

**IMPROVING STUDENTS' READING COMPREHENSION
USING SMALL GROUP INTERACTION
(A Classroom Action Research at Second Grade of SMP N 1 Salem, Brebes
Academic Year 2011/2012)**



A THESIS

**Submitted to the English Department
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MOTTO

♥ *Believe in God*

♥ *Be positive thinking every time so that you can be positive feeling*



DEDICATION

I would like to dedicate this thesis to:

1. Allah SWT, for his love, merciful and kindness. Thanks God for all the patience
2. My beloved mother and father, who have given everything all the time.
3. My beloved husband “Siswoyo” thanks for love and support.
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PREFACE

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The writer believes that there are still many weaknesses in this thesis, as there is nothing perfect in the world. So, the writer welcome any criticisms and suggestions for the betterment of this thesis. Hopefully, this thesis will be a valuable input and give good contributions to many people.

Purwokerto, July 2012



The Writer

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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP INTERACTION

(A Classroom Action Research at Second Grade of SMP N 1 Salem, Brebes
in Academic Year 2011/2012)

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This study aimed to improve students' reading comprehension using small group interaction. It use Classroom Action Research (CAR), which was conducted at VIIIIC Grade of SMP N 1 Salem in Academic Year 2011/2012 as the subject of the study. The population of the class was 36 students. This study was done in March 2012.

The writer worked collaboratively with the English teacher in the class. The CAR was carried out based on Kemmis and Mc Teggart design. The writer took two cycles with 2 actions in each cycle. Each cycle consisted of planning, acting, observing, evaluating and reflecting. The writer applied both qualitative data and quantitative data that were taken from observation, reading test, questionnaire, and documentation.

The result of the study showed that there was a significant improvement in students' reading comprehension after the implementation the CAR using small group interaction. The average score of the students in reading was 50.83 in pre test. It improved 25.69% (63.9) in Cycle 1 and 59.04% (80.84) in Cycle 2. While the improvement of the students' activity in reading was 3.33% in Cycle 1 and 17.77% in Cycle 2 (14.44% from the Cycle 1). The data from the students' questionnaire which were gained from the ten questions showed that the students gave positive response to the implementation of small group interaction in their reading activity. The average of the students' questionnaire was 73.04%. Those data proved that small group interaction could improve the students' reading comprehension.