



**IMPROVING THE TENTH GRADE STUDENTS' ABILITY AT READING  
COMPREHENSION BY USING BUZZ GROUP TECHNIQUE AT MA  
TAHFIZHIL QUR'AN YAYASAN ISLAMIC CENTRE MEDAN**

**THESIS**

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU  
MedanAs a Partial Fulfillment of the Requirements for the  
(Educational Bachelor) S-1 Program**

**By**

**R. DAMAI YANTI PANGGABEAN**  
**NIM. 34133141**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN  
2017**



**IMPROVING THE TENTH GRADE STUDENTS' ABILITY AT READING  
COMPREHENSION BY USING BUZZ GROUP TECHNIQUE AT MA  
TAHFIZHIL QUR'AN YAYASAN ISLAMIC CENTRE MEDAN**

**THESIS**

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU  
Medan As a Partial Fulfillment of the Requirements for the  
(Educational Bachelor) S-1 Program**

**By**

**R. DAMAI YANTI PANGGABEAN**  
**NIM. 34133141**

**Advisor I**

**Advisor II**

**Dr.Mhd.Dalimunte,S.Ag.,S.S.,M.Hum**  
**NIP. 19710328 199903 1 003**

**Drs.H.Achmad Ramadhan,MA**  
**NIP. 19660115 199403 1 002**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN  
2017**

Nomor : Istimewa Medan, 22 Agustus 2017  
Lampiran : - Kepada Yth:  
Perihal : Skripsi Bapak Dekan Fakultas Ilmu Tarbiyah  
a.n. R. Damai Yanti dan Keguruan UIN Sumatera Utara  
Panggabean Di –  
Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

Nama : R. Damai Yanti Panggabean

NIM : 34.13.3.141

Jurusan : Pendidikan Bahasa Inggris

Judul : **IMPROVING THE TENTH GRADE STUDENTS' ABILITY**

**AT READING COMPREHENSION BY USING BUZZ GROUP TECHNIQUE**

**AT MA TAHFIZHIL QUR'AN YAYASAN ISLAMIC CENTRE MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

**Advisor I**

**Advisor II**

**Dr.Mhd.Dalimunte,S.Ag.,S.S.,M.Hum**  
**NIP. 19710328 199903 1 003**

**Drs.H.Achmad Ramadhan,MA**  
**NIP. 19660115 199403 1 002**

## **PERNYATAAN KEASLIAN SKRIPSI**

Yang Bertanda Tangan di bawah ini:

**Nama : R. Damai Yanti Panggabean**

**NIM : 34.13.3.141**

**Jurusan : Pendidikan Bahasa Inggris**

**Judul : IMPROVING THE TENTH GRADE STUDENTS' ABILITY**

**AT READING COMPREHENSION BY USING BUZZ GROUP TECHNIQUE**

**AT MA TAHFIZHIL QUR'AN YAYASAN ISLAMIC CENTRE MEDAN**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila di kemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 22 Agustus 2017

Yang Membuat Pernyataan

**R. Damai Yanti Panggabean**

**NIM. 34.13.3.141**

## ABSTRACT

**Name** : R. Damai Yanti Panggabean  
**NIM** : 34133141  
**Advisor I** : Drs.Mhd.Dalimunte,S.Ag.,S.S.,M.Hum  
**Advisor II** : Drs.H.Achmad Ramadhan,MA  
**Faculty** : Tarbiyah and Teacher Training  
**Department** : English Education  
**The Title** : Improving The Tenth Grade Students' Ability At Reading Comprehension By Using Buzz Group Technique At Ma Tahfizhil Qur'an Yayasan Islamic Centre Medan

**Key Words** : Buzz Group Technique, Reading Comprehension

This research aimed to apply of Buzz Group Technique to improve the students' ability at reading comprehension. The subject of this research was tenth grade of MA Tahfizhil Qur'an Yayasan Islamic Centre Medan Sumatera Utara in 2016/2017 academic year. It consisted of one class with 37 students. The aim was to discover the significant increasing of the students' ability at reading comprehension if the students were taught by using Buzz Group Technique. This research design was Classroom Action Research. The technique for data analyzing was qualitative and quantitative approach. The qualitative data was taken from observation sheet, interview sheet, and documentation. The quantitative data were taken from the tests which were carried out in two cycles conducted four meetings. The tests were given to the students in form of pre-test, post-test I in first cycle, and post-test II in the second cycle. The result of data analysis showed that there was an increasing the students' ability at reading comprehension from each cycle. It was showed from the mean of pre-test which was 47,02. After Buzz Group Technique was applied in the first cycle, there was an increasing of the result of the students' mean which was 73 and for the second cycle after reflection on the first cycle, there was an increasing of students' mean which was 75,13. Moreover on the first cycle, in pre-test session was 2,71% (1 student) who got point of over 70. In post-test I for the first cycle which was 75,67% (28 students) who got point of over 70. In post-test II for the second cycle which was 91% (34 students) who got point of over 70. So, the total percentage of the increasing from the pre-test to post-test II was 88,29 %. It could be seen that the coefficient of  $t_{\text{observation}} = 11,7$  and  $t_{\text{table}}$  to  $df = N-1 = 37-1=36$ , with the fact level  $\alpha = 2,03$ . In the coefficient of  $t_{\text{observation}} (11,7) > (2,03)$ . Thus, alternative hypothesis ( $H_a$ ) could be received. The students' activities in language learning were very active in cycle I of observation sheet and the improvement of the students' activities in language learning can be seen by cycle II was very good. Based on the finding, the alternative hypothesis ( $H_a$ ) stated that the implementation of Buzz Hroup Technique could be increased on the students' ability at reading comprehension.

## ACKNOWLEDGEMENT

*In the name of Allah, the Beneficient, the Merciful.*

Praise to Allah, The lord of the worlds who gives the writer guidance and strength, so he could finish this scientific paper (*skripsi*). Peace and blessing be upon our prophet Muhammad SAW, my family, my companions and my followers.

This skripsi is presented to the English Education Department of Tarbiyah and Teaching Training Faculty of UIN Sumatera Utara as a partial fulfillment of the requirements for Strata 1 (S 1) on the title : Improving The Tenth Grade Students' Ability At Reading Comprehension By Using Buzz Group Technique At Ma Tahfizhil Qur'an Yayasan Islamic Centre Medan. This research could not be completed without a great deal of helping of many people. Dealing with the completing of this skripsi, the writer would like to give special thanks to:

1. The Dean of Tarbiyah and Teacher Training, and all lectures at English Education Department who have given variety knowledge during studying at UIN-SU.
2. Dr.Sholihatul Hamidah Daulay,M.Hum, as Head of English Education Department who have given me motivations and suggestions.
3. Maryati Salmiah,S.Pd.,M.Hum, as Secretary of English Education Department of UIN Sumatera Utara.
4. Dr.Mhd.Dalimunte,S.Ag.,S.S.,M.Hum, as my first advisor who has given me guidance, motivation, and direction during the writing of this skripsi and Drs.H.Achmad Ramadhan,MA, as my second advisor who has given me guidance, motivation, and direction during the writing of this skripsi.

5. My best gratitude to my beloved parents, Muhammad Panggabean, S.Ag and Hotma Gultom, and my beloved brothers, Suvriadi Panggabean, S.Pd., M.Si and Azlansyah Panggabean, A.Md, and my beloved sister Khairan Nur Panggabean, and My beloved sister in law Nur Asyiah, SE and my beloved nephew Alisha Azzahra Panggabean, who always give supports, motivation and moral encouragements to finish this research paper. Thanks a lot for all their supports and prays.
6. Special and sincerest thanks to all my friends especially to my friends' KKN (Roni, Irvan, Fauzi, Isnaini, Jannah, Puji, Riza, Yuslina, Nisa, Afni, Citra and Nanda), and my friends' PPL who have given their motivation to finish this research paper.
7. My friends in English Education Department especially in PBI-2 whose names Abdul Gani Siregar, Abdul Muhsin Polem, Ade Yuliani Nasution, Amanda Amalia, An-Nisa, Dewi Indah Pratiwi, Dinda Amalia, Eka Damayanti Pasaribu, Fitri Apriana, Hartati Harahap, Husni Baraqih, Irmawati, Kamalia Maulina, Lilis Suryani, Maimunah, Muharfah Sari, Novia Robeitah Irham, Rahmat Martua Simatupang, Rina Irawan Nasution, Rini Andriyani, Riza Yuanna, Siti Maulida Kamaliyah, Sri Dewi Wulandari, Suci Kurnia, Tika Irani (thank you for being my friends) and always give me motivation to finish this research paper.
8. My man in the future that I have not known who and where you are now. This is the one of my efforts to be your shalihah wife and madrasatul ula for our children later.

Finally, the writer realizes that this paper is far from being perfect. Therefore, the writer expects some suggestions and criticism for this paper. At last, the writer hopes that this research paper will be useful for all.

Medan, July 2017

The writer

**R. DamaiYanti Panggabean**  
**NIM.34133141**



## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGMENT.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF APPENDIX .....</b>	<b>ix</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problem.....	4
C. Limitation of the Study.....	4
D. Formulation of the Study.....	4
E. The Aim of the Study .....	5
F. The Significance of the Study.....	5
<b>CHAPTER II : REVIEW OF LITERATURE .....</b>	<b>7</b>
A. Theoretical Framework.....	7
1. Review on Reading Comprehension .....	7
a. The Nature of Reading.....	7
b. The Nature of Reading Comprehension .....	8
2. Levels of Reading Comprehension.....	9
3. Reading Purpose .....	11
4. Buzz Group Technique.....	12
a. The Definition of Buzz Group Technique .....	12
b. Procedure of Buzz Group Technique.....	13
c. Advantages and Disadvantages of Buzz Group Technique .....	14
d. Principles for Effective Buzz Group Technique.....	15
B. Relevant Study.....	16
C. Conceptual Frameworks.....	17
D. Hypothesis.....	17

<b>CHAPTER III : RESEARCH METHOD.....</b>	<b>18</b>
A. Research Design .....	18
B. Subject of the Research .....	19
C. Location and Time of the Research .....	19
D. The Procedure of Action Research.....	19
D.1. First Cycle.....	20
D.2. Second Cycle .....	21
E. Technique for Data Collection.....	22
F. Instrument for Data Collection .....	23
G. The Procedure for Data Analysis .....	24
G.1. Qualitative Data .....	24
G.2. Quantitative Data .....	26
<b>CHAPTER IV DATA ANALYSIS AND DISSCUSSION.....</b>	<b>28</b>
A. Data Description .....	28
A.1. Students' Ability at Reading Comprehension Befoore Treatment.....	28
A.2. The Treatment and Research Findings in Cycle I .....	32
A.3. The Treatment and Research Finding in Cycle II .....	37
B. Research Findings.....	43
B.1. The Improvement of Students' Ability From Each Cycle.....	44
B.2. Discussion on Research Findings .....	49
C. The Qualitative Data.....	50
C.1. Observation.....	50
C.2. Interview .....	50
C.3. Documentation .....	51
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>53</b>
A. Conclusions .....	53
B. Suggestions.....	54
<b>REFERENCES.....</b>	<b>55</b>
<b>APPENDIXES</b>	

## LIST OF TABLE

Table 1 : The Sore of Students in Pre-Test .....	28
Table 2 : The Percentage of Students Success in Pre-Test .....	31
Table 3 : The Students' Score of Post-Test I .....	34
Table 4 : The Percentage of Students Success in Post - Test I .....	37
Table 5 : The students' Score for Post - Test II .....	40
Table 6 : The Percentage of Students Success in Post - Test II .....	43
Table 7 : The Score of Students for Pre-Test, Post-Test I, and Post-Test II.....	44
Table 8 : The Percentage of Students in Pre-Test, Post-Test I, and Post-Test II..	46
Table 9 : The Statistic Analysis of the Students' Score Post - Test I and Post - Test II .....	47

**LIST OF FIGURES**

Figures A..... 19

## **LIST OF APPENDIXES**

Appendix I : Lesson Plan Cycle I

Appendix II : Lesson Plan Cycle II

Appendix III : Pre Test I and Post Test I

Appendix IV : Post Test II

Appendix V : Observation Sheet for Teacher

Appendix VI : Observation Sheet for Students

Appendix VII : Interview With English Teacher in MA Tahfizhil Qur'an

Yayasan Islamic Centre Medan

Appendix VIII : Interview With the Students in the First Meeting

Appendix IX : Interview With the Students in the Last Meeting

Appendix X : Diary Notes

Appendix XI : Documentation

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading as one of the basic language skills has an important role in widening one's knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge.

Reading is one of ways to communicate in the written forms. Reading is one of the communication skills to comprehend and understand the ideas and transferring the information from writer to the reader by using written form. Moreover, reading is one of the God's commands which inserted in Al-Quran, from the first verse up to the fifth one of Al-'Alaq:

*(1) Read: In the name of thy Lord Who createth, (2) Createth man from a clot.*

*(3) Read: And thy Lord is the Most Bounteous, (4) Who teacheth by the pen, (5) Teacheth man that which he knew not.<sup>1</sup>*

According to Donna. M. Scallon, reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In order to effectively meet the needs of literacy learners, especially those who struggle,

---

<sup>1</sup>

<http://ayatalquran.net/2015/02/surah-al-alaq-%D8%A7%D9%84%D8%B9%D9%84%D9%82-the-clot-terjemah-bahasa-inggris/>. Accessed on Monday, 16 January 2017 at 09.25 p.m

instruction needs to take account of this complexity.<sup>2</sup> Reading is an process to analyze and understand of a variety of source information.

Reading comprehension is the process to acquire the meaning or to understand the text briefly includes finding the particular information. The students are expected to get knowledge, information and understand about the context that has been explained in the text. In the other words, reading must be comprehended by the students. It is useless thing if the students do not have reading comprehension because it involves the competence to find some informations in the reading text. So that why students need reading activities to improve their ability in reading skill.

However, some problems can be seen from reading especially from teaching reading. Based on the obsevation, the researcher found a various of problems in reading comprehension, such as the student inability to understand the reading text to mind the main idea and to answer the question related to reading text. It was caused by the less of vocabulary, lack of concentration and techniques used by their teachers. They still apply the traditional techniques. The teacher just read the text and discusses it with the whole class and the teacher asks the students to answer some questions untill the students do not have time to share about the text freely. This condition makes the students have low motivation in reading activity.

---

<sup>2</sup> Donna. M. Scanlon, 2010, *Early Intervention for Reading Difficulties*, New York :The Guilford, p.9

The writer also did the observation at MTs Hifzhil Qur'an Yayasan Islamic Centre Medan while the writer was doing teaching practice (PPL), the writer found that the students got the low scores when they answered the question related to the text. The description indicates that reading comprehension is considered most complicated skill. Not only about vocabulary problem, but also the students asked the meaning of the word.

Based on the description of the problems above, the researcher is trying to solve the problems, by applying a new technique. One way to improve the reading comprehension of the students is by using the new teaching techniques, namely Buzz Group Technique. Buzz group” was first used by Dr. Donald Phillips at Michigan State University. He divided his large classes into six-member clusters asking them to discuss a certain problem for specific period of time. As one might guess, it was not long until the new approach became known on campus as the “Phillips 66” technique. Now the use of Buzz Groups technique is quite popular with buzz groups technique, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching.<sup>3</sup>

By using the buzz group, the students can share everything how to make the correct answer in answering the main idea of the text. Buzz group for reading comprehension helps students to comprehend what they are reading and the goal is the students. So, this technique construct students' critical thinking, build the real concept and also enrich their vocabulary.

---

<sup>3</sup> E. Milaningrum, (2011), *Thesis “Improving The students ability in reading comprehension by using buzz group technique”* Surakarta: p.19



Thus, in order to make the students comprehend the text, the writer is very interested in conducting a study with the title “**Improving The Tenth Grade Students’ Ability At Reading Comprehension By Using Buzz Group Technique At Ma Tahfizhil Qur’an Yayasan Islamic Centre Medan**”

### **B. Identification of the Problem**

So, based on the background of the study above, the research problem of this study is formulated as the following:

1. The teacher has taught reading material but the students couldn’t understand the reading text to find the main idea and answer the question related to reading text.
2. The teacher has used various techniques in teaching reading comprehension but most of students still lack of concentration.
3. There are so many new technique in teaching English but the teacher still use traditional technique.

### **C. Limitation of the Study**

Related to the identification of the problem, the limitation of the study focuses on reading comprehension.

### **D. Formulation of the Study**

Based on the identification of the study, the formulation of the study as the following:

1. Can the students’ ability at reading comprehension be increased by using Buzz Group Technique?

2. How is the students' activities in language learning when the Buzz Group Technique applied?

#### **E. The Aim of the Study**

Based on the background of the research, the aims of this study are:

1. To know if Buzz Group Technique can increase the Students Ability at Reading Comprehension.
2. To describe Buzz Group Technique can improve the students' reading comprehension at eleventh grade.
3. To know the students' activities in language teaching by using Buzz Group Technique.

#### **F. The Significance of the Study**

The result of this study is expected to be useful theoretically and practically. Theoretical significance of this study is for science development to improve learning quality especially related to the learning technique used in English learning.

While practically this study is useful for:

1. Education, to enlarge and enrich the language instruction, because the study tries to know whether the method, approach, technique, and procedure are suitable to the condition of the students.
2. Teachers, to give teachers a lot of choices for improving their teaching at reading comprehension process by selecting the suitable method or technique.

3. Learners, to give the learners a lot of experiences for enlarging and enriching their knowledge about reading comprehension because no matter what the department but the students should be able to read comprehension well. The practicing and learning to answer some reading questions by using Buzz Group Technique will give the benefits for improving the students' ability at reading comprehension.
4. Researcher, to give the researcher experience for gaining something better in her career and future. It will develop and enlarge her science and knowledge in teaching English especially in reading comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

The basic concept of a study must be made clear from the start. This is considered important to understand the ideas to be conveyed. Therefore the clarification of the concept will prevent the possible misunderstanding between the writer and the reader. In other words, it is very important to discuss the concept used or being discussed so that the reader will get the point clearly.

##### **1. Review on Reading Comprehension**

###### **a. The Nature of Reading**

Reading is very important and useful of activity in human's life. The people will get information through reading. People have their own activities to do the reading activities. They have different purposes when they read. It is also more than recognizing words within a sentence; but includes whole activity of thinking process to evaluate the information.

According to Danielle S. McNamara, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features.<sup>4</sup> Based on Danielle S. McNamara that reading

---

<sup>4</sup> Danielle S. McNamara, 2007, *Reading Comprehension Strategies (Theories, Interventions, and Technologies)*, New York London: Lawrence Erlbaum Associates, Inc, p.3

is an extraordinary ability to access the information and the idea from a simple story, we know that story has a group of words, namely: graphemes, phonemes, and morphemes.

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In order to effectively meet the needs of literacy learners, especially those who struggle, instruction needs to take account of this complexity.<sup>5</sup>

From the definition above, reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world and reading is a complex process which includes constant process of guessing, activating background knowledge on the field of the text, and decoding written symbols that involves reacting to a written text in order to get message or information from a written text and reading as the process of decoding and understanding of a writing system.

### **b. The Nature of Reading Comprehension**

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>6</sup> Reading Comprehension is the process of getting and understanding the meaning of word or sentence in the text.

Comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction

---

<sup>5</sup> Donna. M. Scanlon, 2010, *Early Intervention for Reading Difficulties*, New York :The Guilford, p.9

<sup>6</sup> Woolley G, 2011, *Reading Comprehension Assisting Children Learning Difficulties*, Netherlands: Springer Netherlands, p.15

among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.<sup>7</sup>

From the theories above, it can be concluded that reading comprehension is a process of understanding the meaning from a written text by finding word meaning of the text, finding detailed information, identifying referent, identifying main idea, identifying implied information, identifying the generic structure, and identifying the communicative purpose of the text.

## **2. Levels of Reading Comprehension**

According to Mohammad (1986) there are three levels of reading comprehension:

### **1. Literal Comprehension Level**

Comprehension at this level involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly state in the text. In addition, it is also appropriate to test vocabulary.

### **2. Interpretive or Referential Comprehension**

At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to able to see relationship among ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusions,

---

<sup>7</sup> Amy L, Moore, *Reading Comprehension*, p.2

making generalization and predicting outcomes. At this level, teacher 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. Explain the author's purpose of writing the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select the conclusion which can be deduced from the text they have read.

### 3. Critical Reading Comprehension Level

Critical reading where by ideas and informations are evaluated. Critical evaluation occurs after our students have understood the ideas and informations 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 persuasive statements.<sup>8</sup> The student have ability to understand the idea and the information that the writer has presented.

According to Heilman, critical reading comprehension is Analyzing, evaluating, and personally reacting to information presented in a passage. Personally reacting to information in a passage indicating the meaning to the

---

<sup>8</sup> Mohammad, 1999, *The Internet TESL Journal* Vol. V, No. 12. at; 8.00 PM, 3 December 2016

reader. Analyzing and evaluating the quality of written information in terms of some standards.<sup>9</sup>

Based on the explanation above, levels of reading comprehension is about to comprehend well, readers must have literal reading, interpretive or referential reading, and critical reading. Based on the curriculum for senior high school that level of reading comprehension above the indicator required to the students to find word meaning, to find detailed information, to find main idea of the text, to find the generic structure of the text, to find the purpose of the text.

### **3. Reading Purpose**

#### **1. Reading to search for simple information and reading to skim**

Reading to search for simple information is common reading ability; though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search we typically scan the text for a specific piece of information or a specific word.

#### **2. Reading to learn from texts**

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily do the rereading and reflection strategies to

---

<sup>9</sup> Heilman 1981, *Principles and Practices of Teaching Reading*, United States of America: Merrill Publishing, p.246.



help remember information).<sup>10</sup> Reading to learn from text means read the text to get or know the information in the text.

### 3. Reading for ideas

Unlike reading for information, reading for ideas is slow and sometimes torturous. Idea requires careful thought in order to be understood. So, while reader can scan for information, ideas have to be appropriated which requires careful reflection. The reader may need to re-read the material, take notes, spend time thinking about what was written, define words, research background context in order to comprehend the complex idea.

### 4. Reading to Escape

Reading to escape happens when the people read the novel. Sometimes this type called genre fiction, includes inexpensive and mass produced works of entertainment that people read to while away their time or ease their stress. There is nothing wrong with some relaxing reading for pleasure, so that why this purpose reading seldom in applying to the academic world.<sup>11</sup> Reading to escape means the people read the genre fiction to make relax and pleasure.

## 5. Buzz Group Technique

### a. The Definition of Buzz Group Technique

Apparently the technique known as “buzz group” was first used by Dr. Donald Phillips at Michigan State University. He would divide his large classes

---

<sup>10</sup> Donna M. Scanlon, *Early Intervention for Reading Difficulties the interactive strategies approach*, New York: The Guilford Press, p.13-14

<sup>11</sup> Donald Hall, 1983, *Four kinds of reading*, New York: Knopf, p.164

into six-member clusters asking them to discuss a certain problem for specific period of time. As one might guess, it was not long until the new approach became known on campus as the “Phillips 66” technique. Now the use of Buzz Groups technique is quite popular with buzz groups technique, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching.<sup>12</sup>

Buzz group is a large group made fast and without any preparation to have a small discussion which consists of 2 to 15 students meet simultaneously in specified time. They are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.<sup>13</sup>

Buzz group technique helps students for their critical thinking towards the given topic from the teacher. They have limited time to think and give their argument related to a topic which can make them having fast response. So every student must gets a chance to contribute to the discussion to solving the problem in question.

#### **b. Procedure of Buzz Group Technique**

According to Buzz Group technique the core of the class activity is the group task, the procedure of buzz groups technique is as follows:

- 1) Divide the gorup of participant, or audience into small subs-groups (from 3 to 12).

---

<sup>12</sup> E. Milaningrum, (2011), *Thesis “Improving The students ability in reading comprehension by using buzz group technique”* Surakarta: p.19

<sup>13</sup> Ernest W. Brewer,(1997), *Proven Ways to Get Your Message Across*, United States of America: Corwin Press, Inc, p. 72

- 2) Appoint, have the group elect, a chairperson.
- 3) Instruct the group to discuss an issue relevant to some aspects of the topic under consideration,
- 4) Have the chairperson report the information generated by the sub--group and/or a consensus reached by the sub-group to large group.<sup>14</sup> The student will be reported their answering by sub-group to large group.

The main procedural steps in using the Buzz Group Technique :

- 1) Divide the class into several groups; show the direction of discussion and information about time limitation.
- 2) Ask the member of each group to share their argument to response the directions.
- 3) Check periodically to see whether all of the groups still involved in the discussion actively and focus on the given topic/theme.
- 4) Cut the limitation time if the discussion has out from the topic and the limitation time.
- 5) Consider to extend the limitation time few minutes more, if each group still discussing the topic but the time is up.
- 6) Guide students to back to the class discussion and repeat the direction again to start it.<sup>15</sup> The teacher will give more explanation to the students before they start the class discussion.

### **c. Advantages and Disadvantages of Buzz Group Technique**

#### **1. Advantages of Buzz Group Technique**

According to Ernest W Brewer, the advantages of Buzz

Group,namely:

---

<sup>14</sup> Jonell Kirby,Ed.D,(1985),*Consultation:Practice and Practitioner*, West Virginia:Accellerated Development Inc,p.50

<sup>15</sup> Elizabeth Barkley, et al. "Collaborative Learning Techniques . . .",p.170

- 1) It allows everyone's ideas to be expressed.
- 2) Participants learn to work in real-life situations where others' opinions are considered.
- 3) It sets the groundwork to get discussion started.
- 4) Because members are expressing opinions, it is good for dealing with controversial subjects.<sup>16</sup> The teacher will get feedback on the extent to which students understand the material presented in the lesson.

## **2. Disadvantages of Buzz Group Technique**

According to Ernest W Brewer, the disadvantages of Buzz

Group, namely:

- 1) Effectiveness of the group may be lowered by the immature behavior of a few.
- 2) It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously.
- 3) It can be time-consuming when dealing with very large groups.<sup>17</sup> Based on the expert that the teacher must have a good management in mastering the class.

### **d. Principles for Effective Buzz Group Technique**

When the teacher uses buzz groups technique in teaching learning process, there are some pitfalls that will disturb learning activity process. The pitfalls can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz group teaching. Gangel in his journal *Using*

---

<sup>16</sup> Ernest W. Brewer, (1997), *Proven Ways to Get Your Message Across*, United States of America: Corwin Press, Inc, p. 75

<sup>17</sup> Ibid, p. 76

*Buzz Groups in Your Teaching* says that there are some principles for effective buzz groups technique, follows:

- a) *Plan the class time* to allow for moving chairs, explaining the technique, and hearing reports. These items will usually take longer than anticipate.
- b) Make clear to the class what the *roles of group leader and recorder* should be. This is done before the entire group so that everyone will know how he is to react to the leader and recorder in his group.
- c) Set a definite *time limit* for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively.
- d) The *teacher should "float"* from group to group to motivate better involvement, help them over any hurdles, and generally spread enthusiasm around the room.<sup>18</sup> The teacher help the student of the group to make better involvement in the classroom.

## **B. Relavant Study**

The studies that have relavant with this study are:

- 1) The first study which has relevance with this research was conducted by E.Millaningrum (2011) : Improving the students' reading comprehension by using buzz group technique (A Classroom Action Research Conducted at the Seventh Grade of SMP Negeri 7 Surakarta in the Academic Year of 2010/2011). The researches in her study used Classroom Action Research where she took one class consist 36 students as the sample with 2 cycles.

---

<sup>18</sup> Kenneth O. Gangel,2003,24 *Ways to Improve Your Teaching*,Eugene:Wipf and Stock Publisher.p.48-49

And the result of her research showed that so buzz group technique effective used in teaching reading to improve students' reading comprehension.

- 2) Wachidatun Ni'mah (2015) conducted a study related to the buzz group technique, the use of buzz group technique to enhance students' activeness and writing skill of hortatory exposition text (a classroom action research with the eleventh grade students of ma al khoiriyyah semarang in the academic year of 2014/2015). In her conclusion, by using buzz group technique, the implementations of buzz group technique that had been done in two cycles in this research can be applied to stimulate and give motivation to students to write hortatory exposition text and to be active in the learning process.

### **C. Conceptual Frameworks**

It has been explained previously that reading is an important aspect to improve someone's ability in every aspect of life because we can not know every thing without reading. As it is an important aspect, it should be planned and thought carefully. One of the ways to find the best teaching ways is by using buzz group technique.

Buzz group technique is a technique of group discussion which consists of four to six students that are formed to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group within a specific period of time.

The applying of buzz group technique for senior high school can encourage the students, generating idea, solving a problem or reaching a common viewpoint on the topic and to get feedback from a large number of students on specific topic in a formalised way and within a specific time.

Finally, by this study, it is expected that the using of buzz group technique by english teacher can give significant effect on the student's reading comprehension.

#### **D. Hypothesis**

Based on theory underlying buzz groups technique, reading comprehension, and teaching reading, the hypothesis is : the use of buzz groups technique can improve reading comprehension of the eleventh grade of SMA Dyah Galih Galung academic year 2016/2017.

## CHAPTER III

### RESEARCH OF METHOD

#### A. Research Design

This research design applies Classroom Action Research. Classroom action research (CAR) is an action research conducted by teachers in the classroom as well as researcher or jointly with others (collaboration) with design, implement, and reflect the collaborative and participatory actions that aim to improve or enhance the learning process in class through a specific action within a cycle. Classroom action research is action research conducted with the aim of improving the quality of practice learning in the classroom. Classroom action research goal is to solve the real problems that occur in the classroom and increase of real activities of teachers in professional development activities.<sup>19</sup>

The method used in this study is Classroom Action Research (CAR). According to Suryabrata Classroom Action Research is the research aims to develop skills or new approach to solve the problem with a new application in the world. Research aimed at overcoming the problems associated with the practical needs (research done to address the problem that needs to be addressed immediately, the research results are immediately used to address the problem.<sup>20</sup> The researcher develop their skill to solve their problem with a new application and improving the quality of practice learning.

---

<sup>19</sup> Kunandar, 2008, *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta: PT. Rajagrafindo Persada, pg. 44

<sup>20</sup> Sugito, Anam Ibrahim, and Syahrudin, (2015), *Metode Penelitian Pendidikan seni rupa*, UNIMED: P: 17-18.



## B. Subject of the Research

The subject of this research are the X grade students of MA Hifzhil Quran Yayasan Islamic Centre. The number students in the class was 35 students. The reason why the researcher chooses this class, because:

- a. The researcher know students' ability in reading is still low.
- b. The location is near with the researcher's rent house in medan.

## C. Location and Time of Research

This research will be conducted at MA Hifzhil Quran Yayasan Islamic Centre, which is located on Jl. Williem Iskandar, Kecamatan Percut Sei Tuan, Kabupaten Deliserdang, Provinsi Sumatera Utara. This school is chosen by researcher.

## D. The Procedure of Action Research

According to this design, namely classroom action research, this research had some steps that were included in two cycles. The cycles consist of planning, implementing, observing, and reflecting. The cycle will be described by the figure A below:

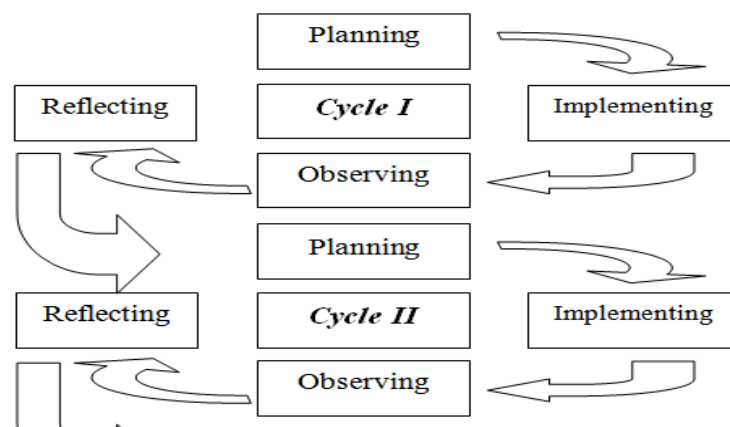


Figure A

## **D.1. First Cycle**

The procedure of action research in the first cycle as follows:

### **a. Planning**

In this step, the researcher makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The topic of reading comprehension in lesson plan is based on the syllabus in curriculum. The reading material that the researcher uses some media for teaching-learning process, for example some pictures, suitable text, etc. Time and schedule of this research are confirmed with the situation in the school. At this stage the teacher conducting interviews with the students in the class to reveal the difficulties are experienced and felt by children when reading, reveal student's feelings while doing learning activities.<sup>21</sup> The researcher prepare the teaching material and instrument of collecting the data, such as interview sheet and observation sheet.

### **b. Implementing**

In this step, the researcher implements the activities of teaching reading in the lesson plan. The reseacher will conduct two cycle in this research. The first cycle consits of three meeting and the second cycles consist of two meeting; each meeting will take 80 minutes. The step of implementation stage is divided into three sections. These are opening section, main activity section which cover pre-reading, whilst reading, and post-reading and closing section.

---

<sup>21</sup> Asul Wiyanto dan Mustakin, (2012), *Panduan Karya Tulis Guru*, Yogyakarta: p:135.

#### c. Observing

Observation is observed outcome or impact of the actions taken or imposed against the student <sup>22</sup>. In this step, the writer as the practitioner will implement buzz groups technique in teaching and learning process, and the English teacher as the observer will observe students' understanding, students' participation, students' activity, and students' comprehension in the teaching-learning process. Observation is one of the techniques which is used in collecting the data. The result of the observation is recorded on observation sheets as the data.

#### d. Reflecting

After carrying out the teaching process using buzz groups technique, the researcher recites the result of the activities which occur in classroom as the reflection of the action. She evaluates the process and the result of the implementation of buzz groups technique in the reading class. It is a basic consideration to make plan and conduct the next meeting. It will also used to answer the hypothesis that has been proposed by the writer before the action is carried out.

### **D.2. Second Cycle**

The researcher will do cycle II, if the students' score is still low. It means that the researcher arranged the plan based on the problem or the procedure in cycle I still have some weakness. The cycle focuses in solving the problems that is found in cycle one.

---

<sup>22</sup> Fitrianti, (2012), *Sukses Profesi Guru Dengan Penelitian Tindakan Kelas*, Yogyakarta: Deepublish, P:21

## **E. Technique for Data Collection**

There are two types of collecting data. Qualitative and quantitative data. Field note the description of students' ability, teacher performance in the classroom and interview to be given for the teacher. The qualitative data of the research was collected by using interview, observation, and diary note, the explanation as follow:

### **1. Interview**

Interview is a technique to collect the data directly between the researcher and the participants, in interview the researcher and the participant are face to face.<sup>23</sup>. the researcher interviews the teacher before applying classroom action research. It is to know general description about process of learning reading skill, the know the students' difficulties in learning reading skill, to know the situation in reading activity and the strategies usually implemented the teacher in teaching reading.

### **2. Observation**

Observation is a technique to collect the data by observing the activities that happen. And make a note by using check list, anecdotal record, and rating scale.<sup>24</sup>. in this case the researcher uses unstructured or opened observation directly in the classroom and gets the description about students' activity and participants in learning process and the teacher performance. This process is when

---

<sup>23</sup> Suryani dan Hendrayadi,(2015) *metode riset kuantitatif*, Jakarta: prenadamedia grup, p: 183.

<sup>24</sup> Wina sanjaya, *penelitian tindakan kelas*, Jakarta:Kencana, p: 102

implementation of CAR, reading activity and students participation in applying reciprocal teaching strategy.

### 3. Diary notes

Diary notes were done to write and report the moments of events and daily activity that happen in the class. The diary note is using to know the progress of the students in learning process.<sup>25</sup> A diary notes can also contain data collected by other research methods. For example, it is a good place to record notes from unstructured classroom observations or to record the description of the context and conditions of an interview just carried out.<sup>26</sup>

The quantitative data of the research was collected by using reading test. The researcher gives tests of reading comprehension. There are pre-test and post-test which are used to collect the data of the improvement. The result of the test is analyzed to know the students' ability on reading comprehension. The result could indicate whether or not the use of Buzz Group Technique in enhancing the students' reading comprehension.

In collecting the data, essay test were used. The students were asked to answer 30 question essay test, which was related to the text that they read. The time, which was given to them to finish the test was 50 minutes.

### **F. Instrument for Data Collection**

In collecting data, the following instruments are used:

---

<sup>25</sup> Ibid p:102, 103.

<sup>26</sup> Herbert Altrichter, Peter Posch, and Bridget Somekh, (1993), *Teacher Investigate their Work "An Introduction to the methods of action research"*, New York and London: Routledge, p.10

1. Interview sheet is conducted to get information about students' interest in reading before and after giving treatment. So, interview was only conducted in analyzing situations the english teacher and some of students were interviews.
2. Observation sheet is the action of watching something carefully. The uuse of observations means to see an act of happen in the classroom during teaching learning process.
3. Documentation is anything written contains information serving as proof. It is supported by some medias such as : photo, notebook, video or record which will be related to research focusing.
4. Test will be aimed to know the students ability in reading comprehension. The kind of the text is objective test in multiple choice form. It consist of pre test and post test. Pre test is given before Buzz Group Technique is implemented. While post test is given after Buzz Group Technique is implemented.
5. Diary Notes, it is write and report the moments of events and daily activity that happen in the class.

#### **G. The Procedure of Analyzing the Data**

The classroom action research in this study will be succesful if there is an improvement or enhacement of students' reading comprehension. This can seen when the students can do the test, and feel it easy and enjoy learning reading in the classroom. In this research, the data collected are qualitative and quantitative data.

## **G.1. Qualitative Data**

The qualitative data analyses are used to analyze the data that are taken during the teaching learning process. The writer uses the indicators that show the improvement of the students' reading comprehension. In analyzing the qualitative data, the researcher analyzes the data from the result of observation, interview, diary note to describe how the process of teaching reading by using Buzz Group Technique runs in the classroom.

According to McKernan (1996) in Burns (1999: 156-160) there are five steps in analyzing the data. They are:

### **a. Assembling the data**

The first step is to assemble the data that the researcher has collected over the period of the research: field notes, interview, and so on. At this step, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

### **b. Coding the data**

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis become more messy and coding becomes less clear cut when the researcher dealing with diary entries, classroom recording, or open-ended survey questions.

### **c. Comparing the data**

Comparison is made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this step, the researcher is

able to map frequencies of occurrences, behaviors or responses. The main aim at this step is to describe and display the data rather than to interpret or explain them.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data.

e. Reporting the outcomes

This step involves presenting an account of the research for others.

## G.2. Quantitative Data

The quantitative data analyses are used to analyze data from the result of teaching learning process. In analyzing quantitative data, the researcher uses descriptive statistic. The quantitative data are analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. Then, the researcher compared those scores. The improvement could be seen from the scores of post-test which is higher than the score in the pre-test.<sup>27</sup>

The mean score of pre-test and post-test can be calculated with the formula as follows:

$$X = \frac{\sum x}{n}$$

$$Y = \frac{\sum y}{n}$$

in which:

X : Mean of pre test scores

Y : Mean of post test scores

N : Number of subject

---

<sup>27</sup> E. Milaningrum, (2011), *Thesis "Improving The students ability in reading comprehension by using buzz group technique"* Surakarta:, p.40,41,42.



$\Sigma X$ : The sum of pre test score

$\Sigma Y$ : The sum of post test score

Finally, by analyzing the data from qualitative and quantitative data, the researcher is able to draw a conclusion whether or not Buzz Group Technique can improve students' reading comprehension. If almost the students give positive response to the teaching learning activities and their post-test score is higher than pre-test score, the implementation of buzz groups technique is succesful, but if the students give negative response during the lesson and their post-test is lower than pre-test, the implementation of Buzz Group Technique is not successful.

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

#### A. Data Analysis

The data were analyzed with quantitative and qualitative approach. The quantitative data were taken from the mean of the students' score in reading comprehension test and the qualitative data were from observation sheet, interview, and photography evidence. This research was conducted in one class within 37 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research ( planning , acting, observing, and reflecting). The first cycle included pre-test that conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students gave the test as the post test. So, totally there were four meetings in this research.

##### A.1 Students' Ability at Reading Comprehension Before Treatment

In this research, the researcher got the data about the students' ability at reading comprehension before using Buzz Group Technique, which the result of the students' score can be seen in this following table:

**Table 1**

**The Sore of Students in Pre-Test**

No	Students' Initial	Score	Successful Criteria Score (>70)
1	AF	60	Unsuccessful
2	AP	30	Unsuccessful
3	AS	20	Unsuccessful
4	BO	50	Unsuccessful

5	DE	30	Unsuccessful
6	DH	60	Unsuccessful
7	EL	50	Unsuccessful
8	EV	40	Unsuccessful
9	FC	60	Unsuccessful
10	FD	60	Unsuccessful
11	FJ	60	Unsuccessful
12	FR	50	Unsuccessful
13	FT	40	Unsuccessful
14	FH	50	Unsuccessful
15	HA	30	Unsuccessful
16	IB	60	Unsuccessful
17	IZ	20	Unsuccessful
18	JE	60	Unsuccessful
19	KH	60	Unsuccessful
20	MI	30	Unsuccessful
21	NA	60	Unsuccessful
22	NO	60	Unsuccessful
23	NU	50	Unsuccessful
24	PD	40	Unsuccessful
25	PA	60	Unsuccessful
26	PH	20	Unsuccessful
27	PL	50	Unsuccessful

28	PN	40	Unsuccessful
29	RI	50	Unsuccessful
30	RS	50	Unsuccessful
31	SA	40	Unsuccessful
32	SI	40	Unsuccessful
33	SR	30	Unsuccessful
34	SN	50	Unsuccessful
35	UN	60	Unsuccessful
36	WI	80	<b>Successful</b>
37	ZA	40	Unsuccessful
	Total	1740	
	Mean	47,02	
	Percentage	2,71 %	

In the pre-test, the total score of the students was 1740 and the number of the students who took the test was 37 students. So, the following is the process of gaining the mean of students' score:

a. The number of students who was successful : 1 student

b. The number of students who was unsuccessful : 36 students

c. The percentage of successful :

$$\frac{1}{37} \times 100 \% = 2,71$$

d. The percentage of unsuccessful :

$$\frac{36}{37} \times 100 \% = 97,29$$

e. The mean of the students' score :

$$\frac{1740}{37} \times 100 \% = 47,02$$

**Table 2**

**The Percentage of Students Success in Pre-Test**

No	Criteria of Score	Criteria of Success	Number of Students	Percentage of The Students' Number
1.	< 70	Unsuccessful	36	97,29 %
2.	≥ 70	Successful	1	2,71 %
<b>Total</b>			<b>37</b>	<b>100 %</b>

Based on the table above, it was found that the students' score at reading comprehension was still low. The calculation of the data showed that the percentage of the students who failed in that very higher than students who succeeded in the pre-test.. It means the researcher should plan activity that would be conducted in Cycle I to solve this problem by using direct method to increase the students' ability at reading comprehension.

## **A.2. The Treatment and Research Findings in Cycle I**

### **A.2.1. The Treatment**

The research was conducted in two cycle and each cycle consisted of two meetings. The cycle I was conducted for 2 meetigs. Every meeting was done for eighty minutes. The collaborator observed all the activities in the classroom. In cycle I, there were some activities that had done by the teacher and the students:

#### **1. Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about descriptive text in Tangkuban erahu . In planning of action research, research had been prepared:

- 1) Made the lesson plan
- 2) Material about reading comprehension in descriptive text
- 3) Sources of material
- 4) Made learning media.
- 5) Exercise as the instrument of collecting data Buzz Group Technique .

All the materials above used by researcher to teach the students in the classroom.

#### **2. Action**

In the first cycle the researcher as the teacher did some action such as:

##### **Introduction:**

- a) The teacher gave information about what they would discuss
- b) The teacher asked the students about their knowledge of their reading comprehension

### **CoreActivities**

- a) The teacher explained about the material
- b) The teacher gave to the students a text
- c) The teacher asked to the students to understand in the text
- d) The teacher explained about Buzz Group Technique
- e) The teacher used Buzz Group Technique in teaching the reading comprehension based on the text.
- f) The students asked about rule of Buzz Group Technique.
- g) The teacher and the students discussed about the text.

### **Closing**

The teacher and students concluded the material together to know how far the students understand about the material.

### **3. Observation**

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students had participated effectively during teaching learning process and when Buzz Group Technique was applied in the class although some of them still lack and of understanding about descriptive text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know further about the students' activity could be seen in photographs evidence which took by researcher during the teaching-learning process in classroom. We could see the students enjoyable, happy and enthusiastic than before. (See Appendix

#### 4. Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more increasing in their comprehension to solve their problems in material because some of them still confused and difficult to understand the main idea of each paragraph. In the second cycle, researcher as teacher improved their comprehension mastery by gave more explanation about the meaning of the words.

##### A.2.2. Research Findings

After giving the treatment, at the end of the learning process the students were given the post-test for cycle I to know the students' ability at reading comprehension after treatment. The test was same with the pre-test, because the researcher wanted to know how far they could learn. The result of test can be seen in the following table:

**Table 3**

**The Students' Score of Post-Test I**

	<b>Students' Initial</b>	<b>Score</b>	<b>Successful Criteria Score (&gt;70)</b>
1	AF	80	<b>Successful</b>
2	AP	80	<b>Successful</b>
3	AS	50	Unsuccessful
4	BO	50	Unsuccessful
5	DE	60	Unsuccessful
6	DH	50	Unsuccessful
7	EL	80	<b>Successful</b>



8	EV	80	<b>Successful</b>
9	FC	70	<b>Successful</b>
10	FD	70	<b>Successful</b>
11	FJ	60	Unsuccessful
12	FR	80	<b>Successful</b>
13	FT	80	<b>Successful</b>
14	FH	80	<b>Successful</b>
15	HA	70	<b>Successful</b>
16	IB	80	<b>Successful</b>
17	IZ	80	<b>Successful</b>
18	JE	80	<b>Successful</b>
19	KH	70	<b>Successful</b>
20	MI	60	Unsuccessful
21	NA	90	<b>Successful</b>
22	NO	80	<b>Successful</b>
23	NU	90	<b>Successful</b>
24	PD	30	Unsuccessful
25	PA	70	<b>Successful</b>
26	PH	90	<b>Successful</b>
27	PL	90	<b>Successful</b>
28	PN	80	<b>Successful</b>
29	RI	70	<b>Successful</b>
30	RS	70	<b>Successful</b>

31	SA	80	<b>Successful</b>
32	SI	80	<b>Successful</b>
33	SR	50	Unsuccessful
34	SN	60	Unsuccessful
35	UN	90	<b>Successful</b>
36	WI	70	<b>Successful</b>
37	ZA	90	<b>Successful</b>
	Total	2690	
	Mean	73	
	Percentage	75,67 %	

In the post-test I, the total score of the students was 2690 and the number of the students who took the test was 37 students. So, the following is the process of gaining the mean of students' score:

a. The number of students who was successful : 28 students

b. The number of students who was unsuccessful : 9 students

c. The percentage of successful :

$$\frac{28}{37} \times 100 \% = 75,67$$

d. The percentage of unsuccessful :

$$\frac{9}{37} \times 100 \% = 24,33$$

e. The mean of the students' score :

$$\frac{2690}{37} = 73$$

**Table 4**

**The Percentage of Students Success in Post - Test I**

No	Criteria of Score	Criteria of Success	Number of Students	Percentage of The Students' Number
1.	< 70	Unsuccessful	9	24,33 %
2.	≥ 70	Successful	28	75,67 %
<b>Total</b>			<b>37</b>	<b>100 %</b>

In the post-test of first cycle, there were 75,67 % (28students) who got up 70 ponts. The higher score was 90, the lowest score was 30 and the mean was 73.

**A.3. The Treatment and Research Finding in Cycle II**

**A.3.1. The Treatment in Cycle II**

After doing the first cycle, the students' problems were found and it gave information about the students' ability in reading comprehension. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than the first cycle. In this cycle, researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows:

**1. Planning**

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching descriptive text. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students more interest and developed their

creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

## **2. Action**

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher, were:

### **Introduction:**

- a) The teacher gave information about what they would discuss.
- b) The teacher asked the students about their knowledge of reading comprehension

### **CoreActivities**

- a) The teacher explained about the material that they have and would be discussed. The teacher gave more examples about the material which the teacher explained.
- b) The teacher devided the students into some group
- c) The teacher ask the students to find the main idea of each paraghraph
- d) The teacher invited on of each group to present their disscussion
- e) The teacher used Buzz Group Technique in teaching reading comprehension

### **Closing**

The teacher and students concluded the material together to know how far the students understand about the material.

### **3. Observation**

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about the main idea of each paragraph. They liked to learn about reading comprehension by using Buzz Group Technique which given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

### **4. Reflection**

Having checked the students' ability at reading comprehension by giving test to them, it was found that the students' score showed the improving. Based on the observation and the result of their test, researcher concluded that the students could improve their reading comprehension by using Buzz Group Technique . The students' score in the second cycle had improved than in the first cycle.

#### **A.3.2. Research Findings**

In this research, at the end of cycle II the students were given post-test II to get information about the students' ability at reading comprehension, whether there was an improvement after the treatment in cycle II or not. In this case, the test given was same with the post-test in cycle I that was about descriptive text. The result of the students' score in post-test II can be seen in following table:

**Table 5**

**The students' Score in Post - Test II**

	<b>Students' Initial</b>	<b>Score</b>	<b>Successful Criteria Score (&gt;70)</b>
1	AF	100	<b>Successful</b>
2	AP	70	<b>Successful</b>
3	AS	80	<b>Successful</b>
4	BO	80	<b>Successful</b>
5	DE	80	<b>Successful</b>
6	DH	80	<b>Successful</b>
7	EL	70	<b>Successful</b>
8	EV	90	<b>Successful</b>
9	FC	90	<b>Successful</b>
10	FD	80	<b>Successful</b>
11	FJ	80	<b>Successful</b>
12	FR	70	<b>Successful</b>
13	FT	70	<b>Successful</b>
14	FH	70	<b>Successful</b>
15	HA	80	<b>Successful</b>
16	IB	90	<b>Successful</b>
17	IZ	70	<b>Successful</b>
18	JE	70	<b>Successful</b>
19	KH	60	Unsuccessful
20	MI	80	<b>Successful</b>

21	NA	80	<b>Successful</b>
22	NO	70	<b>Successful</b>
23	NU	70	<b>Successful</b>
24	PD	70	<b>Successful</b>
25	PA	60	Unsuccessful
26	PH	70	<b>Successful</b>
27	PL	70	<b>Successful</b>
28	PN	70	<b>Successful</b>
29	RI	80	<b>Successful</b>
30	RS	80	<b>Successful</b>
31	SA	70	<b>Successful</b>
32	SI	70	<b>Successful</b>
33	SR	80	<b>Successful</b>
34	SN	70	<b>Successful</b>
35	UN	60	Unsuccessful
36	WI	80	<b>Successful</b>
37	ZA	70	<b>Successful</b>
	Total	2780	
	Mean	75,13	
	Percentage	91 %	

In the post-test II, there was (34 students) who got up 70 points. The mean was 75,13. In the second cycle, there was 3 students who did not get

point but most of their score increased from pre-test until the post-test of the second cycle.

So, the mean of students' score : 75,13

a. The number of students who successful : 34 students

b. The number of students who unsuccessful : 3 students

c. The percentage of successful :

$$\frac{34}{37} \times 100 \% = 71\%$$

d. The percentage of unsuccessful :

$$\frac{3}{37} \times 100 \% = 9\%$$

e. The mean of the students' score :

$$\frac{2780}{37} = 75,13$$



**Table 6**

**The Percentage of Students Success in Post - Test II**

No	Criteria of Score	Criteria of Success	Number of Students	Percentage of The Students' Number
1.	< 70	Unsuccessful	3	9 %
2.	≥ 70	Successful	34	91 %
<b>Total</b>			<b>37</b>	<b>100 %</b>

**B. Research Findings**

From all the data result analyzed, it was found cycle that in first cycle, the highest score was 100 and the lowest scores was 20 score in the first cycle. The second cycle better than first cycle. The result was indicated that there was an improving on the students' ability at mastering reading comprehension by using Buzz Group Technique. The mean of the first cycle was 73. It was enough good because the students still many difficulties. The mean of second cycle was 75,13. From the data could be seen that the students' score and te mean in second cycle were better than first cycle. In the pre-test, students who got up 70 were only 1 student of 37 students (2,71%). In the post-test of cycle I, the students got up 70 were 28 students of 37 students (75,67%). In post-test II of cycle, who got up 70 there were 34 students of 37 stdents (91%). It can be concluded that was the improvement of students score from cycle to cycle. From diary note (See appendix VI), it can be concluded that the students were very interested to follow the steps of teaching learning by using Buzz Group Technique. The teacher agreed that Buzz Group Technique was suitable to use in the class. From the observation sheet, it was founded that the class was effectively run. The students seemed more

comfortable work in group. All these data indicated that the students gave their good attitude and response during the teaching and learning process. Even they got problem in the first meeting but they could handle their difficulties and enjoy their lesson by the process of time. It indicated that the application of Buzz Group Technique improved students' ability of reading comprehension.

### **B.1. The Improvement of Students' Ability in Each Cycle**

The mean score of students increased on pre-test, post-test on cycle I, and post-test II on cycle II.

**Table 7**

#### **The Score of Students in Pre-Test, Post-Test I, and Post-Test II**

<b>No</b>	<b>Students' Initial</b>	<b>Pre - Test</b>		<b>Post - Test I</b>		<b>Post - Test II</b>	
		<b>Score</b>	<b>Successful Criteria</b>	<b>Score</b>	<b>Successful Criteria</b>	<b>Score</b>	<b>Successful Criteria</b>
1	AF	60	Unsuccessful	80	<b>Successful</b>	100	<b>Successful</b>
2	AP	30	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
3	AS	20	Unsuccessful	50	Unsuccessful	80	<b>Successful</b>
4	BO	50	Unsuccessful	50	Unsuccessful	80	<b>Successful</b>
5	DE	30	Unsuccessful	60	Unsuccessful	80	<b>Successful</b>
6	DH	60	Unsuccessful	50	Unsuccessful	80	<b>Successful</b>
7	EL	50	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
8	EV	40	Unsuccessful	80	<b>Successful</b>	90	<b>Successful</b>
9	FC	60	Unsuccessful	70	<b>Successful</b>	90	<b>Successful</b>
10	FD	60	Unsuccessful	70	<b>Successful</b>	80	<b>Successful</b>
11	FJ	60	Unsuccessful	60	Unsuccessful	80	<b>Successful</b>
12	FR	50	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>

13	FT	40	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
14	FH	50	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
15	HA	30	Unsuccessful	70	<b>Successful</b>	80	<b>Successful</b>
16	IB	60	Unsuccessful	80	<b>Successful</b>	90	<b>Successful</b>
17	IZ	20	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
18	JE	60	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
19	KH	60	Unsuccessful	70	<b>Successful</b>	60	Unsuccessful
20	MI	30	Unsuccessful	60	Unsuccessful	80	<b>Successful</b>
21	NA	60	Unsuccessful	90	<b>Successful</b>	80	<b>Successful</b>
22	NO	60	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
23	NU	50	Unsuccessful	90	<b>Successful</b>	70	<b>Successful</b>
24	PD	40	Unsuccessful	30	Unsuccessful	70	<b>Successful</b>
25	PA	60	Unsuccessful	70	<b>Successful</b>	60	Unsuccessful
26	PH	20	Unsuccessful	90	<b>Successful</b>	70	<b>Successful</b>
27	PL	50	Unsuccessful	90	<b>Successful</b>	70	<b>Successful</b>
28	PN	40	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
29	RI	50	Unsuccessful	70	<b>Successful</b>	80	<b>Successful</b>
30	RS	50	Unsuccessful	70	<b>Successful</b>	80	<b>Successful</b>
31	SA	40	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
32	SI	40	Unsuccessful	80	<b>Successful</b>	70	<b>Successful</b>
33	SR	30	Unsuccessful	50	Unsuccessful	80	<b>Successful</b>
34	SN	50	Unsuccessful	60	Unsuccessful	70	<b>Successful</b>
35	UN	60	Unsuccessful	90	<b>Successful</b>	60	Unsuccessful

36	WI	80	Successful	70	Successful	80	Successful
37	ZA	40	Unsuccessful	90	Successful	70	Successful
Total		1740		2690		2780	
Mean		47,02		73		75,13	
Percentage		2,71 %		75,67 %		91 %	

The percentage of students' ability at reading comprehension was shown as follows:

**Table 8**

**The Percentage of Students in Pre-Test, Post-Test I, and Post-Test II**

No	Test	Students Who Get Score $\geq 70$	Percentage
1.	Pre - Test	1	2,71 %
2.	Post - Test I	28	75,67 %
3.	Post - Test II	34	91 %

**B.2. Hypothesis Testing**

The result of this research was revealed in score form. Then to know the test, see on the following table :

**Table 9**

**The Statistic Analysis of the Students' Score Post - Test I and Post - Test II**

No	Post - Test I	Post - Test II	D	D <sup>2</sup>
1	80	100	20	400
2	80	70	10	100
3	50	80	30	900
4	50	80	30	900

5	60	80	20	400
6	50	80	30	900
7	80	70	10	100
8	80	90	10	100
9	70	90	20	400
10	70	80	10	100
11	60	80	20	400
12	80	70	10	100
13	80	70	10	100
14	80	70	10	100
15	70	80	10	100
16	80	90	10	100
17	80	70	10	100
18	80	70	10	100
19	70	60	10	100
20	60	80	20	400
21	90	80	10	100
22	80	70	10	100
23	90	70	20	400
24	30	70	40	1600
25	70	60	10	100
26	90	70	20	400
27	90	70	20	400

28	80	70	10	100
29	70	80	10	100
30	70	80	10	100
31	80	70	10	100
32	80	70	10	100
33	50	80	30	900
34	60	70	10	100
35	90	60	30	900
36	70	80	10	100
37	90	70	20	400
			590	11900

Based on the table above, it can be calculated:

$$D = \frac{380}{37} = 10,27$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{10,27}{\sqrt{\frac{\sum 11900 - \frac{(\sum 590)^2}{37}}{37(37-1)}}$$

$$= \frac{10,27}{\sqrt{\frac{11900 - 9409}{1332}}}$$

$$= \frac{10,27}{\sqrt{1,87}} = \frac{10,27}{1,37} = 11,7$$

To find out the degree of freedom (df). It was used  $df = N-1$ . It means that  $df = 37-1 = 36$

From the calculation above, it could be seen that the coefficient of  $t_{count}$  was 11,7 with the significant level  $\alpha = 2.03$ . So, the result of calculating stated that  $t_{count} (11.7) > t_{table} (2.03)$ . Thus, alternative hypothesis ( $H_a$ ) could be

accepted. Based on finding, the alternative (Ha) stated that Buzz Group Technique could increase the students' ability at reading comprehension was accepted.

### **B.3. Discussion on Research Findings**

From the research, it was found that not all the students' score improved in each cycle because some of them were still confuse and lack of vocabularies and it was caused by the lack of controlling from the teacher. The teacher did not admonish the student who are noisy and passive.

From the pre-test to cycle I, there were three students that did not focus in learning process. The teacher motivated the students to give the best, asked the students to give question if they did not understand about the topic or about the procedure of Buzz Grou Technique. The teacher divided the students in some groups and make sure that all the students worked active and worked in their group. The teacher also directly admonished the students who were noisy so the class was more quite. In the first cycle, the teacher did not move from chair to chair so the students could not ask helping when they needed. Students' also were not given time to ask about anything that made them confused. As the result many students did not have chance to express their idea. In teaching learning process, some students did not active in group discussion.

As a reflection in cycle II, the teacher must improve their ability in reading comprehension by using Buzz Group Technique and the students must be active in group discussion. As a conclusion in cycle I, they still had no improved their score because they were not active in discussing so the discussion did not affect their score of reading comprehension. In the second cycle, all students got score improvement.

In order to improve the students' reading comprehension, the teacher motivated the students to give their question if they do not understand about the topic or the procedure of Buzz Group Technique. In the second cycle, there was some of students in teaching learning process, the rarely gave their idea and just kept silent. They ashamed expresses their idea, so they could not practice as well as their friend. If the teacher did not ask their opinion, they would not give their opinion.

Most of the students had improved their score from cycle I to cycle II. Although there were still students who did not have score improvement. Moreover, the students who get an improving score, it means that they enjoyed learning reading comprehension by using Buzz Group Technique because they could share and give their opinions and found the meaning and increase their concentration in answering. They were noisy, passive and had no interest to study.

## **C. The Qualitative Data**

### **C.1. Observation**

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Buzz Group Technique was applied to improve the students' ability at reading comprehension. It also was done to know how the interaction between the teacher and the students. From the observation, the researcher noted that the students were so excited, active, and enthusiastic in learning reading comprehension by using Buzz Group Technique. (See the Appendix VI )

### **C.2. Interview**

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique. The teacher felt the learning process was more active and students' mastery was increase after the technique implemented. The students also showed that they felt pleasure and enjoy learned reading comprehension by using Buzz Group Technique. (See the Appendix VII, Appendix VIII, Appendix IX)



### **C.3. Diary Notes**

### **C.4. Documentation**

Documentation is one of source as documentation or responding observation for researcher to catch every moment which considered important. The documentation was taken while the teacher taught the students in front of the classroom. It was taken when the students did the reading comprehension test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process. (See the Appendix XI)

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Classroom action research concerns in students' ability with the professionalism of teacher and also solves the problem in teaching learning process, which needs to be done by doing an action and proved with the data collected.

Based on the result of the research, it could be concluded that teaching writing by using Buzz Group Technique could develop the students' ability in reading comprehension, especially for tenth grade student of MA Tahfizhil Qur'an Yayasan Islamic Centre Medan. So, the conclusions are as follows:

1. The students' ability at reading comprehension before the treatment done was low. It can be seen from the data which showed that the mean of the students in the pre-test was 47,02. The percentage of students' score in pre-test who got point up 70 where only 1 student of 37 students (2,71 %). The improvement of the students' ability at reading comprehension after taught by using Buzz Group Technique can be seen by the mean of the post-test in cycle I (73) and mean of the post-test in cycle II (75,13). It can be stated that the students' score continuously improved from the pre-test until post-test II. The improvement can be seen also from the percentage of the students' ability at reading comprehension, in the post-test of cycle I, there were 28 students of 37 students (75,67%) who got point 70 above. In the post-test of the cycle II, there were 34 students of 37 students (91%) who got point 70 above. So, it is concluded that the implementation of

Buzz Group Technique could improve the students' ability at reading comprehension.

2. The students' activity in language learning was good in cycle I of observation sheet and the improvement of the students' activity in language learning can be seen by cycle II was very good.

## **B. Suggestion**

Related to the conclusion above, the results of the findings contribute valuable suggestions for those who were interested in teaching reading comprehension.

1. English teacher should try to apply Buzz Group Technique in teaching reading comprehension so that it can make the learners able to answer the question of reading comprehension, enhance academic achievement to high, average, and low achiever.
2. Student are suggested to use this technique in reading comprehension. Buzz Group Technique is able to improve the students' ability at reading comprehension. By applying Buzz Group Technique, they will find it is easier to answer the question of reading comprehension.
3. Researcher who wants to develop all information and knowledge and for those who have interest in doing research related to Buzz Group Technique are able to make a research in other discipline.

## REFERENCES

- Altrichter, Herbert, Peter Posch, and Bridget Somekh. 1993. *Teacher Investigate their Work "An Introduction to the methods of action research"*. New York and London: Routledge
- Barkley, Elizabeth, et al. "Collaborative Learning Techniques . . .",
- Fitrianti. 2012. *Sukses Profesi Guru Dengan Penelitian Tindakan Kelas*. Yogyakarta: Deepublish
- G, Woolley.2011. *Reading Comprehension Assisting Children Learning Difficulties*. Netherlands: Springer Netherlands
- Hall, Donal. 1983. *Four kinds of reading*. New York: Knopf
- Heilman. 1981. *Principles and Practices of Teaching Reading*. United States of America: Merrill Publishing
- Kirby Ed.D, Jonell. 1985. *Consultation:Practice and Practitioner*. West Virginia:Accellerated Development Inc
- Kunandar. 2008. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta:PT.Rajagrafindo Persada
- L Moore, Amy. *Reading Comprehension*
- M. Scanlon, Donna.2010. *Early Intervention for Reading Difficulties*. New York :The Guilford
- Milaningrum, E . 2011. *Thesis "Improving The students ability in reading comprehension by using buzz group technique"*: Surakarta
- Mohammad. 1999. *The Internet TESL Journal* Vol. V, No. 12. at; 8.00 PM, 3 December 2016
- Nedkock. 2007. *Information System Action Research*. United State of America:Springer
- Noorhayati Sutrisno, Aliet. 2014. *Telaah Filsafat Pendidikan*. Yogyakarta: Deepublish
- O. Gangel, Kenneth. 2003. *24 Ways to Improve Your Teaching*. Eugene: Wipf and Stock Publisher
- S. McNamara, Danielle.2007. *Reading Comprehension Strategies (Theories, Interventions, and Technologies)*. New York London: Lawrence Erlbaum Associates,Inc

Sanjaya, Wina. *penelitian tindakan kelas*, Jakarta:Kencana

Sugito, Anam Ibrahim, and Syahrudin. 2015. *Metode Penelitian Pendidikan seni rupa*. UNIMED

Suryani dan Hendrayadi. 2015. *Metode Riset Kuantitatif*. Jakarta: prenadamedia grup

W. Brewer, Ernest. 1997. *Proven Ways to Get Your Message Across*. United States of America: Corwin Press, Inc

Wiyanto, Asul dan Mustakin. 2012. *Panduan Karya Tulis Guru*. Yogyakarta

## **Appendix I**

### **LESSON PLAN (CYCLE I)**

**School** : MA Tahfizhil Qur'an Yayasan Islamic Centre  
Medan

**Class** : X (Sepuluh)

**Subject** : English

**Time Allocation** : 4 x 45 minutes (two meetings)

**Standard Competence** : **Reading**

Understanding the meaning in descriptive text which related with surrounding environment.

#### **Basic competence**

To respond the meaning and the steps of rhetoric in the essay with various written text accurately, fluently, and appropriately in daily life and to access knowledge.

#### **Indicators :**

1. Identifying the meaning and information in reading text
2. Comprehending descriptive text
3. Find the meaning of difficult word

#### **1. Learning objectives**

1. Students are able to identify the meaning and the information in reading text
2. Students are able to comprehend descriptive text
3. Students are able to identify difficult word

## **2. The characteristic of students**

Discipline, respect, responsibility, and courage

## **3. Subject material : Descriptive Text**

Descriptive text adalah, “..... *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” Or **Is a text which used to describe something, someone, or place.** There are characteristic of descriptive text :

### **a. GENERIC STRUCTURE**

**Identification:** Identifies phenomenon to be described.

**Description:** describes parts, qualities, characteristics.

**b. SOCIAL FUNCTION :** To describe a particular person, place or thing

### **c. SIGNIFICANT LEXICO-GRAMMATICAL FEATURES**

1. Focus on specific participants
2. Use of Attributive and Identifying Processes.
3. Use of being/having verbs
4. Use of adjectives
5. Frequent use of Epithets and Classifiers in nominal groups.
6. Use of simple present tense

## **4. Learning method/strategy : Buzz Group Technique**

## **5. Learning steps**

### **a. Beginning activities**

1. Greetings
2. Pray together before start the lesson
3. Checking the attendance list
4. Asked how the students
5. Giving motivation for the students

### **b. Main activities**

#### **I. Eksploration**

- 1) The teacher asked the students to extent to which students knowledge of the material to be delivered.
- 2) The teacher give motivation to the students how important reading course material before entering into the classroom or before start the lesson.

#### **II. Elaboration**

- 1) The teacher gives explanation to the students about the concept f descriptive text
- 2) The teacher display a chart in whiteboard
- 3) The teacher makes group discussion
- 4) The teacher divides a text
- 5) Student discuss about the concept of the text
- 6) The teacher puts the students in group, each students in the group takes out piece of paper and answer the questions



- 7) The students will be asked by individuals who are required to share their answer to the others group.
- 8) After each group present their answer, ask them to compare answer with another group.
- 9) The teacher give enough time so that learners can develop more integrative knowledge.
- 10) The teacher give specific question to all of group.

### **III. Confirmation**

- 1) The teacher give some question to know the students ability after giving explanation about descriptive text.
- 2) The teacher provided reinforcement materials has been delivered.

#### **c. Closing Activity**

- 1) The teacher ask some difficulties of students
- 2) The teacher give evaluation consistently for gving feedback
- 3) The teacher make conclusion about the lesson
- 4) The teacher close the lesson

### **IV. Evaluation**

- 1) Asking the students about material which has given
- 2) Concluding the material together
- 3) Closing the lesson

#### **d. Resources and Media of Teaching**

English books, Proyektor, Origami Paper

#### **e. Instrument of Assesment**

## Tangkuban Perahu

Tangkuban Perahu is an active volcano, located 30km north of the city of Bandung in the direction of Lembang. It is the only crater in Indonesia that you can drive up to its very rim. Mount Tangkuban Perahu has a distinctive shape, and looks like an “overturned boat”. The huge crater is an astonishing view and you can walk around explore this for around two hours. Here you will be greeted by sulfur fumes which the crater continues to emit although the volcano is not active.

Like so many of Java’s unusual geographical features, there is an interesting legend. It was told that Sangkuriang was a strong young man, who loved a beautiful girl, without realizing that the girl was in fact his own mother. Dayang Sumbi challenged him to build a dam and a huge boat during one single night as a condition if he would marry her. When the boat was about to complete, Dayang Sumbi lit up the eastern horizon with flashes of light, it looked like dawn, the cocks crowed and farmers rose for a new day.

When Sangkuriang realized that his endeavor was lost, in his rage he kicked the boat that he had built turning it upside down, which was transformed into Mount Tangkuban Perahu, the name that in the local Sundanese language translates roughly to “overturned boat”

Tangkuban Perahu has definitely a significant role especially in the development of the surrounding Parahyangan (land of God) Highlands. Its eruption contributed immensely to the formation and fertility of the hills north of Bandung when through its flow of lava carrying large boulders into the valleys,

these formed huge cliffs over which waterfalls leapt to form the lake that today covers the Bandung plain.

Located at the highland just at the outskirts of Bandung, Tangkuban Perahu Crater is surely a perfect place to enjoy cool air and relaxing sceneries after a series of shopping activities in some of the city's factory outlets or the popular Pasar Baru Trade Center. For a rejuvenating sensation, visitors can continue their journey to the nearby Ciater's Revitalizing Hot Springs.

1. What is the purpose of the text above?

- a. To inform the readers about Tangkuban Perahu
- b. To describe about Tangkuban Perahu
- c. To ask information about Tangkuban Perahu
- d. To deliver a speech by using theme about Tangkuban Perahu
- e. To persuade the readers to go to Tangkuban Perahu

2. Where is Tangkuban Perahu located?

- a. Lembang
- b. Bandung
- c. West Java
- d. 30 Km north of the city of Bandung
- e. Indonesia

3. The word *It* in paragraph one refers to .....

- a. Bandung
- b. Lembang
- c. Tangkuban Perahu
- d. Location
- e. The city

4. What is the main point of paragraph two ?

- a. An interesting legend of Sangkuriang
- b. Java has unusual geographical features
- c. A brief story of Sangkuriang
- d. Tangkuban perahu has Sangkuriang
- e. Sangkuriang loved and married his mother

5. Tangkuban Perahu has definitely a significant role especially in .....

- a. Parahyangan
- b. Lembang
- c. The development of the surrounding Parahyangan (land of god)
- d. Bandung
- e. West Java

6. The meaning word of astonishing in paragraph one is .....

- a. Very surprising
- b. Wonderful
- c. Beautiful
- d. Shock
- e. New

7. When sangkuriang realized that his endeavor was lost. Then He .....

- a. Kicked the boat that he had built turning it upside down
- b. Married with Dayang Sumbing
- c. Angry to Dayang Sumbing
- d. He was transformed into Mount Tangkuban Perahu
- e. Left Dayang sumbing

8. What is challenge of Dayang Sumbing for Sangkuriang?

- a. To build a dam and a huge boat during one single night
- b. To build temples
- c. To build a dam and a huge during one week
- d. To build a house for Dayang sumbing
- e. To build temples during one singe night

9. The antonym of word immensely in paragraph four is .....

- a. Very Large
- b. Large
- c. Big
- d. Small
- e. Narrow

10. What is an interesting legend that told in the text?

- a. Dayang Sumbing
- b. Sangkuriang
- c. Tangkuban Perahu
- d. Java
- e. Bandung

### **Answer Key**

- 1. A
- 2. B
- 3. C
- 4. C

5. C

6. A

7. A

8. A

9. D

10. B

### **Evaluation Rules**

$$P = \frac{R}{N} \times 100\%$$

Where: S = Score of test

R = The number of correct answer

N= The total number of question

Minimum score = 0

Maximum score = 100

## **Appendix II**

### **LESSON PLAN (CYCLE II)**

**School** : MA Tahfizhil Qur'an Yayasan Islamic Centre  
Medan

**Class** : X (Sepuluh)

**Subject** : English

**Time Allocation** : 4 x 45 minutes (two meetings)

**Standard Competence** : **Reading**

Understanding the meaning in descriptive text which related with surrounding environment.

#### **Basic competence**

To respond the meaning and the steps of rhetoric in the essay with various written text accurately, fluently, and appropriately in daily life and to access knowledge.

#### **Indicators :**

4. Identifying the meaning and information in reading text
5. Comprehending descriptive text
6. Find the meaning of difficult word



## **6. Learning objectives**

4. Students are able to identify the meaning and the information in reading text
5. Students are able to comprehend descriptive text
6. Students are able to identify difficult word

## **7. The characteristic of students**

Discipline, respect, responsibility, and courage

## **8. Subject material : Descriptive Text**

Descriptive text adalah, “..... *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” Or **Is a text which used to describe something, someone, or place.** There are characteristic of descriptive text :

### **a. GENERIC STRUCTURE**

**Identification:** Identifies phenomenon to be described.

**Description:** describes parts, qualities, characteristics.

**b. SOCIAL FUNCTION :** To describe a particular person, place or thing

### **c. SIGNIFICANT LEXICO-GRAMMATICAL FEATURES**

1. Focus on specific participants
2. Use of Attributive and Identifying Processes.
3. Use of being/having verbs
4. Use of adjectives
5. Frequent use of Epithets and Classifiers in nominal groups.
6. Use of simple present tense

**9. Learning method/strategy : Buzz Group Technique**

**10. Learning steps**

**f. Beginning activities**

6. Greetings
7. Pray together before start the lesson
8. Checking the attendance list
9. Asked how the students
10. Giving motivation for the students

**g. Main activities**

**V. Eksploration**

- 3) The teacher asked the students to extent to which students knowledge of the material to be delivered.
- 4) The teacher give motivation to the students how important reading course material before entering into the classroom or before start the lesson.

**VI. Elaboration**

- 11) The teacher gives explanation to the students about the concept f descriptive text
- 12) The teacher display a chart in whiteboard
- 13) The teacher makes group discussion
- 14) The teacher divides a text
- 15) Student discuss about the concept of the text
- 16) The teacher puts the students in group, each students in the group takes out piece of paper and answer the questions

- 17) The students will be asked by individuals who are required to share their answer to the others group.
- 18) After each group present their answer, ask them to compare answer with another group.
- 19) The teacher give enough time so that learners can develop more integrative knowledge.
- 20) The teacher give specific question to all of group.

## **VII. Confirmation**

- 3) The teacher give some question to know the students ability after giving explanation about descriptive text.
- 4) The teacher provided reinforcement materials has been delivered.

### **h. Closing Activity**

- 5) The teacher ask some difficulties of students
- 6) The teacher give evaluation consistently for gving feedback
- 7) The teacher make conclusion about the lesson
- 8) The teacher close the lesson

## **VIII. Evaluation**

- 4) Asking the students about material which has given
- 5) Concluding the material together
- 6) Closing the lesson

### **i. Resources and Media of Teaching**

English books, Proyektor, Origami Paper

### **j. Instrument of Assesment**

## SHARK

Shark is a type of fish that lives in the sea. It is one of the largest sea creatures. There are over 350 species. A shark is shaped like a torpedo. It has rough skin like sandpaper. Instead of bones it has elastic cartilage which helps them to move easily. It can grow up to 8 meters.

Sharks are found in all oceans around the world. The type of shark found will depend on water's temperature. A shark has to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to breathe through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

Sharks have up to forty two babies (which are called pups) at a time. When the pups are born, they leave straight away because the mother shark does not have teats. Some sharks have their pups in different ways, some lay eggs, while others have them alive. When they are born they need to defend themselves because they have no one to help them.

1. Why sharks can move easily?

- a. Because it eats plankton
- b. Because it has elastic bone
- c. Because it has torpedo shape
- d. Because it has sandpaper skin
- e. Because it has elastic cartilage

2. Sharks need to move during sleeping because .....

- a. They are large
- b. They need to breathe
- c. They are always hungry
- d. Their shape like torpedo
- e. The water's temperature

3. Sharks breathe by their .....

- a. Skin
- b. Gills
- c. Pups
- d. Nose
- e. Mouth

4. What makes sharks in one place different with sharks in other place?

- a. The air
- b. The food
- c. The color of the water
- d. The depths of the water
- e. The temperature of the water

5. These following statements are true, except .....

- a. Shark is a type of fish
- b. Shark may grow up to 8 meters
- c. Shark's babies are called pups

- d. Shark is not the largest sea creature
- e. Shark has more than 350

6. Word in the meaning that has same meaning with the word *harmful* in paragraph 3 is.....

- a. Harmless
- b. Dangerous
- c. Not Dangerous
- d. Safety
- e. Upset

7. What does the shark do when they are hungry?

- a. They look for food
- b. They look for plankton
- c. They seek meat
- d. They seek other shark
- e. They look for helping

8. Which paragraph that describes the shark born?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3

d. Paragraph 4

e. Paragraph 1 and 4

9. The sixth sentence in the first paragraph tell about .....

a. The sharks can move easily

b. The sharks has elastic cartilage

c. The shark can move easily because it has elastic cartilage

d. The shark can grow up easily

e. The shark helps the other shark to move easily

10. What is the main point in the fourth paragraph ?

a. The shark have up to forty two babies (which are called pups)

b. The process of pups born

c. The mother shark does not have teats

d. Some sharks have their pups in different ways

e. The shark need to to defend themselves

### **Answer Key**

1. E

2. B

3. B

4. B

5. D

6. B

7. A

8. D

9. C

10. B

### **Evaluation Rules**

$$P = \frac{R}{N} \times 100\%$$

Where: S = Score of test

R = The number of correct answer

N= The total number of question

Minimum score = 0

Maximum score = 100



### **Appendix III**

#### **Pre test I and Post test I**

##### **Tangkuban Perahu**

Tangkuban Perahu is an active volcano, located 30km north of the city of Bandung in the direction of Lembang. It is the only crater in Indonesia that you can drive up to its very rim. Mount Tangkuban Perahu has a distinctive shape, and looks like an “overturned boat”. The huge crater is astonishing view and you can walk around explore this for around two hours. Here you will be greeted by sulfur fumes which the crater continues to emit although the volcano is not active.

Like so many of Java’s unusual geographical features, there is an interesting legend. It was told that Sangkuriang was a strong young man, who loved a beautiful girl, without realizing that the girl was in fact his own mother. Dayang Sumbi challenged him to build a dam and a huge boat during one single night as a condition if he would marry her. When the boat was about to complete, Dayang Sumbi lit up the eastern horizon with flashes of light, it looked like dawn, the cocks crowed and farmers rose for a new day.

When Sangkuriang realized that his endeavor was lost, in his rage he kicked the boat that he had built turning it upside down, which was transformed into Mount Tangkuban Perahu, the name that in the local Sundanese language translates roughly to “overturned boat”

Tangkuban Perahu has definitely a significant role especially in the development of the surrounding Parahyangan (land of God) Highlands. Its

eruption contributed immensely to the formation and fertility of the hills north of Bandung when through its flow of lava carrying large boulders into the valleys, these formed huge cliffs over which waterfalls leapt to form the lake that today covers the Bandung plain.

Located at the highland just at the outskirts of Bandung, Tangkuban Perahu Crater is surely a perfect place to enjoy cool air and relaxing scenery after a series of shopping activities in some of the city's factory outlets or the popular Pasar Baru Trade Center. For a rejuvenating sensation, visitors can continue their journey to the nearby Ciater's Revitalizing Hot Springs.

1. What is the purpose of the text above?

- f. To inform the readers about Tangkuban Perahu
- g. To describe about Tangkuban Perahu
- h. To ask information about Tangkuban Perahu
- i. To deliver a speech by using theme about Tangkuban Perahu
- j. To persuade the readers to go to Tangkuban Perahu

2. Where is Tangkuban Perahu located?

- f. Lembang
- g. Bandung
- h. West Java
- i. 30 Km north of the city of Bandung

j. Indonesia

3. The word *It* in paragraph one refers to .....

f. Bandung

g. Lembang

h. Tangkuban Perahu

i. Location

j. The city

4. What is the main point of paragraph two ?

f. An interesting legend of Sangkuriang

g. Java has unusual geographical features

h. A brief story of Sangkuriang

i. Tangkuban perahu has Sangkuriang

j. Sangkuriang loved and married his mother

5. Tangkuban Perahu has definitely a significant role especially in .....

f. Parahyangan

g. Lembang

h. The development of the surrounding Parahyangan (land of god)

i. Bandung

j. West Java

6. The meaning word of astonishing in paragraph one is .....

f. Very surprising

g. Wonderful

h. Beautiful

i. Shock

j. New

7. When sangkuriang realized that his endeavor was lost. Then He .....

f. Kicked the boat that he had built turning it upside down

g. Married with Dayang Sumbing

h. Angry to Dayang Sumbing

i. He was transformed into Mount Tangkuban Perahu

j. Left Dayang sumbing

8. What is challenge of Dayang Sumbing for Sangkuriang?

f. To build a dam and a huge boat during one single night

g. To build temples

h. To build a dam and a huge during one week

i. To build a house for Dayang sumbing

j. To build temples during one single night

9. The antonym of word immensely in paragraph four is .....

f. Very Large

g. Large

h. Big

i. Small

j. Narrow

10. What is an interesting legend that told in the text?

f. Dayang Sumbing

g. Sangkuriang

h. Tangkuban Perahu

i. Java

j. Bandung

### **Answer Key**

11. B

12. D

13. C

14. C

15. C

16. A

17. A

18. A

19. A

20. B

## **Appendix IV**

### **Post Test II**

#### **SHARK**

Shark is a type of fish that lives in the sea. It is one of the largest sea creatures. There are over 350 species. A shark is shaped like a torpedo. It has rough skin like sandpaper. Instead of bones it has elastic cartilage which helps them to move easily. It can grow up to 8 meters.

Sharks are found in all oceans around the world. The type of shark found will depend on water's temperature. A shark has to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to breathe through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

Sharks have up to forty two babies (which are called pups) at a time. When the pups are born, they leave straight away because the mother shark does not have teats. Some sharks have their pups in different ways, some lay eggs, while others have them alive. When they are born they need to defend themselves because they have no one to help them.

1. Why sharhs can move easily?

- f. Because it eats plankton
- g. Because it has elastic bone

- h. Because it has torpedo shape
- i. Because it has sandpaper skin
- j. Because it has elastic cartilage

2. Sharks need to move during sleeping because .....

- f. They are large
- g. They need to breathe
- h. They are always hungry
- i. Their shape like torpedo
- j. The water's temperature

3. Sharks breathe by their .....

- f. Skin
- g. Gills
- h. Pups
- i. Nose
- j. Mouth

4. What makes sharks in one place different with sharks in other place?

- f. The air
- g. The food
- h. The color of the water
- i. The depths of the water
- j. The temperature of the water

5. These following statements are true, except .....



- f. Shark is a type of fish
- g. Shark may grow up to 8 meters
- h. Shark's babies are called pups
- i. Shark is the largest sea creature
- j. Shark has more than 350

6. Word in the meaning that has same meaning with the word *harmful* in paragraph 3 is.....

- f. Harmless
- g. Dangerous
- h. Not Dangerous
- i. Safety
- j. Upset

7. What does the shark do when they are hungry?

- f. They look for food
- g. They look for plankton
- h. They seek meat
- i. They seek other shark
- j. They look for helping

8. Which paragraph that describes the shark born?

f. Paragraph 1

g. Paragraph 2

h. Paragraph 3

i. Paragraph 4

j. Paragraph 1 and 4

9. The sixth sentence in the first paragraph tell about .....

f. The sharks can move easily

g. The sharks has elastic cartilage

h. The shark can move easily because it has elastic cartilage

i. The shark can grow up easily

j. The shark helps the other shark to move easily

10. What is the main point in the fourth paragraph ?

f. The shark have up to forty two babies (which are called pups)

g. The process of pups born

h. The mother shark does not have teats

i. Some sharks have their pups in different ways

j. The shark need to to defend themselves

### **Answer Key**

11. E

12. B

13. B

14. B

15. D

16. B

17. A

18. D

19. C

20. B

## **Appendix VII**

### **INTERVIEW WITH ENGLISH TEACHER IN MA TAHFIZHIL QUR'AN YAYASAN ISLAMIC CENTRE MEDAN**

1. What is the process of learning English in the classroom?

Answer : Process of learning english in the classroom : according to the text book, and any other resources material that have correlation of the topic. In the text book there are 4 skills in teaching english. So, the techer gives any treatment for each of four skills.

2. What activities are carried out in the teaching process of reading comprehension?

Answer: Make a group discussion. For example: a paor group (chairmate) to find some difficult words and they should find the main idea of their paragraph discussion of reading text.

3. What media do you use in the teaching reading comprehension?

Answer: Reading passage : Fiction ; non-fiction ; legend ; fabel . In reading text from and showing the students about the story in video form. (Teacher download some stories from internet (Fabel, non-fiction,etc).

4. What skills do you think is the most difficult in teaching of english?

Answer : Writing

5. What are obstacles in teaching reading comprehension?

Answer: Vocabulary / meaning, students can not translate all the reading text passage.

6. How is the participation of students when teaching reading comprehension in progress?

Answer: It depends on the couple of their chairmate. If both of them know well / master the vocabularies of the text, they can comprehend the text easily. But, so far so good.

7. What strategies, technique, or approach do you use in teaching reading comprehension?

Answer: Group discussion ( a pair of group / chairmate ).

8. Have you ever heard Buzz Group Technique in learning reading?

Answer: Yes.

9. Is reading teaching technique use Buzz Group Technique effectively applied to teach reading comprehension?

Answer: I think so.

10. Do you think Buzz Group Technique can improve the student's ability of reading comprehension?

Answer: Yes, I think Buzz Group technique can improve the students' ability of reading comprehension.

## **Appendix VIII**

### **INTERVIEW WITH THE STUDENTS IN THE FIRST MEETING**

Interviewer : Apakah kalian tahu apa reading comprehension?

Student 1 : Membaca

Student 2 : Lupa miss

Student 3 : Cara membaca

Student 4 : Membaca

Interviewer : Apakah kalian pernah belajar tentang reading comprehension  
sebelumnya?

Student 1 : Pernah

Student 2 : Pernah miss

Student 3 : Pernah miss

Student 4 : Pernah

Interviewer : Metode apakah yang dipakai guru ketika belajar reading  
comprehension?

Student 1 : Diskusi

Student 2 : Ceramah

Student 3 : Diskusi

Student 4 : Ceramah

Interviewer : Apa kesulitan-kesulitan yang kalian temukan ketika belajar  
reading comprehension?

Student 1 : Susah nyari artinya

Student 2 : Susah nyari artinya

Student 3 : Susah menjawab pertanyaannya

Student 4 : Susah nyari artinya dan menjawab pertanyaannya

Interviewer : Bagaimana upaya atau cara kalian untuk mengatasi kesulitan itu?

Student 1 : Belajar lagi

Student 2 : Mintaajari sama gurunya lagi

Student 3 : sering menjawab pertanyaan dan menghafal vocabulary

Student 4 : Memperbanyak vocabulary

## **Appendix IX**

### **INTERVIEW WITH THE STUDENTS IN LAST MEETING**

- Interviewer : Apa pendapat kalian tentang Buzz Group Technique?
- Student 1 : Bagus dan lebih menciptakan suasana yang gimana gitu, terus kita saling bekerja sama dan saling tolong menolong pada saat kita tidak tau dan lebih aktif, seru
- Student 2 : Menurut saya teknik ini sangat enak, kita bisa sama-sama belajar dan juga cepat masuk ke dalam otak saya
- Student 3 : Pendapat saya tentang Buzz Group Technique ini sangat menarik dan lebih mudah dalam belajar
- Student 4 : Pendapat saya miss tentang teknik ini, sangat menantang sekali karena setiap peserta dari kelompok itu mengeluarkan pendapatnya serta dirangkum
- Interviewer : Apakah Buzz Group technique ini dapat memotivasi kalian dalam belajar reading comprehension?
- Student 1 : Iya, sangat memotivasi saya karna mengajarkan kita supaya lebih agresif dan aktif
- Student 2 : Menurut saya sangat bagus, apalagi untuk kami kami, karna dengan teknik ini kami lebih enak belajar dan lebih menyenangkan



Student 3 : Pendapat saya, teknik ini sangat memotivasi kami. Karna dapat menumbukan kerja sama kami dan lebih kompak lagi

Student 4 : Pendapat saya miss mengenai teknik ini, sangat memotivasi kami semua karna kami disini saling bekerja sama, saling membantu satu sama lain sehingga kami semakin memotivasi kami untuk semakin giat belajar

## Appendix V

### OBSERVATION SHEET FOR TEACHER

NO	INDICATORS	SCORE					
		CYCLE I			CYCLE II		
		1	2	3	1	2	3
1.	Teacher's ability in opening the class weell			√			√
2.	Teacher's ability for giving motivation in the teaching and leraning process		√			√	
3.	Teacher's ability to present the material			√			√
4.	The teacher's ability in mastering the material		√			√	
5.	The systematically teaching performance to present the material			√			√
6.	Teacher's ability in organizing the class			√			√
7.	Teacher's ability in closing the class		√				√
8.	The student's attention to the teacher's explanation			√			√
9.	Motivation and enthusiasm of the students in teaching learning process			√			√
10.	Student's bravery in saying their opinion.		√				√
11.	Being active in asking the question about the material to the teacher		√				√

12.	Interaction and communication between students and teacher in teaching learning process			√			√
13.	The teacher's ability to conclude the lesson		√				√
	<b>TOTAL</b>	<b>2,53</b>			<b>2,84</b>		

**Note :**

**Points → 1 = Bad**

**2 = Good**

**3 = Very Good**

## Appendix VI

### OBSERVATION SHEET FOR STUDENTS

NO	INDICATORS	SCORE					
		CYCLE I			CYCLE II		
		1	2	3	1	2	3
1.	Students' bravery in giving their opinion		√				√
2.	Students interaction in group discussion		√				√
3.	Students make noisy in the class			√			√
4.	Students are able to be active and spirit doing the learning is going on		√				√
5.	Students look enthusiasm during following the lesson		√				√
6.	Relationship between students and teacher in teaching learning process		√				√
7.	Enjoy following the learning process		√				√
8.	Students concluded the material well		√				√
	<b>TOTAL</b>	<b>2,13</b>			<b>3</b>		

**Note :**

**Points → 1 = Bad**

**2 = Good**

**3 = Very Good**

## **Appendix X**

### **DIARY NOTES**

#### **Meeting I (06 March 2017)**

In the first meeting, The researcher introduce her self and explained of her coming, checked the attendance list, divided them in some groups and asked the students about descriptive text. The researcher show up definition of descriptive text. The researcher explained the generic structure, social function and significant lexico-grammatical features. The researcher give a text and asked them to find the main idea of each paragraph. There are many problems have been found during teaching learning process. They have a problem in comprehending the difficult word. So it could be concluded that the students still had difficult in reading comprehension especially in descriptive text.

#### **Meeting II (07 March 2017)**

The second meeting was better than the first meeting, the students enjoyed during teaching learning process and the students gave good response. The researcher explained the descriptive text by using Buzz Group Technique, the researcher explained about descriptive text by using text, the researcher gave the text, after the researcher gave the text to the students, the researcher asked the students to find the main idea of each paragraph and the researcher gave concept which oriented to text and the students expressed their idea about subtopic that they though was interesting for them. The researcher and the students red the text together, the researcher asked the students to present in front of class. Some of the students could not translate the text. So the researcher motivated the students to be confidence to show up their ability.

## Appendix XI

### DOCUMENTATION



**The Students did the Pre - Test**



**When the English Teacher Taught**







**The Students did The Post-Test I**



**The Students did The Post - Test II**