

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out once that official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award. Ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g cancellation of my academic awards.

I hereby grant to the Jember University the right to archive, reproduce, and communicate to the public my thesis or project in whole or in part in the university/faculty libraries in all forms of media, now or hereafter.

Jember, January 15th, 2013

Rini Nur Mauza A.
NIM. 050210491171



**IMPROVING THE TENTH GRADE
STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH
SMALL GROUP WORKING TECHNIQUE AT SMAN 1 SRONO**

THESIS

Composed as one of the requirements to obtain the S1 degree at the English
Education Study Program of the Language and Arts Education Department of the
Faculty of Teacher Training and Education, Jember University

**By:
RINI NUR MAUZA A.
050210491171**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013**

CONSULTANTS' APPROVAL

THESIS

**IMPROVING THE TENTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT THROUGH
SMALL GROUP WORKING TECHNIQUE AT SMAN 1 SRONO**

Name : Rini Nur Mauza
Place/ Date of Birth : Banyuwangi, 6 Maret 1987
NIM : 050210491171
Program : English Education Study Program
Department : Language and Arts Education
Faculty : Teacher Training and Education

Approved by

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes, M.Ed
NIP.195010171985032001

Dra. Made Adi Andayani T, M.Ed
NIP.196303201989022001

APPROVAL OF THE EXAMINATION COMMITTEE

This Thesis is Approved and Received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

Date : Tuesday, January 13, 2013

Place : The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chairperson,

The Secretary,

Dra. Siti Sundari, M.A.
NIP. 195812161988022001

Dra. Made Adi Andayani T, M.Ed
NIP.196303201989022001

The Members;

1. **Dra. Zakiyah Tasnim, M.A.** 1.
NIP. 196201101987022001
2. **Dra. Wiwiek Istianah, M.Kes, M.Ed** 2.
NIP. 195010171985032001

The Dean,

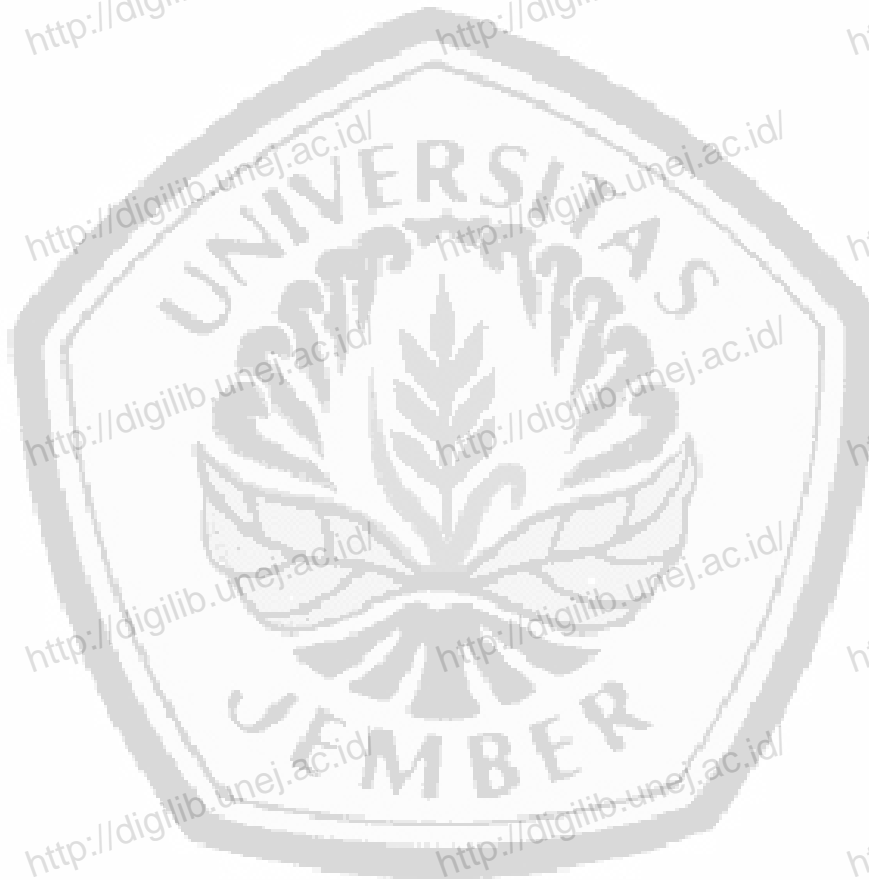
Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M. Pd
NIP. 19540501 198303 1 005

DEDICATION

This thesis is honorably dedicated to:

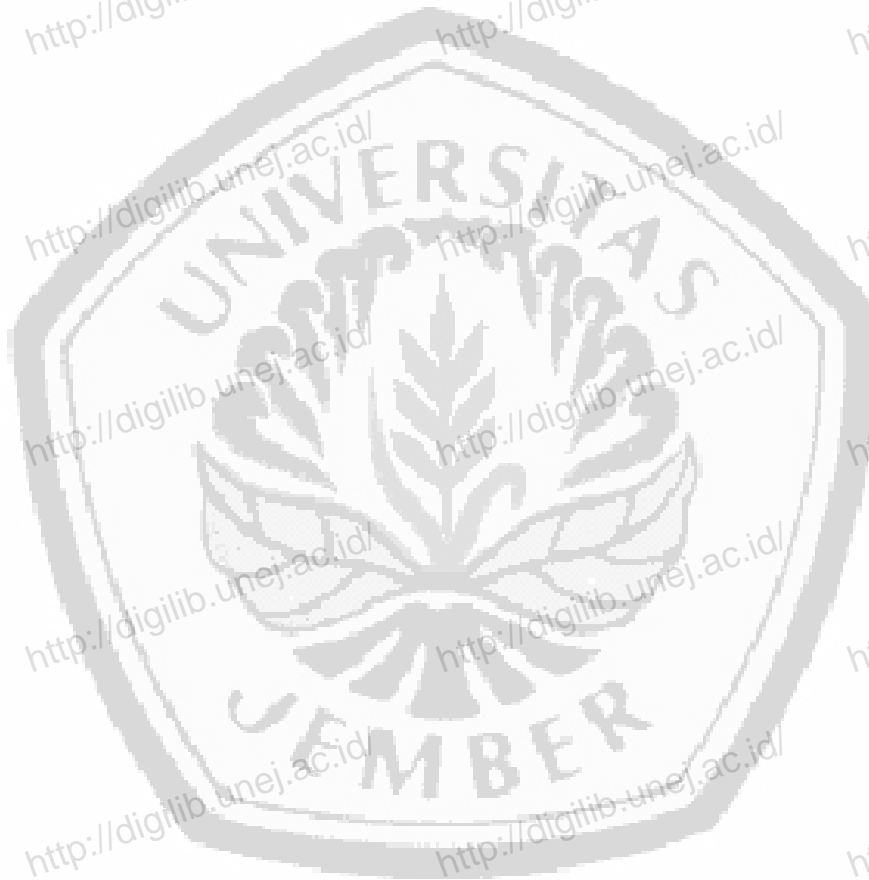
1. My beloved husband N. Honi Lesmono,
2. My beloved parents, Sugiyono and Thithing Susilowati, and
3. My beloved brother, Robby Faisal Arifi.



MOTTO

Reading helps your seed of knowledge grow.

Today a reader, tomorrow a leader.



ACKNOWLEDGEMENT

The first of all, praise be to Alloh SWT for blessing and mercy so that I can accomplish this thesis.

Second, I would like to express my deepest appreciation and sincerest thank to the following people:

1. The Dean of Faculty of Teacher Training and Education, Jember University.
2. The Chair person of Language and Art Department.
3. The Chair person of English Education Program.
4. My academic advisor Dra. Siti Sundari, M.A.
5. My consultants, Mrs. Dra Wiwiek Istianah, M.Kes, M.Ed and Mrs. Dra. Made Adi Andayani T, M.Ed for the time, guidance, patience and motivation so that I can finish my thesis.
6. The Examination Committee.
7. The Principal and Vice-Principal of SMAN 1 Srono Banyuwangi, the English Teacher and the X.5 Grade Students.

To tell the truth, this thesis is still far from perfect, but I have strive for perfection. Nevertheless, criticism and advice from the readers for the improvement of this thesis will be fully appreciated.

The Writer

2013

TABLE OF CONTENTS

	Page
TITLE	i
CONSULTANTS' APPROVAL	ii
APPROVAL OF THE EXAMINATION COMMITTEE	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF TABLES	x
THE LIST OF APPENDICES	xi
SUMMARY	xii
I. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problems of the Research	4
1.3 Objectives of the Research	4
1.4 Significances of the Research	4
II. REVIEW OF RELATED LITERATURE	6
2.1 Concept of Reading	6
2.2 Reading Comprehensions Process	7

2.3 Reading Comprehension Definition	8
2.4 Small Group Working Technique	9
2.4.1 The Teacher's Role in Small Group Working Technique.....	10
2.4.2 The Advantages and Disadvantages of Small Group Working Technique.....	11
2.4.3 The Principles of Small Group Working Technique	12
2.4.4 The Steps of Applying Small Group Working Technique.....	13
2.4.5 The Students' Participation in Small Group Working Technique	15
2.5 Research Hypotheses	16
III. RESEARCH METHODS	17
3.1 Research Design.....	17
3.2 Operational Definition of the Key Term.....	20
3.3 Research Procedures	21
3.3.1 General Description of the Research.....	21
3.3.2 Details of the Research Procedures.....	22
3.4 Area Determination Method.....	24
3.5 Respondent Determination Method.....	24
3.6 Data Collection Methods	25
3.6.1 Reading test.....	25
3.6.2 Observation	26
3.6.3 Documentation.....	27

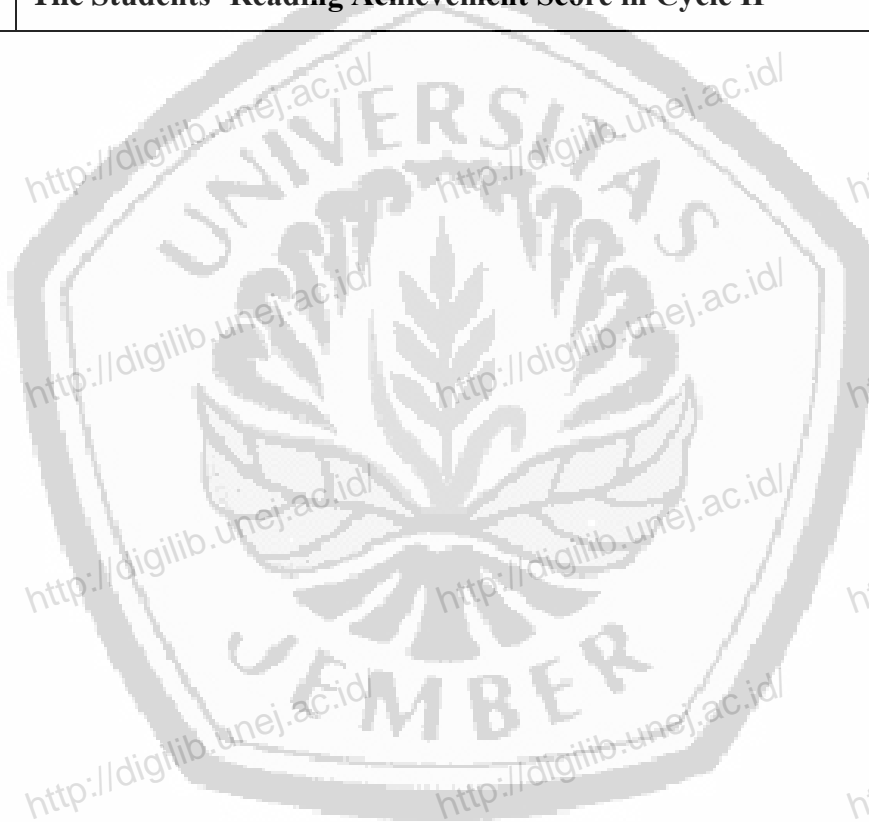
3.6.4 Interview	28
3.7 Data Analysis Method	28
3.8 Reflection	29
IV. RESEARCH RESULTS AND DISCUSSION.....	30
4.1 Research Schedule	30
4.2 The Result of the Action Implementation.....	31
4.2.1 The Results of the Action in Cycle I.....	31
4.2.2 The Results of the Action in Cycle II	37
4.3 The Results of Supporting Data	42
4.4 Discussion	43
V. CONCLUSION AND SUGGESTION.....	47
5.1 Conclusion	47
5.2 Suggestion.....	47

REFERENCES

APPENDICES

THE LIST OF TABLES

No	Table	Page
1	Test Indicators' Scoring	26
2	The Schedule of the Research	30
3	The Students' Participation in Cycle I	33
4	The Students' Reading Achievement Score in Cycle I	36
5	The Students' Participation in Cycle II	39
6	The Students' Reading Achievement Score in Cycle II	41



THE LIST OF APPENDICES

Research Matrix

LESSON PLAN CYCLE I (the First Meeting)

LESSON PLAN CYCLE I (the Second Meeting)

TEST CYCLE I

LESSON PLAN CYCLE II (the First Meeting)

LESSON PLAN CYCLE II (the Second Meeting)

TEST CYCLE II

Guide of Supporting Data Instrument

Sample of Students' work

Permission Letter for Conducting Research at SMAN 1 Srono

Documentation of Students' Activity

Students' Attendant List

Appendices

A

B

C

D

E

F

G

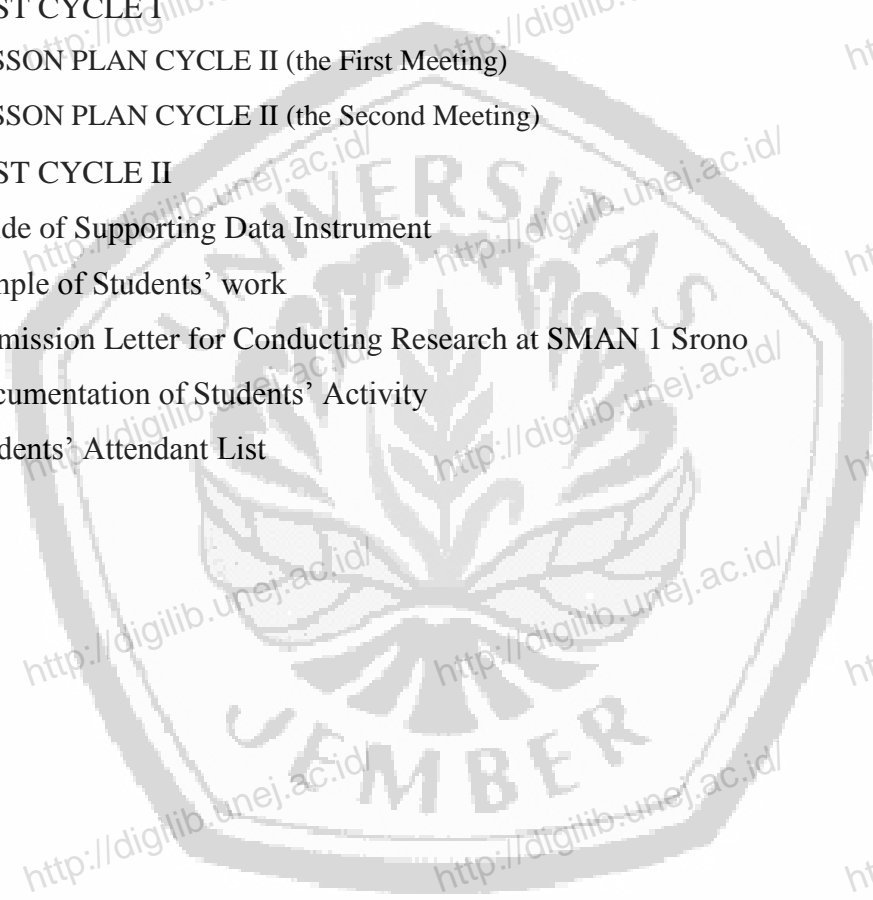
H

I

J

K

L



SUMMARY

Improving the Tenth Grade Students' Reading Comprehension Achievement through Small Group Working Technique at SMAN 1 Srono Banyuwangi;

Rini Nur Mauza Arifi; 48 pages. 050210491171; 2012; English Education Program Faculty of Teacher Training and Education Jember University.

This classroom action research was intended to improve the grade X.5 students' reading comprehension achievement by using Small Group Working Technique. The students of class X.5 at SMA Negeri 1 Srono was chosen as the subjects due to their difficulties in comprehending the reading text.

This classroom action research was done in two cycles in which each cycle covered the stages of planning the action, implementing the action, observation and reflection of the action. Then, each cycle was conducted in two meetings. The data about the students' reading comprehension achievement were collected through reading comprehension test in each action. Observation was used to monitor the process of teaching reading through Small Group Working Technique and the students' participation.

Further, there were 21 students of 34 students having reading comprehension achievement score ≥ 75 . The average of students' reading score was 74.38. It means that the targeted percentage 75% of the total students obtaining score at least 75 could not be achieved. Besides, based on the classroom observation that was done in Cycle I, it was found that the students' active participation in teaching learning process of reading through Small Group Working Technique was 67,64%. So, the percentage of the students' active participation in the process of teaching reading through Small Group Working Technique was less than the targeted percentage that was 75%. Therefore, the actions were proceeded to the second cycle by revising the way of the students doing Small Group Working Technique, that was the activities from doing the

activities in a time into doing the Small Group Working Technique activities one by one before moving to the next activities to make the students more focus in doing each activity of reading comprehension. Besides, the teacher gave clues to make them easier in doing the reading activities.

The percentage of the students who got ≥ 75 in reading test in Cycle II was better (88,23%) than in cycle I (61,76%). The average reading test score in cycle II was 81,08. This percentage had fulfilled the targeted percentage that was 75% of the students had achieved the standard score that was ≥ 75 . Besides, the students' active participation in the reading teaching learning process also improved from 67,74% in Cycle I to 82,35% in Cycle II. Thus, the percentage of the students' active participation in the reading teaching and learning process through Small Group Working Technique had achieved the targeted percentage $\geq 75\%$. This means that both the students reading comprehension achievement and the students' active participation in the reading teaching learning process through Small Group Working Technique improved in cycle II and fulfilled the target of this research.

Based on the results, it would be concluded that Small Group Working Technique can improve the students' reading comprehension achievement in two cycles. Then, it is suggested to the English teacher to use Small Group Working Technique as an alternative method in teaching reading comprehension since it can increase the students' reading comprehension achievement.