

**IMPROVING STUDENTS READING COMPREHENSION  
BY USING SMALL GROUP DISCUSSION  
AT SMPN 23 MAKASSAR**

**SKRIPSI**

By

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY "45" MAKASSAR  
2015**

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Submitted Partial the Fulfillment of the Requirements  
For the Sarjana Degree (S.Pd.)

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"Improving Students Reading Comprehension by Using Small Group Discussion at SMPN 23 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap kesulitan karya saya ini.

Makassar, 19 Agustus 2015

Yang Membuat Pernyataan



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## ABSTRAK

Maria Ririn. M 2015, *Improving Students Reading Comprehension by Using Small Group Discussion at SMPN 23 Makassar*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Muliati, S.Pd., M.Hum., M.Ed. dan Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.

Penelitian ini mengaplikasikan metode diskusi kelompok kecil untuk meningkatkan kemampuan membaca siswa. Tujuan penelitian ini adalah untuk mengetahui apakah metode diskusi kelompok kecil dapat meningkatkan kemampuan membaca siswa dan apakah siswa tertarik belajar membaca dengan menggunakan metode diskusi kelompok kecil.

Penelitian ini merupakan penelitian tindakan kelas. Sampel penelitian adalah siswa kelas IX.9 SMP Negeri 23 Makassar. Dalam penelitian ini digunakan teks bacaan untuk memperoleh data mengenai kemampuan membaca bahasa Inggris siswa SMP Negeri 23 Makassar.

Dari hasil analisis data diperoleh nilai rata-rata kemampuan membaca bahasa Inggris siswa pada siklus I adalah 61,42, dan nilai rata-rata hasil tes siklus II adalah 81,66. Dari hasil tersebut dapat disimpulkan terdapat pengaruh diskusi kelompok kecil dalam proses pembelajaran membaca bahasa Inggris siswa. Ini berarti bahwa penggunaan metode diskusi kelompok kecil dapat meningkatkan kemampuan siswa dalam pembelajaran bahasa Inggris.

Kata kunci: membaca, reading, diskusi kelompok kecil



## ABSTRACT

Maria Ririn. M 2015, *Improving Students Reading Comprehension by Using Small Group Discussion* at SMPN 23 Makassar. Skripsi, English Education Department. Supervised by Muliati, S.Pd., M.Hum., M.Ed. and Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.

This study applied a small group discussion method to improve students reading ability. The purpose of this study was to determine or not the small group discussion method can improve students' reading abilities and or not students are interested in learning reading by using the method of small group discussion method.

This research used class action research (CAR). The Sample is IX.9 grade students of SMPN 23 Makassar. This study used the reading text to obtain data regarding the ability to read English students at SMPN 23 Makassar.

From data analysis of the students English reading ability was obtained in the first cycle was 61.42, and the average of students value of the second cycle text is 81.66. From these results we can that there is the influence of a small group discussions in the process of learning reading. This means that the use of small group discussion method can improve students ability in learning English.

Key Words: reading, membaca, small group discussion.



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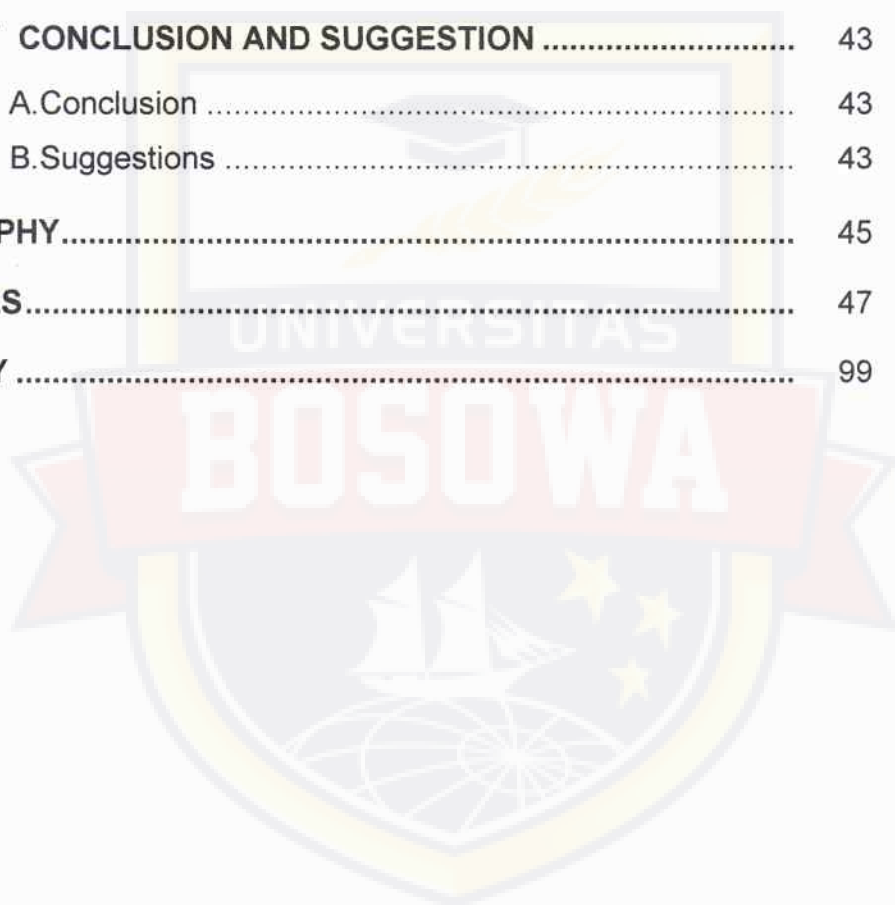
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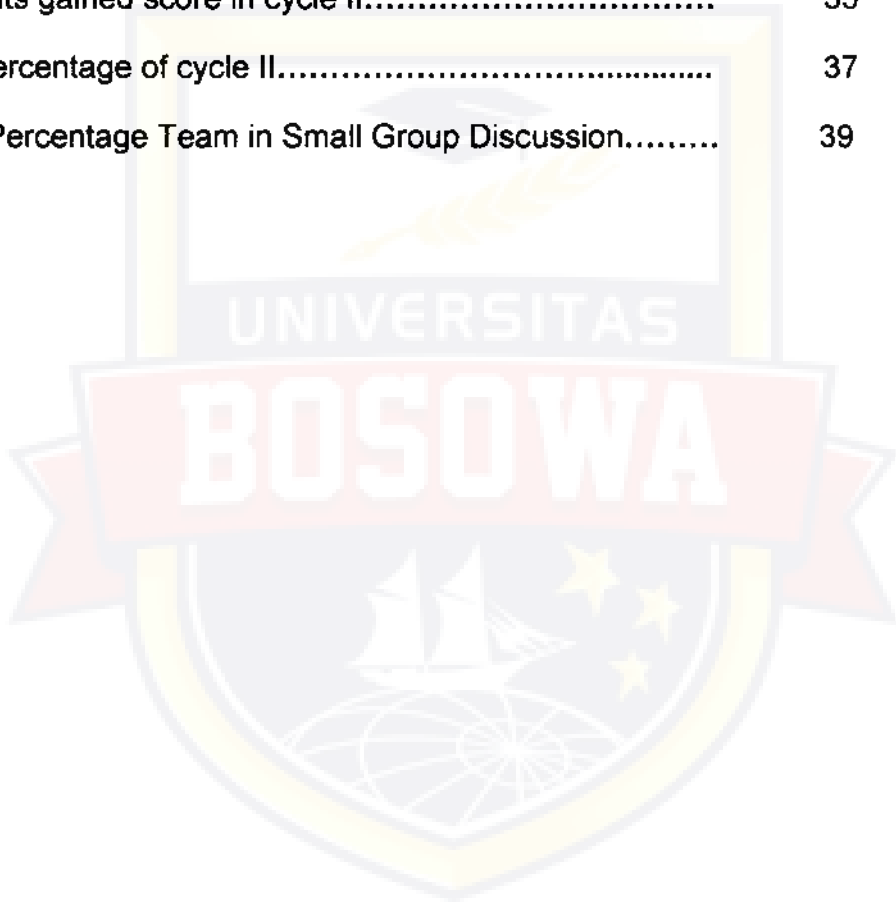
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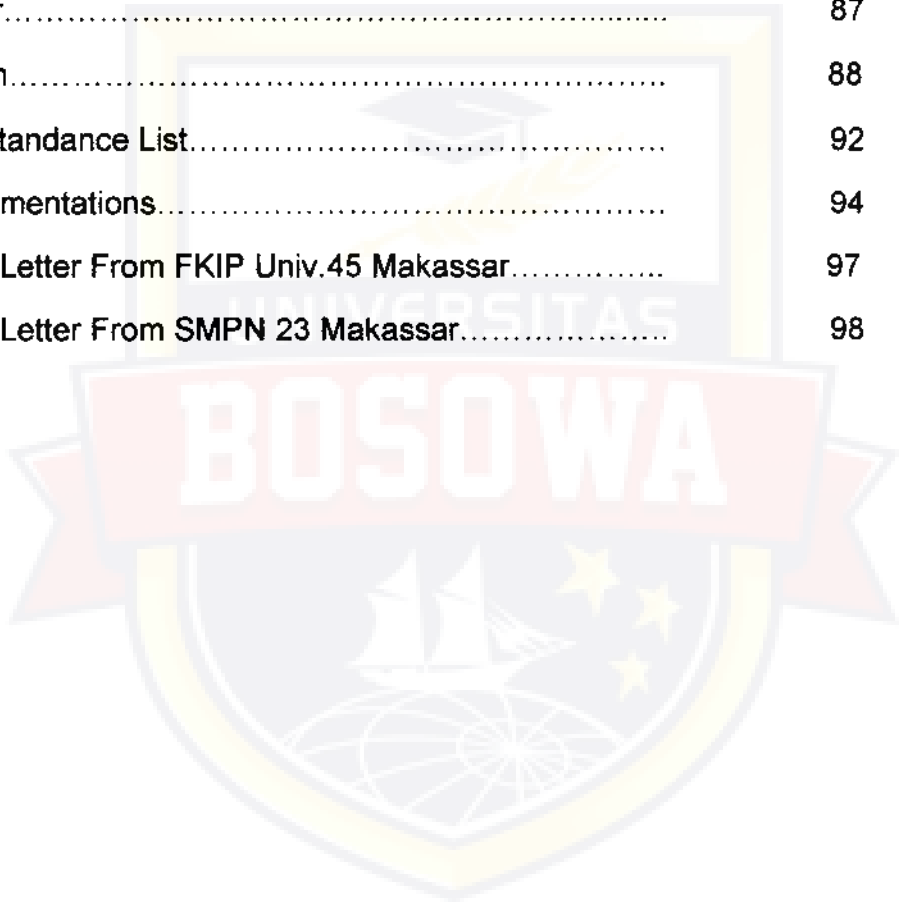
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## CHAPTER I

### INTRODUCTION

This chapter deals with background, problem statement, objective of the research, the significance of the research and scope of the research.

#### A. Background

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality. It is understood that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learner, such as pronunciation, spelling, and the cultural background of the language .Besides that we also remember that there are some important factors in foreign language learning ,which will mostly influence students, or learners in mastering the language.



Bustami Subhan (2000:18) in his paper (entitled) "Some Important factors in foreign language learning " explained that learning a foreign language involved five factors.

The first of all is intelligence. It is a gate for knowledge. Secondly, motivation plays influential role in encouraging students to learn the language. It covers both intrinsic motivation which comes from the students themselves and extrinsic one which comes from outside. The three and fourth ones have close relation with each other that intrinsic motivation which comes from the students themselves and extrinsic one which comes from outside. The three and fourth ones have close relation with each other that are student's attitudes and strategy of language learning. Facilities of language learning are the last factor which is not less important than the others in the Basic Course Outline (GBPP) of English curriculum 2004, it is stated that English is considered as a tool or instrument for expressing meanings

Based on the concept and the function of English as stated in that BCO the teaching of English at secondary school aims to develop the four language skills (listening, speaking, reading and writing). The Indonesian students start learning English at the Junior High School (SMP).

The process continues at Senior High School (SMA). In fact, now, English is also taught in some elementary schools as the local content and even in some kindergartens. The pupils are introduced to some English



vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education. This indicates the failure of teaching English in this country, as Ramelan (2001:4) stated that the teaching of English in Junior high School in Indonesia is not successful. It can be seen from the quality of SMP graduates' mastery of English.

Ramelan (2001:3) also stated that most SMU graduates are still very poor in reading comprehension, since they cannot usually read or understand articles in English dailies, magazines which are now in circulation in this country, even though the Basic Course Outline of English (BCOE) 2002 stated that among the four language skills, (listening, speaking, reading and writing), reading is the most emphasized in English teaching and learning process.

Quite simply, without solid reading second language readers can not perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text.

Furthermore, reading constantly involves guessing, predicting, checking, and comprehending group reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight.

This is particularly true of better readers; what may be undesirable as routine procedure has real value as an occasional variation.

Therefore it is important that a study of English especially reading should be done. The writer hopes there will be an improvement in the teaching of English. The title of this is "Improving Students Reading Comprehension BY Using Small Group Discussion at SMPN 23 Makassar.

### **B..Problem Statement**

Based on the background above, the research formulates research question is "How does Small Group Discussion Improve the Reading Comprehension of Nine Grade Students at SMPN 23 Makassar?.

### **C.Objective of the Research**

The objective of the research can be stated briefly as follows:to find the reading comprehension achievement of junior high school students using a strategy of small group discussion.

### **D.Significance of the Research.**

The result of this research is expected to be useful information for students and teachers of English in order to have more students comprehension is reading,and also expected to give a new insight in developing reading comprehension of the students.

### **E.Scope of the Research**

The research is restriced to the students'Improving student reading comprehension in research.That teaching foreign language vocabulary and fluency can be done by shaping the successive approximation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with some pertinent ideas, definition of small group discussion, the concept of reading comprehension, the kinds of reading comprehension, factors of effecting reading comprehension, the reading principle, and process of reading.

#### **A. Some Pertinent Ideas**

Small group its self, according to Barker (2007:159), is three or more people interacting face, with or without an assigned leader in such a way that each person influence and is influenced by another person in the group.

Johson (2003:78) gives solution that students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups. Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experiences available for solving problems or sharing the effort. the other hand, as the zise increase, fewer members have the chance to participate, and indeed the differences in relative participation increase to the point where one or two members begin to dominate.

Barker (2001:159) proposes that the best size in terms of total interaction and greatest efficiency is somewhere between five and seven members. the writer used the teams of four in the experimental class.

The Writer can explain about small group Its self , according to Baker he say a way that each person influence and is influenced by another person. Johson the say for students a way the students can give motivation In group, and Bakker say the very Important In terms of total Interaction.

## **B. Definition of Small Group Discussion**

A student with good comprehension can be categorized as the one who reads accurately and efficiently ,so as to get the maximum information from the text with the minimum of misunderstanding .However, language is not the only factor for successful comprehension.

The reason for failure in comprehension is connected with defective habits. Several things can go wrong in comprehension ability. Michael Swan (2001:1) illustrates:

1. Some students find it difficult to "see the wood for the trees." They may read slowly and carefully, paying a lot of attention to individual points, but without succeeding in getting a clear idea of the overall meaning of a text.
2. Other students do not always pay enough attention to detail. They may have a good idea of the general meaning of a text, but misunderstanding particular points.

3. Some students are "imaginative readers." Especially if they know something about the subject, or have strong opinion about it, they may interpret the text in the light of their own experience and viewpoints, so that they find it (is) difficult to separate what the writer says from what they feel themselves.

Other types of comprehension problem arise directly from the text itself. Even when a student is familiar with all words and structures in a passage, complexities in the way the writer expresses himself may present obstacles to efficient comprehension (Swan, 2001: 1).

Thus, to cope with those kinds of problem, the writer gives an alternative teaching technique in reading comprehension class, that is a small group discussion teaching technique.

Because of the many passages written in English as an international language, foreign language students, including Indonesian, learn English to broaden their knowledge by reading passages. It is not surprising that the Indonesian students may find some difficulties in comprehending English passages. What makes a passage difficult to understand is that the students are not really familiar with the language.

The writer has observed that the teaching of reading in foreign language classes still emphasizes the passive way. Furthermore, students of a foreign language class may read slowly and pay much attention carefully to individual points, but cannot get a clear idea of the overall meaning of the text. Using a small group discussion teaching technique, a

student is able to get the meaning of a passage by getting information from his fellows and teacher. Students can share the difficulties in the reading text to each other and provide themselves with the knowledge.

The small group discussion learning can be conceptualized in various ways and that proponents of the technique have assessed only certain types of model. But when the group has found out how to plan and work together, they may not all agree. The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and "lost". (Barker, 2007: 168)

Jacobsen (2003:211) states that when the teacher uses the traditional setting, or model, he begins with an objective and presents primary instructions to the class. Primary instruction is mostly presented in the form of lectures, text book readings, teacher-lead discussion, or possible combination of any of these procedures. He also said that the traditional setting is just with rows of desks and teacher's desk at front. So, the writer concludes here that in the traditional teaching model, the students focus all attention upon the teacher and discourages communication among students.

From Jacobsen's explanation about the traditional strategy the writer concludes that this is the strategy used by English teachers in SMP 23 Makassar.



By using this strategy, the teacher doesn't need to divide her students into small groups, she just discussed the lesson in large group or in classroom setting.

Students have only a little chance to express their opinion because the teacher speaks all the time. They get knowledge just from the teacher's explanation. In the traditional teaching mode, the students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen to their teacher and make notes for the useful information. This strategy is a strategy without group's work. The students only receive the knowledge from their teacher; they do not explore the knowledge themselves.

### **C. The Concept of Reading Comprehension**

(David Nunan,2002:23) said that "It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading" (Goodman,2005:33).

Therefore, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. The concept of reading comprehension could be bottom-up and top-down approaches.

Nunan (2000:33) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

According to Olson and Diller (2007:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sippy (2001:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

#### **D. The Kinds of Reading Comprehension**

The different types of reading comprehension are distinguishing based on the reader purpose and type of reading that they use. The following are commonly referred to (Goodman, 2005:33):

1. Literal comprehension reading in order to understand, remember or recall information explicitly contained in passage. The literal comprehension is the most fundamental in reading comprehension kinds because the reader must first understand what the author expresses before drawing an inference, making an evaluating or gaining an appreciation.
2. Inferential comprehension. Reading in order to find information that is not explicitly stated in the passage. To make a complete inference, the

readers must read the passage carefully ,put ideas and fact ,together to draw a conclusion the inference it by using their experience and intuition.

3. Critical or evaluative comprehension. Reading in order to compare information in passage with the reader own knowledge and evaluating whether or not the information expressed by the authors.
4. Appreciative comprehension .Reading in order to gain emotional or other kinds of valued response from passage.

#### **E. Factors of Effecting Reading Comprehension**

There are some factors effects comprehension of a reader according Carnine ( 2002:67):

1. Speed and perception

Some readers quick to grasp the meaning while the others are not those who are slower usually have difficulties and take longer comprehend .Comparing with the fact ones. It can use to the regression mark by the reader and the narrow vocabulary range.

2. The accurate of perception

A reader who perceives the ideas or massage of a passage wrongly will affect his comprehension .The ideas will make misunderstanding to the whole passage.

3. Memory an ability to recall information.

A reader may understand the reading material even tough he is not able to remember much of the actual content .In order to have a



good memory of the material ,retention is need .So that he can locate some points which require checking.

#### 4. Motivating or purpose in reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he is going to read.

#### 5. Concentration

Full concentration is necessary for good comprehension ,however it can be affected either from external distraction factors such as anxieties wandering attention ,noises or movements.

So, in the classroom ,in students 'reading activities ,the writer is sure that they have many purposes ,among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are .In order to achieve the goal ,the comprehension ability in reading is needed .The concept of reading comprehension could be bottom-up and top-down approaches.

Nunan ,(2000:33) mentions that with the bottom-up approach,, the reading is viewed as a process of decoding written symbols, working for smaller units (individual letter ) to larger ones.(words clauses and sentences). Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material .Reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits

people to acquire and exhibit information gained as a consequence of reading printed language. Allin (2000:42) states that there are three kinds of reading namely as follows:

a. Reading Aloud

Reading aloud is very important devices cannot in achievement the goal because aid and developing our habit to practice. In reading aloud the students will get experience in producing sound that be practiced as many times as possible to practice .In reading aloud the students will get experience in producing sound that is practice as many times as possible.

b. Silent Reading

Silent reading tents to reinforce the reader to find out the meaning of the words .This kind of reading skill to criticize what is written to discuss something written to discuss something written means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed Reading

This kind of reading to improve speed and comprehension in reading .This skill of speed reading must run side with the main purpose of reading that is comprehension .The rate of speed reading a story will be different from reading scientific material.



## **F.The Reading Principle**

Burn in Ufrah (2009:12) state twelve principles of teaching reading as follows

1. Reading is a complex act with many factors that must be considered.
2. Reading is the interpretation of the meaning of printer symbols.
3. There is no correct way to teach reading.
4. Learning to read is continuant process.
5. Students should be thought word recognition skill that will allow them to unlock the pronunciation and meaning familiar words independently.
6. The teacher should diagnose each students reading ability and use the diagnosis as a basic for planning instruction.
7. Reading and the other language arts are closely interrelated.
8. Reading is integral part of all content area instruction within the education program.
9. The students need to see why reading is important.
10. Enjoyment of reading should be considered of prime importance.
11. Readiness for reading should be considered of all of instruction.
12. Reading should be though in a way allows child to experiences success.

From the twelve applying principles of learning to read required both teacher and students how to apply them either in the classroom or out of the class.



## G.Process of reading

Wood in Liznayanti (2005:10) the process of reading covers the three processes that is

1. reading is a very complex process,
2. reading is a purposeful process and
3. reading is a thinking process.

Gray in Fatmawati (2009:12) Identifies four reading process there are:

1. Perception is the ability to pronounce the word as a meaningful unit.
2. Comprehension is the ability to make individual words construct useful ideas as they are read in context.
3. Reaction is judgments action a feel about what the author has said.
4. Integration is the ability assimilates the ideas or concept into one's background experiences.

There are according to Carrel and Patrecia (2005:16) five process in reading as follows:

### 1.Recognition- initiation

The brain must recognize a graphic display in the visual fields as written language and initiate reading .Normally this would occur once in each reading activity ,through it is possible for reading to be interrupted by other activities .Examining pictures for example and them to be initiated.

## 2. Prediction

The brain is always anticipating and predicting as it seeks other and significance in sensory inputs.

## 3. Confirmation

If the brain predict, is much also seeks the variety its prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

4. The brain processes when it finds inconsistencies or its prediction are disconfirmed.

## 5. Termination

The brain terminates the reading when the reading text is complected but termination may accurate for the reason. The text is not productive in little meaning is being constructed or the meaning is already known, or the story is interesting or the reader finds it inappropriate for the particular purposes.

So it can be concluded that in reading process,reader must optimize their brain in recognizing ,anticipating or predicting ,confirm,correcting and again the nessage or information as the final result when terminating of a reading text.

## 6. Factors Affecting Reading Comprehension.

In reading comprehension there are many factors influences to compared reading test .Smith (2004:66) divided the factors into five categories namely.

- a) Background experiences. It refers in previous experiences that the readers have already known before and it relates to the reading materials that they read.
- b) Language ability. If refer to the reader's ability in mastering some elements of language. For example : vocabulary, transition, word, grammar, etc.
- c) Thinking ability. It refer to the reader's ability to analyze he reading material that they read by considering some comprehension aids to support their achievement in comprehension.
- d) Affection .It refers to some psychological factors that can affect the reader's comprehension. The factors are interest motivation, attitudes , belief and feeling.
- e) Reading purpose It refers to the reader's purpose way they read the material .It is usually comprehension .done by making some question before reading process .The question will be stepping stone to get comprehension.
- f) Level of Reading Comprehension.

According to Muhammad (2007:64) there are three levels of comparison namely:

1. Then first level ,literal comprehension is the most abvious .  
 Comprehension is the most abvious.is the most abvious  
 .Comprehension is the most abvious.is the most  
 abvious..Comprehension at this level involves surface meaning

.At this level ,teacher can ask the students to find information and ideas that are explicitly stated in the text .In addition ,it is also appropriate to test vocabulary .Being able to read for literal meanings ideas is influenced one's mastery of word meaning.

2. The second level or stand interactive or inferential comprehension .At this level students go beyond what is said and read or deeper meaning .They must be able to read critically and analyze carefully what they have read .Students head to able to see relationship among ideas.
3. At this level students go beyond what is said and read or deeper meaning .They must be able to read critically and analyze carefully what they have read Students head to able to see relationship among ideas.
4. Finally, the third level of comprehension is critical reading or applied reading where by ideas and information is evaluated .Mohammad (2000:73) critical evaluation occurs only after our students have understood the ideas and information that the writer has presents.

At this level,students can be tasted on the following skills:

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

Although comprehension takes places at several levels ,mastery at any one level is not a prerequisite to comprehension at another.

## CHAPTER III

### METHOD OF THE RESEARCH

This chapter describes research design, research variable and indicator, research subject, research instrument, procedure of data collection, technique of data analysis.

#### **A. Research Design**

This research used a classroom action research design (CAR). In this Classroom Action Research (CAR). The observer uses classroom action research principle to collect the data.

The research was divided into two cycles with each cycle consists of four steps :they are :planning, implementation of the action, observation , and reflection .It means that if the first cycle failed, the design should continue to the next cycle. It aimed at observing the student's reading comprehension through small group discussion method.

In this classroom action research (CAR) there are two cycles. In each cycle has four stages those are:

1. Planning
2. Action
3. Observation
4. Reflection.

The activity in this research it had two weeks in for times meeting and then had stages as like that :

a) Cycle I:

Cycle 1: consisted of planning, action, observation, and reflection as follows:

1. Planning

In order to implicate the collaborative classroom action research, the research collaborator discuss some preparations such as; prepared the suitable strategy, designing the lesson plan, prepared instructional materials and media and prepared the measurement of students success for outcomes.

2. Action

In this aactivity it had scenario learning process it should based on the story impressions in reading comprehension as like that:

- a. The researcher choosed a text.
- b. The researcher gave the reading material and asked the students to read it to help them understand the text.
- c. The researcher asked the students to answer the question related types of small group discussion.
- d. Finally the researcher collected the students copy passage.
- e. Teacher gave an opportunity to the other students for answer the question.



- f. The researcher gave the question related the information of the text.(main idea). It built the students interaction and activeness in teaching and learning process.
- g. Then the research gave score using scoring rubric.

### 3. Observation

In this phase ,the observer :

- a. Students participation and response during teaching and learning process.
- b. Students competence in answering exercise.

### 4. Reflection

After collecting the data ,the observer evaluated the teaching learning process .Then do reflection by seeing the result of the observation ,whether the teaching learning process of reading by using small group discussion .Research success criteria based on the test result of the first action.

### b) Cycle II

It is almost the same with the cycle 1, cycle 11 also consist of planning ,action ,observation ,and reflection as follows:

#### 1. Planning

In this phase ,the observer makes:

- a. The lesson plan by applying small group discussion
- b. Instrument evaluation that will be used in Classroom Action Research cycle.

c. Observation sheet.

## 2. Action

- a. The researcher applies small group discussion method.
- b. The researcher gave the reading materials and asked the student to read it to help them understand the text.
- c. The researcher divided the student into small group.
- d. The researcher asked the student to answer question related types of small group discussion.
- e. Finally the researcher collected the student copy passage.
- f. The research gave an opportunity to each group for answer the question.
- g. The researcher gave the question related the information of the text,(main idea).It built the students interaction and activeness in teaching and learning process.
- h. Then the research gave score using scoring rubric.

## 3. Observation

In this phase, the observers:

- a. Students participation and response during teaching and learning process.
- b. Students competence in answering exercise.

## 4. Reflection

After collecting the data ,the observer evaluates the teaching learning process .Then do reflection by seeing the result of the

observation ,whether the teaching learning process of reading by using reading method and small group discussion reaches success criteria based on the test result of the second action.

## **B.Research Variable and Indicator.**

There are two kinds of variable in this reseraach.They are:

### 1. The independent variable

Independent variable of this study were the application of “small group discussion”

### 2. The dependent variables

The dependent variables consist of literal comprehension (main idea Summarizing)

### 3. Indicators

The indicator of the study were to measured literal and interpretative comprehension.

Literal comprehension consisted of understanding main idea,and Summarizing.

## **C.Research subject**

Research subject of this classroom action reserach were small group discussion at the SMPN 23 Makassar.The class consisted of 42 students.Those consisted of 22 women and 20 men.

#### **D. Research Instrument**

The writer gave the students some question about reading text and students answered them.

#### **E. Procedure of Data Collection**

Documentation study use to get the number of students, number of classes, students' name list and teaching schedule. In this study, tests use to measure the students' reading comprehension skill and are administered twice; namely, the pre test and the post test. Also, the writer did some observations when she is teaching using a small group discussion learning format to know about the major strength about this teaching method. Here, the pretest is use to see the students' reading comprehension mastery before the treatment, and the post test use to see the reading achievement after the treatment. In collecting the required data in the post test the writer used multiple choice.

The choice of multiple-choice type are based on the following considerations:

1. It is easy and consistent
2. It is easy to compute and determine the reliability of the test
3. It is economical because the number of items can be answered in a short period of testing time
4. It is more practical for the students to answer.

They just marked the most appropriate answer in the answer sheet each of the tests consisted of 2 reading passages and 20 multiple choice

reading comprehension questions followed each reading passage. Correct answers was scored 1 each and wrong answers are scored 0. Total score were 20.

## F. Technique of Data Analysis

In this implementation of classroom action research there are two types of data can be collected by the researcher, namely : "Qualitative data is data that contains information on the form of a sentence that gives an overview of students' expression relate to the understanding of the subject (cognitive), views or attitudes of students toward new methods of learning (Affective), the activity of the students to learning, as well as students' motivation".

The implementation of the research analyze as follows :

### 1. Students' score

$$\text{Score} = \frac{\text{The students' obtaining score}}{\text{The total score}} \times 100$$

### 2. Rate percentage of the students' score

$$\% = \frac{F}{N} \times 100\%$$

Notation:

% = percentage

F = frequency

N = Total number

### 3. Mean score

Calculating the mean score of students by using the formula

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$  : Mean Score

$\sum X$  : The sum of all Score

N : Total number of Subject

### 4. Classifying the score of students

No	Scores	Criteria
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Fairly good
5	50 – 59	Fairly
6	40 – 49	Poor
7	40	Very poor

Farchan in Nurjana (2010 : 30)

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of two sections. The first sections deals with the findings and discussion. The findings of the research cover with the description of the result of data analysis that discussed in another section.

#### **A. Findings**

In this part, the writer presented about findings or the result of data analysis from reading comprehension test. The research process was conducted for two cycles using same material with learning Small Group Discussion.

##### **Cycle 1**

##### **1. Planning**

In cycle 1, that learning implementation one meeting and used 90 minutes. In this cycle,, the writer to give explanation about the materials, and give reading text to the students. Then the writer observed all the students about the content of the whole of the text to know the students improved in reading comprehension and to know students difficulties in reading comprehension.

##### **2. Action**

This action was held on Saturday, February ,21 2015 which started from 07:40 to 08:20 and followed by 42 students. In this cycle,



the writer made groups which consist of 9-8 students, and giving test to the students.

The first of all, the writer gave the students work paper that contains reading text and multiple choice test. Then, the students read the text and discussions in group. The students answered the questions based on their task. The writer observed the students activities during the learning process. The students showed their interest by taking part on the learning process. However, they still nervous when they asked about the text or explain about the text but they to have problems in vocabulary from express or explain the text. It was done to know the students motivations and interest in doing the test as influence of the use of learning Small Group Discussion.

## 1. Result

The result of the text indicated that some of students not answer all of the question correctly. Based on the observation with the students one by one or group, the problem was in cycle 1 was show. The context of the test is difficult to find out the themes, main idea, etc.

Based on the observation in the first cycle of the observer, the students were enthusiastic because of getting new learning model. When the teacher give question, students raised their hand to answer the question. But there were some obstruction in implementation of Small Group Discussion in the first cycle, such as: When teacher organized the members of group, there were some students felt



uncomfortable with friends group. In order to know the students improved in reading comprehension by using Small Group Discussion, can be seen from several the rate percentage of the students score it contained through the test reading and the raw of the students were firstly tabulated. Then, the writer determined the quality score the students score into rate percentage and score classification as follows.

Table 1 The students score in cycle 1

No	Students' Initial	Score
1	NAB	65
2	NFU	55
3	ATM.L	65
4	UR	65
5	DAK	60
6	RPS	60
7	NAH	65
8	AS	65
9	NSB	50
10	NRN	45
11	A	55
12	CI	65
13	PDY	50
14	AM	65
15	MA	65

16	ISW.H	65
17	AMC	65
18	AF	65
19	ST.AN	65
20	NTL	65
21	A	65
22	M.EYS	65
23	RAY	65
24	M.FB	65
25	KAW.T	65
26	M.A	45
27	APP	60
28	AA	45
29	JS	65
30	RM	65
31	AS	60
32	ASJ	65
33	RR.R	65
34	AAIH	65
35	R	65
36	JN	60
37	LD	65

38	AI.H	60
39	M.S	65
40	NIPS	60
41	RAS	65
42	NRI	60

Table 2. The rate percentage of cycle 1

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Very Good	80-89	-	-
Good	70-79	-	-
Fairly Good	60-69	35	83,33
Fairly	50-59	4	9,52
Poor	40-49	3	7,14
Very Poor	40	-	-
		42	100

Source : SMP Negeri 23 Makassar

The table 2 above indicated that the students achievement in reading comprehension in cycle 1, none of the student categorized as excellent, none of the student categorized as very good, none of the student categorized as good, 35 students ( 83,33 ) categorized as fairly good, 4 students (9,52) categorized as fair, 3 students (7,14) categorized as poor and none of the student categorized very poor. The mean score of the cycle 1 as follows :

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{2580}{42} \\
 &= 61,42
 \end{aligned}$$

The result of the implementation of cycle I show that the students reading comprehension was good but it was not achieve the criterion of success. The standard of success criterion of the students reading in mean score 75 KKM of SMP Negeri 23 Makassar.

The result reveals that the mean score of the students is only 61,42 %, it means that the study has not been successful, so it was need proceed to the next cycle.

The Process of data analysis as a result of the research include increasing activities and skill in learning students and academic achievement result in reading comprehension that in the present.

The result showed of the cycle I as follows :

Students active:

Group I : 1

Group II : 1

Group III : 2

Group IV : 3

Group V : 1

Teamwork Students :

Groups I : 3

Groups II : 4

Groups III : 3

Groups IV : 2

Groups V : 1

Students Complete the test question :

Group I : 4

Group II : 3

Group III : 6

Group IV : 3

Group V : 2

Interpretation

Introduction of each groups of material need to be classified and should be delivered by members of the group. Since the beginning of vet mastered the material finally in the learning process is not maximal yet.

4. Reflection

Based on the data presented in table above, it can be stated that the implementation of using Small Group Discussion method improved the students skill reading was not successfully yet. The criterion of success was if the mean score of the students is 70. In terms of the students activities in this activity, the result observation showed that some students could answer the

question multiple choice but the others could not do it well. They also looked confused in finding the correct answer because the writer gave the test in limited time.

Some students showed their ability and the writer to give motivation the cycle II needed to be conducted. This was done because some students got score under 70. The cycle II was conducted to find the improving students reading comprehension through Small Group Discussion by using method Small Group Discussion.

## Cycle II

### 1. Planning

For the Cycle II, the learning plan implemented one meeting and lasting for 120 minutes, the writer prepared instrument test, RPP. Students attendance list and gave explanation about material general, and the writer gave more time and motivation of how to read the text while enjoy the reading test in group.

### 2. Action

The second activities were done on Monday, February, 23<sup>rd</sup> 2015 which started from 07.30 to 09.30. The activities is done were like those on the first meeting that were teaching learning process through Small Group Discussion.

Furthermore as the some previous activities there were activities done by the writer such as observed and give question in the students In the second meeting, The students became more relaxed and they began



enjoy the answer question, furthermore they could answer the question easy and correctly.

### 3. The Result

In cycle II, the learning out comes of students observation showed that most students were very active and serious their task and also stated that they understood the task given in every group, the result of the task can be seen in the following table.

Table 3. The students gained score in cycle II :

No	Students Initial	Score
1	NAB	85
2	NFU	80
3	ATM.L	85
4	UR	85
5	DAK	80
6	RPS	80
7	NAH	85
8	AS	80
9	NSB	80
10	NRN	70
11	A	80
12	CI	80
13	PDY	80
14	AM	85

15	MA	85
16	ISW.H	80
17	AMC	80
18	AF	85
19	ST.AN	85
20	NTL	85
21	A	85
22	MEY.S	80
23	RAY	85
24	M.FB	85
25	KAW.T	85
26	M.A	75
27	APP	75
28	AA	70
29	JS	80
30	RM	80
31	AS	80
32	ASJ	85
33	RR.R	100
34	AAIH	85
35	R	80
36	JN	80

37	LD	85
38	AH.H	80
39	M.S	85
40	NIPS	80
41	RAS	75
42	NRI	80

Source : Students result test in SMPN 23 Makassar

Table 4. The rate percentage of cycle II :

Classification	Score	Frequency	Percentage
Excellent	90-100	1	2,38
Very Good	80-89	36	85,71
Good	70-79	5	11,90
Fairly Good	60-69	-	-
Fairly	50-59	-	-
Poor	40-49	-	-
Very Poor	40	-	-
		42	100

The table above indicated that the students achievement in reading comprehension in cycle II, 1 student ( 2,38 )categorized as excellent, 36 students ( 85,71 ) categorized as very good, 5 students ( 11,90 ) categorized as good, none of the student categorized as fairly good, none of the student

categorized as fair, poor and very poor. The means score of the cycle II as follows :

$$X = \frac{\sum X}{N}$$

$$= \frac{3430}{42}$$

$$= 81,66$$

The result of the implementation of cycle II shown that the students reading comprehension was good and achievement division Small Group Discussion the criterion of success.

The result showed learning Small Group Discussion of the cycle II as follows.

Students Active :

Group I : 6

Group II : 6

Group III : 4

Group IV : 5

Group V : 3

Teamwork Students:

Groups I : 4

Groups II : 5

Groups III : 6

Groups IV : 4

Groups V : 4

Students Complete the test question :

Group I : 7

Group II : 5

Group III : 7

Groups IV : 6

Groups V : 6

Interpretation.

in the second cycle showed that the learning outcomes have been improved and meet the expectations of the activities of a small group discussions and student learning outcomes.

The Table 5. The Rate Percentage of Teams in Small Group Discussion :

No	Criteria	Score	Team	Frequency		Percentage	
				Cycle I	Cycle II	Cycle I	Cycle II
1	Students Active	5	I	1	6	2,38	14,28
		4	II	1	6	2,38	14,28
		3	III	2	4	4,76	9,52
		2	IV	3	5	7,14	11,90
		1	V	1	3	2,38	2,38
2	Team Work Students	5	I	3	4	7,14	7,14
		4	II	4	5	9,52	11,90
		3	III	3	6	7,14	14,28
		2	IV	2	4	4,76	9,52
		1	V	1	4	2,38	9,52

3	Students Complete the Test Questions	5	I	4	7	9,52	16,66
		4	II	3	5	7,14	11,90
		3	III	6	7	14,28	16,66
		2	IV	3	6	7,14	14,28
		1	V	2	6	4,76	14,28
Total				42			100

Source : student test in SMPN 23 Makassar

### 3.DISCUSSION

The research found several things that could be noted down from the result of observation during the teaching and learning process. The result showed the development of student scores in each cycle. The following was the result of the first and second cycle.

Based on the preliminary of study, there were problems. Most of students got difficulties to comprehend and looked for the generic structures of the text. Therefore, the research implemented Small Group Discussion. The students were enthusiastic when the learning process was continuing. Although there were some obstruction, such as : the situation of the class was very noisy when the teacher managed the students to make some group, setting the bench and table, and also most of students felt uncomforted when the teacher organized the members of group. Even though the learning process passed well. Based on the

observation, the research got information that there were ten students that felt difficulties to comprehend and understand the text. They needed attention from the teacher and friend's group. Based on the reflection, the result of implementation Small Group Discussion was success, because the student scores increased.

Relating to the data through cycle I and cycle II it is shown that students reading comprehension of SMP Negeri 23 Makassar was good. It is supported by the rate percentage of students cycle I and cycle II. After giving treatment or explanation about the material in answered the question, the result reading comprehension achievement cycle I, were, none of the students categorized into excellent, none of the students categorized into very good, none of the students categorized into good, 35 students (83,33) categorized into fairly good, 4 students (9,52) categorized into fair, 3 students (7,14) categorized into poor, none of the students categorized into very poor.

Furthermore the achievement result of cycle II in reading comprehension were, 1 students (2,38 %) Classified into excellent, 36 students (85,71 %) Classified into good, 5 students ( 11,90 % ) Classified into good, Classified into fairly good, The result above declared successful research.

Into the second cycle, the teacher and observer made perfection of implementing first cycle. The teacher gave attention to the students who got difficulties to comprehend the text. The teacher also organized the



students well. The purpose of Small Group Discussion are an attempt to increase students participation, give a chance the students to interact and study together with the others friends. It is proved that Small Group Discussion could to interact with the other students. Based on the observation field notes. The students shared and opened mind when the learning process was continuing. After that the teacher gave question to the students and they answering he questions.

Based on the result of the first and second cycle above, action of the research to improve reading comprehension was success. Students scores increased in each cycle. The percentage of students who are able to master in studying English Increased in each cycle and exceeded the criteria of success.

Based on the result of the cycle I the writer found that there a significant difference between the result of cycle I and II. It means that there was significant difference result of the cycle I before after teaching and learning process by using Small Group Discussion in teams of students Team Achievement Division method has brought a new nuance and technical strategy to improved students reading comprehension.

From the discussion above, it can be concluded that the class IX.9 students of SMPN 23 Makassar have a good comprehension. After learning reading subject by using Small Group Discussion in teams of students team achievement division method.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter deals with conclusion and suggestion based on the analysis and finding presented in the previous chapter.

#### **A. Conclusion**

Based on the findings and discussion, it can be concluded that a small group discussions can improve the reading skills of students in SMPN 23 Makassar, is evidenced by the average value of cycle I is 61.42 and cycle II was 81.66

Students' skills in reading text can be Improved the means that by using the method of small group discussions proved that the method is the most effective way to improve the ability of students in class.

Using a small group discussions as media in building reading text and make students more active in the classroom because they are interested in small group discussion method.

#### **B. Suggestions**

Based on the result of this study students learning in team is good. From the conclusion the writer would like to give some suggestions especially to English teacher at SMPN Negeri 23 Makassar as follows :

1. The English teachers Suggest have more guidance and motivation to students in learning English.

2. The English teachers must always provide material relevant with the needs of students in order to increase interest and their achievements in learning English.
3. The Teachers suggest pay more attention to the students that they have to learn English well.
2. The Teachers must be mastered learning materials by using small group discussions to further improve students' reading ability.
3. The Teachers must apply the student team achievement division because it uses small group discussions in the learning process, especially in reading the text.
4. students must understand the text reading, especially in identifying the theme, main idea, details and get the meaning of the word.



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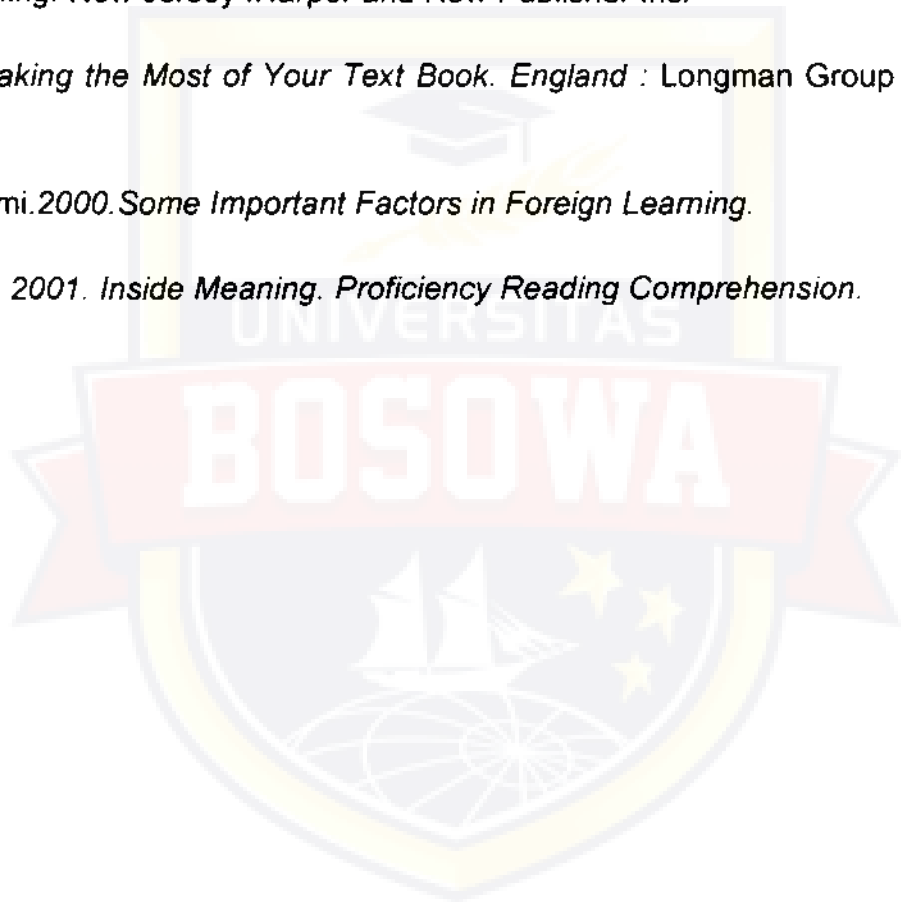
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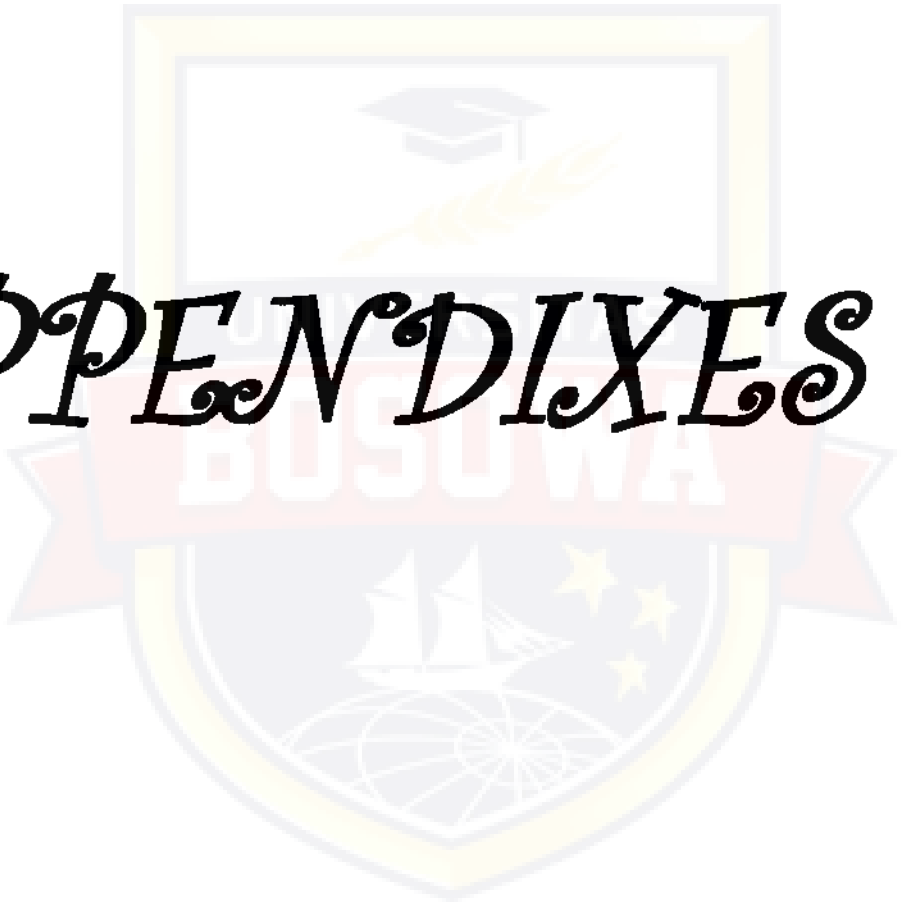
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# APPENDIXES



## Appendix 1: Instrument Penelitian

**JUDUL : IMPROVING STUDENTS READING COMPREHENSION BY USING SMALL GROUP DISCUSSION AT SMPN 23 MAKASSAR**

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan siswa diucapkan terima kasih.

Name	
Reg. Number	
Class	

Petunjuk Pengisian

- A. Bacalah soal ini dengan saksama sebelum anda menjawabnya.



## Appendix 2 : Students Result Test In Cycle I

### B. Choose the correct answer by crossing (x) a , b , c or d!

#### Text 1

#### Gardening

Yesterday morning we didn't go anywhere .We stayed at home .Father invited me to the garden .We did some activities in the garden.

I saw spinach plantation .I picked it .I wanted mother to make "pecel" . After I picked the spinach ,I gave it to mom in the kitchen .Then ,I was back to the garden .I helped father to dig the soil .It was too hard for me but I liked it .We wanted to plant a mango tree .Father bought it yesterday at Dinas Pertanian .After we got the hole as we wanted ,then we planted the tree. Then I watered it.

Father cut the dry leaves of banana trees .I compounded them in a rubbish hole .Then ,we burn it. My elder sister ,Tia, had finished to sweep the garden earlier, so we burnt the rubbish together.

Actually ,I was very tired, but I saw some papayas on it's tree. It seemed sweet and fresh. I took a long stick and picked the papayas by it. I got two papayas .Tia took the skin off the papayas and washed it. She cut and took it on a plate. Then we ate the papayas together. We were very happy.

1. When did the event happen?

- |                      |              |
|----------------------|--------------|
| a. Yesterday morning | c. Last week |
| b. This morning      | d. Tomorrow  |

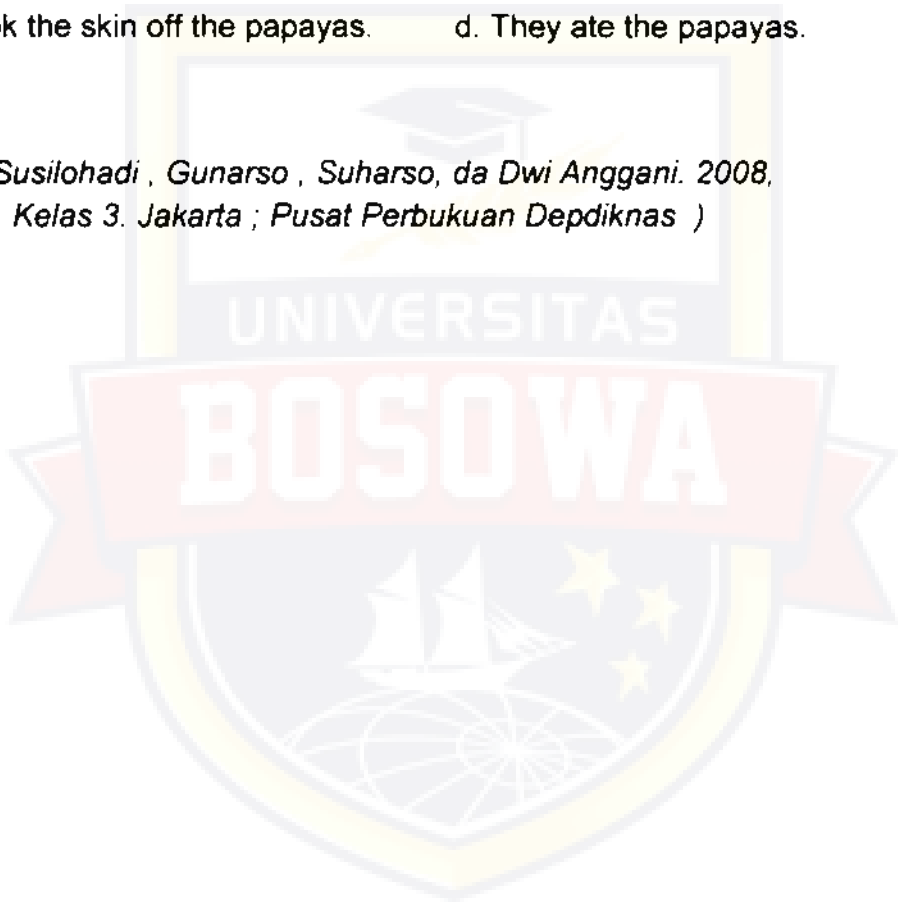
2. Where did the writer go?
- a. To his grandma's house
  - b. He went nowhere
  - c. To the cafeteria
  - d. He played football.
3. Where did he do his activities?
- a. In his room
  - b. In the kitchen
  - c. In the garden
  - d. In the yard
4. Why did he pick the spinach?
- a. He wanted to make pecel.
  - b. He wanted mother to make pecel
  - c. He didn't like a spinach tree
  - d. He wanted to through it.
5. What did father do?
- a. He watered some plants
  - b. He swept the garden
  - c. He fertilized some trees
  - d. He diged the soil.
6. What was the hole for?
- a. Planting a papaya tree.
  - b. Planting a mango tree.
  - c. Making a lake
  - d. Making a pond.
7. After planting a mango tree, what did father do?
- a. He cut the dry leaves of banana tree
  - b. He compounded the rubbish.
  - c. He swept the garden
  - d. He watered the papaya tree
8. Who swept the garden?
- a. I
  - b. The writer
  - c. Father
  - d. Tia
9. What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them.
- b. They ate together.
- c. They washed their hands.
- d. They took a rest.

10. What did their last activity?

- a. They took the papayas.
- b. They took the skin off the papayas.
- c. They washed the papayas.
- d. They ate the papayas.

*Y Taken From; Susilohadi , Gunarso , Suharso , da Dwi Anggani. 2008,  
Bahasa Inggris Kelas 3. Jakarta ; Pusat Perbukuan Depdiknas )*



## TEXT II

## Lake Of Kelimutu

Journey to Flores Island specially to Ende will not complete if not yet visited the lake of Three colour kelimutu Lake. Kelimutu Lake represent the lake which has a lot of story and mystery. For me that lake are the most unique of lake in the world. This lake area is first time found by Van Such Telen, Dutch citizen in the year 1915. Area of lake kelimutu about 51 kilometre from Ende Town. The lake are recognized three colourly, that is red, blue, and turn white. Nevertheless, the colour always fluctuate along with time goes. Just now, two colour from that third lake is chocolate, while other is green.

Lake Or Tiwu Kelimutu consist for three shares matching with colour in each lake. Blue Chromatic lake, the rose colored Lake and white chromatic lake. Colour of Lake Kelimutu non-stoped to change. That change might possibly because of mineral content, influence type of moss and amethyst in the cauldron. For local society of that colour change has the separate meaning. That third lake about 1.051.000 metre sqauare with the volume irrigate 1.292 million meter cubic. Boundary beetwen the lake is tight stone wall erosive narrow. The Precipitous wall own the inclination angle 70 degree with the height of among 50 until 150 metre.

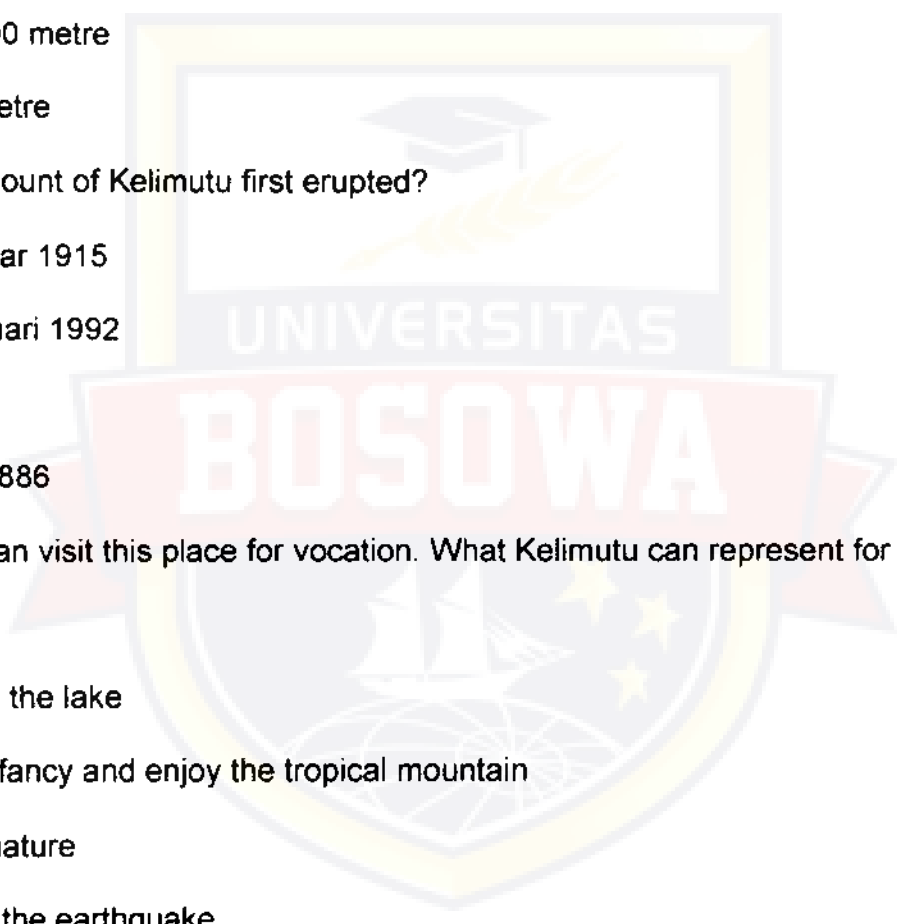
Tricolour lake in the top of crater Kelimutu becoming one of the this world miracle, is really charming with the beauty of and on the mystery in top of the mountain as high as 1.690 metre above the sea level. Mount Kelimutu have erupted at 1886 and leave three cauldron of is in form of the lake and

specified by as national park of since 26 Februari 1992. Kelimutu also represent the good place for taking a fancy to hiking and enjoy the tropical mountain countryside area. Kelimutu represent the word merger from "Keli" meaning mount and "mutu" word meaning to boil. According to lo local resident belief, colour of at lake Kelimutu own the meaning of each and have the power of the very awful nature.

Natural resources of Lake Kelimutu supported also with cultural properties in the form of custom house, folk dance and crafting weave to fasten representing local citizen individuality. Others also, there are hot water source, waterfall, and countrified of custom which fun to visit. When you will pay a visit there, the most precise time is during the month of July until September.

1. What is the tell in the first paragraph?
  - a. A lake have a lot of story and mystery
  - b. Found by Van Such Telen
  - c. Two other lake was green
  - d. It have colour
2. Why the colour of Lake Kelimutu non stoped to change?
  - a. because of mineral content
  - b. influence type of moss
  - c. influence of amethyst in the cauldron
  - d. because of earthquake

3. What does the paragraph two tell us about?
- The lake colour always change
  - The lake consist of three colour
  - The tird lake is tight stone wall erosive narrow
  - The water in the river
4. Why was the lake is unique?
- The place was exceptional.
  - The weather around the lake was cold
  - The view in the lake was beautiful.
  - The lake have three colour
5. What is the three colour from Lake of Kelimutu
- blue Chromatic, rose colored white chromtic
  - chocolate, while other is gren
  - its have two colour
  - The lake have three colour
6. How far the lake form the city of Ende?
- 51 kilometer
  - 50 until 150 metre
  - 150 metre
  - 150 kilometers
7. When this lake of Kelimutu for the ssea?
- in the year 1915
  - before 1915

- c. After 1915
- d. About 1916
3. How far this lake of Kelimutu for the sea?
- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre
9. When the mount of Kelimutu first erupted?
- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
- d. Before 1886
10. All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?
- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
- c. Mother nature
- d. The see the earthquake
- 

55

Text 1

B:11

### Gardening

Yesterday morning we didn't go anywhere .We stayed at home .Father invited me to the garden .We did some activities in the garden.

I saw spinach plantation .I picked it .I wanted mother to make "pecel" . After I picked the spinach ,I gave it to mom in the kitchen .Then ,I was back to the garden .I helped father to dig the soil .It was too hard for me but I liked it .We wanted to plant a mango tree .Father bought it yesterday at Dinas Pertanian .After we got the hole as we wanted ,then we planted the tree. Then I watered it.

Father cut the dry leaves of banana trees .I compounded them in a rubbish hole .Then ,we burn It. My elder sister ,Tia, had finished to sweep the garden earlier, so we burnt the rubbish together.

Actually ,I was very tired, but I saw some papayas on it's tree. It seemed sweet and fresh. I took a long stick and picked the papayas by it. I got two papayas .Tia took the skin off the papayas and washed it. She cut and took it on a plate. Then we ate the papayas together. We were very happy.

1. When did the event happen?

- a. Yesterday morning
- b. This morning
- c. Last week
- d. Tomorrow

2. Where did the writer go?

- a. To his grandma's house
- b. He went nowhere
- c. To the cafeteria
- d. He played football.



3. Where did he do his activities?

- a. In his room  
 b. In the kitchen  
 c. In the garden  
 d. In the yard

4. Why did he pick the spinach?

- a. He wanted to make pecel.  
 b. He wanted mother to make pecel  
 c. He didn't like a spinach tree  
 d. He wanted to through it.

5. What did father do?

- a. He watered some plants  
 b. He swept the garden  
 c. He fertilized some trees  
 d. He diged the soil.

6. What was the hole for?

- a. Planting a papaya tree.  
 b. Planting a mango tree.  
 c. Making a lake  
 d. Making a pond.

7. After planting a mango tree, what did father do?

- a. He cut the dry leaves of banana tree  
 b. He compounded the rubbish.  
 c. He swept the garden  
 d. He watered the papaya tree

8. Who swept the garden?

- a. I  
 b. The writer  
 c. Father  
 d. Tia

9. What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them.  
 b. They ate together.  
 c. They washed their hands.  
 d. They took a rest.

10. What did their last activity?

- ~~a.~~ They took the papayas. c. They washed the papayas.  
~~b.~~ They took the skin off the papayas. d. They ate the papayas.

TEXT II

### Lake Of Kelimutu

Journey to Flores Island specially to Ende will not complete if not yet visited the lake of Three colour kelimutu Lake. Kelimutu Lake represent the lake which has a lot of story and mystery. For me that lake are the most unique of lake in the world. This lake area is first time found by Van Such Telen, Dutch citizen in the year 1915. Area of lake kelimutu about 51 kilometre from Ende Town. The lake are recognized three colourly, that is red, blue, and turn white. Nevertheless, the colour always fluctuate along with time goes. Just now, two colour from that third lake is chocolate, while other is green.

Lake Or Tiwu Kelimutu consist for three shares matching with colour in each lake. Blue Chromatic lake, the rose colored Lake and white chromatic lake. Colour of Lake Kelimutu non-stoped to change. That change might possibly because of mineral content, influence type of moss and amethyst in the cauldron. For local society of that colour change has the separate meaning. That third lake about 1.051.000 metre square with the volume irrigate 1.292 million meter cubic. Boundary beetwen the lake is tight stone wall erosive narrow. The Precipitous wall own the inclination angle 70 degree with the height of among 50 until 150 metre.

Tricolour lake in the top of crater Kelimutu becoming one of the this world miracle, is really charming with the beauty of and on the mystery in top of the mountain as high as 1.690 metre above the sea level. Mount Kelimutu have erupted at 1886 and leave three cauldron of is in form of the lake and specified by as national park of since 26 Februari 1992. Kelimutu also represent the good place for taking a fancy to hiking and enjoy the tropical mountain countryside area. Kelimutu represent the word merger from "Keli" meaning mount and "mutu" word meaning to boil. According to local resident belief, colour of at lake Kelimutu own the meaning of each and have the power of the very awful nature.

Natural resources of Lake Kelimutu supported also with cultural properties in the form of custom house, folk dance and crafting weave to fasten representing local citizen individuality. Others also, there are hot water source, waterfall, and countrified of custom which fun to visit. When you will pay a visit there, the most precise time is during the month of July until September.

1. What is the tell in the first paragraph?

- a. A lake have a lot of story and mystery
- b. Found by Van Such Telen
- c. Two other lake was green
- d. It have colour

2. Why the colour of Lake Kelimutu non stoped to change?

- a. because of mineral content

- b. influence type of moss
- c. influence of amethyst in the cauldron
- d. because of earthquake

3. What does the paragraph two tell us about?

- a. The lake colour always change
- b. The lake consist of three colour
- c. The tird lake is tight stone wall erosive narrow
- d. The water in the river

4. Why was the lake is unique?

- a. The place was exceptional.
- b. The weather around the lake was cold
- c. The view in the lake was beautiful.
- d. The lake have three colour

5. What is the three colour from Lake of Kelimutu

- a. blue Chromatic, rose colored white chromtic
- b. chocolate, while other is gren
- c. its have two colour
- d. The lake have three colour

6. How far the lake form the city of Ende?

- a. 51 kilometer
- b. 50 until 150 metre
- c. 150 metre
- d. 150 kilometers

7. When this lake of Kelimutu for the sea?

- a. in the year 1915
- b. before 1915
- c. After 1915
- d. About 1916

8. How far this lake of Kelimutu for the sea?

- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre

9. When the mount of Kelimutu first erupted?

- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
- d. Before 1886

10. All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?

- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
- c. Mother nature
- d. The see the earthquake

NAMA : URUSNAWATI · N  
KLS : IX · 1

65

62

Text 1

B:13

### Gardening

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I saw spinach plantation .I picked it .I wanted mother to make "pecel" . After I picked the spinach ,I gave it to mom in the kitchen .Then ,I was back to the garden .I helped father to dig the soil .It was too hard for me but I liked it .We wanted to plant a mango tree .Father bought it yesterday at Dinas Pertanian .After we got the hole as we wanted ,then we planted the tree. Then I watered it.

Father cut the dry leaves of banana trees .I compounded them in a rubbish hole .Then ,we burn It. My elder sister ,Tia, had finished to sweep the garden earlier, so we burnt the rubbish together.

Actually ,I was very tired, but I saw some papayas on it's tree. It seemed sweet and fresh. I took a long stick and picked the papayas by it. I got two papayas .Tia took the skin off the papayas and washed it. She cut and took it on a plate. Then we ate the papayas together. We were very happy.

1. When did the event happen?

a. Yesterday morning

c. Last week

b. This morning

d. Tomorrow

2. Where did the writer go?

a. To his grandma's house

c. To the cafeteria

b. He went nowhere

d. He played football.

3. Where did he do his activities?

- a. In his room  
 b. In the kitchen  
 c. In the garden  
 d. In the yard

4. Why did he pick the spinach?

- a. He wanted to make pecel.  
 b. He wanted mother to make pecel  
 c. He didn't like a spinach tree  
 d. He wanted to through it.

5. What did father do?

- a. He watered some plants  
 b. He swept the garden  
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 d. He diged the soil.

6. What was the hole for?

- a. Planting a papaya tree.  
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 c. Making a lake  
 d. Making a pond.

7. After planting a mango tree, what did father do?

- a. He cut the dry leaves of banana tree  
 b. He compounded the rubbish.  
 c. He swept the garden  
 d. He watered the papaya tree

8. Who swept the garden?

- a. I  
 b. Father  
 c. The writer  
 d. Tia

9. What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them.  
 b. They washed their hands.  
 c. They ate together.  
 d. They took a rest.

10. What did their last activity?

c. They took the papayas.

c. They washed the papayas.

d. They took the skin off the papayas.

~~f.~~ They ate the papayas.

TEXT II

### Lake Of Kelimutu

Journey to Flores Island specially to Ende will not complete if not yet visited the lake of Three colour kelimutu Lake. Kelimutu Lake represent the lake which has a lot of story and mystery. For me that lake are the most unique of lake in the world. This lake area is first time found by Van Such Telen, Dutch citizen in the year 1915. Area of lake kelimutu about 51 kilometre from Ende Town. The lake are recognized three colourly, that is red, blue, and turn white. Nevertheless, the colour always fluctuate along with time goes. Just now, two colour from that third lake is chocolate, while other is green.

Lake Or Tiwu Kelimutu consist for three shares matching with colour in each lake. Blue Chromatic lake, the rose colored Lake and white chromatic lake. Colour of Lake Kelimutu non-stoped to change. That change might possibly because of mineral content, influence type of moss and amethyst in the cauldron. For local society of that colour change has the separate meaning. That third lake about 1.051.000 metre square with the volume irrigate 1.292 million meter cubic. Boundary beetwen the lake is tight stone wall erosive narrow. The Precipitous wall own the inclination angle 70 degree with the height of among 50 until 150 metre.



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Natural resources of Lake Kelimutu supported also with cultural properties in the form of custom house, folk dance and crafting weave to fasten representing local citizen individuality. Others also, there are hot water source, waterfall, and countrified of custom which fun to visit. When you will pay a visit there, the most precise time is during the month of July until September.

1. What is the tell in the first paragraph?

- a. A lake have a lot of story and mystery
- b. Found by Van Such Telen
- c. Two other lake was green
- d. It have colour

2. Why the colour of Lake Kelimutu non stoped to change?

- a. because of mineral content

- b. influence type of moss
- c. influence of amethyst in the cauldron
- d. because of earthquake

What does the paragraph two tell us about?

- a. The lake colour always change
- b. The lake consist of three colour
- c. The tird lake is tight stone wall erosive narrow
- d. The water in the river

Why was the lake is unique?

- a. The place was exceptional.
- b. The weather around the lake was cold
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d. The lake have three colour

What is the three colour from Lake of Kelimutu

- a. blue Chromatic, rose colored white chromtic
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How far the lake form the city of Ende?

- a. 51 kilometer
- b. 50 until 150 metre
- c. 150 metre
- d. 150 kilometers

7. When this lake of Kelimutu for the sea?

- a. in the year 1915
- b. before 1915
- c. After 1915
- d. About 1916

8. How far this lake of Kelimutu for the sea?

- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre

9. When the mount of Kelimutu first erupted?

- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
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10. All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?

- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
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### Appendix 3 : Students Result Test In Cycle II

B. Choose the correct answer by crossing (x) a , b , c or d!

Text 1

#### Gardening

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1. When did the event happen?

- |                      |              |
|----------------------|--------------|
| a. Yesterday morning | c. Last week |
| b. This morning      | d. Tomorrow  |

2. Where did the writer go?

- a. To his grandma's house
- b. He went nowhere
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- d. He played football.

3. Where did he do his activities?

- a. In his room
- b. In the kitchen
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4. Why did he pick the spinach?

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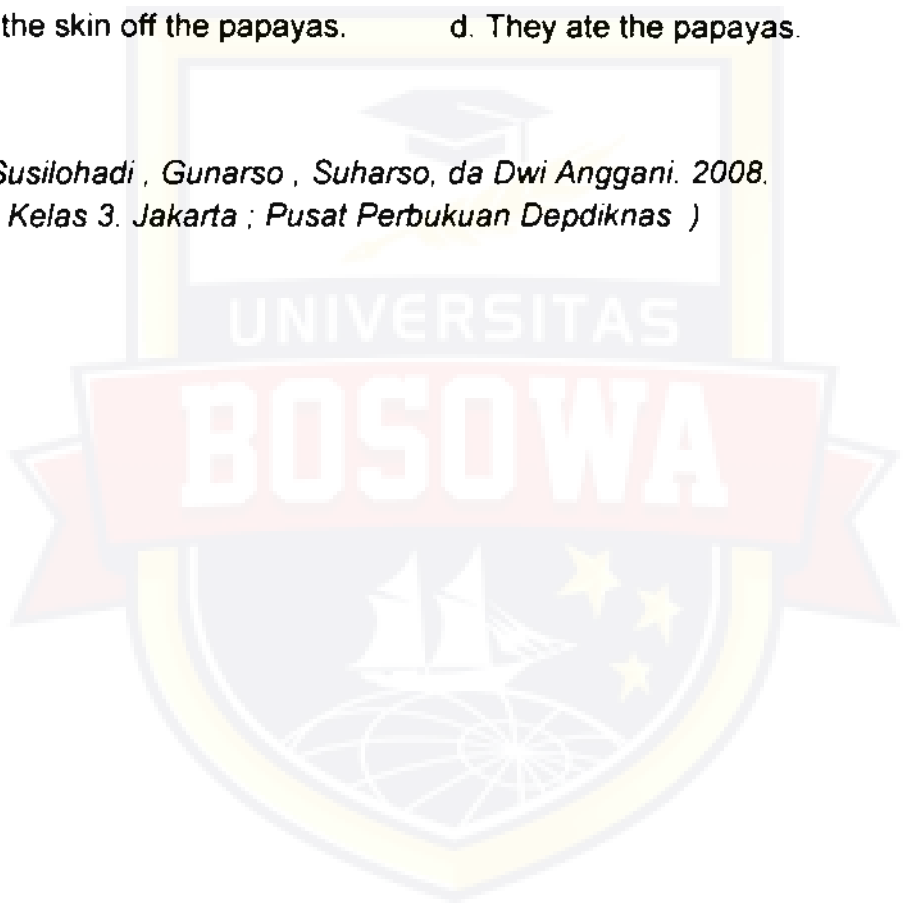
9. What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them.
- b. They ate together.
- c. They washed their hands.
- d. They took a rest.

10. What did their last activity?

- a. They took the papayas.
- b. They took the skin off the papayas.
- c. They washed the papayas.
- d. They ate the papayas.

*Taken From; Susilohadi, Gunarso, Suharso, dan Dwi Anggani. 2008.  
Bahasa Inggris Kelas 3. Jakarta; Pusat Perbukuan Depdiknas )*



## TEXT II

## Lake Of Kelimutu

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- a. A lake have a lot of story and mystery
- b. Found by Van Such Telen
- c. Two other lake was green
- d. It have colour

2. Why the colour of Lake Kelimutu non stoped to change?

- a. because of mineral content
- b. influence type of moss
- c. influence of amethyst in the cauldron
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10. What does the paragraph two tell us about?

- a. The lake colour always change
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11. Why was the lake is unique?

- a. The place was exceptional.
- b. The weather around the lake was cold
- c. The view in the lake was beautiful.
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12. What is the three colour from Lake of Kelimutu

- a. blue Chromatic, rose colored white chromtic
- b. chocolate, while other is gren
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13. How far the lake form the city of Ende?

- a. 51 kilometer
- b. 50 until 150 metre
- c. 150 metre
- d. 150 kilometers

14. When this lake of Kelimutu for the ssea?

- a. in the year 1915
- b. before 1915

- c. After 1915
- d. About 1916

How far this lake of Kelimutu for the sea?

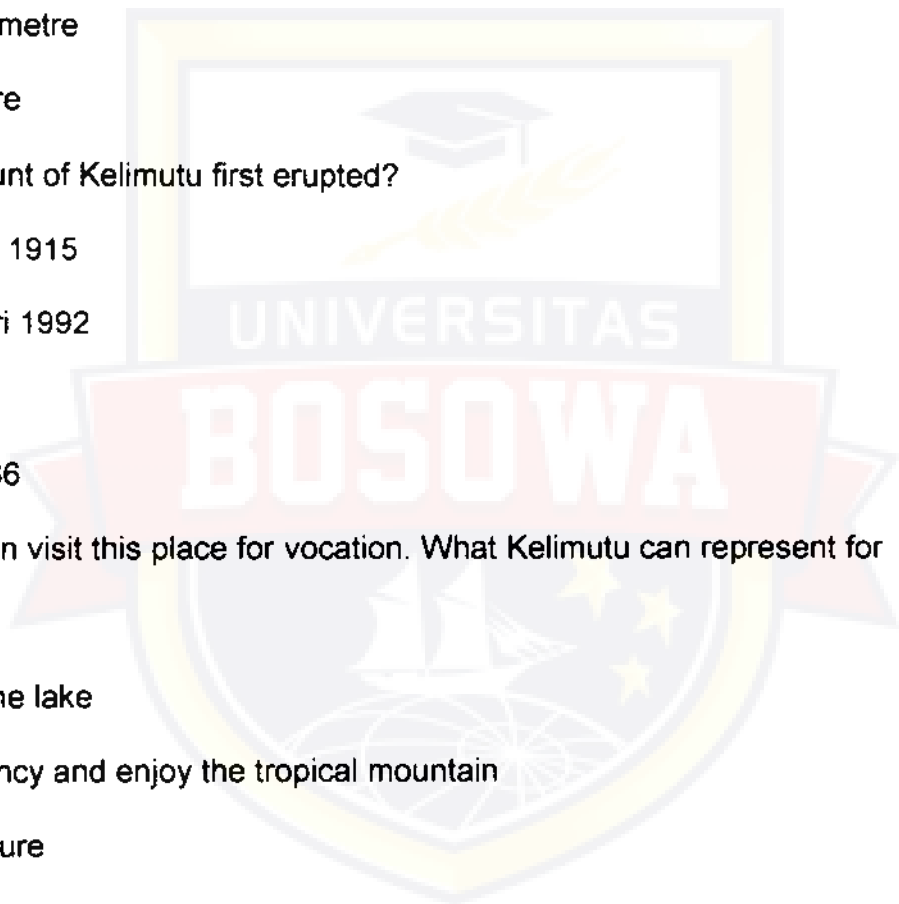
- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre

When the mount of Kelimutu first erupted?

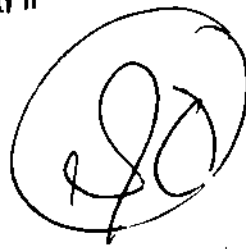
- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
- d. Before 1886

10. All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?

- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
- c. Mother nature
- d. The see the earthquake



NAMA: NUR FADILLA UMAR  
KLS: IX-1



Text 1

Gardening

B:16

Yesterday morning we didn't go anywhere .We stayed at home .Father invited me to the garden .We did some activities in the garden.

I saw spinach plantation .I picked it .I wanted mother to make "pecel" . After I picked the spinach ,I gave it to mom in the kitchen .Then ,I was back to the garden .I helped father to dig the soil .It was too hard for me but I liked it .We wanted to plant a mango tree .Father bought it yesterday at Dinas Pertanian .After we got the hole as we wanted ,then we planted the tree .Then I watered it.

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Actually ,I was very tired, but I saw some papayas on it's tree. It seemed sweet and fresh. I took a long stick and picked the papayas by it. I got two papayas .Tia took the skin off the papayas and washed it. She cut and took it on a plate. Then we ate the papayas together. We were very happy.

1. When did the event happen?

- a. Yesterday morning
- b. This morning

- c. Last week
- d. Tomorrow

2. Where did the writer go?

- a. To his grandma's house
- b. He went nowhere

- c. To the cafeteria
- d. He played football.

Where did he do his activities?

- a. In his room  In the garden  
 b. In the kitchen  d. In the yard

Why did he pick the spinach?

- a. He wanted to make pecel.  c. He didn't like a spinach tree  
 b. He wanted mother to make pecel  d. He wanted to through it.

What did father do?

- a. He watered some plants  c. He fertilized some trees  
 b. He swept the garden  d. He diged the soil.

What was the hole for?

- a. Planting a papaya tree.  Making a lake  
 b. Planting a mango tree.  d. Making a pond.

After planting a mango tree, what did father do?

- a. He cut the dry leaves of banana tree.  c. He swept the garden  
 b. He compounded the rubbish.  d. He watered the papaya tree

Who swept the garden?

- a. I  c. Father  
 b. The writer  d. Tia

What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them.  c. They washed their hands.  
 b. They ate together.  d. They took a rest.



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When this lake of Kelimutu for the sea?

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How far this lake of Kelimutu for the sea?

- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre

When the mount of Kelimutu first erupted?

- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
- d. Before 1886

10. All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?

- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
- c. Mother nature
- d. The see the earthquake





B:17

Text 1

Gardening

Yesterday morning we didn't go anywhere .We stayed at home .Father invited me to the garden .We did some activities in the garden.

I saw spinach plantation .I picked it .I wanted mother to make "pecel" . After I picked the spinach ,I gave it to mom in the kitchen .Then ,I was back to the garden .I helped father to dig the soil .It was too hard for me but I liked it .We wanted to plant a mango tree .Father bought it yesterday at Dinas Pertanian .After we got the hole as we wanted ,then we planted the tree. Then I watered it.

Father cut the dry leaves of banana trees .I compounded them in a rubbish hole .Then ,we burn it. My elder sister ,Tia, had finished to sweep the garden earlier, so we burnt the rubbish together.

Actually ,I was very tired, but I saw some papayas on it's tree. It seemed sweet and fresh. I took a long stick and picked the papayas by it. I got two papayas .Tia took the skin off the papayas and washed it. She cut and took it on a plate. Then we ate the papayas together. We were very happy.

1. When did the event happen?

a. Yesterday morning

c. Last week

b. This morning

d. Tomorrow

2. Where did the writer go?

a. To his grandma's house

c. To the cafeteria

b. He went nowhere

d. He played football.

Where did he do his activities?

- a. In his room  In the garden
- b. In the kitchen d. In the yard

Why did he pick the spinach?

- a. He wanted to make pecel. c. He didn't like a spinach tree
- b. He wanted mother to make pecel d. He wanted to through it.

What did father do?

- a. He watered some plants c. He fertilized some trees
- b. He swept the garden  d. He diged the soil.

What was the hole for?

- a. Planting a papaya tree. c. Making a lake
- b. Planting a mango tree. d. Making a pond.

After planting a mango tree, what did father do?

- a. He cut the dry leaves of banana tree c. He swept the garden
- b. He compounded the rubbish. d. He watered the papaya tree

Who swept the garden?

- a. I c. Father
- b. The writer  d. Tia

What did they do after compounding the dry leaves of banana tree and the rubbish?

- a. They burnt them. c. They washed their hands.
- b. They ate together. d. They took a rest.



Tricolour lake in the top of crater Kelimutu becoming one of the this world miracle, is really charming with the beauty of and on the mystery in top of the mountain as high as 1.690 metre above the sea level. Mount Kelimutu have erupted at 1886 and leave three cauldron of is in form of the lake and specified by as national park of since 26 Februari 1992. Kelimutu also represent the good place for taking a fancy to hiking and enjoy the tropical mountain countryside area. Kelimutu represent the word merger from "Keli" meaning mount and "mutu" word meaning to boil. According to lo local resident belief, colour of at lake Kelimutu own the meaning of each and have the power of the very awful nature.

Natural resources of Lake Kelimutu supported also with cultural properties in the form of custom house, folk dance and crafting weave to fasten representing local citizen individuality. Others also, there are hot water source, waterfall, and countrified of custom which fun to visit. When you will pay a visit there, the most precise time is during the month of July until September.

1. What is the tell in the first paragraph?

a. A lake have a lot of story and mystery

b. Found by Van Such Telen

c. Two other lake was green

d. It have colour

2. Why the colour of Lake Kelimutu non stoped to change?

a. because of mineral content

b. influence type of moss

c. influence of amethyst in the cauldron

d. because of earthquake

3. What does the paragraph two tell us about?

a. The lake colour always change

b. The lake consist of three colour

c. The tird lake is tight stone wall erosive narrow

d. The water in the river

4. Why was the lake is unique?

a. The place was exceptional.

b. The weather around the lake was cold

c. The view in the lake was beautiful.

d. The lake have three colour

5. What is the three colour from Lake of Kelimutu

a. blue Chromatic, rose colored white chromtic

b. chocolate, while other is green

c. its have two colour

d. The lake have three colour

6. How far the lake form the city of Ende?

a. 51 kilometer

b. 50 until 150 metre

c. 150 metre

d. 150 kilometers

When this lake of Kelimutu for the sea?

- a. in the year 1915
- b. before 1915
- c. After 1915
- d. About 1916

How far this lake of Kelimutu for the sea?

- a. About 50 until 150 metre
- b. 1.690 metre
- c. 1.051.000 metre
- d. 51 kilometre

When the mount of Kelimutu first erupted?

- a. In the year 1915
- b. 26 Februari 1992
- c. At 1886
- d. Before 1886

All tourist can visit this place for vocation. What Kelimutu can represent for the tourist?

- a. Climbing the lake
- b. taking a fancy and enjoy the tropical mountain
- c. Mother nature
- d. The see the earthquake

**Appendix 4****ANSWER KEY**

TEXT I

1. A

2. B

3. C

4. B

5. D

6. B

7. A

8. D

9. A

10. D

TEXT II

1. C

2. C

3. D

4. D

5. A

6. A

7. A

8. B

9. C

10. B

\*\*\*\*\*

**Appendix 5****RENCANA PELAKSANAAN PEMBELAJARAN****( RPP )**

Nama Sekolah : SMP Negeri 23 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX-9 /1

Standar Kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan.

Genus Teks : Teks Fungsional berbentuk descriptive

Aspek/Skill : Reading ( Membaca )

Alokasi Waktu : 2 x 45 Menit



## Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik dapat mengidentifikasi berbagai informasi dalam teks monolog berbentuk report dengan santun dan berdasar.

## Karakter Siswa di harapkan :

Dapat di percaya ( trustworthiness )

rasa Hormat dan Perhatian (trustworthiness )

teknik ( Diligence ).

## Materi

Multiple Choice Berbentuk Teks Reading

## Metode Pembelajaran

diskusi Kelompok Kecil ( Multiple Choice ).

## Langkah-Langkah Pembelajaran

### a. Kegiatan Pendahuluan

1. Guru Memberi Salam Dan Tegur Sapa

2. Menanamkan Nilai Religius Dengan Kegiatan Berdoa Sebelum

belajar.

3. Guru Mengecek Kehadiran Siswa.

4. Guru Memberi Motivasi Pada Siswa

5. Guru Menyampaikan Tujuan Pembelajaran

### 3. Kegiatan Inti

1. Guru Memberikan Penjelasan Tentang Recount Teks.

2. Guru Memberikan Teks Bacaan Beserta Soal Multiple Choice.

3. Guru Meminta Kepada Siswa Untuk Bertanya Jika Ada Materi Yang  
belum Dipahami.

4. Menjawab Pertanyaan Tentang Isi Teks

5. Mengidentifikasi Kesulitan-Kesulitan Siswa

6. Mengidentifikasi Tugas Siswa

### 3. Kegiatan Penutup

1. Menanyakan Kesulitan Siswa Dalam Memahami Teks Bacaan.

2. Menyimpulkan Materi dan Hal-Hal Yang Telah Dibahas.

### Bahan Dan Sumber Belajar

1. Teks Berbentuk Recount

2. Kamus

Penilaian

Teknik : Tes Tertulis

Bentuk: Pilihan Ganda

Masing-Masing Jawaban Benar Diberi Skor 1 ( Satu )

Skor Maksimal  $10 \times 1 = 10$



Guru Mata Pelajaran

Maria Ririn.M

### Appendix 6 : The Students Attendance List

NO	NAME	NIS	SIGNATURE	
			CYCLE I	CYCLE II
1	NUR AULIA BUDIRMAN	1210381	√	√
2	NUR FADILLAH UMAR	1210382	√	√
3	ANDI TRIRESKI MARJUWA	1210383	√	√
4	URISNAWATI RUSLI	1210384	√	√
5	DINDA ANNISA KHALIFAAH	1210385	√	√
6	RATIH PURNAMA SARI	1210386	√	√
7	NUR AFIAH HUTARI	1210387	√	√
8	APRILIA SARI	1210388	√	√
9	NURUL SYAFIRA BAHRUL	1210389	√	√
10	NUR RAHMIATI NURDIN	1210390	√	√
11	ANNISA	1210391	√	√
12	CAMELIA IRWAN	1210392	√	√
13	PUTRI DWI YANTI	1210393	√	√
14	ASRIANI MUFLIAH	1210394	√	√
15	MERSY ANGGRIANI	1210395	√	√
16	IRNA SRI WAAHYUNI.H	1210396	√	√
17	ADINDA MUTIA CAHYANI	1210397	√	√
18	AQILLAH FADHIA	1210398	√	√
19	ST.AGITA NINGRUM	1210399	√	√

20	NOVITA TANDI LOBO	1210400	√	√
21	ABDULLAH	1210401	√	√
22	MUH.ERSA YAYANG S	1210402	√	√
23	RESDI APRIL YANDI	1210403	√	√
24	MUH.FAISAL B	1210404	√	√
25	KEVIN ADI WINATA.T	1210405	√	√
26	MU.AGUNG	1210406	√	√
27	ANDIKA PRATAMA PUTRA	1210407	√	√
28	ANDI ALAMSYAH	1210409	√	√
29	JASRIL SUBIARTO	1210410	√	√
30	RANDI MURSALIM	1210412	√	√
31	ALAM SURYA	1210413	√	√
32	AHMAD SYARIF JUNAID	1210414	√	√
33	REINHARD RIVALDO.R	1210416	√	√
34	AAN AL IKHSAN HASDA	1210417	√	√
35	RUSDI	1210418	√	√
36	JAPHI NOMURA	1210419	√	√
37	LUCKY DIWANGKARA	1210420	√	√
38	ARHAM IBRAHIM.H	1210421	√	√
39	MU.SYHRUL	1210422	√	√
40	NUR INDAH PUSPITA SARI	1210423	√	√
41	RANDI ANDIKA. S	1210424	√	√
42	NUR RESKI INAYAH	1110209	√	√

## Appendix 7 : Pictures



Picture 1. The students were listening to the researcher ( cycle I )



Picture 2. The researcher was sharing instruments to students in group.





Picture 3. The researcher investigated the students in the group.



Picture 4. The students were answering the questions in Group ( cycle II ).



Picture 5. The researcher asked for the students to answer the test.



Picture 6. The researcher was the guided to answer the questions





# UNIVERSITAS BOSOWA "45"

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



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A. 150/FKIP/U-45/II/2015

Makassar, 6 Februari 2015

Pemohonan Izin Penelitian

Kepala SMP Negeri 23 Makassar

Di –

Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama : Maria Ririn M.  
 NIM : 4511101031  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

**Improving Students Reading Comprehension by Using  
 Small Group Discussion.**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.



**Prof. Dr. Muhammad Yunus, M.Pd.**

NIP. 196212311989031030

an:  
 ektor Universitas "45" Makassar.  
 sip.



**PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 23 MAKASSAR**

Kecamatan: Panakukkang

Jl. Paccinang Raya II No.35 B Telp.445388 Tello Baru Makassar (90233)  
NSS: 201196010172. NPSN:40307328

**SURAT KETERANGAN PENELITIAN**

Nomor : 423.4/054/SMP.23/II/2015

bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa  
tersebut di bawah ini :

MA : MARIA RIRIN M  
M : 4511101031  
ULTAS : Keguruan dan Ilmu Pendidikan  
USAN : Pendidikan Bahasa Inggris

telah melaksanakan Penelitian pada SMP Negeri 23 Makassar pada tanggal  
Februari 2015 dengan judul penelitian :

**IMPROVING STUDENTS READING COMPREHENSION BY USING SMALL  
GROUP DISCUSSION"**

Surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk  
sebagaimana mestinya.



Makassar, 25 Februari 2015

Kepala Sekolah,

*Basri Djarru*  
**Drs. BASRI DJARRU, M.M.Pd**

Pangkat : Pembina

NIP : 19551231 198003 1 177

## BIOGRAPHY



Maria Ririn.M was born on November 30<sup>th</sup> 1993 in Makassar. Her father's name is Yohanes Sumanting and her mother's name is Maria Ice.T.I She has 3 sisters.

In 1998 she started her first education in Kindegarden Elim Siporannu and finished in 2000. Then, she continued her study to elementary school at SD Inpres Pampang II Makassar and graduated In 2006. Then, she continued to junior high school at Kemala Bhayangkari Makassar and graduated in 2009. After that, she continued her study to senior high school Mastar Makassar and finished in 2011.

In 2011 she decided to continue her study at English Education Department, Faculty of Teacher Training and Education University of Bosowa 45 Makassar and graduated in 2015.