



**THE EFFECT OF USING *PEER TEACHING TECHNIQUE* WITH THE *ETH*  
(EVERYONE IS A TEACHER HERE) STRATEGY ON THE 11<sup>th</sup> YEAR  
STUDENTS' READING COMPREHENSION ACHIEVEMENT  
AT SMAN 2 BONDOWOSO**

**THESIS**

Presented as One of the Requirements to Obtain the Degree of S1 of  
the English Language Education Study Program, Language and Arts Education  
Department, The Faculty of Teacher Training and Education  
Jember University

Written by:

**Muh. Taufiqur Rahman**  
**NIM 070210491015**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2012**

## **DEDICATION**

This thesis is honorably dedicated to:

My beloved mother *Fatmawati*, my beloved father *H. Abd. Khabir*, and my beloved  
family

All of my beloved teachers and my beloved lecturers

## **MOTTO**

The greatest gift is a passion for reading. It is cheap, it consoles, it distracts, it excites, and it gives you knowledge of the world and experience of a wide kind. It is a moral illumination \*)

---

\*) Elizabeth Hardwick

## CONSULTANT'S APPROVAL

THE EFFECT OF USING *PEER TEACHING TECHNIQUE* WITH THE *ETH*  
(EVERY ONE IS A TEACHER HERE) STRATEGY ON THE 11<sup>th</sup> YEAR  
STUDENTS' READING COMPREHENSION ACHIEVEMENT  
AT SMAN 2 BONDOWOSO

### THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1  
at the English Education Program, Language and Arts Department  
Faculty of Teacher Training and Education, Jember University

By:

Name : Muh. Taufiqur Rahman  
Identification Number : 070210491015  
Level of Class : 2007  
Department : Language and Arts  
Place of Birth : Bondowoso  
Date of Birth : 9<sup>th</sup> August 1986

Approved by:

The First Consultant

The Second Consultant

Dra. Wiwiek Istianah M.Kes, M.Ed  
NIP. 19501017 198503 2 001

Drs. Sugeng Ariyanto, M.A  
NIP. 19590412 198702 1 001

## 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 : 29<sup>th</sup> May 2012

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

### The Committee

The Chairperson

The Secretary

Drs. Sudarsono, M.Pd

NIP. 131993442

Drs. Sugeng Ariyanto, M.A

NIP. 19590412 198702 1 001

The members:

1. Drs. Bambang Suharjito, M.Ed  
NIP. 19611023 198902 1 001

1. ....

2. Dra. Wiwiek Istianah, M.Ed. App.Ling  
NIP. 19501017 198503 2 001

2. ....

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H. M.Hum

NIP. 195407121980031005

## ACKNOWLEDGMENT

First and foremost, I would like to thank to Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled, “The Effect of Using *Peer Teaching Technique* with The *Eth* (Everyone Is A Teacher Here) Strategy on The 11<sup>th</sup> Year Students’ Reading Comprehension Achievement at SMAN 2 Bondowoso”

In relation to the writing and finishing of this thesis, I would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
4. My Consultants, Dra. Wiwiek Istianah, M.Kes, M.Ed and Drs. Sugeng Ariyanto, M.A. I do really thank for your time, guidance, valuable advice, suggestion, patience and motivation that had led me compile and finish my thesis.
5. The Examination Committee and the Lecturers of the English Education Program.
6. The Principal of SMAN 2 Bondowoso, Ds. Sutikno, MM, the English teacher of the 11<sup>th</sup> year students, Holifah Nur Aziza, S.Pd. M.Pd, the administration staff, and the 11<sup>th</sup> year students who gave me permission and helped me to obtain the data for the research.

Finally, I do hope that this thesis will give a useful contribution as well as reference for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

Jember, May 2012

The Writer

## **THE LIST OF TABLES**

	Page
Table 4.1 The Schedule of Administering the treatment .....	39
Table 4.2 The Total Number of the 11th Year Students SMAN 2 Bondowoso in the 2011/2012 Academic Year .....	41
Table 4.3 The Scores of Post Test .....	46
Table 4.4 The Summary of t-test Result .....	49

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b> .....	i
<b>DEDICATION</b> .....	ii
<b>MOTTO</b> .....	iii
<b>CONSULTANTS' APPROVAL</b> .....	iv
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>THE LIST OF TABLES</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>THE LIST OF APPENDICES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>CHAPTER I. INTRODUCTION</b> .....	1
<b>1.1 Background of the Research</b> .....	1
<b>1.2 Problems of the Research</b> .....	3
<b>1.3 Objectives of the Research</b> .....	4
<b>1.4 Significance of the Research</b> .....	4
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b> .....	6
<b>2.1 Reading Comprehension</b> .....	6
<b>2.2 Reading Comprehension Achievement</b> .....	7
2.2.1 Word Comprehension .....	8
2.2.2 Sentence Comprehension .....	9
2.2.3 Paragraph Comprehension .....	13
2.2.3 Text Comprehension .....	17



<b>2.3 Cooperative Learning</b> .....	17
<b>2.4 Peer Teaching Technique</b> .....	19
2.4.1 The Benefits of Peer Teaching Technique .....	19
<b>2.5 ETH Strategy</b> .....	22
<b>2.6 Hortatory Exposition</b> .....	23
<b>2.7 Experimental Treatment</b> .....	25
<b>2.8 The Relevant Previous Research Findings</b> .....	25
<b>2.9 The Practice of Teaching Reading at SMAN 2</b> <b>Bondowoso</b> .....	26
<b>2.10 Research Hypotheses</b> .....	27
<b>CHAPTER III. RESEARCH METHODS</b> .....	28
<b>3.1 Research Design</b> .....	28
<b>3.2 Area Determination Method</b> .....	30
<b>3.3 Population and Sample Determination Method</b> .....	31
<b>3.4 Operational Definitions of the Key Terms</b> .....	31
3.4.1 Peer Teaching Technique .....	31
3.4.2 ETH Strategy.....	31
3.4.3 Students' Reading Comprehension Achievement .....	32
<b>3.5 Data Collection Method</b> .....	32
3.5.1 Reading Comprehension Test .....	33
3.5.2 Observation .....	36
3.5.3 Documentation .....	37
3.5.4 Interview.....	37
<b>3.6 Data Analysis Method</b> .....	37
<b>CHAPTER IV. RESEARCH RESULTS AND DISCUSSION</b> .....	39
<b>4.1 The Description of the Experimental Treatment</b> .....	39

<b>4.2 The Result of Supporting Data .....</b>	<b>40</b>
4.2.1 The Result of Observation .....	40
4.2.2 The Result of Documentation .....	41
4.2.3 The Result of Interview.....	41
<b>4.3 The Analysis of Homogeneity Test.....</b>	<b>42</b>
<b>4.4 The Analysis of the Try out Scores.....</b>	<b>42</b>
4.4.1 The Analysis of the Test Validity .....	43
4.4.2 The Analysis of Difficulty Index.....	43
4.4.3 The Analysis of Reliability Coefficient .....	44
<b>4.5 The Result of Primary Data .....</b>	<b>45</b>
4.5.1 The Result of Post Test .....	46
4.5.2 The Analysis of Post Test Results .....	46
<b>4.6 Hypothesis Verification .....</b>	<b>49</b>
<b>4.7 Degree of Relative Effectiveness .....</b>	<b>50</b>
<b>4.8 Discussion.....</b>	<b>51</b>
 <b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
<b>5.1 Conclusion .....</b>	<b>54</b>
<b>5.2 Suggestions.....</b>	<b>54</b>
5.2.1 The English Teacher .....	54
5.2.2 The Students.....	55
5.2.3 The Future Researchers .....	55
<b>BIBLIOGRAPHY .....</b>	<b>56</b>
 <b>APPENDICES</b>	

## TABLE OF APPENDICES

	Page
A. Research Matrix .....	58
B. Interview Guideline, Documentation Guideline and Observation.....	59
C. The Result of Interview with the Eighth Grade English Teacher .....	61
D. Homogeneity Test .....	62
E. The Homogeneity Test Scores of the 11th Year Students of SMAN 2 Bondowoso .....	68
F. The Analysis of Variance Computation.....	69
G. The Name of Research Respondents.....	71
H. Lesson Plan 1 .....	72
I. Lesson Plan 2 .....	91
J. The Difficulty Index of Test Items.....	110
K. The Analysis of Test Reliability of the Odd and Even Numbers.....	111
L. Reading Comprehension Posttet .....	114
M. Students' Observation Checklist (meeting 1 and 2).....	121
N. Table of t-value at significant level.....	129
O. Statement Letter for Accomplishing the Research from SMAN 2 Bondowoso .....	130
P. The Samples of the Students' Answer Sheets of the Post Test.....	131

## SUMMARY

**The Effect of Using Peer Teaching Technique with The ETH (Everyone Is A Teacher Here) Strategy on The 11<sup>th</sup> Year Students' Reading Comprehension Achievement at SMAN 2 Bondowoso in the 2011/2012 Academic Year.;** Muh. Taufiqur Rahman, 070210491015; 2012:54 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

One of the objectives of the 2006 Institutional-Based Curriculum of teaching English is to support students to be more active in teaching learning activity. Being active in learning is needed to increase students' interest and involvement in learning process. Therefore, administering Peer teaching technique with the ETH strategy, as one of the techniques in active learning, gives participants the opportunity to learn something well and at the same time to become resources for one another especially to comprehend the reading materials.

This research was conducted to investigate whether there was a significant effect of Using Peer Teaching Technique with The ETH (Everyone Is A Teacher Here) Strategy on the 11<sup>th</sup> year students' reading comprehension achievement at SMAN 2 Bondowoso or not and how effective the use of peer teaching technique with ETH strategy on the 11<sup>th</sup> year students' reading comprehension achievement at SMAN 2 Bondowoso in the 2011/2012 academic year. The design of the research was quasi experimental design. The type of the quasi experimental research was randomized control group post-test only design. The respondents of this research were the 11<sup>th</sup> year students of SMAN 2 Bondowoso. The total number of the respondents was 72 students which divided into the experimental group (XI IPA 5) and the control group (XI IPA 1). The experimental group consisted of 36 students who was taught by using Peer Teaching Technique with The ETH. The control group consisted of 36 students who was taught reading without using Peer Teaching Technique with The ETH but by using lecturing technique. The area of this research

was SMAN 2 Bondowoso. It was chosen purposively because the use of Peer Teaching Technique with The ETH ever been applied in teaching learning process of reading in this school but with incomplete instructions of the technique.

The primary data of this research were collected from the students' score of reading comprehension post test. Meanwhile, the homogeneity test, observation, documentation and interview with the English teacher were used to get the supporting data. The primary data were analyzed by using t-test formula with 5% significant level. The results the calculation showed that the statistical value of t-test was higher than that of t-table ( $3.02 > 2.00$ ), and degree of freedom (df) was 70 (60 is the nearest range). It meant that the null hypothesis was rejected, while the alternative hypothesis was accepted. Then, the result of Degree of Relative Effectiveness (DRE) was 6.8 %. It meant that the degree of relative effectiveness of using peer teaching technique with ETH strategy in teaching reading comprehension was 6.8 % more effective than teaching reading by using lecturing technique.

In conclusion, the use of peer teaching technique with ETH strategy gave a significant effect on the 11<sup>th</sup> year students' reading comprehension achievement at SMAN 2 Bondowoso. Based on the result of the this research, the students who were taught using peer teaching technique with ETH strategy had better achievement of reading than those who were taught using lecturing technique. So, the researcher recommends the English teacher of the 11<sup>th</sup> year students of SMAN 2 Bondowoso to use peer teaching technique with ETH strategy as an alternative strategy in teaching learning process of reading.