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THE INFLUENCE OF USING SMALL GROUP INSTRUCTION TOWARD STUDENTS' READING COMPREHENSION THE EIGHTH GRADE OF MTs AL MUHSIN NORTH METRO

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THE INFLUENCE OF USING SMALL GROUP INSTRUCTION TOWARD STUDENTS' READING COMPREHENSION THE EIGHTH GRADE OF MTs AL MUHSIN NORTH METRO

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S. Pd. I) In English Education Program

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PENGARUH PENGGUNAAN PEMBELAJARAN KELOMPOK KECIL TERHADAP PEMAHAMAN MEMBACA SISWA KELAS VIII DI MTs AL-MUHSIN METRO UTARA TAHUN AJARAN 2013/2014

ABSTRAK

OLEH:

LESI OKTAVIENI

Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan small group instruction (X) terhadap kemampuan pemahaman membaca siswa (Y) pada kelas VIIIA dan VIIIB MTs Al Muhsin Metro Utara tahun ajaran 2013/2014. Populasi penelitian ini adalah siswa kelas VIII dan sampel panelitian ini berjumlah 66 siswa.

Berdasarkan data pra survey, permasalahan yang ditemukan dapat di simpulkan bahwa para siswa mengalami kesulitan dalam proses belajar mengajar karena tidak tertarik pada bahan bacaan. Melalui pembelajaran kelompok kecil siswa dapat membantu dalam menemukan motivasi yang tinggi dan minat dalam mengikuti kelas. Karena dengan pembelajaran kelompok kecil siswa mendapatkan informasi, informasi dan ilustrasi melalui teks- teks yang ada pada pembelajaran tersebut. Dalam hal ini, penulis mencoba meneliti apakah ada pengaruh dari penggunaan pembelajaran kelompok kecil terhadap kemampuan memahami bacaan siswa.

Penulis melaksanakan *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara kelompok eksperimen yaitu kelas yang menggunakan pembelajaran kelompok kecil dan kelompok control yang tidak menggunakan pembelajaran kelompok kecil.

Akhirnya, data hasil penelitian menunjukakn bahwa $t_{observasi}$ = 17.16 dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya, $t_{observasi}$ konsultasikan dengan t_{table} dengan taraf signifikan 5% = 1990, 1% = 2.638, dan 0.1% = 3.466, data tersebut menyatakan bahwa $t_{observasi}$ lebih besar dari pada t_{table}, ini dapat di artikan bahwa Ha diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan antara kelas experiment dan kelas control antara siswa-siswi MTs Al Muhsin Metro Utara tahun ajaran 2013/2014.

THE INFLUENCE OF USING SMALL GROUP INSTRUCTION TOWARD THE STUDENTS' READING COMPREHENSION THE EIGHTH GRADE OF MTs AL MUHSIN NORTH METRO IN ACADEMIC OF YEAR 2013/2014

ABSTRACT

By:

LESI OKTAVIENI

This research was aimed at detecting the influence of using Small Group Instruction (X) toward the students' reading comprehension (Y) at the eighth grade of MTs Al Muhsin North Metro in academic of year 2013/2014. The population of the research was the eighth grade students and the sample of the research was 66 students.

Based on the data pre survey, the problems which had been identified was the students are passive during the teaching learning process because of not interested in the reading material. Small Group Instruction was helped the students in finding the interesting learning in reading class. Which are from Small Group Instruction the students found the high motivation and interest in following the class. In this case, the writer tried to investigate whether there was influence of using Small Group Instruction toward the students' reading comprehension.

Furthermore, the writer conducted the true experimental design, by applying pre-test and post-test as the instrument. In accordance with the method in present research, experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the experimental group which used Small Group Instruction and the control group which without used Small Group Instruction.

Moreover, the result of data analysis illustrates that $t_{observed} = 17.16$ and is categorized into high influence. Next, $t_{observed}$ is consulted to t_{table} of the significant level of 5% = 1.990, 1% = 2.638, and 0.1%= 3.466. Finally, the data confirms $t_{observed}$ is higher that t_{table}. Thus, it can be inferred that the Alternative Hypothesis (Ha) is accepted. There is positive and significant influence between experimental class and control class at the eighth grade MTs Al Muhsin North Metro in academic of year 2013/2014.

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Sudah dapat kami setujui dan dapat kejurusan untuk dimunaqosahkan.
Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.•Wb.

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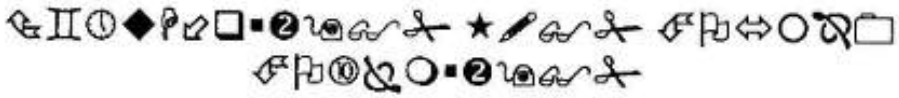
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MOTTO



يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ

"....Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do".

Whatever you vividly imagine, ardently desire, sincerely believe, and enthusiastically act upon... must inevitably come to pass! — *Paul J. Meyer*

DEDICATION PAGE

This piece of work is dedicated to:

- My small world in my mind which given by God, Allah the gracious and the wonderful. My world is a better place because of You.
- My beloved mother, Sumarti and my careful father, Mulyatno for the deeper prayer, the endless loving and the great support and hope to finish this paper.
- My lovely families, Nendra Mega Yuwana and M. Naufal Rifki Yuwana, my friendship Tantiyana Pratiwi, miss you and thank for the prayer and the supporter.
- My Ladies Class Friends, friends of mine in KKN Sendang Baru, my friends in PPL SMA Muha Metro. Missing the time with you are all.
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Realizing that this thesis would not be able accomplished without any helps and support from many helpful. So, in this lovely chance, the writer would like to sincerely acknowledgement her gratitude. In this occasion the writer sincerely addresses her deepest thank to Mr. Dedi Irwansyah, M. Hum and Mr. Ahmad Subhan Roza, M. Pd, within their activities still willing to read the research munaqosah, give her briefing and helpful ideas during the research thesis writing process. The writer also does not forget to appreciate all help and support from the lecture of English Education Program, Mr. Dedi Irwansyah, M. Hum, and all of the people who enthusiastically attended for finishing this under graduated thesis soon.

With limitation of ability of the writer, still many mistake in this writing and presentation items. Therefore, the writer apologize hopefully this research thesis can be benefit to all of us properly.

Metro, 27 February 2014

The writer,



LESI OKTAVIENI

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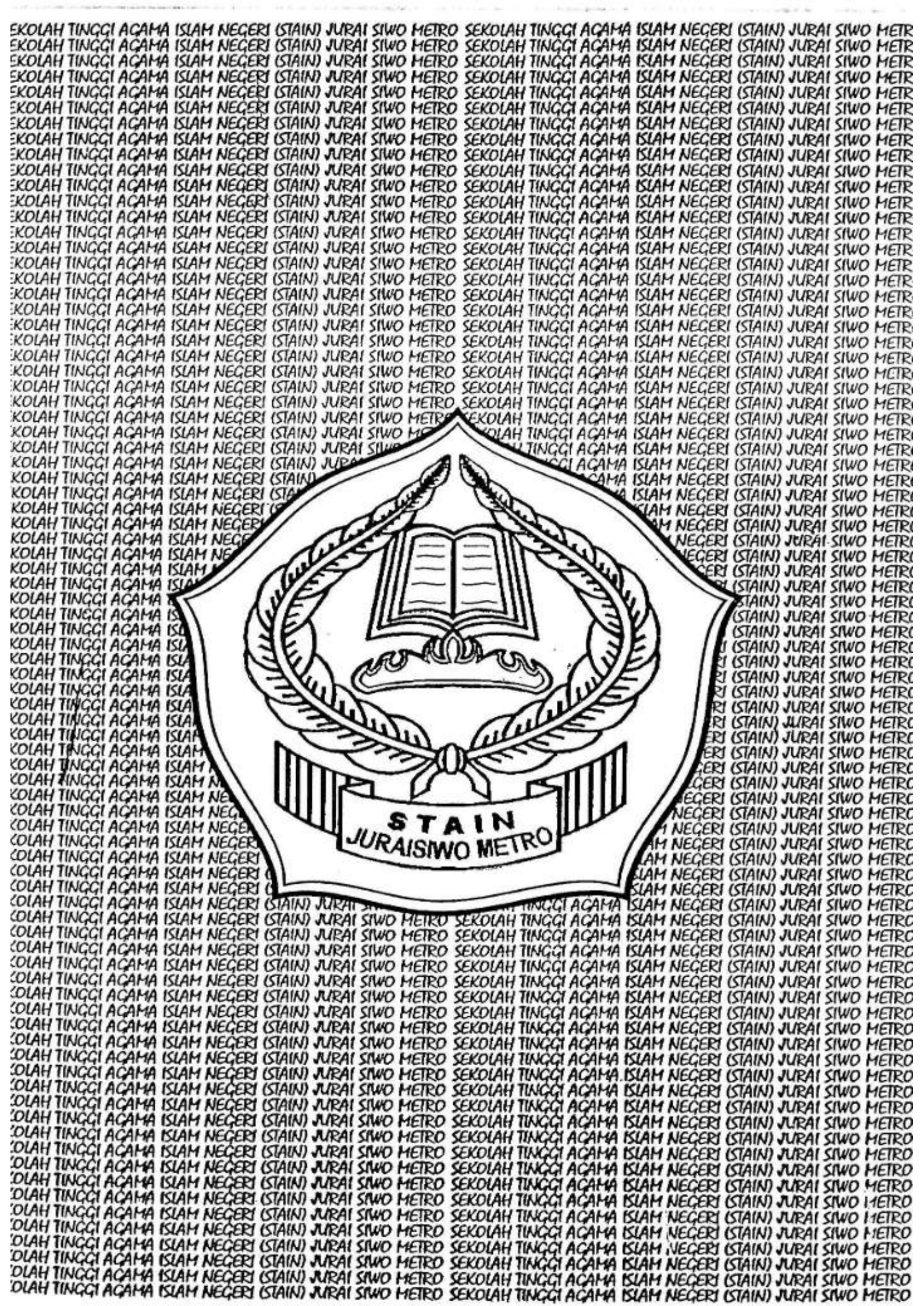
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CHAPTER I

INTRODUCTION

A. Background of The Study

English language is one of foreign Languages to be taught at school. As an International language, English is taught to the students from junior High school up to University. It is certain that the students still find the some difficulties. They still get confused in mastering English language because learning English language is different from learning the native language. As we know that English has an important role in international relationship as an international that is used in many countries in the world.

To be able English easily, learner have to skills of English. In this case, suitable with Alexander states that "Student must be trained adequately in all four basic language skills: speaking, reading, and writing."[1] From this statement there are four components of skills in English: listening, speaking, reading, and writing. All of them are related one another.

The effective teacher has several techniques and he will select the efficient ones in leading the learners to the desired terminal behaviors. Some techniques can help the teacher construct the strategy visual media. When an objective was given, the teacher has to consider and decide with the technique will be the most

[1] L.G. Alexander, *Practice And Progress* (London: Longman Group Ltd., 1975), p.iii.

efficient and effective in the other words. Any special factor that the teacher has to select an appropriate method or instruction should be used.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill cannot be achieved, if still any bad habit when they are reading. One of the readers' bad habits is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching technique used by the teacher of the students is unattractive and monotonous. So the students need something to solve those problems.

In motivating students to read, teacher should find out some varieties of the instruction that can attract the students' motivation and interest. The students' needs the instructions that can be motivate and increase their ability, especially in reading comprehension. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given. The goal of reading is to understand and learn from text, not merely identify words. Contrary the popular belief, most students do not automatically know how to comprehend information in meaningful text. [2]

In fact, there are some kinds of reading comprehension. However, they do not choose and use one of the effective instructions in reading. In fact some students with reading comprehension interpret word by word which inefficient in reading comprehension.

Based on the result of interview with English teacher at the eighth graders of Junior High School of Al Muhsin, she said that the level of students' reading comprehension have not reached the KKM yet, because either teacher or student have not used yet the small group instruction in teaching learning process especially to teach reading. This statement corroborated by the result of pre survey at the eighth graders of Junior High School Al Muhsin, only 21.21 % the students who passed for the material of reading and 78.78 % the students failed

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[2] Tyner, B.B. & Green S.E. (2012), *Small- Group Reading Instruction: Differentiated teaching models for intermediate readers, grades 3-8 (2nd ed)*. Newark. D.E: International Reading Association.

with the highest grade 80 and the lowest grade 30 with the minimum mastery criteria (KKM) for English is 70, the data can be known as follows:

Table 1
The Data of Students' Reading Test at the Eighth Graders of MTs Al Muhsin Metro

No	Grade	Explanation	Frequencies	Percentage
1	< 70	Failed	52	78.78
2	≥ 70	Passed	14	21.21
Total			**66**	**100%**

Source : The teacher's graded book of English at the first semester of the eighth graders of State Junior High School of Al Muhsin North Metro.

Based on the data above, many students failed in reading test. It means that they do not have good readings' comprehension of the text. From the result of pre survey it can be seen that just 14 students from 66 students has good score in reading comprehension test, it can be said that 79.68% of the students do not reach minimum requirement yet.

Students feel bored and lazy when they must read and answer a question about the discourse, they tend to work on other issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have not reached the KKM yet but also passive during

teaching learning process. Moreover, some students have low motivation and interest in reading comprehension. In addition, they are lazy to read the text because they think that it is very difficult to keep the objectivity, completeness and balance of the passage.

The researcher assumes that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using small group instruction for helping students' reading comprehension.

Actually, for instructional guided reading, classroom should have small-group and large- group sets of books, novels, or commercials anthologies or readers; sets of short stories; and multiple copies of magazines. These sets permit teachers to provide guided reading instruction using a variety of topical materials, and to introduce students to a variety of text structures for school and personal reading.

There are used the reader to get information of the text. The researcher chooses the using of small- group instruction because in the eighth grade of Junior High School, they should find the information of the text, specific information especially. If they get the specific information, automatically they know the general information. Then, this instruction is suitable with the student needed. That is about looking for specific information of the text. The teachers often like to create "Text sets" sets of related books centering around one topic.

Therefore, the students were able to choose with teacher guidance, an appropriate book to use in their literature circles. In this way all students were

reading on the same topic and could contribute to large class discussions that drew comparisons and contrasts across books and characters and setting; at the same time however, they were able to read on their appropriate level and have a say in the book selection.

So the researcher uses small- group Instruction as technique for teaching learning English. So, it should be effective to increase the students reading comprehension.

B. Problem Identification

Referring to the background above, the problem can be identified as follows :

1. The students are not interested in the reading material.
2. The students have not reached the KKM yet.
3. The Students are passive during teaching learning process.
4. The students have low motivation and interest in following the class.
5. The School has has adequate facilities yet.

C. Problem Limitation

From the identification above, the researcher focus to the students have not interested in the reading material. So, the researcher limits the problem to The Influence of Using Small Group Instruction toward the Students' Reading Comprehension at Eighth Grade Students of MTs Al Muhsin North Metro in the Academic Year of 2013/2014.

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates of the problem in this research as follow :

Is the use of small group instruction able to influence the students' reading comprehension?

E. Objective of the study

In accordance with the problem formulation, the objectives of present research are hopefully able to find out whether the using of small group instruction will be more effective or not to influence the students' reading comprehension.

F. Benefits of the Study

The benefits of the Study are:

1. Theoretical Benefits
   a. The result of the research paper can be useful input English teaching learning process for teaching reading using Small group instruction.
   b. The result of this research can be used as reference for those who want to conduct a research in English teaching learning process.

1. Practical Benefits

   a. For the Students

      By using Small Group Instruction, it is hoped that the students will be more interested and motivated in learning English. So that their reading comprehension will be develop.

   b. For the Teacher

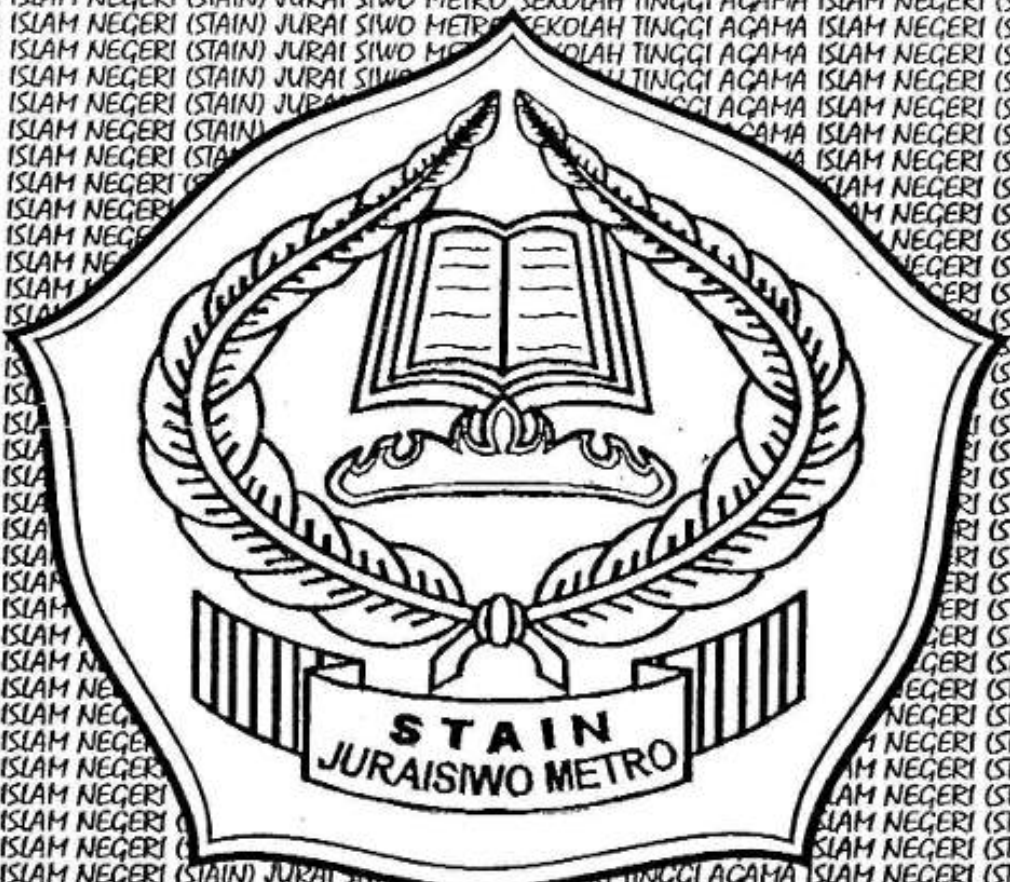
      This study hopefully able to overcome the problem that faced by English teachers in their class.

   c. For the School

      The headmaster can convey to the teachers that they should know the students' problems in order to reach learning process effectively.

   d. For the Institution

      It is hopefully be a positive contribution to the teaching of English in Indonesia and the teaching of English reading in eighth grade of MTs Al Muhsin North Metro especially.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Reading Comprehension

a. Concepts of Reading

Etymologically, the word "reading" in Oxford Advanced Learner's Dictionary is derived from the word 'read' that can be defined as follows: (1) to look at (be able to) understand (something written or printed), (2) reproduce mentally or vocally the words of (an author, books, etc.).[3] It means that reading is activities to find what information the readers are looking for. Not only look out something, but also understand it. So, the readers have the real achieve a purpose of reading.

Terminologically, there are some experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows : Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and knowledge of the world.[4] It means that the reader tries to re-create the meaning intended by the writer. According Anthony, Pearson, and Raphael in

---

[3] Hornby, As, *Oxford Advanced Learner's Dictionary*,Oxford Univerrsity Express, Oxford, 1987, P. 699

[4] Harri, Albert J. and Edward R Sipay, *How to Increase Reading Ability*, Eight Edition, Longman, New York and London, 1984, p. 12.

Farrell, Thomas S.C states that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.5 It means that reading is the process to find or get meaning of the text through interaction between the reader's existing knowledge and content of the text.

Furthermore, Wiratno states reading is absorb the writing text to get comprehension of the content.[6] It means that to get information of the text, the reader should comprehend more about writing text meticulously and carefully. Based on the quotations above, it can be inferred can infer that reading is a language activity which used to get information of the text. It can do either silently or out loud.

b. Types of Reading

In an academic situation, there are three types, or styles, that need to be examined[7] : *skimming, scanning, and study- reading.*

1. Skimming to review

This is done as a revision technique. Reread the material already worked through carefully, but do so quickly, concentrating on the key points and leaving out any less important material.

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[5] Farrel, Thomas S. C, *Planning Lesson for a reading Class,* Singapore, SEAMEO Regional Language Centre, 2002,p. 1

[6] Wiratno, Tri,*Mencerna Buku Teks Bahasa Inggris MelaluiPemahaman Gramatika,*Pustaka Pelajar, Yogyakarta, 2002, p.162

[7] Clearly, Sandra, The Communication Handbook, Lansdowne, Maitland, 2003, p. 65

Skimming to review is most often used shortly before an examination to revise work that has previously been studied. The reader checks the elements referred to under previewing and surveying, but now mentally fills in the detailed of the texts.

2. Scanning

Scanning is the fastest reading technique. It is used to locate specific information within a text. It is done by having a clear idea of the information needed, then letting the eyes glance quickly over the text until the particular detail is found. It does not involve an understanding of the whole passage.

Use scanning to look for a particular name, a key word, or a number or amount, for example, a particular name in the telephone directory or a word in a dictionary[8].

Scanning is usually used in conjunction with other reading activities like skimming. The reader of this textbook, for example, could scan the contents page for information or intercultural communication and then skim the particular section to see how relevant the information is.

[8] Ibid p. 67

3. Study- Reading (also referred to as critical reading or interactive reading)

This is intensive reading. It is usually done slowly and carefully, and involves reading in order to understand, to remember or to critical.

Effective study- reading requires that you interact with the text, rather than simply reading without thinking.

2. The Use of Small Group

a. The concept of Small Group

There are a number of key concepts that come from different theories that, when mixed together, produce a rather rough and unscientific explanation of human groups, in particular the task group. In fact, this book is an elaboration of the nine key concepts that blend together to form a practical description of work groups.

The culinary art of preparing a cohesive discussion group that productive, does quality work, is consensual in its decision- making procedures, and is happy in its work starts in a well- lighted, comfortable room. At around table sit five to seven reasonable prepared individuals of sufficiently diverse backgrounds who discuss the task at hand[9]. Allow enough patterns to develop. Reinforce positive to role taking on the part of

[9] Ibid, p. 26

group members. At first be cautious about adding large closes of conflict, but if the group norms too quickly, use generous amounts of conflict to thin the batter. When the separate group members begin to think collectively and make continual references to "us," "we," "they," and the "group", the mixture is becoming cohesive. Soon after signs of cohesion occur, taste testing can begin.

Cooking up a successful work group is more of an art from than a science. Experienced group members continually taste the batter in order to help ensure successful group outcomes. Our best advice to you and to remember that is a group has no work to do; it will make itself the agenda. Too much personal disclosure will occur. Groups that work well together do not to play well together[10].

b. The Types of Small Group

Small groups are everywhere and are of many types[11]. Family, work, school, and leisure activities may all involves small groups. In each context we work with others to come to common understanding and to make decisions that affect each of us to some/ degree. Each type of small group can be characterized by the kind of communication that takes place within it.

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[10] Ibid, p.27
[11] Ibid, p. 18

Educational and learning groups are concerned primarily with discovering and developing new ideas and ways to thinking. These may include educational courses, seminars, or enlightenment groups. An extension of this type of group is the *therapeutic* group, in which members come together to learn about theme selves and their relationships with others.

The communication in this type of group is characterized by discussion and analysis of a particular issue, but it may not be organized in such a way or vested with authority to solve problems directly. Support, therapy, consciousness- raising groups, whose main task is the development and maintenance of group process and relationship, are not the main focus of this text.

Based on Communication *in Small Group: Theory, Process, Skills* that the types of small group there are three types[12] :

1. Long- Standing Work Group

   Every successful organization has a number of famous, long-standing work group that, over the years, have performed at such high levels productivity that their group tradition and pride transcend the passage of time and numerous changes in personnel. These groups seem to develop a life of their own such that new member feel

[12] Cragan, John. F, Kasch, Chris. R, Wright, David. W, *Communication in Small Groups: Theory, Process, skills*. WADSWORTH Cengange Learning, Canada, 2009, p. 18

compelled to act out the traditional roles and maintain the legendary high levels of productivity. These long- Standing work groups have a rich collection of symbols and slogans that have been handed down over the years from one worker to another. Even the communicative interaction among the group members and between the group and the rest of the organization often become stylized and predictable over the years.

Similarly, the roles and communication patterns at Boys town has become so well established over the years that boys there in the1940s describe q communication pattern that still occurs in the Twenty- first century[13].

2. Project Teams

The complexity and interdependence of modern society manifest themselves in organizations trough project teams, which are collections of highly trained and specialized people brought together for a brief period- six days to a year- to complete a specified project[14].

3. Virtual Teams

Jarvenpaa ande leidner said that they were define a virtual team along three major dimensions: (1) Permanent or temporary, (2) Virtual interaction mode (balance between computer- mediated

[13] Ibid p. 20
[14] Ibid p. 21

communication and face-to-face communication), and (3) small group boundaries (personal, community, and work).

There are two main types of small group work. In the first, pupils are given a specific task to achieve (e.g. prepare a leaflet about the working conditions a sailor could expect to find on a seventeenth- century ships from the material given'). In the second, pupils are asked to explore an issue through an information gathering and discussion (e. g. weather fox hunting should be banned). The former is thus focused on the production of the tangible end product as the stimulus, whereas the latter is open- ended. Other types of small group work range from the activities based on pairs of pupils interacting (a common feature of modern-language teaching) to 'buzz sessions' (where pupils are asked to brainstorm ideas connected with some problem.

The use of group work in the primary school has, however, been the subject of some controversy, in part because it has been discussed in the context of the debate over the relative effectiveness of 'formal' versus 'informal' teaching styles. Group work has been seen as a key feature of progressive teaching, characterized as involving the use of more open ended investigational tasks, pupils being seated together in small group around a table, a more relaxed classroom ethos, and greater pupil involvement in the pace and direction of activities. In contrast, Traditional

teaching is characterized as involving more whole- class teaching, pupils being seated as individual desk in rows, the use of expository teaching, and greater teacher control and direction over classroom activities.

c. The Characteristics of Small Group

Group has *goals*[15], which can be defined as something that the group hopes to achieve. A group may be striving to reach targets such as sales results, or it may be trying to work out a suitable policy for the achievement of employment equity in the organization. It is important that these goals are realistic and attainable, otherwise the group may disintegrate.

Most groups have *norms, or standards,* that defined acceptable behavior in the group. These tend to be conduct related, as in a meeting where only one person speaks at a time. Sometime these rules are explicitly stated when all members are told they have to attend departmental meetings. Other times these rules may only be implicit, for example when members usually bring cake or tea when they have a birthday. Very often *norms* are covert (hidden) and only become focal point when they are violated[16].

Members have position in a group. These positions refer to the parts that members play in a group in terms of responsibilities or rights,

[15] Clearly, Sandra. 2003, *The Communication Handbook.* Lansdowne, Maitland, p.. 38
[16] Ibid. p. 38

for example the secretary is responsible for the planning of a meeting. Positions may be formalized and specialized such as that of a chairperson or a treasure, or they may be informal and not strongly differentiated as in the case of a committee member without a portfolio.

d. The Goal of Small Group

Small-group reading is a small-group, assisted-literacy experience in which the teacher supports and guides the students with text on their instructional level. The teacher helps students develop an understanding of the text while prompting them to apply strategies they will need to become independent readers. Each small-group reading group consists of approximately two to six members. This small-group setting allows the teacher to introduce a new text each day and to ensure that the challenges are manageable. It also allows the teacher to assist and support the students as they respond to the text in varying ways.

Small-group reading is important because it enables teachers to observe students' reading behavior and provide support while they practice reading strategies. During small-group reading, students' reading abilities are matched to appropriate reading materials. This allows teachers to demonstrate specific reading behaviors and strategies within context.

It also provides opportunities for students to apply these strategies in order to develop competence through practice. The goal of small-group

reading is to develop independent readers who think about what they are reading and know how to use a variety of strategies to gain and maintain meaning before, during, and after reading. Small-group reading is a time for students to take on more responsibility for their learning with the teacher as a safety net. She scaffolds, supports, and challenges students' learning through explicit use of instructional texts. Students read assigned text silently while practicing the strategy or strategies. Then they discuss their thinking, all the while becoming better readers and building confidence and self-esteem about themselves as readers.

e. Small Group Instruction and the Five Tenets

In the first book by Gravity Goldberg and Jennifer Serravalo described their beliefs about what reading instruction should look like and what it should accomplish[17].

What has learned from at the Reading and Writing Project about strategy lessons[18]"clicked?" It made perfect sense that sometimes we should pull a group of students together not because they were reading the same book or were reading at the same level, but instead because they would benefit from the same strategy. In these groups, students receive instruction in a strategy that is transferable to other books and contexts,

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[17] Goldberg. Gravity and Serravalo. Jennifer, *Conferring with Readers: Supporting Each Student's Growth and Independence* (2007)

[18] Calkins, Lucy (*2000*), Collins. Kathy, Tolan. Kathleen, and others at the Reading and Writing Project about strategy lessons (Collins 2004)

not only instruction that would help them in the current book. Once we began using strategy lessons they became a foundational part of my reading workshop.

When we work with children during small-group instruction, keep in mind what it will take to support each individual reader toward independent success with a strategy. Consider what you know about balanced literacy to ensure a suitable balance between teacher support and student independent practice. We also make sure to choose strategies to teach that are within the learner's zone of proximal development, and release scaffolding at an appropriate pace[19].

The term *balanced literacy* appears throughout the literature in a number of different ways[20]. Some use the term to refer to the *balance* in the children's literature chosen or the skills being taught; to others, *balance* is about instructional methods; to others, it is about taking a philosophical stance. Many would agree that the term *balanced literacy* originated during the whole language versus phonics debate. The term denounces the extremism on either side and instead offers a solution: a little of both.

3. Teaching Reading in Small Group

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[19] Ibid, p. 8

[20] (Cunningham and Allington 1994; Cunningham and Hall 1998; Fitzgerald 1999; Dickinson and Neuman 2001; Pearson et al. 2007)

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In the concept of a balanced literacy classroom, there are opportunities for students to watch the teacher demonstrate, opportunities for the student to practice with teacher support, and opportunities to practice independently, offering a bridge to independence. This bridge is known as the *to*, *with*, and *by* of balanced literacy. That is, there are times when the teacher provides a model *to* the students, times when the teacher works *with* the students, and times when students work *by* themselves..

It is important to be aware of where each component of a reading *workshop* fits into this bridge to ensure an equal balance across a week of planning, which will ensure an appropriate bridge to independence. For a review of terms relating to reading workshop.

Read-aloud's and mini lessons are examples of times when offer heavy support, in the *to* category. During read- alouds, I read out loud to the students, offering glimpses into my thought process through think-alouds. I may also provide prompts to encourage discussion. Mini lessons are also in the *to* category, as during most of the lesson, I model, explain, and demonstrate.

During the independent reading portion of the workshop, children work *by* themselves. They are expected to continue reading in their own spots, independently and for a sustained period of time, working to apply strategies they've learned. In this book, I focus on the *with* part of this bridge—in particular, how I support students as they read, always moving students closer

to independence. The theoretical underpinnings of this are discussed in the next section.

During conferences individual or group attempt to assess what the individual student currently understands and then I decide on a teaching point that is a slight stretch beyond what the student can already do independently. This teaching decision is made to support the student working within his zone of proximal development. Vygotsky called this "the distance between finding the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with capable peers". Instead of assessing to find what the student can't do, and then teaching to a deficit, I find what the student is already able to do and I teach to move the student, always linking the new information with what is known.

Just like the scaffolding around buildings under construction, there needs to be a plan for how to take it down. I used to make the mistake of providing excessive scaffolding—more support than the student needs—and held it constant rather than gradually removing it. I wouldn't see when my students were able to practice independently what I had taught them. I mistakenly referred to the children as "needy" and just kept putting more supports in place.

The idea of scaffolding can be applied when looking at the balanced literacy model presented in the previous section. *To* and *with* are scaffolds to

get to the *by*. On a more micro level, though, it's also important to study how we interact with students while engaged in a conference. Examining how we respond to student approximations, the amount of support we give through modeling and coaching, and the amount of time we spend supporting the student before she is expected to practice alone are all important aspects of scaffolded instruction. Balance, then, is not simply about the diverse structures we use, but the methods of teaching within each structure, the amount of support we give, and how we release that support, always in constant consideration of what readers need most[21].

Each of the small-group structures described in this book allow for quick practice with the strategy being taught. This allows children to spend more time reading, and to use less time listening to a teacher talk about reading[22].

Although each chapter outlines small-group instruction options that are unique, all have a common structure. These predictable structures allow children to come to know what to expect. They are clear on their role within the group, as well as the teacher's role. The structure of these groups is firmly rooted in balanced literacy philosophies where there is an "I do it" part of the lesson and a "you do it" part of the lesson—a "to" and a "by"[23].

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[21] Ibid, p. 11
[22] Ibid, p. 12
[23] Ibid, p. 13

The groups begin with the teacher stating a purpose for the group and reinforcing strength. In subsequent chapters, I refer to this part of the lesson as "connect and compliment." The teacher orients the children to why they've been gathered for the small group, and sets the agenda by stating the strategy. In this part of the lesson, the teacher also gives a compliment. This helps to foster a sense of agency: that the children *can* learn what is being presented because they already have strengths that preclude them to learning it (Johnston 2004).

The next part of each lesson is the "teach." In this portion of the lesson, the teacher quickly demonstrates, gives an example or explanation, acts as a proficient partner, or acts as a ghost partner. The teacher sets the children up to begin their practice, keeping in mind the amount of support, or scaffold, that the students need.

The most important part of the lesson is when the children practice. The students in the group are actively involved in trying the strategy that the teacher just set them up to try. I refer to this part as the "engage" section of the conference. The engage part of the small-group instruction described in this book is what makes small groups more similar to conferences than mini lessons as each child is responded to as an individual24.

[24] Ibid, p.13

The teacher gives one-on-one attention and tailors the focus of the lesson to the individual's needs. The teacher also differentiates by changing how he interacts with each child and the type of output expected. For example, the teacher might vary his responses to student attempts at the strategy based on learning-style preferences. Verbal/linguistically oriented children might practice out loud, whereas kinesthetically oriented children might act out a part of their book when practicing the strategy, and spatial/visually oriented children might sketch.

The final part of each group conference is the "link." This part links the work that students do in small groups to the work that they do at their independent work spots. The teacher reiterates what was taught and encourages the children to practice independently. This is an important, though quick, part of the conference because it is essential that children transfer what they've done in the ten-minute small group to their independent reading. It is through repeated practice in multiple contexts that children solidify new learning[25].

Although the structures remain the same, there is nuance in what happens in each type of small group. As you read each chapter, use the predictable common structures to focus your reading, and look to see how the differences support the goals of the group.

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[25] Ibid, p. 14

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; there are independent variable (X) and dependent variable (Y). The dependent variable is Small Group Instruction and dependent variable is students' reading comprehension.

Reading Comprehension is a result of interaction among the reader's reaction of the graphic symbols that indicate language and the reader's language skills, and knowledge of the world. It means that reading is a process of sequence between something that is written with the knowledge.

Reading comprehension is a complex activity that involves interactions between the reader and the text. It requires readers to integrate their existing background knowledge and experiences with skills in reading the text. These skills include word recognition, vocabulary development, and the ability to connect what is known with the new information.

There are many kinds of media in teaching reading comprehension. One of them is the teacher should have the ability to choose the appropriate media and implement it in teaching process to obtain the goal. The use of an interesting media is necessary to motivate the students to learn.

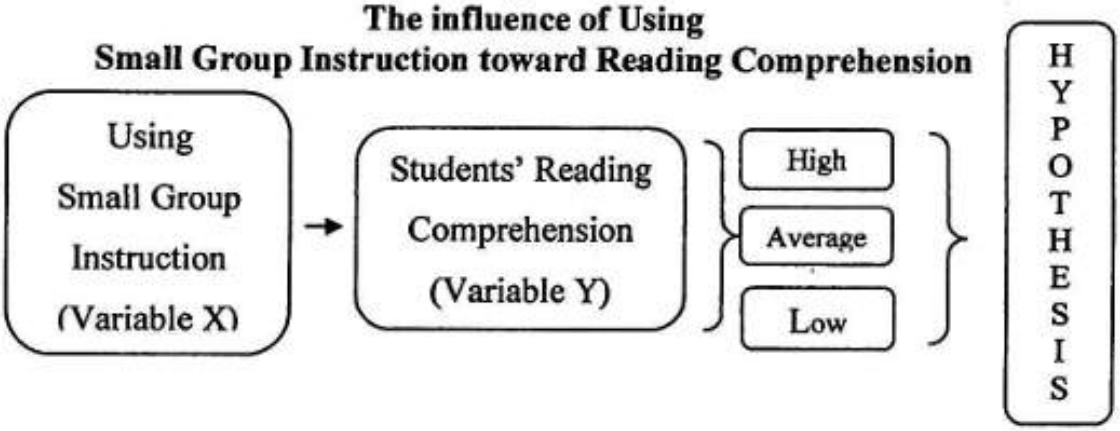
Therefore, in this research the researcher focuses on the teaching reading comprehension at the eighth graders of MTs Al Muhsin by using Small Group Instruction. The researcher assumes that reading comprehension is appropriate for the level. Furthermore, the researcher believes that teaching

by using Small group instruction on reading comprehension makes the students will be interests in learning and learn the reading comprehension easily.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows :

Figure 1
The influence of Using
Small Group Instruction toward Reading Comprehension



C. Research Hypothesis

Based on the frame of theory and assumption, the writer formulated hypothesis as follows :

"There is positive and significant influence of using Small Group Instruction as technique toward the students' reading comprehension among the eighth graders students MTs Al Muhsin."


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the writer used a quantitative design as intended to investigate whether there is any positive and significant influence of using Small Group Instruction toward reading Comprehension.

Moreover, Daniel decided that there are two main types of quantitative research design, experimental design and non-experimental design. Also, the researcher done the research with the experimental design which defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.26

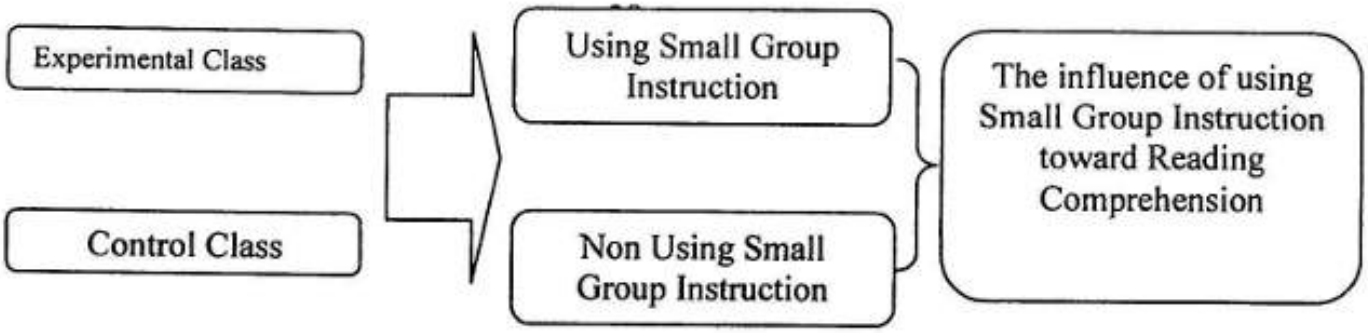
Therefore, in this research the researcher used two classes, the first class as the experimental class which received the special treatment that is teaching reading comprehension using Small Group Instruction. And the second class as the control class which didn't received the special treatment.

The design is follows :

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[26]Daniel Muijs, *Doing Quantitative Research In Education*, London, Sage Publications: 2004, p. 13

Figure 2
Influence of Small Group Instruction
In Experimental and Control Group



Both groups received the pre-test on instrument is used to assess the effect of the experiment (here the test) before the treatment is given, and a post-test, the same instrument, after the treatment has been given.

The sequence therefore is :

Table 2
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, statistical analyses are carried out to see whether the treatment has had an effect.[27]

[27] Ibid, p. 18

B. Population and Sampling

1. Population

Muijs defined, "population is the group of people we want generalize to".[28] It means that population is the object of the research which will be observed. Whereas, the population of this research is the students at eighth graders of Junior High School of MTs Al Muhsin North Metro in academic year 2013/ 2014. There were two classes which consist of 66 students and the total of students in each class is presented as bellows:

Table 3
Table of the Population of the Research

No	Class	Sex		Total
		Male	Female	
1.	VIII A(Experimental Mental)	-	33	33
2.	VIII B(Control Class)	-	33	33
Total		-	**66**	**66**

2. Sampling Technique

In this research, I take the sample by using the theoretical sample. Theoretical sample is the way to take the sample by looking at the background of the sample. in this research, I decide to take the eighth grades as the sample of this research, it was done because reading comprehension for the first time is given to the seventh grader, and as the effect, the students of eighth graders

[28] Ibid, p. 15

will show the different respect in getting this new lesson, therefore by this fact, I want to know whether there is significant influence of Small Group Instruction on the Students Reading Comprehension.

The population of this research was the student at eighth grader of MTs Al Muhsin North Metro, in the academic year of 2013/2014.There was two classes that consist of 66 students.

In deciding the experiment class, I use the theoretical sample, and decide that class VIII A as an experiment class and class VIII B as a control class, experiment class as the class that used the small group instruction in teaching reading comprehension, and control class as the class that not used the small group instruction in teaching reading comprehension, and all of this action was to know whether small group instruction has significant influences on the students' reading comprehension.

C. The Operational Definition of Variable

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[29]

Based on the quotation above, the operational definition of this research variable as follows :

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[29] Mark And Peter, *Introduction Quantitative Research Methods,* Sage Publications, New Delhi, 2001, p. 46

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Small Group Instruction as technique which can be defined as a few people engaged in communication interaction over time, in face to face and computer mediated environments, who has common goals and norms and has developed a communication pattern for meeting their goals in an interdependent manner[30].

Moreover, indicator of this variable is the students can predict, recognize most words automatically and read the text quickly and can understand the meaning of text. Also, with good comprehension are able to actively construct meaning during reading and link the text with prior knowledge and experience[31] which teaches in reading comprehension learning at junior high school of MTs Al Muhsin.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that defined as the process of simultaneously extracting and constructing meaning through interaction

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[30] Cragan. John. F, Kasch. Chris. R, Wright. David. W, *Communication in Small Group:Theory, Process, Skills,* WADSWORTH CENGAGE Learning, Canada, 2009, p. 9

[31] http://mds.marshall.edu/etd

and involvement with written language. We use the words extracting and constructing to emphasize both the

Importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

a. The reader who is doing the comprehending

b. The text that is to be comprehended

c. The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

D. Data Collection Method

Here, the researcher was used the data as the following follows:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[32] Whereas, this research is a true

[32]Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, USA, Falmer Press, 2005, p. 94

experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure both of variable. The researcher measures teaching reading comprehension through small group instruction by pre-test, treatment, and post-test.

a. Pre-test

The pre-test was given before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in reading comprehension before giving experimental treatments about using small group instruction. The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

At last, the researcher gave the post-test to know the students' reading comprehension by using small group instruction. The post-test was carrying out after giving the experimental treatments for several times. The post-test was given in the last meeting after doing treatments in order to find out whether the treatments gave any contribution to the students' achievement in the class. The improvement can be seen if the average score of the post-test is higher than the pre-test.

The pre-test was given to the students in the first meeting in order to find out students' ability in the beginning before using Small Group Instruction in their reading comprehension. Whereas, the post-test was

given in the last meeting after treatment in order to find out whether the statement give any contribution to the students' ability in then experimental class is higher than the control class or is there is significant different between the experimental class and the control class scores.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class.

Because of the research about reading comprehension, so the research instrument which is used in present research is in the form of reading test or composing reading comprehension.

2. Instrument calibration

Instrument calibration is screening or examination of items of instrument that made by the researcher.[33] In other word, it can be inferred that instruments calibration is scale of measurement which has used to screening or examination of items instrument that made up by researcher.

[33] Pedoman penulisan karya ilmiah, STAIN Jurai Siwo Metro, 2010, p. 33

Validity has three distinct aspects; they are content validity, creation validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the researcher tries measure.[34]

Also, in this research the writer used logical validity in the form of content validity which the writer composed the test instrument based on the subject matter content of the syllabus of this grade. Moreover, the writer was used test instrument to take the scale of instrument which the standard of the score reading test as follows:

Table 4
The Composition Scoring Profile

Score		Criterions
Content	27-30	Very Good to Excellent: knowledgeable, substantive, development of thesis, relevant to the topic.
	22-26	Average to Good: adequate information, adequate substantive, limited development of thesis, relevant to the topic but lack detail.
	17-21	Fair to Average: limited knowledge of subject, lack substantive, lacks the development of thesis.

[34] Daniel Muijs, Op.Cit, p.66

Table 4 Continuation

Score		Criterions
	12-16	Very Poor: does not show knowledge of subject, non-substantive, non-development of thesis, no problems.
Organization	18-20	Very Good to Excellent: fluent expression, stated ideas clearly, well-organized, logical sequencing, cohesive.
	14-17	Average to Good: lack fluent, lack organized, but main idea stand out, limited support, logical sequencing but incomplete sequencing.
	10-13	Fair to Average: non-fluent, ideas confused, disconnected, non logical sequencing and development.
	7-9	Very Poor: does not communicative, no organization or not enough to evaluate.
Vocabulary	18-20	Very Good to Excellent: well-diction, effective word / idiom choice and usage, mastery word form.
	14-17	Average to Good: rather good diction, occasional errors of word / idiom form, but meaning not obscured.
	10-13	Fair to Average: limited diction, frequent errors of word / idiom form, meaning confused or obscured.
	7-9	Very Poor: diction, word / idiom form obscured or confused, the sufficiency of vocabulary is very low, it is not enough to evaluate.
Language Use	22-25	Very Good to Excellent: complex construction but effective, few errors of tense, number, word order / function, articles, pronoun, preposition.

Table 4 Continuation

Score		Criterions
	18-21	Average to Good: simple construction but effective, several errors of tense, number, word order, function, articles, pronoun, preposition, but meaning not obscured.
	11-17	Fair to Average: serious problems in simple / complex construction, frequent errors of tense, number, word order, articles, pronoun, preposition, deletions, meaning confused or obscured.
	5-10	Very Poor: no mastery of sentence construction rules, dominated by errors, does not communicative, or not enough to evaluate.
Mechanic	5	Very Good to Excellent: master the role in writing, few errors of spelling, punctuation, capitalization.
	4	Average to Good: occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	3	Fair to Average: frequent errors of spelling, punctuation, capitalization, and meaning confused or obscured.
	2	Very Poor: no master the role in writing, dominated by errors of spelling, punctuation, capitalization, handwriting illegible, or not enough to evaluate.[35]

[35] Nurgiyantoro. Burhan, *Penilaian dalam Pengajaran bahasa dan Sastra*, Yogyakarta: BPFE, 2001, p. 307

F. Data Analysis Technique

To investigate whether there is a significant influence of using small group instruction toward students' reading comprehension at eighth graders of MTs Al Muhsin Metro in the academic year of 2012/2013. The research analyzes the data by using t-test independent sample.

The formulation of t-test :

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Explanation:

t : T-Test

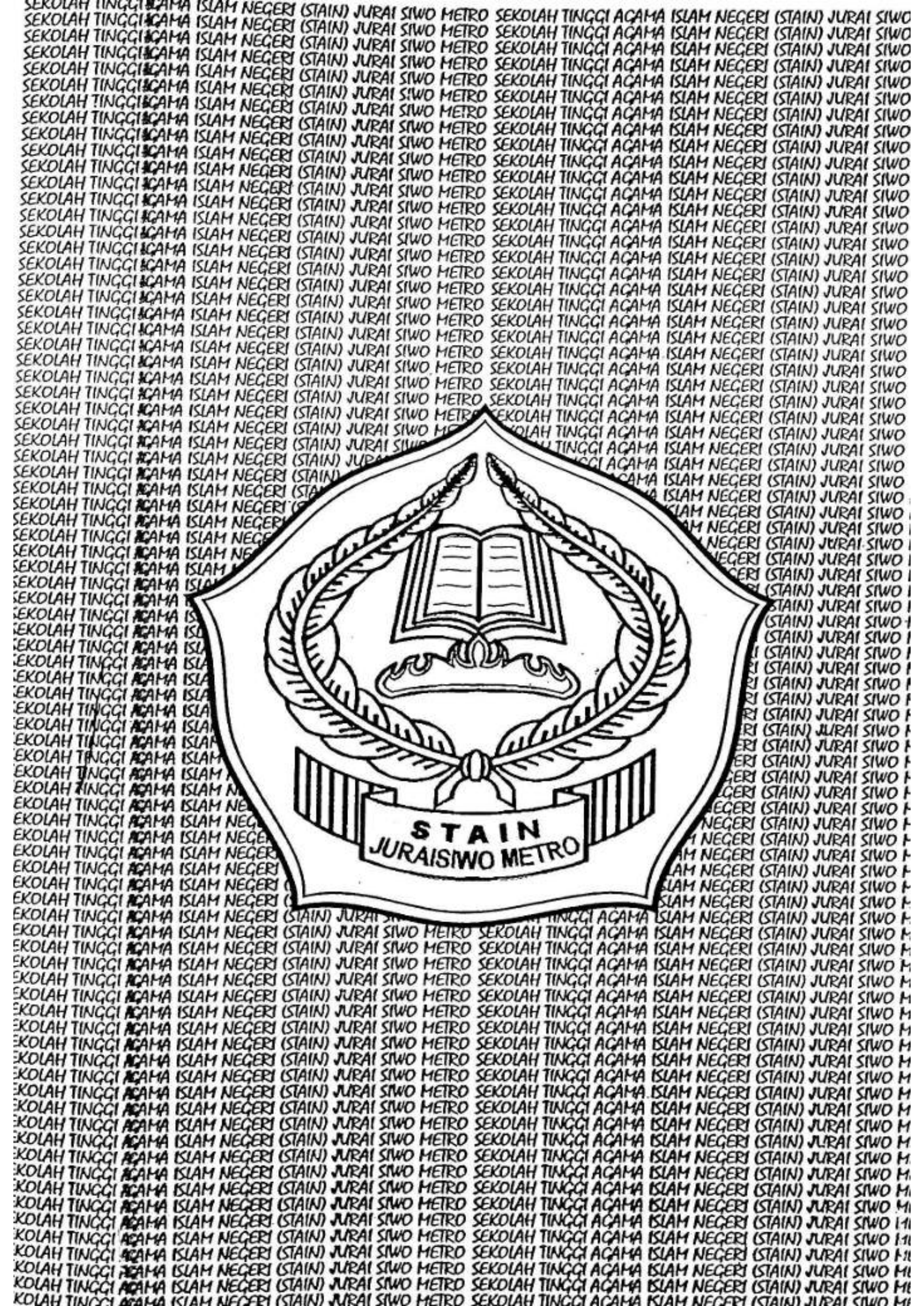
M : Average of group

N : Number of students

X : Standard deviation of X_2 and X_1

Y : Standard deviation of Y_2 and Y_1[36]

[36] Suharsimi Arikunto, *Op.Cit.* p. 311-312.


STAIN
JURAISIWO METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. The History of MTs Al Muhsin Metro

This research was conducted at MTs Al Muhsin North Metro, which was located at Jln. Dr. Soetomo 28B Purwosari North Metro Lampung. It was established in 1995. MTs Al- Muhsin Metro had been led by the following principals:

1) Mujab, S.Ag
2) Ali Murtadlo, S.Ag
3) Drs. Taufik
4) Ahmad Nur Wahid S.Pd. I
5) Aris Munandar S.Pd. Ing
6) Roni Suyanto, S.Pd. I

b. The Condition of Teachers and Officials in MTs Al- Muhsin Metro

The number of teachers and officials employees academic year of 2013/2014, they are 56 persons that can be identified as follow :

Table 5
The Condition of Teacher and the Official Employers
at MTs Al Muhsin North Metro In the Academic Year of 2013/2014

No	Name	Sex	Occupation
1	Roni Suyanto, S.Pd.I	Male	Principal
2	Nurrohman, S. Pd	Male	Principal Deputy
3	Zuhdi Rahmat, S.Pd.I	Male	Arabic Language
4	Yatno, S.Pd.I	Male	Seni Budaya
5	Anwar Heru Utomo	Male	PKn
6	Lifi Endar Wahono, S.Pd	Male	IPS
7	Sudarto, S. Pd	Male	IPA
8	Andarisman, S.Sos.I	Male	Indonesian Language
9	Taryono, S. Pd	Male	Indonesian Language
10	Dwi Yahya, S. Pd	Male	TU
11	Bachtiar Badang, Lc	Male	Al Qur'an Hadits
12	Ryan Ibrahim	Male	Seni Budaya
13	Supratno	Male	TU
14	Eko Yulianto, S.Pd.I	Male	PKn
15	Ahmad Nur Wahid S.Pd.I	Male	Arabic Language

16	Karimatul Mustaqim, S.Pd.I	Male	Lampung Language
17	Wasis Suprayogi, S.E	Male	IPS
18	Drs. Heru Setiono	Male	Mathematics
19	Mislan	Male	IPA
20	Mastukhan	Male	IPA
21	Ahmad Taufiq	Male	Hadits
22	Muhammad Rudi	Male	Arabic Language
23	Fathurrohman	Male	Computer
24	Abdurohman Diantoro	Male	Arabic Language
25	Abdullah Shohib	Male	Tajwid/Tahsin
26	Andi Supriadi	Male	PKN
27	Doni Anton Firdaus	Male	SKI
28	Indra Setiawan	Male	Hadits
29	Titik Hanifah, S.Pd	Female	Mathematics
30	Estri Nur Handayani	Female	English Language
31	Ani Astuti	Female	English Language
32	Yeni Eka Wati, A.Md	Female	Computer

33	Sarah	Female	IPA
34	Emi Widianingsih, S.Pd	Female	Indonesian Language
35	Melia Duha, S.Pd.I	Female	Arabic Language
36	Asnah, A. Ma	Female	Seni Budaya
37	Hijriah Lutfiani	Female	Tarikh Islam
38	Sri Tunggal N, S. Pd	Female	Mathematics
39	Afriyanti, S. Pd	Female	Mathematics
40	Rodhiyah Mutmainah	Female	Kewanitaan
41	Mardiyah	Female	Tajwid/Tahsin
42	Herlina Hasanah	Female	Tarikh Islam
43	Listya Yulianti, S. Pd	Female	IPA Terpadu
44	Septi Rahmawati	Female	SKI
45	A'yunin Nisa	Female	Al-Quran Hadits
46	Weli Setiana	Female	Hadits
47	Titi Nurbaiti	Female	SKI
48	Lesi Oktaviani	Female	Hadits
49	Umi Hasanah	Female	Tafsir

50	Yuneni Dwi Fitrianti	Female	Fiqh
51	Surotun Mukminah	Female	Muhadatsah
52	Dewi Lestari	Female	Mulok
53	Siti Asyah	Female	Aqidah Akhlak
54	Erma Noverda Z, S. Pd	Female	Bahasa Indonesia
55	Anita Rusma Dewi	Female	Tarmajah
56	Winarni, S. Pd	Female	IPS Terpadu

Source: Documentation result in Mts. Al – Muhsin Metro on February 22nd 2014

c. The Quantity of Mts. Al – Muhsin Students

The Quantity of Mts. Al – Muhsin Students in academic year of 2013/2014 are 358 persons can be identified as follows;

Table 6
The Quantity of the Students at MTs. AL – Muhsin Metro

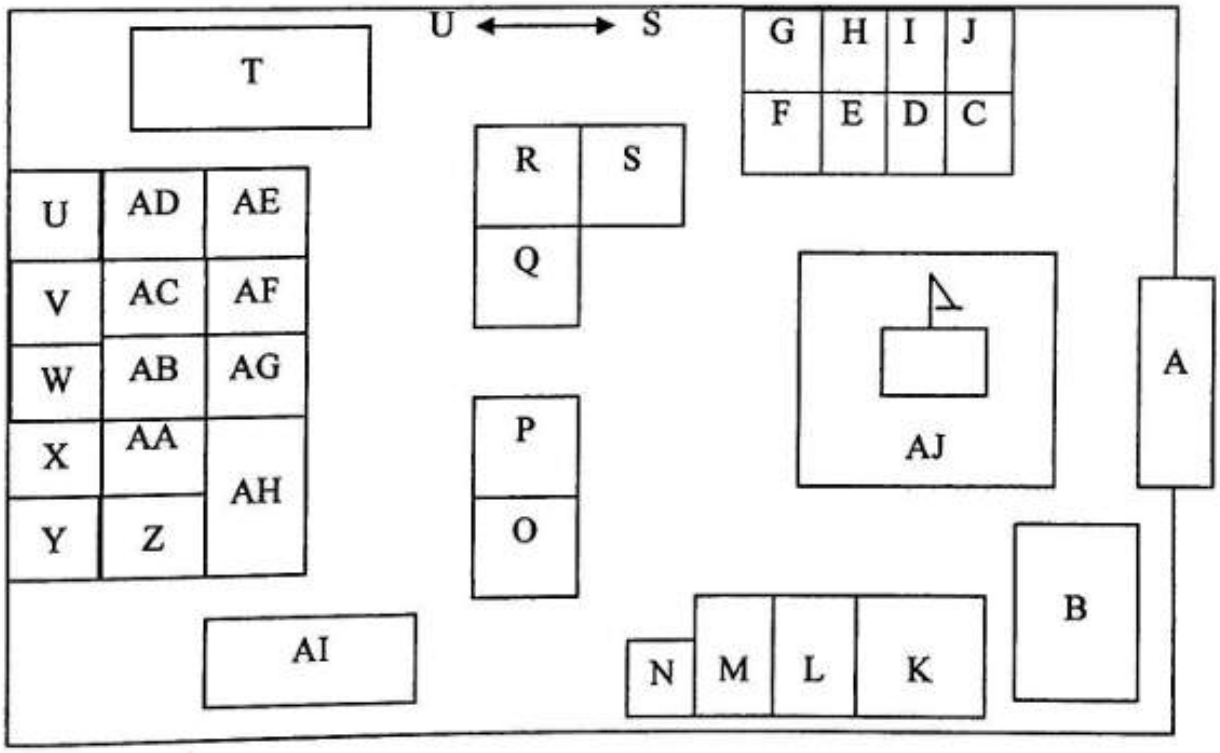
No	Class	Male	Female	Amount
1	VII A	40	38	78
2	VII B	39	38	77
Total		**79**	**76**	**155**
1	VIII A	30	33	63
2	VIII B	31	33	64

3	VIII C	30	-	30
Total		**91**	**66**	**127**
1	IX A	30	28	58
2	IX B	29	29	58
3	IX C	-	29	29
Total		**59**	**86**	**145**
Total Students		**229**	**228**	**457**

Source : Documentation result in Mts. Al - Muhsin Metro on February 22nd 2014

d. The Location Sketch of MTs Al Muhsin

Figure 3
The Location Sketch of MTs Al Muhsin North Metro



Notes:

A: Gate
B: Mosque
C: MA Office
D:XII IPS Class
E: XII IPA Class
F: X.5 Class
G-I: IX.3,4,5 Class
J: II Experiment Class
K: Parking Area
L: MTs Room
M: Kesantrian's Room
N: Bathroom
O: Canteen
P: Meeting Room
Q: Computer's Room
R: Library
S & AG : Teacher's Room
T: Student's Room
U-AF: Class
AH: Kitchen
AI: Student's Organization's (OSIS) Room
AJ: Playground

2. The Research Setting

This research was conducted on the eighth graders of Junior High School of MTs Al Muhsin Metro which consist of two classes for about 33 students in each; this research was held from February 18, 2014 until February 20, 2014. The researcher conducted her research by steps, and the explanation is as follows:

a. Pre-test

The pre-test was given to all of the students in the first meeting in order to find out students' reading comprehension, although it was held on February 18, 2014.

b. Treatment

The writer gave the same material with different treatment for both classes, control class without using Small Group Instruction treatment and experimental class by using Small Group Instruction treatment. Moreover, the treatment held for 1 meeting in each class, it was held on February 18, 2014.

c. Post-test

The post-test was conducted after the treatment to know the result of the student's reading comprehension and it was held on February 20, 2014.

3. Research Data

a. The Result of the Students' Pre-Test

The writer conducted pre-test in the first meeting of her research in order to find out the initial different between the classes who have similar level. The pre-test used in this research is in the form of writing test. The result of pre-test can be identified as follows:

Table 7
The Result of Students' Experimental Class Pre-Test at the Eighth Grade of MTs Al Muhsin in Academic of Year 2013/2014

NO	NAME	SCORE
1.	AK	30
2.	AF	50
3.	AWA	40
4.	ALA	60
5.	ANS	40
6.	ARS	60
7.	ANF	80
8.	ASP	70
9.	AMR	70
10.	BA	60
11.	CCD	80
12.	DS	60
13.	DPN	80
14.	DPK	70
15.	ERD	50
16.	FQR	70
17.	FDP	60

18.	IKH	50
19.	IFP	60
20.	LSS	50
21.	LAZ	40
22.	MEH	60
23.	MSH	40
24	NSA	60
25	NAF	50
26	PWA	70
27	RZ	80
28	RA	60
29	SM	70
30	SR	60
31	SM	40
32	TNM	70
33	ZL	50
Total		**$\sum$ = 1940**
Average		**= 60**
The highest score		**= 80**
The lowest		**= 30**

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows:

R = The highest score – the lowest score

= 80-30

= 50

K = 1+3.3 log n

= 1+4.494 = 5.494

= 6

$P = \frac{R}{K}$

$= \frac{50}{6}$

= 8.33=8

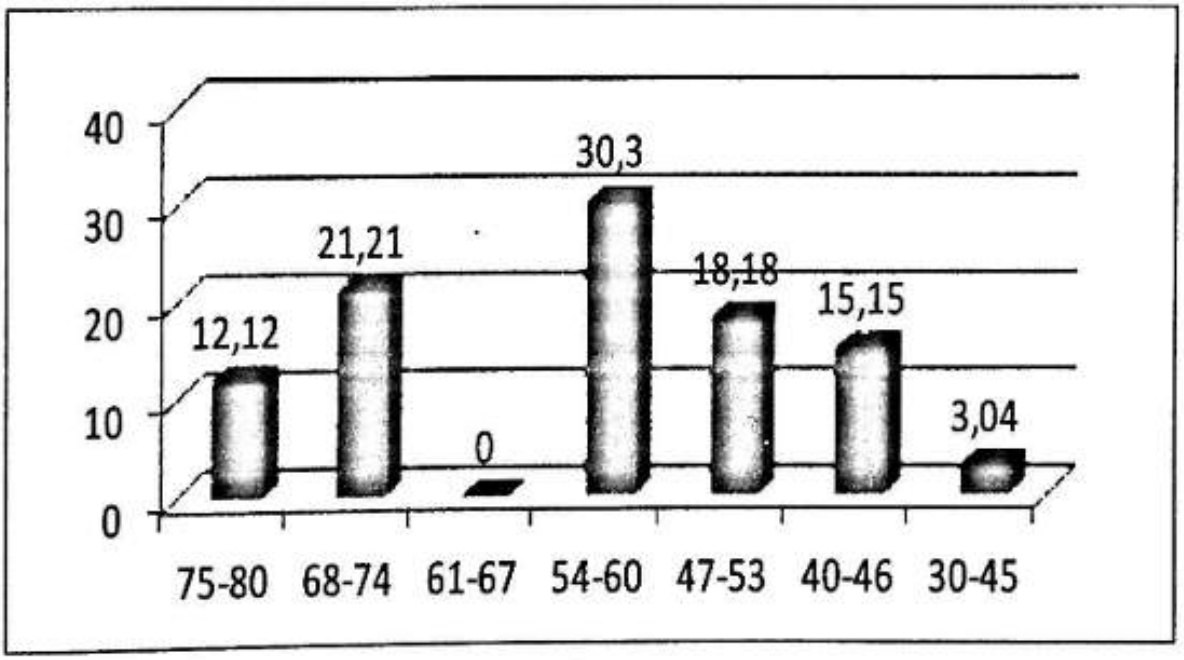
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 8
Frequency Distribution as the Result of Experimental Class Pre-Test At the Eighth Graders of MTs Al Muhsin North Metro 2013/2014

No	Class interval	Frequency	Percentages %
1	75-80	4	12,12 %
2	68-74	7	21,21 %
3	61-67	0	0 %
4	54-60	10	30,30 %
5	47-53	6	18,18 %
6	40-46	5	15,15 %
7	30-45	1	3,04%
Total		**33**	**100 %**

Based on the table above, it can be inferred that from 33 students as the sample in this research, there was 4 student who included in the score of 75–80 or 12,12 %, 7 students who got the score 68-74 or 21,21 %, 10 students who got the score 54-60 or 30,30 %, there were 6 students or 18,18 % who got the score 47 – 53, 5 students who got the score 40- 46 or 15, 15% and for the last there was a student who got the score 30-45 or 3,04%. The chart below illustrated the frequency distribution of the student's reading comprehension in pre-test:

Figure 3
The Chart of the Frequency Distribution of the Student's Reading Comprehension of Pre-test



And the data of pre-test score at the control class as follows :

Table 9
The Result of Students' Control Class Pre-Test at the Eighth Grade of MTs Al Muhsin North Metro in Academic Year 2013/2014

NO	NAME	SCORE
1.	ARB	60
2.	AL	40
3.	AK	70
4.	AYP	50
5.	AIP	60
6.	AFH	50
7.	APH	60
8.	AKA	40
9.	ATA	40
10.	BFI	50
11.	DNT	80
12.	DAN	50
13.	DWP	40
14.	DZN	40
15.	FNA	60
16.	FSY	70
17.	FDK	40

18.	HNF	60
19.	INR	50
20.	LRP	40
21.	LIN	50
22.	MFS	50
23.	NAS	60
24	NAR	60
25	OLV	40
26	RAD	60
27	RIW	40
28	RAF	40
29	SFQ	40
30	SRF	50
31	SDM	70
32	SAA	40
33	YAZ	70
Total		**$\sum$ = 1720**
Average		**= 52,12**
The highest score		**= 80**
The lowest		**= 40**

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows:

R = the highest score – the lowest score

= 80-40

= 40

K = 1+3.3 log n
= 1+4.493= 5.493
= 6

$P = \frac{R}{K}$

$= \frac{40}{6}$

= 6.66= 7

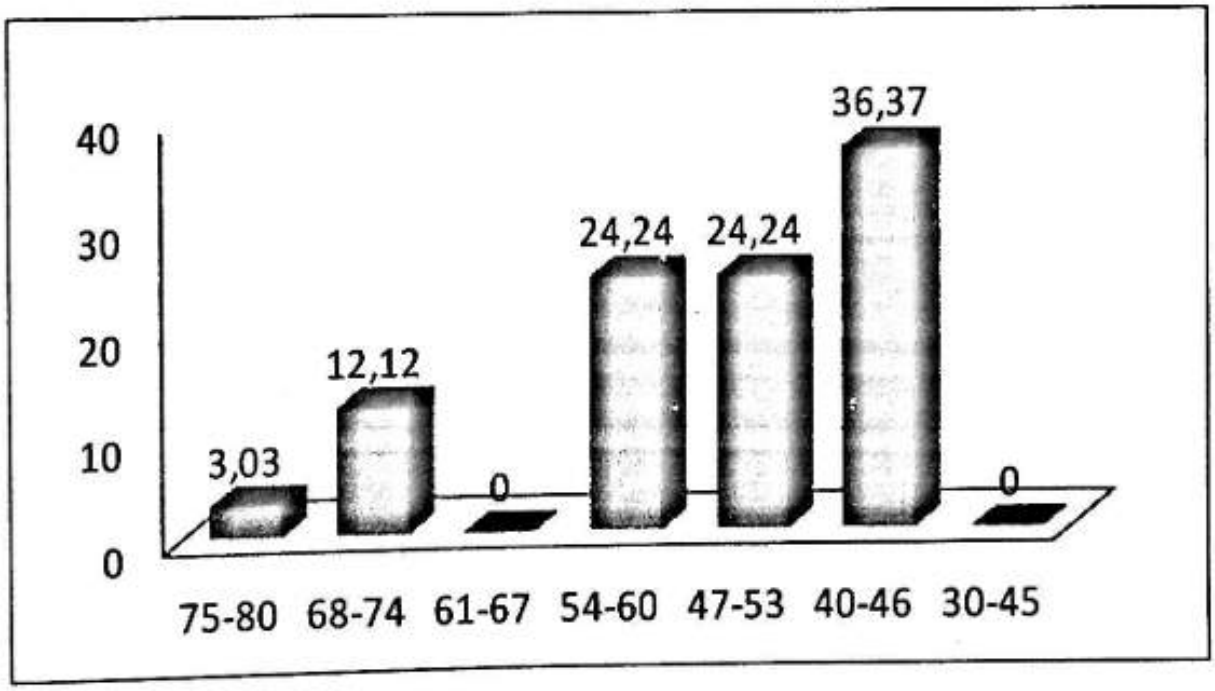
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 10
Frequency Distribution as the Result of Control Class Pre-Test At the Eighth Graders of MTs Al Muhsin North Metro 2013/2014

No	Class interval	Frequency	Percentages %
1	75-80	1	3,03 %
2	68-74	4	12,12 %
3	61-67	0	0 %
4	54-60	8	24,24 %
5	47-53	8	24,24 %
6	40-46	12	36,37 %
Total		**33**	**100 %**

Based on the table above, it can be inferred that from 33 students as the sample in this research, there was 1 student who included in the score of 75–80 or 3,03 %, 4 students who got the score 68-74 or 12,12 %, 8 students who got the score 54-60 or 24,24 %, there were 8 students or 24,24 % who got the score 47 – 53, and for the last there was a student who got the score 40- 46 or 36,37%. The chart below illustrated the frequency distribution of the student's reading comprehension in pre-test:

Figure 4
The Chart of the Frequency Distribution of the Student's Reading Comprehension of Pre-test



b. The Result of the Students' Post-Test

And the data of post-test score at the control class as follows:

Table 11
The Result of Students' Control Class Post-Test at The Eighth Grade of MTs Al Muhsin in Academic of Year 2013/2014

NO	NAME	SCORE
1.	ARB	60
2.	AL	50
3.	AK	70
4.	AYP	50
5.	AIP	60
6.	AFH	60
7.	APH	60
8.	AKA	40
9.	ATA	60
10.	BFI	50
11.	DNT	70
12.	DAN	50
13.	DWP	40
14.	DZN	30
15.	FNA	60
16.	FSY	70
17.	FDK	40

18.	HNF	60
19.	INR	50
20.	LRP	40
21.	LIN	60
22.	MFS	60
23.	NAS	60
24	NAR	60
25	OLV	40
26	RAD	60
27	RIW	40
28	RAF	40
29	SFQ	50
30	SRF	50
31	SDM	70
32	SAA	30
33	YAZ	80
Total		$\sum = 1770$
Average		= 54
The highest score		= 70
The lowest		= 30

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows :

R = The highest score – the lowest score

= 70-30

= 40

K = 1+3.3 log n

= 1+4.493= 5.493

= 6

$P = \frac{R}{K}$

$= \frac{40}{6}$

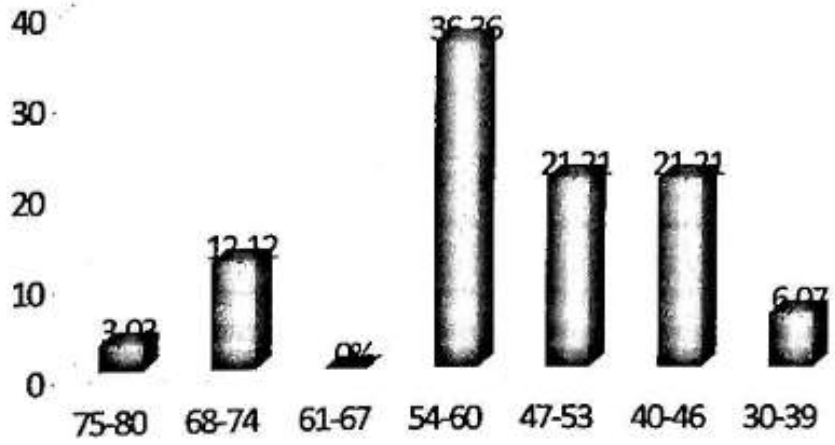
= 6.66=7

Table 12
Frequency Distribution as the Result of Control Class Post-Test at the Eighth Graders MTS Al Muhsin North Metro 20130/2014

No	Class interval	Frequency	Percentages %
1	75-80	1	3,03 %
2	68-74	4	12,12 %
3	61-67	0	0 %
4	54-60	12	36,36 %
5	47-53	7	21,21 %
6	40-46	7	21,21 %
7	30-39	2	6,07%
Total		**33**	**100 %**

Based on the table above, it can be inferred that from 33 students as the sample in this research, there was 1 student who included in the score of 75–80 or 3,03 %, 4 students who got the score 68-74 or 12,12 %, 12 students who got the score 54-60 or 36,36 %, there were 7 students or 21,21 % who got the score 47 – 53, 7 students who got the score 40-46 or 21,21%, and for the last there was a student who got the score 30- 39 or 6,07%. The chart below illustrated the frequency distribution of the student's reading comprehension in post-test:

Figure 5
The Chart of the Frequency Distribution of the Student's Reading Comprehension of Post-test



The writer also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows :

Table 13
The Result of Students' Experimental Class Post-Test at the Eighth Grader of MTs Al Muhsin North Metro in Academic of Year 2013/2014

NO	NAME	SCORE
1.	AK	70
2.	AF	70
3.	AWA	60
4.	ALA	80
5.	ANS	80
6.	ARS	70
7.	ANF	60
8.	ASP	70
9.	AMR	80
10.	BA	60
11.	CCD	80
12.	DS	80
13.	DPN	90
14.	DPK	70
15.	ERD	70
16.	FQR	80
17.	FDP	70

18.	IKH	50
19.	IFP	60
20.	LSS	70
21.	LAZ	80
22.	MEH	50
23.	MSH	40
24	NSA	50
25	NAF	60
26	PWA	80
27	RŻ	60
28	RA	70
29	SM	80
30	SR	70
31	SM	80
32	TNM	90
33	ZL	60
Total		**$\sum$ = 2290**
Average		**= 69.39**
The highest score		**= 90**
The lowest		**= 40**

Based on the table above, the writer then measured the class interval using Arikunto formulation as follows:

R = The highest score – the lowest score

= 90-40

= 50

K = 1+3.3 log n
= 1+4.493= 5.493
= 6

P = $\frac{R}{K}$

= $\frac{0}{6}$

= 8, 33=8

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows :

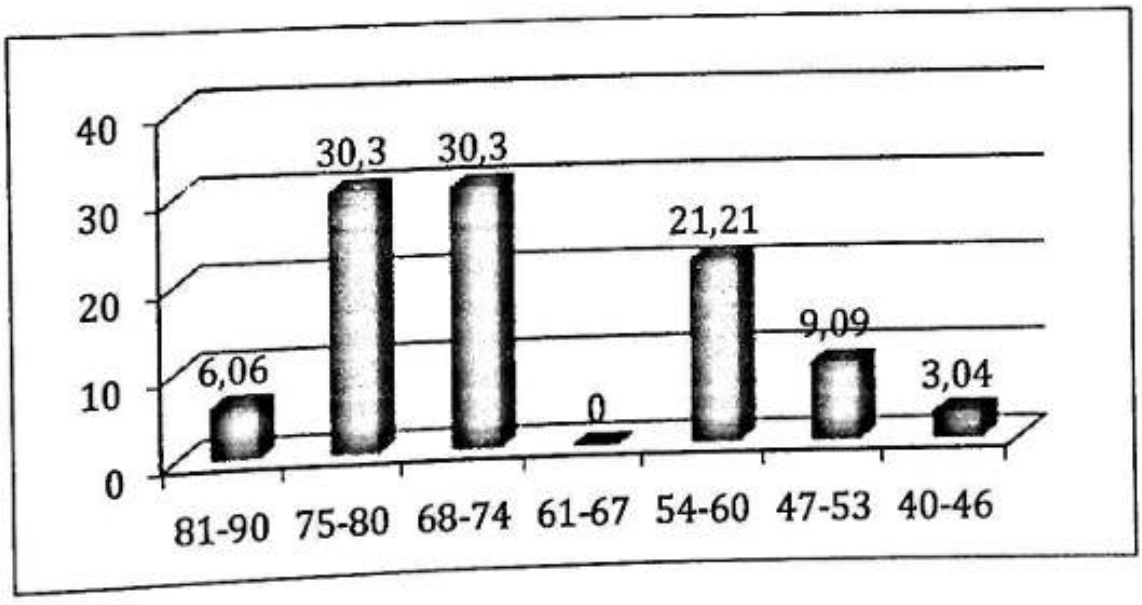
Table 14
Frequency Distribution as the Result of Experimental Class Post-Test at the Eighth Graders of MTs Al Muhsin North Metro 2013/2014

No	Class interval	Frequency	Percentages %
1	81-90	2	6,06 %
2	75-80	10	30,30 %
3	68-74	10	30,30 %
4	61-67	0	0 %
5	54-60	7	21,21 %

6	47-53	3	9,09 %
7	40-46	1	3,04%
Total		**33**	**100 %**

Based on the table above, it can be inferred that from 33 students as the sample in this research, there was 2 student who included in the score of 81–90 or 6,06 %, 10 students who got the score 75-80 or 30,30 %, 10 students who got the score 68-74 or 30,30 %, there were 7 students or 21,21 % who got the score 54 – 60, 3 students who got the score 47-53 or 9,09%, and for the last there was a student who got the score 40-46 or 3,03%. The chart below illustrated the frequency distribution of the student's reading comprehension in Post-Test:

Figure 6
The Chart of the Frequency Distribution of the Student's Reading Comprehension of Post-test



B. Hypotheses Testing

After applying the method, the writer analyzed the data by using t-test in order to prove whether there is any influence between experimental classes which using Small Group Instruction and control class which didn't using Small Group Instruction at the eighth grade of MTs Al Muhsins' Students in Academic Year of 2013/2014, as follows:

Preparing the table in order to prove whether there is any difference between the experimental class and the control class at the eighth grade of MTs Al Muhsins' Students in Academic Year of 2013/2014.

Table 15
The Authentic Table Of the Differences between Experimental Class and Control Class at the Eighth Grade of MTs Al Muhsins' Students In Academic Year of 2013/2014

NO	Experimental Class				NO	Control Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		ARB	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	Ak	30	70	40	1.	Arb	60	60	-
2.	Af	50	70	20	2.	Al	40	50	10
3.	Awa	40	60	20	3.	Ak	70	70	-
4.	Ala	60	80	20	4.	Ayp	50	50	-
5.	Ans	40	80	40	5.	Aip	60	60	-
6.	Ars	60	70	10	6.	Afh	50	60	10

7.	Anf	80	60	-20	7.	Aph	60	60	-
8.	Asp	70	70	-	8.	Aka	40	40	-
9.	Amr	70	80	10	9.	Ata	40	60	20
10.	Ba	60	60	-	10.	Bfi	50	50	-
11.	Ccd	80	80	-	11.	Dnt	80	70	-10
12.	Ds	60	80	20	12.	Dan	50	50	-
13.	Dpn	80	90	10	13.	Dwp	40	40	-
14.	Dpk	70	70	-	14.	Dzn	40	30	-10
15.	Erd	50	70	20	15.	Fna	60	60	-
16.	Fqr	70	80	10	16.	Fsy	70	70	-
17.	Fdp	60	70	10	17.	Fdk	40	40	-
18.	Ikh	50	50	-	18.	Hnf	60	60	-
19.	Ifp	60	60	-	19.	Inr	50	50	-
20.	Lss	50	70	20	20.	Lrp	40	40	-
21.	Laz	40	80	40	21.	Lin	50	60	-10
22.	Meh	60	50	10	22.	Mfs	50	60	10
23.	Msh	40	40	-	23.	Nas	60	60	-
24	Nsa	60	50	-10	24	Nar	60	60	
25	Naf	50	60	10	25	Olv	40	40	-
26	Pwa	70	80	10	26	Rad	60	60	-

27	Rz	80	60	-20	27	Riw	40	40	-
28	Ra	60	70	10	28	Raf	40	40	-
29	Sm	70	80	10	29	Sfq	40	50	10
30	Sr	60	70	10	30	Srf	50	50	-
31	Sm	40	80	40	31	Sdm	70	70	-
32	Tnm	70	90	20	32	Saa	40	30	-10
33	Zl	50	60	10	33	Yaz	70	80	10
The Result		**1940**	**2290**	**$\sum$ X=370**	**The Result**		**1720**	**1590**	**$\sum$ Y=30**

Putting the data into formula t-test in order to get $t_{observed}$:

$M_x = \frac{370}{33} = 11.21$

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

$= 5800 - \frac{(370)^2}{33}$

$= 5800 - \frac{136900}{33}$

$= 5800 - 4148.485$

$\sum x^2 = 1651.515$

$M_y = \frac{30}{33} = 0.90$

$\sum y^2 = \sum y^2 - \frac{(\sum Y)^2}{N}$

$= 1300 - \frac{(30)^2}{33}$

$= 1300 - \frac{900}{33}$

$= 1300 - 27.273$

$\sum y^2 = 1272.727$

Therefore the writer counted by using the formula of t-test as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{11.21 - 0.90}{\sqrt{\left(\frac{1651.515 - 1272.727}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{10.31}{\sqrt{\left(\frac{378.788}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{10.31}{\sqrt{(5.92x0.061)}}$$

$$t = \frac{10.31}{\sqrt{0.3610}} = \frac{10.31}{0.6008} = 17.16$$

Moreover, after putting the data above into formula t-test, the writer got observed is 17.16.

C. Interpretation

Last but not list, after applying the treatment the writer found $t_{observed}$ is 17.16, whereas, the determined of hypothesis testing is, if the $t_{observed}$ higher than t_{table}, Ha is accepted and Ho is rejected and on the other way $t_{observed}$ smaller that t_{table}, Ha is rejected and Ho is accepted.

1. Interpretation of $t_{observed}$

   If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected

   If $t_{observed} < t_{table}$, Ha is $_{rejected}$ and Ho is accepted

   The critical value $t_{observed}$ was 17.16, the researcher interpret it base on the quotation above. It can be known that there is significant influence of using small group instruction toward the students' reading comprehension at eighth graders MTs Al Muhsin North Metro.

2. Statistical Significance

   To know the critical value of t-test (t-observed), the writer firstly counted degree of freedom (df). The formulation of $df = N_x + N_y - 2$.

   $df = N_x + N_y - 2$

   $= 33+33-2$

   $= 64$

   After considering the t-test table by using df 64, the researcher not found it in t-table. So, it is done interpolation because 64 are higher than 60 and smaller than 120.

Table 16
Critical Value of t_{table}

Table Significance	5%	1%	0,1%
df 60	2.000	2.660	3.460
df 120	1.980	2.617	3.373

Table 17
Interpolation of t_{table}

Interpolation	5%	1%	0.1%
df 60 + df 120/2	$\frac{2.000 + 1.980}{2}$	$\frac{2.660 + 2.617}{2}$	$\frac{3.560 + 3.373}{2}$
	1.990	2.638	3.466

From all data analysis above, it can be known that:

$t_{observed}$ = 17.16

t_{table} = 1.990 (5%), 2.638 (1%) and 3.466 (0,1%)

After considering the t_{table} by using 5%, 1% and 0.1% all of the significance is bigger than $t_{observed}$. From all data above, it can be known that $t_{observed}$ 17.16 and t_{table} 1.990 (5%), 2.638 (1%), 3.466 (0.1%).

The data confirmed that $t_{observed}$ is bigger than t_{table} or 17.16 > 1.990 (5%), 2.638 (1%), 3.466 (0.1). Therefore it can be inferred that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.

Finally from the analysis above, it can be inferred that there is significant difference between the using of Small Group Instruction toward the students' reading comprehension at the eighth grade students of MTs Al Muhsin North Metro in the academic year of 2013/2014.

D. Limitation

However after conducting the research and gaining the data from test and documentation, the researcher found some problems faced by the student, as follows :

1. Teacher's Problem in applying Small Group Instruction

   Based on the researcher observation in the class, the researcher found that the students seems silently and have no idea or comments, so the teacher must be patient and actively in implementation the technique in learning process.

2. Students' problem in reading Class

   Some students found it difficult to comprehend the English reading text.

3. Students' problem in having vocabulary

   The students did not have enough vocabulary to explore the text

4. This research was conducted on the eighth graders MTs Al Muhsin, so the result was limited only to this class. Moreover, this research was held on the academic year of 2013/2014, and then the result of this research is only for that year.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After considering the t-test table by using df.64, the researcher not found it in the table. So it's done interpolation because 64 is higher than 60 and smaller than 120, and as the result, from interpolation by using df 64, it can be known that the critical value of t_{table} for the 5% level is 1.990, the critical value of t_{table} for the 0.1% level is 3.466. From those all of the data analysis, it can be seen that $t_{observed}$ (17.16) is higher than t_{table} (5% = 1.990, 0.1% = 3.466).

The data confirm that $t_{observed}$ is higher that t_{table}, therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is significant influence of Small Group Instruction through the students' reading comprehension at the eighth graders of MTs Al Muhsin North Metro, in the academic year of 2013/2014.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

   The teacher should choose the suitable technique in teaching English especially in reading class in order that the student can understand the material delivered by the teacher, because by an interesting technique in

teaching learning, it can automatically improve the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For The Students
   a. Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
   b. The students are suggested to improve their reading comprehension.
3. For The School
   a. The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in learning reading comprehension.

The school is recommended to make the further studies in applying the Small Group Instruction which is done by the teacher in learning reading.

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