

**THE EFFECT OF USING SMALL - GROUP WORK TECHNIQUE ON
THE STUDENTS ACHIEVEMENT IN READING COMPREHENSION
AT SMP MUHAMMADIYAH 06 MEDAN**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

Oleh:

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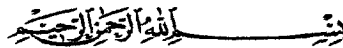
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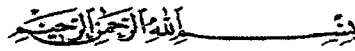
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ABSTRACT

Aprida, Aulia. “ The Effect of Using Small - Group Work Technique on the Students Achievement in Reading Comprehension At SMP MUHAMMADIYAH 06 MEDAN.” Thesis. Faculty of Education and Training Teacher University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study deals with the effect of using small-group work (sgw) technique on Student’s Reading Comprehension. The objective of the study is to find out whether the use of SGW learning has a significant effect on students reading comprehension. In carrying out this study. The research took 82 students of SMP MUHAMMADIYAH 06 MEDAN as the sample of the study. It was divided into two groups. The first group (Experimental Group) which contain was taught by using SGW. Which contain of 43 students was taught by using conventional method. The result shows that the students were taught by using SGW were higher that the students taught by other text. Value were got is $149,8 > 0.05$. it means that SGW has applied to the students in teaching reading gave significant effect.

Keyword : small group work, reading comprehension, descriptive text

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is convey one's feelings though, intention or information to other both and the spoken form and in written form involves writer and reader. The role of teachers in giving motivation and the way to be developed the students ability in learning english in needed. Reading is the goal of english teaching in indonesia has been not achieved yet it showed that the students weakness in reading is still unsolved.

The written word surrounds us daily. It confused us, it depresses and amuses us, with the ability of reading, one is able to gain information and improve knowledge. This is one of the most important factors in modern society, each individual has to search for informtion through the medium of reading, since much information and knowledge are available in textbooks, journal, article, magazine, novel, short story, etc

Language proficiency consist of four skills namely : listening, speaking, reading, and writing. Reading is the important language skill for academic achievement, besides speaking, listening comprehension and then writing. Nuwnue (2010 : 3) states that reading is an activity to get information, increasing perception through written text and also interpreting and analyzing text. However reading comprehension is one of language skill, which needs to be mastered by students. Reading comprehension refers to the ability of understanding information presented

in written form. When student are learning to read, they are learning to get meaning and relate it to the knowledge that is already stored in their mind.

Mastery of reading is a significant problem in schools especially for SMP. Almost the number of the students can not read the text and to build the meaning from the text. The students do not interest in reading a text because they are difficult to comprehend the text, the teaching technique from the teacher can not solve the problem. The teacher still use conventional method that make the students get bored and monotonous. We know that when reading skills are inadequate or minimal, time is wasted, frustration can become overwhelming and the loss of interest may start the cycle which blocks further learning (Nuwnue 2010 : 3).

For Indonesian students, reading is still difficult to learn, particularly in reading English material. It is because English is still a foreign language in Indonesian. There are many factors that influence the failure of comprehending, namely lack of interest or concentration, lack of understanding words and sentence, how sentences relate to one another, how the information first together in meaningful ways and then the way of teaching reading still monotonous.

In addition. Medan Bisnis (2011) found that people of North Sumatra were definitely weak in reading comprehension and do not have interest in reading activity. Mulyadi as national commission chairman for child protection adds Indonesia students are frustrated with boring

teaching methods (The Jakarta post, 14 december 2016). The difficult of teaching reading and the failure of reading comprehension was also found on the researcher experience during the teacher taining practice(PPL) at SMP MUHAMMADIYAH 06 MEDAN. It was found that most of the students felt difficult and got bored in reading a text. They were not interest in reading was not effective. Students were only asked to translate the whole reading material and answer the question which is given by the teacher.

Considering to the condition above. It is needed to provide various technique and strategies in teaching reading. The educators need to develop their ability in teaching reading, arends (2007:17) states that the final goal of teaching is to make the students to be an independent and self – regulation learner. It means that the ways of students learning is not books,their friends, adult and many more. One of the teaching technique that can be tolerance is small group work. Its an active reading technique.

According to Snow (2002 : 21), Small Group Work Technique is one of the techniques in teaching learning process in which students are divided into several groups. Each group consists of four of five students, and they work together to solve a problem or a certain assignment. In brief, it can be inferred that the activity done in small group working technique is either to discuss ideas, to solve problems, or to complete the assignment collaboratively or cooperative either in the laboratory or in the classroom. According to Paris(2005:194), there are several advantages of

small group working technique. First the result of discussion is better than the individual work because in small group workin, the students can share each other. Second, the student will be more motivated because they get new materials that they have never seen before. Third, the students are free to express their opinion and ideas as the leader of the member of a group. Fourth, all the members in a group will be involved in making a final result of the discussion. In addition, Further, paris (2005 : 184) points out small group working technique is beneficial, because it will increase the motivation and responsibility of the groups members, all members on each group will be able to find the job's weakness and try to make problem solving, and the activity involves all students in the classroom.

B. The Identification of the problem

The identification of the problem are follows:

1. Are students interested in small group work techniques?
2. Do students become more active in reading comprehension after doing small group work techniques?
3. Is it easier to understand the passage after doing small group work techniques?
4. How does the effect of small group work technique on students' reading comprehension ability?

C. Scope and limitation of the study

Curriculum used is Curriculum 2013 (K13) states that students should beable to understand the meaning of descriptive text, announcements, text

procedures, narrative, and recount texts, tips for telephone conversations. In this study, the text form is limited to narrative and descriptive texts, and literacy, interpretive, critical and creative. This study relies on a small group understanding of students' reading comprehension. Student in this research is third grader of SMP MUHAMMADIYAH 06 MEDAN.

D. The Formulation of the problem

The problems of this research are formulated as follows:

1. Is there a significant effect of small group work that is significant to the reading comprehension of the students?
2. What are the difficulties of students in applying understanding reading small group work?

E. The Objective of the study

Parallel to the research problem, the purpose of this study are:

1. To know the effect of small group work on the success of techniques on reading comprehension of students.
2. To know the difficulties found by students to apply small group work in the reading comprehension of students.

F. The Significance of the study

The findings of this study are useful for:

1. Research findings are expected to benefit teachers to improve their ability to teach reading.

2. It is expected that the results of this study will provide information for those interested in this research.

3. Their students can improve their ability to read understanding and have good reading on Generate small group work.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

1. The Nature of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading. Word and word knowledge and fluency (Klinger, Vaughn and Boardman 2007:2-3) McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. Our knowledge and experiences related to the key ideas in the text we read, influence what we learn and remember about what we read. World knowledge and word meaning influence our understanding

Reading comprehension refers to the ability to draw meaning from the printed page and interpret this information appropriately. The purposes of reading itself is reading to search for simple information, reading to skim quickly, reading to learn from text. Reading to integrate information, reading to write, reading to critique text, and reading for general comprehension. There is a process of

interpreting the words and sentence, the text organization, predicting the meaning and getting comprehension. Therefore comprehension is not a passive process by active one. The reader actively interacts with the text to construct meaning, this active interaction includes reading material. Interpreting the meaning, and activating the prior knowledge. When a person read a text, he is attempting to discover the meaning of what he is reading by using the visual clues of spelling, his knowledge, and his syntactic and semantic competence and to give a meaningful interpretation to the text without any effort or merely recognizing what is on the page and then interprets it, a process in which a stage of decoding precedes a stages of involvement with meaning.

Klingner, Vaughn and Broadman (2007, 6) notes some reasons for failure in comprehension. He divides the reasons into two types, namely : first, the reasons are connected with defective reading habits : second, the reasons arise directly from the text.

The Reason is connected with reading habits.

- Some students find it difficult to see the wood for trees. They may read slowly and carefully, paying a lot attention to individual points, but without successful in getting a clear idea of the overall meaning of a text.
- Other student (especially those who read quickly) do not always pay enough attention to detail. They may have a good idea general meaning of the text, but misunderstand the particular points. Sometimes, by overlooking an important small word (for instance) a conjunction, a

negotiation, and as modal verb. They may get completely false impression of the meaning of part of the passage.

- Some students are imaginative readers especially if they know something about the subject , or have a strong opinion about it. They may interpret the text in the light of their own experience and view points, so that they find it difficult to separate what the writer says from what they feel themselves.

The Reason Arise Directly from the text.

- Long and complicated sentences are difficult to cope with in a foreign language, even when the words are easy, syntactic completely may cause a reader to lose the read.
- Some writers favor a word and repetitive style : practice is needed to be able to see through the words to the ideas which is underlined them.
- A writer may express an important idea indirectly. In order to understand some text, one needs to be sensitive to the implication of a remark : to draw the necessary inference from what is not stated directly. This is of course particularly difficult in a foreign language.
- Words and expression, which the student does not know, obviously present a problem (unless he is working with a dictionary). However students do not always realize how easy it is guess many unknown words simply by studying the context. Some students indeed are so disturbed by unfamiliar vocabulary that their comprehension of the whole passage suffer.

2. Kinds of Reading comprehension

There are two different kinds of reading. They are extensive reading and intensive reading.

2.1. Extensive Reading

There are different definitions for extensive reading. Hedge (2003) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in Alyousef 2005) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researchers have shown great interest in extensive reading in the last years. A three-month extensive reading study was carried out by Hafiz and Tudor (1989 as cited in Alyousef 2005). The subjects of this study were Pakistani ESL learners in a UK school. The results obtained from this research indicated a significant advancement in the performance of the experimental subjects, particularly their writing skills. The subjects' improvement was somehow related to exposure to many lexical, syntactic, and textual features in the reading materials and the nature of the extensive reading materials. Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge (2003) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmes provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home. According to

Carrell and Eisterhold (1983 as cited in Alyousef 2005), extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hedge (2003) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

2.2. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003). Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension. According to Waring (2001), intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl (2003) found that there is relationship between intensive reading activities and language proficiency. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar, Durodo, Gonzalez,

Simmons, Kwok, Taylor, Davis, and Simmons (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

3. The factors of reading comprehension

A reader understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification, skills, reasoning ability, use of effective strategies to identify main idea and supporting detail, and an appreciation of text structure (Westwood 2001-23). Reading with understanding involves the smooth co-ordinating of higher order cognitive processes (thinking, reasoning, analysing, connecting, reflecting) and lower order processes (word recognition, decoding).

Some students are poor comprehension because they lack fluency in lower order reading processes. For example. Slow reading caused by inefficient decoding enhances it. In the case of good readers, automatically in word recognition allows short term cognitive capacity (working memory) to be devoted almost entirely to comprehension.

Students with limited vocabulary have comprehension difficulties for obvious reasons. They do not know the meaning of many words on the page, unless the text is very simple. So reading comprehension is closely related to a student's oral language comprehension and vocabulary.

4. Levels of Reading

Westwood (2001:21-22) states level of comprehension based on reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

1. Literal level

At the literal the basic facts are understood. Literal comprehension at this level involves surface meaning. For example, knowing that the lady's name is Miss Chow : she lives in an apartment on the 10th floor : her neighbors are noisy : she has complained to the landlord before. This information explicitly within the text.

2. Inferential of interpretative level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. At this level, they must be able to read critically and analyze carefully what they have read. Readers need to be able to see relationships among ideas, for example how ideas go together and also see implied meanings of these ideas. It is also obvious that before their students can do this. They have to first understand the ideas that are stated (literal comprehension). Interpretative or referential comprehension includes thinking processes such as drawing conclusions, making generalization and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following :

- a) Re – arrange the ideas or topics discussed in the text.

- b) Explained the authors purpose or writing the text.
- c) Summarize the main idea this is not explicitly stated in the text.
- d) Select conclusions, which can be deduced from the text have read.

For example. Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaint.

3. Critical level

At the critical level the reader assesses the good sense of what he or she is reading. its clarity, accuracy and apparent exaggeration or bias. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills :

- a) The ability to differentiate between facts and opinions.
- b) The ability to recognize statements.
- c) The ability to judge the accuracy of the information given in the text.

For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably make up the reader feel that moving up in the 18th floor may not suit Miss Chow and it is not good solution.

4. Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant make noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with miss Chow's problem: or might write a short story. Indicating what happens next time Miss Chow's is disturbed by her neighbors.

Moreover, good teachers are active readers. From outset they have clear goals In mind of their reading. they constantly evaluate whether the text, and their reading of it is meaning their goal. Good real readers typically look over the text before the read, nothing such things as the structure of the text and text section that might be most relevant to their reading goals. As they read, good readers frequently make prediction about what is to come, they read selectively, continually making decision about their reading, what to read carefully, what to read quickly, what not to read, and what to read and so on. Good readers construct, revise and question the meanings they make as they read. They draw upon, compare and integrate their knowledge with material in the text. They think about the authors of the text, they style believe intention and so on. They monitor their understanding of the text, they think about the authors of the text, making adjustment in their reading necessary. Good readers try to determine the meaning of unfamiliar words and concept in the text, and deal with consistencies of gaps as

needed. They evaluate the text quality and value, and react to text in a range of different ways. For example, when reading narrative, good readers attend closely to the setting and characters. When reading expository text, these readers frequently construct and revise summaries of what they have read. For good readers, text processing occurs not only during reading as we have traditionally defined it, but also during short breaks taken during reading, and even after the reading itself has concluded. Comprehension is a consuming and complex activity, but one that for good readers is typically both satisfying and productive. Moreover, the primary objective of reading is comprehension being able to find meaning in what is read.

5. Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

5.1. The Bottom-up Model

Carrell (1989 as cited in Ahmadi & Pourhosein Gilakjani 2012) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. There are some difficulties in this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection

between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words.

5.2. The Top-down Model

Goodman (1967 as cited in Ahmadi & Pourhosein Gilakjani 2012) stated reading as a “psycholinguistic guessing game” in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels (Nuttall, 1996 as cited in Ahmadi & Pourhosein Gilakjani 2012).

5.3. The Interactive Model

The effective reading needs both top-down and bottom-up decoding. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge (as cited in Ahmadi & Pourhosein Gilakjani 2012). According to

Stanovich (1980 as cited in Ahmadi & Pourhosein Gilakjani 2012), this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers should find reading instructions according to this model to boost L2 readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading techniques.

6. The measurements of reading comprehension

Turner (2000:161) states that in scoring the students' reading comprehension, there are some aspects of measuring reading comprehension.

They are :

a) Paraphrase recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The reader will assess them by looking at the way of developing the main idea and also coherency between the main idea with supporting ideas.

b) Information transfer

The teacher assesses the student's reading comprehension not only through their pronunciation, but also they transfer the information to others (listener).

c) Finding the Unstated Information

The study focuses on literal, interpretative, critical, and creative comprehension. The teacher assesses the students through their findings on the stated and unstated information. In conclusion, these aspects of measuring students' reading comprehension are very important to be known so that the teacher will know what aspects that they should be assessed. Because this study not involved read the text by the students, so the teacher assesses the students from the way of paraphrase recognition, the way of transferring information and from their findings on the stated and unstated information. In conclusion, those aspects of measuring students' reading comprehension are very important too be known so that the teacher will know what aspects that they should be assessed. Because this study not involved read the text by the students, so the teacher assesses the students from the way of paraphrase recognition, the way of transferring information and from their findings on the stated and unstated printed information.

7. Small Group Work Technique

According to Snow (2002:21), small group work technique is one of the techniques in teaching learning process in which students are divided into several groups. Small group working technique has become increasingly applied in

language teaching since it is seen to have many advantages. In groups, students tend to participate more equally and they are also able to experiment and use the language than they are in whole-class arrangement. Jones (2011:4) states that small group working technique can be helpful for the students in teaching learning process because it can provide some benefits. In addition, Bukart (2004 :3) claims that the major benefit of small group working technique is to improve students' knowledge by sharing with other group member and make the students' learning process more fun.

According to Paris (2005 : 194), there are several advantages of small group working technique.

1. The result of the discussion is better than the individual work because in small group working, the students can share each other.
2. The student will be more motivated because they get new materials that they have never seen before.
3. The students are free to express their opinion and ideas as the leader or the member of group.
4. All the members in a group will be involved in making a final result of the discussion.

Paris (2005: 5) points out that small group working technique is beneficial, because it will increase the motivation and responsibility of the group's members, all members on each group will be able to find the job's weakness and try to make problem solving, and the activity involves all students in the classroom.

Atherton (2010:4) says that small group working also helps students practice essential social, problem solving and communication skills needed for success in the workplace. In addition, groups serve as forums where students can personalize their learning experiences and identify and correct misconceptions and gaps in understanding. Planning and organization are necessary for groups to be productive learning mechanisms.

B. Relevant Research Studies

In this part, the writer states the relevant research which possible in increasing reader interesting view on the effect of communicative approach toward reading comprehension. In the following instance, actually the writer does not find out yet the some study therefore; here is study that is relevance to this study.

Research related to this research are: first of this research which has relevance to this research done by SOVENDA SEPTA HASTOYO (2009/2010) about IMPROVING COMPETENCY OF STUDENT SPEAKING THROUGH SMALL GROUP WORK TECHNIQUE: Case Study in Year Two of Junior High School. MI Al Islam Grobagan Surakarta.

The problem of his studies, namely: because the age level of students should be able to speak English as a means of communication. According to teachers, class 1 Smp is a class that has a major problem in speaking, The treatment of them is necessary to improve their speaking ability. From the way they behave, it is known they inherit pop culture. It means not like to be ordered but willing. They act like They are the center of attention that can be a trendsetter for everyone.

The research used in this research is Quantitative design using Ex-post Facto Research. The result of his research in hypothesis test that used t-test 3.55 at significance level 0,05 (df = 38) is 0,320 ($3,55 > 0,320$) H_a said (Alternative Hypothesis).

Further, the difference in research can be seen in the design used. He used the Quantitative design using Ex-Post Facto and Researchers now use Experimental Design. While the similarity of this research is the researcher method in teaching and learning process.

Research related to this research is: both research which have relevance to this research done by MUHAMMAD IHSAN (2005) about IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN THROUGH SMALL GROUP WORK TECHNIQUE: Case study in third year of eighth grade SMP.Negeri 2 GODEAN.

His study problem was: he found that the ability to speak in using English through a process approach through a retelling story. this study also describes students who live away from tourist areas. In this research also used descriptive analysis where researcher give brief descriptive. This research also explains the students' speaking ability by using small group work technique.

The research used in this research is classroom action research. Furthermore, the difference in research can be seen in the design used. He uses classroom action research and Researchers now use Experimental Design. Meanwhile, the similarity of this research is the same thinking about SMALL GROUP WORK TECHNIQUE.

C. Conceptual Framework

Reading comprehension is the mental process by which readers take the words encoded by a writer and use them to construct an interpretation of what they think the writer intended to convey. Reading comprehension involves students prior knowledge, experience and vocabulary. It can really help students easily in getting information from reading text. In comprehending reading, there are four levels of reading comprehension. In order to help students easy to comprehend the text or let the students achieve better understanding in reading comprehension.

There are four levels of reading comprehension. They are literal, interpretive, critical and creative. In this study, all levels of reading comprehension are discussed. A literal understanding is the ability to understand what the authors write by identifying the main ideas, their effects and the detailed sequence they encounter and most importantly the understanding of the vocabulary, the meaning of the sentence and the meaning of the paragraph. Understanding interpretation is the ability to understand what the author states by taking ideas and facts that are not directly expressed on the printed page. Critical understanding is to evaluate written material comparing ideas found in material to known standards and draw conclusions about accuracy, conformity, and timeliness. . Creative understanding is the ability to read to create new ideas, solutions to a problem, a new way of looking at things from the ideas plucked out of the text.

In order to comprehend the text, it is related to the techniques used in the teaching and learning process. Because it is small group work. SGW was developed by involving students in reading texts. This technique enhances

students' understanding of textual information. So in this application, SGW will increase students' knowledge by sharing with other group members and make student learning process more fun. turning the class into a supportive learning team, this group keeps students energized, motivated and provides support for completing complex tasks. Therefore, it can be assumed that small group work techniques will improve the quality of teaching and learning process and student learning achievement.

D. Hypothesis

In accordance with the theoretical and conceptual framework, the hypothesis is formulated as follows:

Ha: there is no significant effect of small group work technique (SGW) on reading comprehension.

Ho: there is significant influence between small group work technique (SGW) on reading comprehension.

CHAPTER III
METHOD OF RESEARCH

A. Location

The place of the research was SMP MUHAMMADIYAH 06 MEDAN, the school will chosen as the place of this study because the same research has never been conducted there before, the students will be taught reading in English lesson and it is accessible in terms of time and fund.

B. Population

Based on the sugiono (2013 : 117) statement which means that population was generalization area that consist of object / subject which has certain quality and characteristic from the researcher to learned and then make conclusion. so Based on this theory, the population of the thus research was taken the IX grade student' academic year 2017/2018 of SMP MUHAMMADIYAH 06 MEDAN which consist of parallel class. It can be seen in table 3.1

Table I

The Population

No	Class	Population
1	IX-1	39
2	IX-2	42
3	IX-3	43
4	IX-4	43

5	IX-5	43
6	IX-6	43
7	IX-7	43
TOTAL		296

C. Sampel

Based on the statement sugiyono (2013: 118) which means the sample is part of the number and characteristics possessed by the population. The sample will be a random sample. The students are divided into two groups. The experimental group and the control group, each group has 39 students. The experimental group will be taught by using small group work techniques and control groups taught using conventional methods.

Table II

Sample

No	Class	Sample
1	IX-1	39
2	IX-4	43
TOTAL		82

D. Research Design

Type of research in this research was conducted by using experimental research, which will be done with two tests groups randomized pre test and post test design. The design is applied to determine the influence of small group work techniques in reading comprehension. Obviously the research design can be thought of as follows.

Table III
Research Design

Randomly Assigned	Pre - test	Treatment	Post-test
Experimental	ü	ü	ü
Control Group	ü	-	ü

E. Instrument of The Research

The Data of this study are collected by applying multiple choice test. Multiple choice test. Multiple choice formats are practical, reliable and they give the possibility of an easy and consistent process of scoring and grading. The test is consisted of 30 items. Each item of test included options, namely a,b,c and d, students are asked to choose the correct answer of descriptive text by crossing the correct answer.

F. The Procedure of Research

1. Pre-test

Pre test will be given to both classes (control group and experimental group) before presentation of treatment or teaching. This means knowing the sample homogeneity.

2. Treatment

To know the effect of reading teaching by using small group work technique on reading comprehension, treatment is done in experimental group. As a procedure, the teacher gives some text to the students and apply small group work technique to understand the text.

The activities learning process will be follow :

Table IV

The Treatment for experimental group and control group

Experimental group SGW Technique	Control group conventional method
1. Teacher opened the class by greeting the students and giving explanation what the class is giving to do in the meeting.	I. Teacher opened the class by greeting the students and explaining about what topic the students are

<p>Students responded the teachers greeting and listened to the teachers explanation.</p> <p>(10 minutes)</p>	<p>going to do in this section .</p> <p>Students responded the greeting and listened to the teacher explanation.</p> <p>(10 minutes)</p>
<p>2. Teacher introduces and demonstrates comprehensive reading readings by applying small group work (SGW) techniques</p> <p>First, the teacher explains what the SGW technique is, and then the teacher shows the text to the students and analyzes it based on SGW a step. Second, teachers explain the purpose of small group work techniques.</p> <p>Students pay attention to teacher's dominance in teaching reading</p>	<p>II. Grouping</p> <p>Teacher divided the class into cooperative groups and choose a tutor for each group.</p> <p>Students belong to their each groups there were 4 person for each group.</p> <p>(5 minutes)</p>

<p>comprehension using SGW technique.</p> <p>(10 minutes)</p>	
<p>3. Grouping</p> <p>The teacher puts the students into the right group, teacher Provide a role in the group to encourage student participation teachers divide students into groups. Each student has their own group, each consisting of 3 people.</p> <p>(5 minutes)</p>	<p>III. Teacher gave the topics of reading material to the students.</p> <p>Students got the topics of reading material and read it.</p> <p>(5 minutes)</p>
<p>4. Modelling the technique</p> <p>The teacher gives an example of applying this technique to the students. First, the teacher shows the text to the students. Then the teacher explains the subject of the text. After that, the teacher writes it in 20 words. And finally, the teacher makes the final count of the</p>	<p>IV. Teacher asked students to find out the difficult words and translate the hole of text.</p> <p>Students tried to find out the difficult words</p>

<p>text.Students paid attention to the teacher explanation.</p> <p>(10 minutes)</p>	<p>and translate the text.</p> <p>(35 minutes)</p>
<p>Pre – Reading</p> <p>The teacher gives a section for each group. The teacher asks the students to express their ideas so they can help them understand the subject matter and discuss it with their group. In this case, the teacher asks the students to read the text by scanning the reading technique. The students predicted the main point of the text by scanning the passage to get a feel for what it would be about. In this case, the way of scanning the text are :</p> <ol style="list-style-type: none"> i. Stated the specific information you are looking for. 	<p>V. Teacher asked students to answer the reading comprehension test.</p> <p>Students answered the test of reading comprehension individually.</p>

<p>ii. Tried to anticipate how the answer would appear and what clues you might use to help you locate the answer.</p> <p>iii. Used headings and any others aids that would help you identified which.</p> <p>Section might contained the information you were looking for.</p> <p>iv. Selectively read and skip through section of the passage.</p> <p>(15 minutes)</p> <p>5. Reading</p> <p>Teacher asked students to read the passage / text and asked them to make the summary for every paragraph.</p> <p>The students read the assigned</p>	<p>(30 minutes)</p> <p>VI. Closing</p> <p>Teacher closed the class.</p>
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<p>text, students read the first paragraph and wrote a sentences summarizing the first paragraph using 20 words . read the second paragraph . wrote 20 word or less statement about the first and second paragraph combined. Continued until the entire passage has been read and summarized using one sentences of 20 words or less.</p> <p>(20 minutes)</p>	<p>(5 minutes)</p>
<p>6. Post – Reading</p> <p>Teacher asked students to make the result summary of the text.</p> <p>Students made their own summary of the text.</p> <p>(15 minutes)</p>	
<p>7. Closing</p>	

<p>Teacher closed the class and greeting the students.</p> <p>(5 minutes)</p>	
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1. Post – Test

After conducting the treatment, a post test will be given to the students.

The post test functional is to get the mean scores of experimental group and control group. It is applied to know the effect of teaching presentation in both classes.

2. Scoring the Test

In scoring the test, the researcher used score ranging from 0-100 by counting the correct answer and applying this formula :

$$S = \frac{R}{N} \times 100$$

In which : S = score of the test

 R = Number of Correct answer

 N = Number of question

G. Validation of the Test

The validation consist of the establishment of reliability and validity. These two factors should be fulfilled by a test before it can be

used to drive valid data in research. The establishment and procedure of each aspect is discussed in the following parts :

1. Validity

Validity is the extend to which it measures what is supposed to measure according to Heaton (2002 :53). This study used content validity that will concern with how well the test measure the subject matter and learning outcomes cover during in instructional period content. Validity is a procedures in which the items of the test are representative both to the content of the curricullum and behavioral objectives. Behavioral objectives in reading comprehension are different from those in other subjects. The behavioral objectives are not classified into knowledge, comprehension, application, etc. As what Bloom proposed but into literal, inferential, critical and creative comprehension.

Table V

Table of specification

No	Descriptive Text	Level of comprehension				Total
		Literal	interpretation	Critical	Creative	
1.	Text 1 “ My Pet”	4	3.6	1.2	5.7	7
2.	Text 2 “ Paris”	8.9.12	10	13	11.14	7
3.	Text 3 “ the Hobbit”	16.18	17.19	15.22	20.21	8
4.	Text 4 : “My	26.29	24.25.27	23.28	30	8

	Bestfriend''					
Total		8	8	7	7	30

2. Reability

The reability of a test concern its concern its precision as a measuring instrument or it can be said that refers to the consistency of the measurement. Reability is the of quality of consistency that the instrument of procedures demonstrated over a period of time. To obtain the reability of the test, this research use kuder – richardson formula (KR21)as following :

$$R = \frac{k}{k-1} \left[1 - \frac{M(K-M)}{K.S^2} \right]$$

R = coefficient reability

K = The number of items in the best

M = The mean of the test scores

S^2 = The standart deviation of the scores

According to best (2002:308) the coefficient of (r) can be interpreted using these criteria as follows :

0.0 to 0.20 : Neglible

0.21 to 0.40 : Low

0.41 to 0.60 : Moderate

0.61 to 0.80 : Substantial

0.81o 1.00 : High to very high

H. The Technique for Data Analysis

To find out the effect of SGW Techique in teaching reading on student achievement in reading comprehension, mean of the control group and experimental group compared by using test formulas on level of significance 0.05. the formula test, as follows :

$$T = \frac{Mx - My}{\sqrt{\left(\frac{dx - dy}{Nx + Ny - 2}\right) \left(\frac{1 + 1}{NxNy}\right)}}$$

Mx = Mean of experimental group

My = Mean of control group

Dx = The standart deviation of experimental group

Dy = The standart deviation of control group

Nx = The total sample of experimental group

Ny = The total sample of control group

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Description of Data

TABLE VI

The Scores of Pre Test and Post Test in both of classes

Experimental Group

No	Initial Name	Pre Test (Y1)	Post Test (Y2)
1	AZI	30	76
2	AHM	36	80
3	APS	26	90
4	AZR	30	86
5	BAY	30	76
6	CSR	33	80
7	DIT	33	80
8	DWI	40	90
9	ESL	36	80
10	FMA	50	83
11	FSI	36	80
12	FIM	36	80
13	FSA	36	86
14	ISA	33	73
15	KNA	40	80
16	LA	40	80
17	M.RI	33	83
18	MHA	40	90
19	M.AR	33	73
20	M.FN	40	80
21	M.IN	30	76
22	NAP	36	83
23	NHA	36	86
24	NHI	30	86
25	NAP	50	83

26	PNA	40	90
27	QHK	36	86
28	RPW	40	90
29	RAI	30	86
30	RDR	36	80
31	RAH	26	86
32	RN	33	83
33	SHA	33	80
34	SAU	26	90
35	TAY	50	83
36	TMH	36	83
37	VMD	33	73
38	WPA	40	80
39	WAN	33	83
TOTAL		1458	3213
MEAN		37,38	82,38

TABLE VII**The Scores of Pre Test and Post Test in Both of Classes****Control Group**

No	Initial Name	Pre Test (Y1)	Post Test (Y2)
1	ACH	36	66
2	ASA	36	66
3	ASN	36	66
4	ASN	26	73
5	ASH	26	66
6	AAP	26	73
7	ARA	26	73
8	BAR	26	73
9	BPS	36	73
10	DAI	36	73
11	DYA	36	73
12	DAS	36	70
13	DKI	36	73
14	EDA	36	73

15	EHT	36	73
16	FST	36	67
17	HSA	36	73
18	HPN	30	73
19	IPI	50	76
20	JAN	50	76
21	JPS	30	70
22	LKD	50	76
23	MSH	30	70
24	MM	30	70
25	MRI	30	70
26	M.FP	30	70
27	M.RG	50	76
28	M.SN	30	70
29	M.TS	30	70
30	NSP	30	67
31	NAK	30	67
32	PMI	30	67
33	REI	36	70
34	RAI	33	70
35	RI	33	70
36	SRI	33	70
37	SHA	33	70
38	SSP	33	73
39	TA	33	73
40	WRA	33	73
41	WDI	33	73
42	YKA	30	70
43	YLA	36	73
TOTAL		1458	3057
MEAN		33,90	71,09

B. Data Analysis

The data were analyzed by computing reability and t-observed which related to examine the hypothesis in order to answer the research problem.

C. Testing Hypothesis

The basic of testing hypothesis in this research were :

If $t\text{-observed} > t\text{-table}$, the hypothesis will be accepted.

If $t\text{-observed} < t\text{-table}$, the hypothesis will be rejected.

In this research, the value of $t\text{-table}$ for the degree of freedom (df) 80 at level of significance (α) 0.05 was 2.000.

The result of computing $t\text{-test}$ shows that $t\text{-observed}$ ($t\text{-obs}$) is higher than $t\text{-table}$ as follows :

$$t\text{-obs} > t\text{-table} \quad (\alpha=0.05;df=80)$$

$$149.8 > 2.000 \quad (\alpha=0.05;df=80)$$

Based on the data above, the writer concluded that alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that “ there is a significant effect of applying SGWtechnique on students ‘reading comprehension’”.

D. The reliability of the test,

In order to obtain the reliability of the test, he writer used Kuder Richardson method formula 21 (KR-21) as following :

$$R = \frac{k}{k-1} \left[1 - \frac{M(K-M)}{K.S^2} \right]$$

Where :

$$K = 39$$

$$M = 22.54$$

$$S^2 = 513.07$$

The calculation shows that the coefficient reliability of the test was 0.40. It means that the relations of coefficient reliability is substantial.

TABLE VIII

The Score of the Reliability of the Test

No	Intial Name	Score (x)	Squared Score (X2)
1.	AZR	23	529
2.	BAY	19	361
3.	DIT	24	576
4.	DWI	27	729
5.	ESL	24	576
6.	FMA	25	625
7.	FSA	26	676
8.	MAH	27	729
9.	M.AR	22	484
10.	RN	25	625
11.	SAU	27	729
12.	TAY	27	729
13.	TMH	20	400
14.	WPA	25	625
15.	WAN	24	576
16.	ACH	20	400
17.	ASA	20	400
18.	ASN	20	400
19.	ASN	20	400
20.	ASH	22	484
21.	AAP	22	484
22.	ARA	22	484
23.	BAR	22	484
24.	BPS	22	484

25.	DAI	22	484
26.	DYA	22	484
27.	DAS	22	484
28.	EDA	22	484
29.	EHT	19	361
30.	FST	19	361
31.	HSA	22	484
32.	HPN	22	484
33.	IPI	23	529
34.	JAN	23	529
35.	JPS	21	441
36.	LKD	23	529
37.	MSH	21	441
38.	YKA	21	441
39.	YLA	22	484
TOTAL		879	20010

The calculation of The Reliability of the Test

To obtain the reliability of the test, the researcher used kuder-Richardson formula

21 (KR-21) as following :

$$R = \frac{k}{k-1} \left[1 - \frac{M(K-M)}{K.S^2} \right]$$

$$R = \frac{39}{39-1} \left[1 - \frac{22.54(39-22.54)}{39 \times 3.692} \right]$$

$$R = \frac{39}{38} \left[1 - \frac{371}{531.02} \right]$$

$$R = \frac{39}{38} [1 - 0.6]$$

$$R = 1.02 \times 0.4$$

$$R = 0.40$$

Where :

$$K = 39$$

$$M = \frac{\sum x}{N} = \frac{879}{39} = 22.54$$

$$S = \frac{\sqrt{\sum x^2}}{N}$$

$$S = \frac{\sqrt{20010}}{39}$$

$$S = \frac{141.45}{39}$$

$$S = 3.62$$

The calculation shows that the coefficient reliability of the test was 0.40. it means that the relation of coefficient reliability is substantial.

TABLE IX

The calculation of t-Test

Experimental Group

No	Initial Name	Pre Test (Y1)	Post Test (Y2)	Deviation	Squared Deviation
1	AZI	30	76	46	2116
2	AHM	36	80	44	1936
3	APS	26	90	64	4096
4	AZR	30	86	56	3136
5	BAY	30	76	46	2116
6	CSR	33	80	47	2209
7	DIT	33	80	47	2209
8	DI	40	90	50	2500
9	ESL	36	80	44	1936
10	FMA	50	83	33	1089
11	FSI	36	80	44	1936
12	FIM	36	80	44	1936
13	FSA	36	86	50	2500
14	ISA	33	73	40	1600
15	KNA	40	80	40	1600
16	LA	40	80	40	1600

17	M.RI	33	83	50	2500
18	MHA	40	90	50	2500
19	M.AR	33	73	40	1600
20	M.FN	40	80	40	1600
21	M.IN	30	76	46	2116
22	NAP	36	83	47	2209
23	NHA	36	86	50	2500
24	NHI	30	86	56	3136
25	NAP	50	83	33	1089
26	PNA	40	90	50	2500
27	QHK	36	86	50	2500
28	RPW	40	90	50	2500
29	RAI	30	86	56	3136
30	RDR	36	80	44	1936
31	RAH	26	86	60	3600
32	RN	33	83	50	2500
33	SBA	33	80	47	2209
34	SAU	26	90	64	4096
35	TAY	50	83	33	1089
36	TMH	36	83	47	2209
37	VMD	33	73	40	1600
38	WPA	40	80	40	1600
39	WAN	33	83	50	2500
TOTAL		1458	3213	1674	91340
MEAN		37,38	82,38		

$$M \chi = \frac{\sum a y}{N} = \frac{1674}{39} = 42.9$$

$$d\chi = \sum d\chi^2 - \frac{(\sum d\chi)^2}{N}$$

$$d\chi = 91340 - \frac{(1674)^2}{39}$$

$$d\chi = 91340 - 71853.2$$

$$d\chi = 19486.8$$

TABLE IX**The calculation of t-Test****Control Group**

No	Initial Name	Pre Test (Y1)	Post Test (Y2)	Deviation (d)	Squared Deviation (d ²)
1	ACH	36	66	30	900
2	ASA	36	66	30	900
3	ASN	36	66	30	900
4	ASN	26	73	47	2209
5	ASH	26	66	40	1600
6	AAP	26	73	47	2209
7	ARA	26	73	47	2209
8	BAR	26	73	47	2209
9	BPS	36	73	37	1369
10	DAI	36	73	37	1369
11	DYA	36	73	37	1369
12	DAS	36	70	34	1156
13	DKI	36	73	37	1369
14	EDA	36	73	37	1369
15	EHT	36	73	37	1369
16	FST	36	67	31	961
17	HSA	36	73	37	1369
18	HPN	30	73	43	1849
19	IPI	50	76	26	676
20	JAN	50	76	26	676
21	JPS	30	70	40	1600
22	LKD	50	76	26	676
23	MSH	30	70	40	1600
24	MY	30	70	40	1600
25	MRI	30	70	40	1600
26	M.FP	30	70	40	1600
27	M.RG	50	76	26	676
28	M.SN	30	70	40	1600
29	M.TS	30	70	40	1600

30	NSP	30	67	37	1369
31	NAK	30	67	37	1369
32	PMI	30	67	37	1369
33	REI	36	70	34	1156
34	RAI	33	70	37	1369
35	RI	33	70	37	1369
36	SRI	33	70	37	1369
37	SHA	33	70	37	1369
38	SSP	33	73	40	1600
39	TA	33	73	40	1600
40	WRA	33	73	40	1600
41	WDI	33	73	40	1600
42	YKA	30	70	40	1600
43	YLA	36	73	37	1369
TOTAL		1458	3057	1599	65035
MEAN		33,90	71,09		

$$M = \frac{\sum dy}{N} = \frac{1599}{43} = 37.18$$

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

$$dy = 65035 - \frac{(1599)^2}{43}$$

$$dy = 65035 - 59460.48$$

$$dy = 5574.52$$

From the data above, it is obtain that :

$$M_x = 42,9$$

$$M_y = 37.18$$

$$D_x = 19486.8$$

$$D_y = 5574.52$$

$$N_x = 39$$

$$N_y = 43$$

Therefore, The calculation of t-observed is

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{d_x + d_y}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{42.9 - 37.18}{\sqrt{\left(\frac{19486.8 + 5574.52}{39 + 43 - 2}\right) \left(\frac{1}{39} + \frac{1}{43}\right)}}$$

$$t = \frac{572}{\sqrt{\left(\frac{25061.32}{80}\right) \left(\frac{2}{43}\right)}}$$

$$t = \frac{572}{\sqrt{\left(\frac{50122.64}{3440}\right)}}$$

$$t = \frac{572}{\sqrt{14.5705}}$$

$$t = 149.8$$

E. Research Finding

the result of this research shows that there is differences of output between both of classes. Based on statistic calculation, t-observed (149.8) is higher for the degree of freedom (df) 80 at level of significance (a) 0.05. this differences takes places

because the effect of different treatment in each class. The experimental class was taught by using small group work technique while group was taught without using SGW technique. Based on theoretical and statistical findings, this research concludes that teaching reading comprehension by using SGW technique significantly effects that teaching reading comprehension without using SGW technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on research findings, the researcher concludes that there is a significant effect of teaching by applying SGW technique on students reading comprehension. Reading comprehension by applying SGW technique gives better result than that teaching reading comprehension without applying SGW technique.
2. It is proved statistical with t-observed (6.11). Reading comprehension by applying SGW technique has more significant effect that reading comprehension without applying SGW technique.

B. Suggestion

Based on the conclusion above, the researcher gives her suggestion as following :

- a. The using SGW technique is proved effective in upgrading students achievement reading comprehension, so the researcher suggest that English teacher should apply SGW technique in teaching reading comprehension.
- b. Before using SGW technique, the teacher should prepare himself or herself and the material well in making students awareness of thinking about the topic by asking themselves question.
- c. The using SGW technique has four steps that must be applied improving students reading comprehension. Therefore, teacher should expand

students potential so that they can relate the content of their reading text with what they know and they do not know and a low they should learn about it.

- d. The using SGW technique is difficulty for students who have no any interest in reading. That is why teacher should stimulate and motivate students to suppose the activity of reading as a pleasure.

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Class : Experimental Group (small group work technique)

ITEM TEST

Read the text carefully then answer the following question!

Text 1

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

1. The communicative purpose of this text is.....
 - a. to describe a particular animal
 - b. to share an amusing incident with others
 - c. to present two points of view about an issue
 - d. to inform the readers about the beauty of Dolgy
 - e. to retell events for the purpose of informing and entertaining
2. How does Dolgy look like?
 - a. big, fierce, and cute
 - b. big, fluffy, and fierce
 - c. small, fierce, and stink
 - d. small, fluffy, and cute.
 - e. small, fluffy, and stink
3. Whom Dolgy plays with when the writer goes to school?

- a. the witer's sister
- b. the writer's mother
- c. the writer's rabbit
- d. the writer's other dog
- e. small, fluffy, and cute.

4. Wht does Dolgy eat every morning?

- a. fish and rice
- b. bread and milk
- c. bone and milk
- c. rice and bone
- d. milk and fish
- e. rice and bread

Text 2

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile

de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

5. What is the communicative purpose of the text?

- a. to present two points of views about Paris
- b. to explain Paris, the capital city of France
- c. to describe Paris
- d. to retell Paris, the capital of France
- e. to persuade the readers to go to Paris, the capital of France

6. What are famous places in Paris?

- a. Pisa Tower and The louvre museum
- b. The cathedral of Notre Dame and Pisa Tower
- c. The louvre museum, Eiffel Tower, and Pisa Tower
- d. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
- e. Pisa Tower abd Eiffel Tower

7. How many people live in Paris?

- a. eight million people
- b. seven million people
- c. six million people
- d. five million people
- e. four million people

Text 3

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the

films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

8. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien
 - c. Peter Tolkien
 - d. J.R.R Jackson
9. They are based on the... (*Paragraph 1*). The word "they" in the sentence refers to...
 - a. The Hobbit books
 - b. The Hobbit actors

c. Adventure series films

d. The Hobbit film series

10. The films take place in the fictional world... (*Paragraph 2*). The antonym of

“fictional”

is...

a. Fabricated

b. Fictive

c. True

d. Imagined

11. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?

a. 1100

b. 1210

c. 1090

d. 1134

12. What did the Wizard want Bilbo to do in the movie?

a. To join the dwarves’ journey

b. To take care of the dwarves

c. To accompany him to meet smaug

d. To accompany dwarves and smug to the lonely mountain

13. The role of the dwarves’ leader is played by?

a. Thorin Oakenshield

b. Bilbo Baggins

c. Richard Armitage

d. Ian McKellen

14. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.

- a. Kindness
- b. Revenge
- c. Reconciliation
- d. Anger

15. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word “his” in the sentence refers to...

- a. Azoh
- b. Bolg
- c. Thorin and ancestors
- d. Thorin

16. How many people that lined in the red carpet on the first premiered The Hobbit film?

- a. 1000000
- b. 100000
- c. 10000
- d. 1000

17. Which of the following statement is false according to the text?

- a. The premiers of the hobbit movies were held in the different places of the same country
- b. The Hobbit movies consists of three epic adventurous film that were released on different years
- c. The first series of The Hobbit wasn't premiered in Europe
- d. The Third series of the Hobbit was premiered in a country of an European continent

Text 4

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

18. "My classroom is very big ". The underlined word ..

a. Large

B. great

C. fat

d. clean

e. dirty

19. Where does the teacher sit ?

a. In front of the classroom

b. Behind the whiteboard.

C. Behind the table

D. Under the map

E. behind the board

20. Where is the whiteboard ?

A. behind the table

B. Beside the teacher

C. Behind the wall

D. Behind the teacher

E. In front of the window

21. Does the writer like his class very much ?

a. No, it is not

b.yes, it is

c.yes, I am

d.yes, he is

text 5

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

22.What kind of text is the text above?

a.recount

b.descriptive

c.narrative

d.report

e.procedure

23. The generic structure of the text is

a.description – identification

b. Identification – description

c. Orientation – events – Reorientation

d. Reorientation – events – Orientation

24.“She has long and thick fur”. The antonym of the underlined word is...

a.Heavy

b.Length

c.short

d.fragrant

e.colored

25. How many dogs does the writer have?

a.1

b.2

c.3

d.4

e.5

26.What does Casper look like?

a.Short with long body and strong legs

b. Brown, with long and thick fur

c. Slim body, long legs

d. Thin fur and dots

27.Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because

....

a.she like brownies

b.she has brown ear

c.she has brown fur

d.she has black fur

e.she likes to eat brownies

text 6

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi.

Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

28. What does the second paragraph tell you about?

- a. Rohmi and her family
- b. Rohmi and her father
- c. Rohmi and her brother
- d. Rohmi and her friends

29.”...Rohmi and her brother work part-time to earn some money.”

What do the underlined words mean?

- a. work for the whole of working week
- b. work for only part of each day or week
- c. work for the purpose of getting money as much as possible
- d. work for family

30. Where did the writer sit ?

- a. in front of Rohmi
- b. behind Rohmi
- c. next to Rohmi
- d. far from Rohmi

THE ANSWER KEY (EXPERIMENTAL GROUP)

- | | |
|-------|-------|
| 1. A | 25. D |
| 2. D | 26. A |
| 3. D | 27. C |
| 4. C | 28. A |
| 5. B | 29. D |
| 6. C | 30. B |
| 7. D | |
| 8. A | |
| 9. B | |
| 10. D | |
| 11. C | |
| 12. C | |
| 13. A | |
| 14. C | |
| 15. B | |
| 16. D | |
| 17. B | |
| 18. A | |
| 19. B | |
| 20. C | |
| 21. D | |
| 22. E | |
| 23. B | |
| 24. B | |

THE ANSWER KEY (CONTROL GROUP)

- | | |
|-------|-------|
| 1. B | 25. C |
| 2. C | 26. C |
| 3. C | 27. C |
| 4. A | 28. C |
| 5. D | 29. B |
| 6. C | 30. A |
| 7. A | |
| 8. B | |
| 9. B | |
| 10. D | |
| 11. C | |
| 12. E | |
| 13. B | |
| 14. C | |
| 15. E | |
| 16. D | |
| 17. A | |
| 18. C | |
| 19. C | |
| 20. A | |
| 21. B | |
| 22. A | |
| 23. B | |
| 24. E | |

**THE EFFECT OF USING SMALL - GROUP WORK TECHNIQUE ON
THE STUDENTS ACHIEVEMENT IN READING COMPREHENSION
AT SMP MUHAMMADIYAH 06 MEDAN**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

Oleh:

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MEDAN
2018**

ABSTRACT

Aprida, Aulia. “ The Effect of Using Small - Group Work Technique on the Students Achievement in Reading Comprehension At SMP MUHAMMADIYAH 06 MEDAN.” Thesis. Faculty of Education and Training Teacher University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study deals with the effect of using small-group work (sgw) technique on Student’s Reading Comprehension. The objective of the study is to find out whether the use of SGW learning has a significant effect on students reading comprehension. In carrying out this study. The research took 82 students of SMP MUHAMMADIYAH 06 MEDAN as the sample of the study. It was divided into two groups. The first group (Experimental Group) which contain was taught by using SGW. Which contain of 43 students was taught by using conventional method. The result shows that the students were taught by using SGW were higher that the students taught by other text. Value were got is $149,8 > 0.05$. it means that SGW has applied to the students in teaching reading gave significant effect.

Keyword : small group work, reading comprehension, descriptive text

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Medan, Maret 2018

The Researcher

AULIA APRIDA

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Class : Control Group (conventional method)

ITEM TEST

Read the text carefully then answer the following question !

Text1

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.

4. According to the passage, we know that Peter is

- a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

5. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

6. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. Peter is older than the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

7. What is the text mostly about?

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. Peter's elder brother

8. "He is fourteen years old . . . Than me."

The underlined word refers to

- a. Peter
- b. The writer
- c. The writer's brother

d. the writer's family

9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

a. Dislike sport

b. Really likes sport

c. Hates sport very much

d. Finds sport not really entertaining

10. "But he usually does what he is asked to do"

The underlined phrase means ...

a. He does anything he wants.

b. He always asks.

c. He is lazy.

d. He is diligent.

Text 2

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

11. For how many people the meeting facilities are up to?

A. 5000 people.

B. 4000 people.

C. 2000 people.

D. 1000 people.

E. 500 people.

12. The text mainly focuses on...

A. Bangkok's grandeur.

B. Bangkok's "River Kings."

C. The water of the Chao Praya.

D. The majestic river in Bangkok.

E. Shangri-La Bangkok.

Text 3

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the

scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

13. What is the main idea of the text?

- A. Losari beach is a awful place.
- B. Losari beach is a good place to visit.
- C. No body visit Losari beach.
- D. Many visitor on Pantai Gapura Hotel.
- E. No one stay at Losari Beach Inn.

14. How many hotels does the writer mention?

A. Six hotels.

B. Five hotels.

C. Four hotels.

D. Three hotels.

E. Two hotels.

15. Where is Losari beach located?

A. Somewhere at Makassar City.

B. Located at Jalan Penghibur.

C. Near Makassar City.

D. Far away from Losari Beach Inn.

E. Located only about 3 km from the center of Makassar (Karebosi Park).

16. what type of text above ?

A. narrative text

B. expository text

C. recount text

D. descriptive text

Text 4

Natural Bridge National Park

Natural Bridge National Park is lush tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the

main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

17. What is the function of paragraph 1?

- a. as an identification
- b. as an orientation
- c. as a thesis
- d. as a classification
- e. as an abstract

18. The text above is in form of.....

- a. hortatory exposition
- b. narrative
- c. description
- d. report
- e. explanation

19. What is the communicative purpose of the text?

- a. to present two points of views about natural bridge national park
- b. to explain the bridge national park
- c. to describe the bridge national park
- d. to retell the bridge national park
- e. to persuade readers to treat preserve the bridge national park

20. Where is the natural bridge national park located?

- a. 110 kilometers from South of Brisbane
- b. 110 kilometers from Pacific Highway
- c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

21. What the visitors will see in the night?

a. a common glow worm

b. the unique feature of the glow worms

c. a great dark cave

d. the unique rocks

e. the fantastic bridge

22. The word 'luscious' in the text means.....

a. succulent

b. dense

c. dull

d. dry

e. arid

Text 5

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Praya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

23. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Praya
- e. the majestic river in Bangkok

24. The type of text above is a/an.....

- a. report
- b. recount
- c. anecdote
- d. narrative
- e. descriptive

25. For how many people the meeting facilities are up to?

- a. 6000 people
- b. 4000 people
- c. 2000 people

d. 5000 people

e. 1000 people

26. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

Text 6

Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

27. what did victoria do before being a solo singer ?

A. married to david beckham ?

B. worked at fashion designer ?

C. joined the spice girl

D. Created fashion style

E. wrote many books

28. we found in the text that ?

A. Victoria named her fragrance by dVb style

B. Beckham is victoria's autoboighraphy

C. Beckham is victoria's brand for her fragrance

D. Posh Spice is the title of her new album

E. Spice Girls is Victoria's label for her wardrobe

29. Based on the text, what do we know about Victoria?

A. She is an ordinary woman

B. She is a multi-talented woman

C. She designed The Spice Girls

D. She married to an ordinary person

E. She arranged many songs for The Spice Girls

30. how many children victoria C. Beckham ?

A. three sons and a daughter.

B. two sons

C. one sons

D. four sons.

SMP MUHAMMADIYAH 06 MEDAN

LESSON PLAN

Subject : English
Class / Semester : VIII / I
Topic / Skill : Descriptive text
Alokasi Waktu : 2 X 40 menit
Pertemuan / Thema : 1 / reading

A. Standard of Competence

5. Understand the meaning of simple functional text and short essay in descriptive form related to the surrounding environment.

B. Basic Competencies

- 5.1. Reading aloud means functional text and short descriptive essay and simple essay with acceptable speech, pressure and intonation related to the environment.
- 5.2. Responding to the meaning and steps of simple rhetoric and short essay accurately, fluently and gratefully related to the surrounding environment in descriptive text.

C. Indicator

1. Identify the meaning of the main idea in a descriptive text.
2. Identify the various information contained in the descriptive text.
3. Understand the communicative purpose of descriptive text given by the teacher

D. Learning Objectives

1. Students are able to Identify the meaning of the main idea in the form of descriptive text.
2. Students are able to Identify various information contained in descriptive text.
3. Students are able to Understand the communicative purpose of descriptive text given by the teacher

E. Learning Materials

Descriptive text is a text that describes something. For example, describing a person, an animal or an object, its form, its properties, its amount and so on. Descriptive text also aims to explain, describe or express a person or an object.

Generic Structure from Descriptive Text.

1. Identification
The identification section contains an opening and overview of a topic. Identification serves as an introduction of what we are describing. so that the readers or listeners do not misunderstand. In the introduction part should also mention the reason why the author chose the place to tell.
2. Description
The description section contains all of the general or special features or traits contained in the object, person, or animal you are describing. For example, when we

tell about a place, we can start from the overall features of a place such as how the landscape, the buildings, the weather, etc. then refer to specific details that complement the previous general description.

Example :

My Dog

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

(Identification)

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

(Description)

His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

Characteristic Features Descriptive Text

- Using Simple Present Tense. This tense is used because in descriptive text we will explain a fact or truth contained in a thing or person.
- Use many Adjective words. The word Adjective is used because in descriptive text we will describe the properties of an object, a human, or an animal.
- We will often encounter many words "is" or relating verbs in the descriptive text. because 'is' means 'is' leading to the explanation of the object, the person or animal we are describing.
- Descriptive text focuses only on one object.

F. Teknik / Metode Pembelajaran

- Small Group Work technique

G. Learning Steps

No	Teacher	Student	Alokasi waktu
1.	Preliminary activities <ul style="list-style-type: none"> • Students pray together. • Students are invited to greet each other. • Students are diabetic based on their present presence. 	Preliminary activities <ul style="list-style-type: none"> • Students pray together. • Students are invited to greet each other. • Students are diabetic based on their present 	

	<p>Apperception</p> <ul style="list-style-type: none"> • Teachers remind students of last week's learning about present tense and further learning about descriptive. • Students are asked how they feel about the lesson and their friends. 	<p>presence.</p> <p>Apperception</p> <ul style="list-style-type: none"> • Students listen and respond to teacher's remarks • Students respond teacher question. 	8 minute
2.	<p>Core activities</p> <p>a. Exploration</p> <ul style="list-style-type: none"> • The teacher reads the introduction of descriptive text which will then be linked to the topic of matter to be explained. • The teacher provides some vocabulary that can be used to describe the parts of the body that students should learn in pairs. <p>b. Elaboration</p> <ul style="list-style-type: none"> • Teachers make students create groups with 3 members • Each Group makes the Group Leader to make a report on the progress and results of the group work. • The teacher gives each group a descriptive text • The teacher asks the students of each group to understand from the descriptive text • The teacher asks each group to answer questions from the descriptive text. 	<ul style="list-style-type: none"> • Students listening to Master read the introduction of descriptive text which will then be linked to the topic of matter to be explained • Students are refreshing Teacher provides some vocabulary that can be used to describe the parts of the body that students should learn in pairs. • students create groups with members 3 members • Each Group makes the Group Leader to make a report on the progress and results of the group work • The teacher gives each group a descriptive text • students each group looking for the generic structure of the descriptive text • each group answered the question of the descriptive text. • Each group presents their work. 	<p>10 minute</p> <p>15 minute</p> <p>15 minute</p> <p>14 minute</p>

	<ul style="list-style-type: none"> • Each group presents their work. • Teachers and students make conclusions <p>c. Confirmation</p> <ul style="list-style-type: none"> • Questioning with students to straighten out misunderstandings and provide reinforcement 	<ul style="list-style-type: none"> • students make a conclusion 	10 menit
3.	<p>Closing activity</p> <ul style="list-style-type: none"> • Teacher gives an assessment • closing 		8 menit

H. Learning resources

1.sources of learning

- www.bahasainggris.com
- Buku bahasa.inggris untuk learning more english 3 for Grade IX junior high school, penerbit grafindo media pratama bandung.

I. Assessment of learning outcomes

- Assessment techniques

writing test

- Form of instrument

Multiple choice

Instrument	Tekhnik penilaian	Ket
Read the text carefully then choose the correct answer from the text	1. Multiple choice	

Text 1

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

1. The communicative purpose of this text is.....
 - a. to describe a particular animal
 - b. to share an amusing incident with others
 - c. to present two points of view about an issue
 - d. to inform the readers about the beauty of Dolgy
 - e. to retell events for the purpose of informing and entertaining
2. How does Dolgy look like?
 - a. big, fierce, and cute
 - b. big, fluffy, and fierce
 - c. small, fierce, and stink

d. small, fluffy, and cute.

e. small, fluffy, and stink

3. Whom Dolgy plays with when the writer goes to school?

a. the witer's sister

b. the writer's mother

c. the writer's rabbit

d. the writer's other dog

e. small, fluffy, and cute.

4. Wht does Dolgy eat every morning?

a. fish and rice

b. bread and milk

c. bone and milk

c. rice and bone

d. milk and fish

e. rice and bread

Text 2

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

5. What is the communicative purpose of the text?

- a. to present two points of views about Paris
- b. to explain Paris, the capital city of France
- c. to describe Paris
- d. to retell Paris, the capital of France
- e. to persuade the readers to go to Paris, the capital of France

6. What are famous places in Paris?

- a. Pisa Tower and The louvre museum
- b. The cathedral of Notre Dame and Pisa Tower
- c. The louvre museum, Eiffel Tower, and Pisa Tower
- d. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
- e. Pisa Tower abd Eiffel Tower

7. How many people live in Paris?

- a. eight million people
- b. seven million people
- c. six million people
- d. five million people
- e. four million people

Text 3

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

8. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien

- c. Peter Tolkien
- d. J.R.R Jackson

9. They are based on the... (*Paragraph 1*). The word “they” in the sentence refers to...

- a. The Hobbit books
- b. The Hobbit actors
- c. Adventure series films
- d. The Hobbit film series

10. The films take place in the fictional world... (*Paragraph 2*). The antonym of “fictional”

is...

- a. Fabricated
- b. Fictive
- c. True
- d. Imagined

11. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?

- a. 1100
- b. 1210
- c. 1090
- d. 1134

12. What did the Wizard want Bilbo to do in the movie?

- a. To join the dwarves’ journey
- b. To take care of the dwarves
- c. To accompany him to meet smaug
- d. To accompany dwarves and smug to the lonely mountain

13. The role of the dwarves' leader is played by?
- a. Thorin Oakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen
14. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.
- a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger
15. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word "his" in the sentence refers to...
- a. Azoh
 - b. Bolg
 - c. Thorin and ancestors
 - d. Thorin
16. How many people that lined in the red carpet on the first premiered The Hobbit film?
- a. 1000000
 - b. 100000
 - c. 10000
 - d. 1000
17. Which of the following statement is false according to the text?
- a. The premiers of the hobbit movies were held in the different places of the same country

- b. The Hobbit movies consists of three epic adventurous film that were released on different years
- c. The first series of The Hobbit wasn't premiered in Europe
- d. The Third series of the Hobbit was premiered in a country of an European continent

Text 4

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

18. "My classroom is very big ". The underlined word ..

a. Large

B. great

C. fat

d. clean

e. dirty

19. Where does the teacher sit ?

a. In front of the classroom

b. Behind the whiteboard.

C. Behind the table

D. Under the map

E. behind the board

20. Where is the whiteboard ?

A. behind the table

B. Beside the teacher

C. Behind the wall

D. Behind the teacher

E. In front of the window

21. Does the writer like his class very much ?

a. No, it is not

b. yes, it is

c. yes, I am

d. yes, he is

text 5

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

22. What kind of text is the text above?

a. recount

b. descriptive

c. narrative

d. report

e. procedure

23. The generic structure of the text is

a. description – identification

b. Identification – description

c. Orientation – events – Reorientation

d. Reorientation – events – Orientation

24. “She has long and thick fur”. The antonym of the underlined word is...

a. Heavy

b. Length

c. short

d. fragrant

e. colored

25. How many dogs does the writer have?

a. 1

b. 2

c. 3

d. 4

e. 5

26. What does Casper look like?

a. Short with long body and strong legs

b. Brown, with long and thick fur

c. Slim body, long legs

d. Thin fur and dots

27. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because

....

a. she like brownies

b. she has brown ear

c. she has brown fur

d. she has black fur

e. she likes to eat brownies

text 6

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

28. What does the second paragraph tell you about?

- a. Rohmi and her family
- b. Rohmi and her father
- c. Rohmi and her brother
- d. Rohmi and her friends

29. "...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

- a. work for the whole of working week
- b. work for only part of each day or week
- c. work for the purpose of getting money as much as possible
- d. work for family

30. Where did the writer sit ?

- a. in front of Rohmi
- b. behind Rohmi
- c. next to Rohmi
- d. far from Rohmi

key answer

- | | |
|-------|-------|
| 1. A | 25. D |
| 2. D | 26. A |
| 3. D | 27. C |
| 4. C | 28. A |
| 5. B | 29. D |
| 6. C | 30. B |
| 7. D | |
| 8. A | |
| 9. B | |
| 10. D | |
| 11. C | |
| 12. C | |
| 13. A | |
| 14. C | |
| 15. B | |
| 16. D | |

17. B

18. A

19. B

20. C

21. D

22. E

23. B

24. B

✚ Rubrik penilaian pilihan berganda

No	Uraian	Skor
1.	Jawaban benar	3,3
2.	Jawaban salah	0

Skor maksimal : 100

$$\begin{aligned} \text{Nilai siswa} &: \frac{\text{skor perolehan} \times 100}{\text{Skor maksimal}} = \\ &= \frac{\text{skor perolehan} \times 100}{100} = \end{aligned}$$

J. Lembar pengamatan karakter

No	Nama siswa	Religius	Rasa ingin tau	Semangat	Kreatif	Aktif	tekun
1.							
2.							
3.							
4.							

5.							
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Mengetahui :
Kepala SMP MUHAMMADIYAH – 06 Medan

Medan, 2018
Guru Mata Pelajaran

(Saifullah, S.Pd, M.M)

(JURIAH , S.Pd, M.Hum)