	75	80	5	Improve
28	SWA	75	80	5	Improve
29	TI	60	75	15	Improve
30	TPS	60	75	15	Improve
Total		1915	2290		
Average		63,3	73		

Then, the graph of comparison students reading comprehension post-test I and post-test Il score in cycle I and II could be seen as follow:
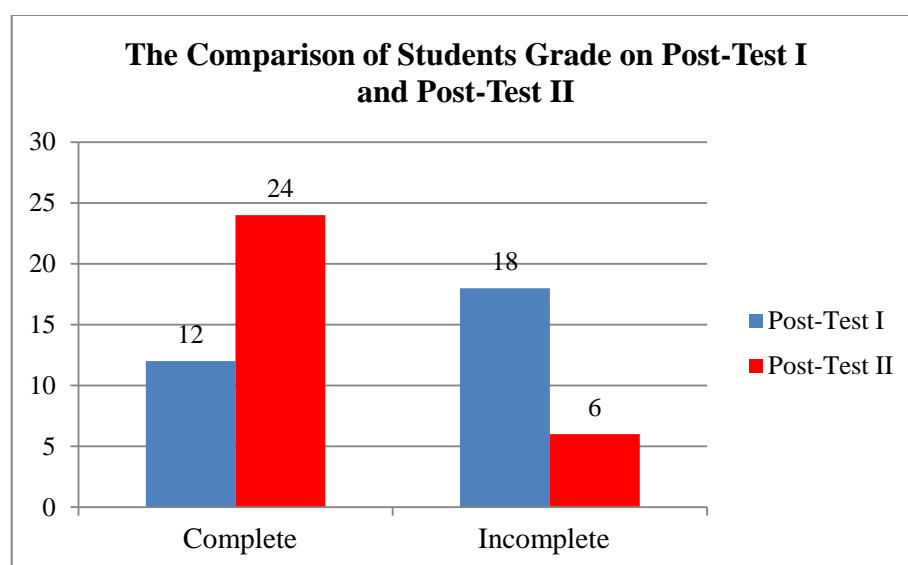
Figure 8
The Comparison of Students Grade on Post-Test I and Post-Test II

From the table above, it can be seen that the scores of the students in post-test II are various. The highest score was 80 and the lowest score is 55. The average score of post-test II was 73. Besides, the percentages of students successfulness of post-test II score was 80% or 24 students of the total students passed the passing grade and 20% or 6 students did not pass the passing grade at least 70. It means that the indicator of success of this research had been achieved that was 70% students was gotten score 70. It indicated that the students reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that small group discussion improve students ability in reading comprehension.

B. Discussion

In this situation, the total number of students who achieved the MMC in their reading comprehension ability was 24 in terms of post-test 2 findings, or 80% of students completed the MMC.

As a result, the small group discussion can help students increase their reading comprehension. The pre-test average score was 46,3, the post-test 1 score was 63,3 and the post-test 2 score was 73. We can observed that the

average score and total of students who passed the test improved from pre-test to post-test 1 and post-test 2.

Furthermore, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to the teacher's explanation (80%), asking and answering questions (73,3%), being active in class (73,3%), being able to do the task (100%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycle, the researcher would like to describe the conclusion that reading comprehension can be improved through small group discussion of the eighth graders at MTS Ma'arif 1 Punggur

The improvement can be seen the average score of students reading comprehension before and after being given the treatment. Small group discussion can improve reading comprehension, it can be seen on the progress from pre-test to post-test II. The average Grade from pre test is 46,3 to post test II is 73 . The result of cycle II had already reached the indicator of success that was >70 % students fulfill the passing grade.

Small group discussion can improve learning activity of the eight graders at MTS Ma'arif 1 Punggur. The students activity in the implementation of cycle I and cycle Il is active. It means that small group discussion can improve the students activeness and improves significantly.

B. Suggestion

1. For the teacher

   Small group discussions are an effective way of learning English that teachers can use to the students to make it easy to understand learning material.

2. For the students

      The student can be interested and motivated in learning English, especially to understand in English text.

3. For the principal

      Small group discussions can also be used in other subjects not only in English to support the learning process.

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APPENDICES

SILABUS

Sekolah : MTS Ma'arif 1 Punggur
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)

Standar Kompetensi **:** Membaca

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

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang	Teks fungsional pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang	• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan • Mengidentifi kasi berbagai informasi dalam teks	Tes lisan Tes tertulis	Membaca nyaring Uraian	*Read the the text aloud and clearly.* *Answer the following questions based on the text*	8 x 40 menit 8 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3.Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berkaitan dengan lingkungan sekitar 1.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar		undangan 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"	fungsional pendek berbentuk undangan ● Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan ● Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan					
1.3. Merespon makna dan langkah retorika dalam esei pendek	● Makna gagasan ● Makna tekstual dalam teks	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata	● Makna gagasan ● Makna tekstual	Tes tulis	PG	*Choose the best option based on the text.*	8 x 40 menit	1. Buku teks yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	*descriptive* dan *recount* • Langkah retorika teks descriptive dan recount • Tujuan komunikatif teks descrip*t*ive dan recount • Ciri kebahasaan teks *descriptive* dan *recount*	dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive*/*recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks *descriptive*/*recount*	dalam teks *descriptive* dan *recount* • Langkah retorika teks *descriptive* dan *recount* • Tujuan komunikatif teks *descriptive* dan *recount* • Ciri kebahasaan teks *descriptive* dan *recount*	Tes lisan	Membaca nyaring	*Read the text aloud.*		2.Koran/majalah 3.Gambar peristiwa/tempat 4.Lingkungan sekitar

Mengetahui:
Kepala MTS Ma'arif 1 Punggur

AHMAD ZAINUDIN, S.Pd.

Punggur,   Februari 2023
Guru Mata Pelajaran,

NUR JANNAH, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**: MTS Ma'arif 1 Punggur**
Mata Pelajaran	**: Bahasa Inggris**
Kelas /Semester	**: VIII/Ganjil**
Materi Pokok	**: Descriptive Text**
Tahun Pelajaran	**: 2022/2023**
Alokasi Waktu	**: 4 JP (2x30menit)**

A. Tujuan Pembelajaran
1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)

B. Langkah-langkahPembelajaran
Pertemuan Pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagai sikap disiplin 3. Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini	5 menit
Inti	1. Mengamati • Siswa mengamati teks berbentuk deskriptif sederhana tentang benda 2. Pertanyaan • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda 3. Menjelajahi • Siswa membaca teks deskriptif • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda, orang, dan tempat dari berbagai sumber lain • Siswa mendiskusikan kata dan istilah yang sulit dalam teks 4. Mengasosiasi • Siswa secara berkelompok membuat teks deskriptif sederhana tentang benda pendek 5. Mengkomunikasikan • Siswa mempresentasikan teks deskriptif dalam bahasa Inggris	50 menit

| Penutup | 1. Siswa dan guru membuat rangkuman kegiatan pembelajaran
2. Siswa membaca doa dan mengucapkan salam penutup | 5 menit |

Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagai sikap disiplin 3. Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini	5 menit
Inti	1. Mengamati • Siswa mengamati teks berbentuk deskriptif sederhana tentang benda 2. Pertanyaan • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda 3. Menjelajahi • Siswa membaca teks deskriptif • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda, orang, dan tempat dari berbagai sumber lain • Siswa mendiskusikan kata dan istilah yang sulit dalam teks 4. Mengasosiasi • Siswa secara berkelompok membuat teks deskriptif sederhana tentang benda pendek 5. Mengkomunikasikan • Siswa mempresentasikan teks deskriptif dalam bahasa Inggris	50 menit
Penutup	1. Siswa dan guru membuat rangkuman kegiatan pembelajaran 2. Siswa membaca doa dan mengucapkan salam penutup	5 menit

C. Penilaian

No.	Skor	Kriteria
1	90-100	Unggul: gagasan utama, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan dengan tugas yang memadai untuk mendukung
2	70-89	Baik: ide pokok, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan tugas, tetapi tidak memadai atau tidak sesuai pendukung.
3	50-69	Baik: ide pokok, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan tugas, tetapi tidak memadai atau tidak sesuai pendukung
4	30-49	Cukup: rata-rata: respons tidak menjawab tugas. Respons tidak memberikan detail akurat dari teks dan detail ini tidak relevan dengan tugas

D. Penilaian

1. Penilaian sikap.
2. Penilaian pengetahuan.
3. Penilaian keterampilan.

Metro, Februari 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

NUR JANNAH, S.Pd.

IDRIS SATRIA

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : **MTS Ma'arif 1 Punggur**
Mata Pelajaran   : **Bahasa Inggris**
Kelas /Semester   : **VIII/Ganjil**
Materi Pokok   : **Descriptive Text**
Tahun Pelajaran   : **2022/2023**
Alokasi Waktu   : **4 JP (2x30menit)**

A. Tujuan Pembelajaran

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)

B. Langkah-langkahPembelajaran
Pertemuan Pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagai sikap disiplin 3. Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini	5 menit
Inti	1. Mengamati • Siswa mengamati teks berbentuk deskriptif sederhana tentang benda 2. Pertanyaan • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda 3. Menjelajahi • Siswa membaca teks deskriptif • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda, orang, dan tempat dari berbagai sumber lain • Siswa mendiskusikan kata dan istilah yang sulit dalam teks 4. Mengasosiasi • Siswa secara berkelompok membuat teks deskriptif sederhana tentang benda pendek 5. Mengkomunikasikan • Siswa mempresentasikan teks deskriptif dalam bahasa Inggris	50 menit

| Penutup | 1. Siswa dan guru membuat rangkuman kegiatan pembelajaran
2. Siswa membaca doa dan mengucapkan salam penutup | 5 menit |

Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagai sikap disiplin 3. Memberitahukan pokok bahasan dan tujuan materi yang akan dibahas pada pertemuan ini	5 menit
Inti	1. Mengamati • Siswa mengamati teks berbentuk deskriptif sederhana tentang benda 2. Pertanyaan • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda 3. Menjelajahi • Siswa membaca teks deskriptif • Siswa mengajukan pertanyaan tentang teks deskriptif tentang benda, orang, dan tempat dari berbagai sumber lain • Siswa mendiskusikan kata dan istilah yang sulit dalam teks 4. Mengasosiasi • Siswa secara berkelompok membuat teks deskriptif sederhana tentang benda pendek 5. Mengkomunikasikan • Siswa mempresentasikan teks deskriptif dalam bahasa Inggris	50 menit
Penutup	1. Siswa dan guru membuat rangkuman kegiatan pembelajaran 2. Siswa membaca doa dan mengucapkan salam penutup	5 menit

C. Penilaian

No.	Skor	Kriteria
1	90-100	Unggul: gagasan utama, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan dengan tugas yang memadai untuk mendukung
2	70-89	Baik: ide pokok, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan tugas, tetapi tidak memadai atau tidak sesuai pendukung.
3	50-69	Baik: ide pokok, kosa kata, dan detail informasi dari teks akurat, semuanya terhubung satu sama lain dan tugas, tetapi tidak memadai atau tidak sesuai pendukung
4	30-49	Cukup: rata-rata: respons tidak menjawab tugas. Respons tidak memberikan detail akurat dari teks dan detail ini tidak relevan dengan tugas

D. Penilaian

    1. Penilaian sikap.

    2. Penilaian pengetahuan.

    3. Penilaian keterampilan.

Metro, Februari 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

NUR JANNAH, S.Pd.

IDRIS SATRIA

READING TEST

PRE-TEST

The following text is for questions 1 to 4.

My name is Jonathan. I live in Cape Town, South Africa. Let me tell you about my daily activities.

I always go to school early in the morning, but I hardly ever go home early because I always go to school and return home on foot. My school is about seven kilometers from my house. The bus fare is too expensive for me.

After school, most of my friends practice African dances, but I cannot join them because I have to help my parents. I must get water from a well and babysit my sisters. I have two sisters. Sometimes, I do my homework in the evening, but at other times I'm too tired to do it.

1. The text mainly discusses...
    A. Jonathan's activities in the morning
    B. Jonathan's daily activities
    C.   the expensive bus fares
    D. Cape Town

2. Which of the following statement is NOT true?
    A. Jonathan has two sisters.
    B. Jonathan lives in South Africa.
    C.   Jonathan always studies in the evening.
    D. Jonathan's school is far from his house.

3. What does Jonathan do after school?
    A. He practices dancing with his friends.
    B. He plays with his friends.
    C.   He does his homework.
    D. He helps his parents.

4. Why does Jonathan always come home late?
    A. He practices dancing with his friends.
    B. He returns home on foot.

C.   He babysits his sisters.

D.   He walks very slowly.

The following text is for questions 5 to 8.

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There IS a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

5.   The text mainly tells us about . . .

   A.   the furniture in the writer's bedroom

   B.   the kinds of furniture in a bedroom

   C.   the bed in the writer's bedroom

   D.   the writer's bedroom

6.   What is the bed like?

   A.   A cozy wooden bedroom.

   B.   In the center of the room.

   C.   Nice and large.

   D.   Small but nice.

7.   Where is the location of the desk lamp?

   A.   On the table.

   B.   Next to the bed.

   C.   Next to the table.

   D.   Behind the alarm clock.

8.   What is the function of the alarm clock?

   A.   To give information about the weather.

   B.   To wake the writer up in the morning.

C. To make the writer sleep.

D. To tell the time to sleep.

The following text is for questions 9 to 12.

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

9. How many gradations of colors does the cat have?
    A. One.
    B. Two.
    C. Four.
    D. Three.

10. What does Milo do it he catches the yam?
    A. He eats it.
    B. He kicks it.
    C. He throws it.
    D. He gets on the yarn.

11. What is the text about?
    A. Instructions to have a cat.
    B. A description of cats in general.
    C. A description of the writer's cat.
    D. A story about a cat's adventure.

12. What does the word "pricey" mean?
    A. Cheap.
    B. Expensive.
    C. Reasonable.
    D. Economical.

The following text is for questions 13 to 16.

I have a best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

13. What does Arkan look like?

    A.   He is fat and wears a pair of glasses.

    B.   He is short with curly hair.

    C.   He is fat and short.

    D.   He is tall and thin.

14. When does the writer usually play PlayStation?

    A.   In the afternoon from 2 to 4.

    B.   After reading books.

    C.   In his spare time.

    D.   After studying.

15. How old is the writer?

    A.   11 years old.

    B.   12 years old.

    C.   13 years old.

    D.   14 years old.

16. Which the statement is TRUE according to the text?

    A.   Arkan is a polite boy.

    B. The writer wears glasses.

    C.   The writer does not like playing PlayStation.

    D.   Arkan always plays PlayStation in the evening.

The following text is for questions 17 to 20.

Ayu Okvitawanli is one of the people recorded in MURI (Museum Rekor Indonesia). Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled Siapa Pembunuh Mistenus Itu? This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are science maths and English. Her favorite writers are N.H. Dini, J.K. Rowling and the queen of detective stories, Agatha Christie.

17. Ayu is recorded in MURI because...
    A. she is the youngest novelist in Indonesia
    B. she is a fan of N.H. Dini
    C. she likes reading
    D. she likes science

18. What does Ayu's novel tell about?
    A. Science in murders.
    B. Mysterious murders.
    C. The youngest novelist.
    D. The mystery of a novel.

19. What subjects doES Ayu like?
    A. Maths.
    B. English.
    C. Maths and English.
    D. Maths, English and science.

20. How many writers does Ayu like?
    A. One.
    B. Two.
    C. Four.
    D. Three.

READING TEST

POST-TEST 1

Text for number 1-4

MILKY

I have a pet. It is a rabbit. Its name is Milky.

I call it Milky because it has white and long fur, from head to toe. Milky is Jersey Wolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables.

Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

1. What does the text mostly tell us about?
   a. The writer's rabbit pet
   b. Kinds of rabbit breed
   c. MIlky's physical description
   d. Rabbit as a pet
2. Why is the pet being called Milky?
   a. It is a Jersey Wooly breed
   b. It has a small body
   c. It has white ears
   d. It has white fur
3. How old is the writer's rabbit pet?
   a. 1 month old
   b. 2 months old
   c. 1 year old
   d. 2 years old
4. Milky is very gentle.

   The underlined word can be replaced by .....
   a. Strong

b. Calm

c. Brave

d. Kind

Text for number 5-8

The Great Pyramid of Giza is a huge pyramid built by the Ancient Egyptians. It stands near Cairo, Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain mostly intact. When it was built it was 146.5 meters (481 feet) tall. It was the tallest building in the world for over 3,800 years. Erosion and other causes have shrunk it to 138.8 m. The pyramid was probably built for Khufu, an Egyptian pharaoh. It was perhaps built by Khufu's vizier, Hemiunu. It is believed that it took about 20 years to build, and was completed around 2570 BC.

When it was built, Great Pyramid was covered by white stones that formed a smooth outer surface. Some of these stones can still be seen around the base. Most of what can be seen of the pyramid now is its basic core of 2,300,000 blocks of limestone and granite. There have been many different theories to explain how the pyramid was built. Most accepted building ideas are based on the idea of moving huge stones from a quarry and dragging and lifting them into place. Archaeologists found that the Pyramids of Giza were not built by slaves, but workers who were paid for working. Their graves were found near the pyramid in 1990.

There are three known rooms, or chambers, inside the Great Pyramid. The lowest chamber is cut into the rock on which the pyramid was built. This chamber was not finished. The other two chambers are higher up inside the pyramid. They are called the Queen's Chamber and the King's Chamber, but these are modern labels as we do not know how the Egyptians were going to use them.The Great Pyramid has two passages, one leading up, and the other down. It is the only Egyptian pyramid to have the two passages.

The Great Pyramid is part of a group of buildings, called the Giza Necropolis. This includes two mortuary temples in honor of Khufu. One is close to the pyramid and one near the Nile. There are three smaller pyramids for Khufu's wives. Other buildings include an even smaller "satellite" pyramid, and a raised causeway which joins the two temples. There are other tombs, called mastaba, probably for other important people.

5. What is the text about?
   a. Giza Necropolis
   b. Seven Wonders of the Ancient World
   c. Pharaoh
   d. The Great Pyramid of Giza
6. Which paragraph mention about how Pyramid of Giza was built?
   a. 1
   b. 2
   c. 3
   d. 4
7. How long does it take to build the Pyramid of Giza?
   a. 20 years
   b. 146 years
   c. In 2570 BC
   d. In 19990
8. Which of the following things is not mentioned in the text?
   a. The parts of the building
   b. The reason for building the Pyramid of Giza

c. The height of the building

d. The numbers of Pyramid in the complex

Text for number 9-12

Today, my aunt comes to visit our house. She's my favorite aunt. Her name is Isma.

She's very beautiful. Her height is 168 cm with weight 52 kg. Her skin is fair. She has black and round eyes. Her nose is sharp. She has long wavy hair.

My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. She is also well loved by our family members. I always wait for her visit to my house.

9. What is the topic of the text?
    a. A Science Teacher
    b. Beautiful aunt
    c. Isma's aunt
    d. Writer's favorite aunt

10. The last paragraph mostly talks about .....
    a. The writer's aunt in general
    b. The writer's aunt's physical description
    c. The writer's aunt's characteristics
    d. The visit of writer's aunt

11. How is the writer's aunt's build?
    a. Tall and slim
    b. Short and slim
    c. Tall and fat
    d. Short and thin

12. Why do Aunt Isma's students like her?
    a. Because she's kind and friendly
    b. Because she's beautiful
    c. Because she teaches science

d. Because she's smart and patient

Text for number 13-16

Mount Bromo

Indonesia sits on the Ring of Fire, an area with some of the most active volcanoes in the world. Many of the country's volcanoes, such as Mount Merapi, are famous for their violent eruptions and their stunning, but dangerous beauty. Mount Bromo is among the best known, thanks largely to its incredible views, particularly when seen standing over the caldera at sunrise. Bromo's peak was blown off in an eruption, and you can still see white smoke spewing from the mountain. The volcano is part of Bromo Tengger Semeru National Park, which also includes Mount Semeru, the highest peak in Java. The park is home to the Tengger people, isolated ethnic groups who trace their ancestry back to the ancient Majapahit Empire.

13. The text is written to .....
    a. To tell the readers about Mount Bromo
    b. To describe about The Ring of Fire
    c. To explain about Bromo Tengger Semeru National Park
    d. To promote beautiful mountain in Indonesia
14. Why does Mount Bromo wellknown?
    a. It has ancient group of people
    b. It has incredible view
    c. It is on The Ring of Fire
    d. It is a part of Bromo Tengger Semeru National Park?
15. Who are Tengger people?
    a. Isolated ethnic group in Bromo Tengger Semeru National Park
    b. All people in Mount Bromo
    c. People who live in The Ring of Fire
    d. People of Majapahit Empire
16. "Bromo's peak was blown off in an eruption, and you can still see white smoke **spewing** from the mountain."

The underlined word has closest meaning with .....

a. Burning

b. Splitting

c. Erupting

d. Absorbing

Text for Number 17-20

Adele Laurie Blue Adkins or better known as Adele is my idol. She was born on 5 May 1988. She is a British singer.

Adele likes to sing since she was young. She loves song more than book. Her debut album, 19, was released in 2008. It was a huge success. It made her popular around the world. After that, every time she releases album, it always make it to the Billboard chart. She has won many awards, including Brit Awards and Grammy Awards. This year, she is working on her new album. Besides singing, she is also writing and producing her own song.

Adele is beautiful. She has white complexion and beautiful eyes. She has wavy brown hair. She is not extra thin and has average height. Although she is not like the other celebrities who have thin and glamorous appearance, but she has her own charm. She believes that as a singer, her job is to satisfy people's ears, not their eyes. That inspires me a lot because I want to be a good singer too in the future. It's okay to be different with others. All we need to do is just be yourself and don't be scared to fight for your dreams.

17. What is the writer's purpose to write the text?
    a. To describe who adele is to the readers
    b. To tell the readers how great Adele is
    c. To explain Adele's talent
    d. To give guidance how to be a great artist like Adele

18. Based on the text, Adele has . . . . .
    a. Extra thin body, brown hair, glamorous appearance
    b. Curvy body, average height, white skin, beautiful face
    c. Thin body, wavy hair, and white skin

    d. Tall and slim body, fair complexion

19. Which is **NOT TRUE** according to the text?

    a. Adele has won Grammy Awards

    b. Adele comes from USA

    c. Many of Adele's songs can enter Billboard chart

    d. Adele is a singer songwriter

20. " . . . . but she has her own **<u>charm</u>**."

    The underlined word is close in meaning to . . . . . .

    a. Side

    b. Talent

    c. Beauty

    d. Appeal

READING TEST

POST-TEST 2

Read the following text to answer questions 1 to 3.

BACKPACK

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.

My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

1. What does the text tell us about?

    A.   The backpack's material.

    B.   The parts of the backpack.

    C.   The writer's new backpack.

    D.   The writer's favorite color.

2. How many parts does the backpack have?

    A.   One part.

    B.   Two parts.

    C.   Four parts.

    D.   Three parts.

3. Where does the writer put his water bottle? In the...part of the backpack.

    A.   first

    B.   third

    C.   fourth

    D.   second

The following text is for questions 24 to 27.

This man works when we sleep at night. He uses a big telescope to help him. He is Taufiq Hidayat. He is an astronomer.

From Monday to Saturday, Taufiq goes to Bosscha Observatory, Lembang. He uses a big telescope and a computer to observe the stars. Then, he uses maths and physics to create theories.

4. What does Taufiq Hidayat do?

   A. He is a maths teacher.

   B. He is an astronomer.

   C. He is an astronaut.

   D. He is a pilot.

5. Where does he work?

   A. At Bosscha Observatory, Lembang.

   B. In outer space.

   C. At a laboratory.

   D. On the Moon.

6. What does he need in doing his job?

   A. A telescope and a computer.

   B. A healthy physical condition.

   C. Some astronomers.

   D. A big laboratory.

7. How can an astronomer help astronauts?

   A. He helps them land on the Moon and put satellites in the outer space.

   B. An astronomer helps astronauts by giving information about stars.

   C. An astronomer helps astronauts fly the planes.

   D. He helps them land the planes on the Earth.

The following text is for questions 8 to 11.

We have a new neighbor, the Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr. Yamamoto works for a mining company in Riau, but his wife stays at home. The Yamamotos have one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, she is my classmate.

I often visit Ako's house. I usually go there in the afternoon. Ako and I like to study together. Sometimes, I go to her house to have a nice chat. I teach her

Indonesian. I also love to hear about Japan from her. I dream about going there someday. Ako is a nice girl. She often shows me some photographs of her family.

8. What does Mrs. Yamamoto do?

 A. She is a mining worker.

 B. She is a housewife.

 C. She is a teacher.

 D. She is a student.

9. Where does Mr. Yamamoto work?

 A. In a housing area in Riau.

 B. In a mining company.

 C. In Tokyo, Japan.

 D. At home.

10. How long have the Yamamotos stayed in Indonesia?

 A. 1 year

 B. 2 years

 C. 2 weeks

 D. 2 months

11. What does the writer dream of?

 A. Working in a mining company.

 B. Having a nice friend like Ako.

 C. Visiting Japan someday.

 D. Going to Riau someday.

Complete the text to answer questions 12 to 14.

I want to describe my father. He is about forty-five years old. He is about 170 cm (12)... He has a round face and short, black hair. He has big eyes and a flat nose. My father likes doing sports, especially (13). . . . His favorite is Tae Kwon Do. He has a red belt. My father usually helps me when I find (14). .. in doing my homework. He is also nice to my friends. My father is my idol.

12.   . . .

 A. short

 B. thin

C. fat

D. tall

13. . . .

A. running

B. wrestling

C. martial arts

D. water sports

14. . . .

A. stories

B. bonuses

C. difficulties

D. information

Complete the text to answer questions 15 to 17.

It was my birthday yesterday. got a special (15) . . . from my mother. It was an electric guitar. The body of the guitar is red, while the handle is light brown.

The guitar is a bit heavy, but that's okay. The guitar is (16)... wood. The (17)... is so smooth and shiny. The strings are also very nice and strong. I'm so proud of my new guitar.

15. . . .

A. presentation

B. present

C. reward

D. word

16. . . .

A. looked

B. fond of

C. made of

D. the same as

17. . . .

A. price

B.   sound

C.   surface

D.   problem

Complete the text to answer questions 18 to 20.

Hello! My name's Zahra. I'm a (18) . . . .I work in a laboratory. I wear a white lab coat, rubber gloves and a hat to cover my (19) . . . Sometimes, I wear goggles to protect my eyes and a mask to (20).... my mouth and nose.

18.   . . .

A.   journalist

B.   scientist

C.   teacher

D.   cook

19.   . . .

A.   hair

B.   eyes

C.   face

D.   hands

20.   . . .

A.   stay

B.   see

C.   open

D.   cover

Answer of Pre-Test Students

ANSWER SHEET PRE-TEST

NAME : Agadila Melati
CLASS : VIIIf

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

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

B = 10

50

ANSWER SHEET PRE-TEST

NAME : Miko Hartanto
CLASS : VIII . f

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

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

Betul = 6

30

ANSWER SHEET PRE-TEST

NAME : Regina Cecilia
CLASS : VIIIf

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

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

B = 10
S = 10

50

ANSWER SHEET PRE-TEST

NAME : Deta Riawan
CLASS : 8F

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

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

Betul = 8

40

Answer of Post-Test 1 Students

ANSWER SHEET POST-TEST CYCLE 1

NAME : Elsa Putri Aprilia.
CLASS : VIII . F.

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

B = 12

60

ANSWER SHEET POST-TEST CYCLE 1

NAME : Ahmad Herdiansyah
CLASS : 8 F

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

B = 12

60

ANSWER SHEET POST-TEST CYCLE 1

NAME : Khalda Salsabila
CLASS : VIII F /8F

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

B = 13

65

ANSWER SHEET POST-TEST CYCLE 1

NAME : SINDI SAFITRI
CLASS : VIIIF

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER

B = 15

75

Answer of Post-Test 2 Students

Key Answer of Pre-Test

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

Key Answer of Post-Test 1

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

Key Answer of Post-Test 2

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

The Student's Learning Activities Observation in Cycle 1

No.	Student's Name	The Aspects That Are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	AH	✓	✓		✓
2	AM			✓	✓
3	AAC	✓	✓		✓
4	AIN	✓		✓	✓
5	DAM	✓	✓		✓
6	DAP	✓		✓	
7	DR		✓	✓	✓
8	DDR			✓	✓
9	DS		✓		
10	EPA	✓	✓	✓	✓
11	FRH	✓		✓	✓
12	IM		✓		✓
13	KFP	✓	✓	✓	✓
14	KS			✓	✓
15	KA	✓		✓	✓
16	LF	✓		✓	✓
17	MLA		✓		✓
18	NHL	✓	✓		
19	NAP			✓	✓
20	NF	✓	✓	✓	
21	NH	✓	✓		✓
22	RC			✓	✓
23	RAD	✓		✓	✓
24	RGB		✓	✓	✓
25	SAP	✓	✓		✓
26	SWA	✓		✓	✓
27	SS	✓		✓	✓
28	TPS	✓	✓		
29	TI	✓	✓		✓
30	FFA	✓	✓		✓
	Total	20	17	18	25

Note:
- Tick (✓) for each positive activity
- Percentage of student's activities
  - The students pay attention of teacher's explanation= 66,7%
  - The students ask and answer question= 56,7%
  - The students are active in class= 60%
  - The students are able to do the task= 83,3%

The Student's Learning Activities Observation in Cycle 2

No.	Student's Name	Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
		The Aspects That Are Observed			
1	AH	✓	✓		✓
2	AM		✓	✓	✓
3	AAC	✓	✓	✓	✓
4	AIN	✓		✓	✓
5	DAM	✓	✓		✓
6	DAP	✓	✓	✓	
7	DR	✓	✓	✓	✓
8	DDR	✓		✓	✓
9	DS		✓	✓	
10	EPA	✓	✓	✓	✓
11	FRH	✓	✓	✓	✓
12	IM		✓		✓
13	KFP	✓	✓	✓	✓
14	KS	✓		✓	✓
15	KA	✓		✓	✓
16	LF	✓	✓	✓	✓
17	MLA		✓	✓	✓
18	NHL	✓	✓		✓
19	NAP	✓		✓	✓
20	NF	✓	✓	✓	✓
21	NH	✓	✓		✓
22	RC			✓	✓
23	RAD	✓	✓	✓	✓
24	RGB		✓	✓	✓
25	SAP	✓	✓		✓
26	SWA	✓		✓	✓
27	SS	✓		✓	✓
28	TPS	✓	✓	✓	✓
29	TI	✓	✓		✓
30	FFA	✓	✓		✓
	Total	24	22	22	28

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
  - The students pay attention of teacher's explanation= 80%
  - The students ask and answer question= 73,3%
  - The students are active in class= 73,3%
  - The students are able to do the task= 93,3%

DOCUMENTATION
PRE-TEST

DOCUMENTATION
POST-TEST I

DOCUMENTATION
POST-TEST II

DOCUMENTATION

(Photo with students)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2354/In.28.1/J/TL.00/08/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MAARIF 1 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**IDRIS SATRIA**
NPM	:	1701070104
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENTS UNDERSTANDING ON FACT AND OPINION IN DESCRIPTIVE TEXT AT EIGHT GRADE MTS MAARIF 1 PUNGGUR

untuk melakukan *pra-survey* di MTS MAARIF 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Agustus 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH
SK. KEMENKUMHAM NO: AHU-8360.AH.01.04 TAHUN 2012

MTS. MA'ARIF 01 PUNGGUR

TERAKREDITASI "B"
NSM : 12.12.18.02.0005 NPSN : 10816585
Jln. Metro Kotagajah Punggur Lampung Tengah, Kode Pos 34152, Email:mts1punggur@yahoo.com

Nomor   : 073 /MTs.M.I/U/ XII /2021
Lampiran   : -
Pokok   : Izin Pra Survey

Yang Terhormat :
Ketua Jurusan
Di
  Tempat _

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat **No: B-3224/In.28/J/TL/01/08/2021.** Tgl 27 Desember 2021
Tentang izin Pra Survey Mahasiswa atas nama :

Nama	: **IDRIS SATRIA**
NPM	: **1701070104**
Semester	: **9 (Sembilan)**
Jurusan	: **Tadris Bahasa Inggris**
Judul	: **"IMPROVING STUDENTS UNDERSTANDING ON FACT AND OPINION IN DESCRIPTIVE TEXT AT EIGHT GRADE MTs MA'ARIF 1 PUNGGUR"**

Kami izinkan untuk melakuakan pra survey di MTs. Ma'arif 01 Punggur,
Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

MTs. Ma'arif 01 Punggur
Kepala

LANGGENGNO KARMA, B.Sc
Nuptk :6059739640200013

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. KH. Dewantara 15 A Iring Mulyo, Metro Timur. Kota Metro 34111
Telp.(0725) 41507, Fax. (0725) 47296. Website:www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : IDRIS SATRIA   Fakultas/Jurusan   : Tarbiyah/PBI
NPM   : 1701070104   Semester/TA   :

No	Hari/Tanggal	Bimbingan yang dibicarakan	TTD Dosen Pembimbing
1	Senin 17/10/2022	- Revise your typing - Check & Recheck your Reseach - Reference / rens the typing	
2	Monday 14/11/2022	- Pay attention to your Research Question? What do you want? - the prior reseach? - Enrich the theories? - Revise Chapter III, What will you do In this reseach? (So not about the theon again)	

Diketahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp.(0725) 41507, Fax. (0725) 47296. Website:www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : IDRIS SATRIA   Fakultas/Jurusan   : Tarbiyah/PBI
NPM   : 1701070104   Semester/TA   :

No	Hari/Tanggal	Bimbingan yang dibicarakan	TTD Dosen Pembimbing
1	Monday 21/11 2022	Acc	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jl. KH. Dewantara 15 A Iring Mulyo, Metro Timur. Kota Metro 34111
Telp.(0725) 41507, Fax. (0725) 47296. Website:www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama   : IDRIS SATRIA   Fakultas/Jurusan   : Tarbiyah/TBI

NPM   : 1701070104   Semester/TA   :

No	Hari/Tanggal	Bimbingan yang dibicarakan	TTD Dosen Pembimbing
1	Monday 06/02/2023	Acc Research Instruments	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jl. KH. Dewantara 15 A Iring Mulyo, Metro Timur. Kota Metro 34111
Telp.(0725) 41507, Fax. (0725) 47296. Website:www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : IDRIS SATRIA   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 1701070104   Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	TTD Dosen Pembimbing
1	Monday 03/04/2023	Revise your Abstract & Chapter IV (graphic)	
2	Monday 10/04/2023	- Appendix - Revise the graphic	
3	Monday 08/05/2023	Acc	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1343/In.28.1/J/TL.00/03/2023
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**IDRIS SATRIA**
NPM	:	1701070104
Semester	:	12 (Dua Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA`ARIF 1 PUNGGUR

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Februari 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1526/In.28/D.1/TL.00/02/2023   Kepada Yth.,
Lampiran : -   KEPALA MTS MA`ARIF 1
Perihal   : **IZIN RESEARCH**   PUNGGUR
                                                     di-
                                                          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1527/In.28/D.1/TL.01/02/2023, tanggal 09 Februari 2023 atas nama saudara:

    Nama   : **IDRIS SATRIA**
    NPM   : 1701070104
    Semester : 12 (Dua Belas)
    Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA`ARIF 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Februari 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1527/In.28/D.1/TL.01/02/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**IDRIS SATRIA**
NPM	:	1701070104
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTS MA`ARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA`ARIF 1 PUNGGUR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Februari 2023

Mengetahui,
Pejabat Setempat

AHMAD ZAINUDIN S.pd.

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH

SK. MENKUHAM NO : AHU-8360.AH.01.04 TAHUN 2012

MTs MA'ARIF 01 PUNGGUR

TERAKREDITASI "B" NSM : 12.12.18.02.0005 NPSN : 10816585
Jln Metro-Kotagajah, Desa Sidomulyo Kecamatan Punggur Kab. Lampung Tengah
Provinsi Lampung Kode Pos 34152 E-Mail : mts1punggur@yahoo.com

Nomor   : 060/MTs.M.I/N.4/II/2023
Lampiran   : -
Pokok   : Izin Research/Survey

Yang Terhormat :
Wakil Dekan Akademik dan Kelembagaan
Di
  Tempat_

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat No: B-1526/In.28/D.1/TL.00/02/2023. Tgl 09 Februari 2023 Tentang Izin research/survey Mahasiswa atas nama :

Nama	: **IDRIS SATRIA**
NPM	: **1701070104**
Semester	: **12 (Dua Belas)**
Jurusan	: **Tadris Bahasa Inggris**
Judul	: **"IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTs MA'ARIF 1 PUNGGUR"**

Kami izinkan untuk melakukan research/survey di MTs Ma'arif 01 Punggur. Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Punggur, 13 Februari 2023
Kepala Madrasah

AHMAD ZAINUDIN, S.Pd.
Nuptk. 6673 5759661200012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-235/In.28/S/U.1/OT.01/05/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Idris Satria
NPM	: 1701070104
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070104

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp.(0725) 41507, Fax. (0725) 47296. Website:www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa :

Nama   : Idris Satria
NPM   : 1701070104
Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 6 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS READING COMPREHENSION
BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER
MTS MA'ARIF 1 PUNGGUR**

By
IDRIS SATRIA
Student Number: 1701070104

TARBIYAH AND TEACHERS FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA'ARIF 1 PUNGGUR

by Idris Satria 1701070104

IMPROVING THE STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT EIGHT GRADER MTS MA'ARIF 1 PUNGGUR

ORIGINALITY REPORT

12%	12%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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3	fdocuments.net Internet Source	1%

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		

CURRICULUM VITAE

Idris Satria was born in Punggur on July 17, 1998. He is the third of three children from the married couple, Mr. Suheriyanto and Mrs. Sulastri. He graduated from SDN 3 Tanggulangin in 2011. He continued his studies at SMPN 1 Punggur and graduated in 2014. After that he continued his studies at SMAN 1 Punggur and graduated in 2017. In 2017 he continued his studies as an undergraduate student at the Department of English Education, The State Institute for Islamic Studies (IAIN) of Metro