

**IMPROVING CHARACTER BASED READING BY APPLYING SMALL  
GROUP DISCUSSION TECHNIQUE OF THE TENTH YEAR STUDENTS  
OF SMK BATUR JAYA 2 CEPER KLATEN IN ACADEMIC YEAR OF  
2021/2022**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
in English Education Study Program



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GROUP DISCUSSION TECHNIQUE OF THE TENTH YEAR STUDENTS  
OF SMK BATUR JAYA 2 CEPER KLATEN IN ACADEMIC YEAR OF  
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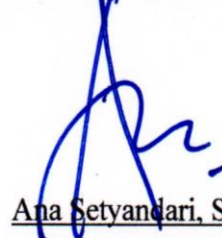
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## PRONOUNCEMENT

This is to certify that I, myself write the thesis entitle “IMPROVING CHARACTER BASED READING BY APPLYING SMALL GROUP DISCUSSION TECHNIQUE OF THE TENTH YEAR STUDENTS OF SMK BATUR JAYA 2 CEPER KLATEN IN ACADEMIC YEAR OF 2021/2022”.

It is not a plagiarism or made by others. Anything that related to other’s work is listed in bibliography.

If this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancelation of my academic degree.

Klaten, 21 Juni 2022



Novia Nur Latri  
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## PRESENTATION

*I dedicated this thesis to:*

*My beloved mother, Ibu Eni Pargiyati,*

*My beloved father, Bapak Ramidi*

*My lovely sister, Atika Yuliana*

*My beloved grandfather, Kakung*

*Also to:*

*My best friends, Fadzriyah aka Ai, Alniki Putri, Fitriyaningsih.*

*Istikomah, Ferdina, Mba Fyidiya, Fitria H, Mba Shanti*

*My precious best friends who I cannot mention one by one*

*My biggest voice and motivation, BTS*

*At last but not least, for Me.*

*With love*

*Novia*

## MOTTO

*“Ingatlah hanya dengan mengingat Allah hati menjadi tenteram” – Q.S Ar Ra’d:*

28

*“Sesungguhnya Tuhanku bersamaku, Dia akan memberi petunjuk kepadaku”*

*(QS. Asy-Syu’ara’:62)*

Everyone is running on their own race, on their own time – The Writer

*‘Decide for yourself what it means to be happy. Every day, take a step to grow up  
but sometimes it’s okay to show your weakness. It’s okay to be yourself. Don’t lie  
to yourself anymore’ – BTS*

*‘Don’t force yourself to be perfect as the world shows, we all have our own style.*

*Life is not about speed but direction’ – Kim Namjoon*

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Therefore, the writer realize this thesis has not been perfect yet and still has many mistakes. At last, the writer expect this research will bring benefits for all readers in the future.

Klaten 21<sup>st</sup> June 2022

Novia Nur Latri

## TABLE OF CONTENTS

<b>TITLE.....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>PRONOUNCEMENT .....</b>	<b>iii</b>
<b>PRESENTATION .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>ABSTRACT .....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The Background of the Study .....	1
B. The Limitation of the Study .....	4
C. The Problem of the Study .....	4
D. The Aim of the Study .....	4
E. The Benefit of the Study .....	4



F. The Clarification of the Key Terms .....	5
1. Improving .....	5
2. Reading.....	5
3. Character Education .....	6
4. Small Group Discussion .....	6
G. The Organization of the Study .....	7
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE.....</b>	<b>8</b>
A. Theory of Reading .....	8
1. The Meaning of Reading.....	8
2. The Components of Reading.....	9
3. Teaching of Reading .....	12
4. The Importance of Teaching Reading in Senior High School .....	16
B. Small Group Discussion Technique.....	19
1. The Definition of Small Group Discussion.....	19
2. The Principles of Small Group Discussion Technique .....	20
3. The Procedures of Small Group Discussion Technique.....	21
4. The Advantages and Disadvantages of Small Group Discussion .....	23
C. Character Education.....	24
1. The Meaning of Character Education .....	24
2. The Function of Character Education .....	25

3. The Importance of Character Education .....	26
D. Previous Study .....	27
E. Position of the Study .....	28
F. Theoretical Framework .....	29
G. Action Hypothesis.....	30
<b>CHAPTER III THE METHOD OF THE STUDY .....</b>	<b>31</b>
A. The Meaning of the Research Method.....	31
B. The Strategy of the Research .....	31
C. The Subject of the Research.....	32
D. The Place and Time of the Research.....	32
E. The Data and Source of Data .....	33
1. The Data .....	33
2. The Source of Data.....	33
F. The Technique of Collecting Data .....	35
G. Testing Validity .....	39
1. The Validity of the Instruments .....	39
2. The Validity of Data.....	40
H. The Procedure of Action .....	41
I. The Technique of Analyzing the Data .....	43
J. Testing Performance Indicator.....	47

<b>CHAPTER IV THE RESULT OF THE STUDY .....</b>	<b>48</b>
A. Pre-cycle .....	48
B. Cycle 1 .....	66
C. Testing Performance Indicator.....	78
D. Research Limitation .....	78
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>79</b>
A. Conclusion .....	79
B. Suggestion.....	81
<b>BIBLIOGRAPHY .....</b>	<b>82</b>
<b>APPENDICES .....</b>	<b>86</b>

## LIS T OF TABLES

Table 1. Category Value Knowledge and Skill of Reading.....	45
Table 2. The Category Score of Students' Character .....	46
Table 3. Students' Reading Skill Score of Pre-cycle .....	52
Table 4. Score of Teacher's Professionalism of Pre-cycle .....	54
Table 5. Students' Individual Interest of Pre-cycle.....	56
Table 6. Students' Group Interest of Pre-cycle.....	58
Table 7. Students' Character Based on Self-Assessment of Pre-cycle .....	60
Table 8. Students' Character Based on Peer Assessment of Pre-cycle.....	62
Table 9. Score of Students' Character Assessment Based on Observation of Pre-cycle .....	63
Table 10. The Result of Pre-cycle in Each Instrument .....	64
Table 11. The Result of Pre-cycle.....	65
Table 12. Students' Score of Cycle 1.....	71
Table 13. Students' Character Based on Self-Assessment of Cycle 1.....	73
Table 14. Students' Character Based on Peer Assessment Cycle 1 .....	74
Table 15. Score of Students' Character Assessment Based Observation of Cycle 1 .....	76
Table 16. The Result of Cycle 1 in Each Instrument .....	77
Table 17. The Result of Cycle 1 .....	77
Table 18. The Result of Students' Improvement.....	78

## LIST OF FIGURES

Figure 1. Theoretical Framework.....	29
Figure 2. The Model of Action Research by Kemmis & McTaggart .....	41
Figure 3. Students' Reading Skill of Pre-cycle .....	53
Figure 4. Teacher's Professionalism of Pre-cycle .....	55
Figure 5. Student's Individual Interest .....	57
Figure 6. Students' Group Interest of Pre-cycle .....	59
Figure 7. Students' Character Based on Self-Assessment of Pre-cycle .....	61
Figure 8. Students' Character Based on Peer Assessment of Pre-cycle .....	62
Figure 9. Students' Character Based on Observation of Pre-cycle .....	64
Figure 10. Students' Reading Skill of Cycle 1 .....	71
Figure 11. Students' Self-Assessment of Cycle 1 .....	73
Figure 12. Students' Character Based Peer Assessment of Cycle 1 .....	75
Figure 13. Students' Character Based on Observation of Cycle 1 .....	76

## LIST OF APPENDICES

Appendix 1. Observation Guide Sheets .....	87
Appendix 2. Interview Guided Sheets .....	96
Appendix 3. Questionnaires sheet.....	104
Appendix 4. Students' Reading Score of Pre-cycle.....	111
Appendix 5. Teacher's Professionalism Score of Pre-cycle .....	112
Appendix 6. Students' Individual Interest Score of Pre-cycle.....	113
Appendix 7. Students' Group Interest Score of Pre-cycle.....	114
Appendix 8. Self-Assessment Score of Pre-cycle.....	115
Appendix 9. Peer Assessment Score of Pre-cycle .....	116
Appendix 10. Character Assessment Score of Pre-cycle.....	117
Appendix 11. Students' List .....	118
Appendix 12. Syllabus for Learning English.....	119
Appendix 13. Lesson Plan of Cycle 1 .....	124
Appendix 14. Test item of Cycle 1 .....	139
Appendix 15. Students' Answer Sheet .....	144
Appendix 16. Key Answer of Test Item of Cycle 1.....	145
Appendix 17. Students' Reading Score of Cycle 1.....	146
Appendix 18. Self-Assessment Score of Cycle 1 .....	147
Appendix 19. Peer Assessment Score of Cycle 1 .....	148
Appendix 20. Character Assessment Score of Cycle 1.....	149

Appendix 21. The Letter of Research Permission from University of Widya Dharma Klaten .....	150
Appendix 22. S-1 Thesis Consultant Card.....	151
Appendix 23. Documentation .....	154

## ABSTRACT

**Novia Nur Latri, Student's Number. 1711200003.** English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University Klaten. 2022. Undergraduate Thesis: *Improving Character Based Reading by Applying Small Group Discussion Technique of the Tenth Year Students of SMK Batur Jaya 2 Ceper Klaten in Academic year of 2021/2022.*

This research is aimed to verify whether small group discussion technique can improve character based reading to the tenth year students of SMK Batur Jaya 2 Ceper Klaten in academic year of 2021/2022. The strategy of conducting the research is classroom action research. The data of this research were students' reading skill, students' character, teaching and learning process. The sources of the data in this research were event, informant, and document. The data were collected through observation, interview, documentation, questionnaire, and test. The technique of analyzing the data is descriptive qualitative.

In pre-cycle, the score of the students' reading skill was 63.33 with the minimal criteria achievement (KKM) was 70. Besides, the students' character score was 2.27. In cycle 1, there is improvement of the score of students reading skill from 63.33 to 71.19 and the score students' character improved from 2.27 to 2.82. Next, the writer could not continue the research due to limitation. The limitation was time because students were going to do final examination. Therefore, the writer can conclude that small group discussion technique can improve character based reading of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in academic year of 2021/2022. Characters that increase are self-confidence, teamwork, responsibility, curiosity, active, honest, and caring.

*Keywords: improving, character, reading, small group discussion*



## **CHAPTER I**

### **INTRODUCTION**

In chapter I, the writer presents an introduction. It consists of the background of the study, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study.

#### **A. The Background of the Study**

Reading is an activity that can improve the students' knowledge by using texts to create meaning. According to Johnson (2008: 3), reading is the practice of using text to create meaning. The activity of reading involves physical activity and mental activity (Nuriadi, 2008: 29). The physical activity means the activity done by the part of body, it can be seen when the readers move their eyes along the line of the text. Meanwhile, the mental activity means the activity involving mind that can ensure maximum understanding. The mental activity is seen on thinking activity when reading a text. The thinking activity here means interactions between the reader and the text. As Klingner, et al (2007: 9) say that reading activity involves interactions between the readers and what they bring to the text.

Creating meaning is a process, every written text always has a meaning to be delivered to the reader. When reading a written text, the reader creates a process happening inside the brain. The meaning of the text is delivered to the brain and processed as information. The obtained information is considered as new

knowledge. The knowledge gained from reading can be used to increase listening, writing, and speaking skills.

Besides reading, English also has another skill. According to the 2013 curriculum, there are some skills that students should have for learning English. It is divided into four skills: Speaking, Writing, Listening, and Reading. All of the skills are important for the learners. It should be improved because they are integrated and connected to each other. But the researcher will focus on Reading skill, because Reading is the major of learning English for students who study in Vocational High School.

Therefore, to increase knowledge through reading, the students should master reading comprehension because reading comprehension is the goal of reading. According to Rahemi, et al (2013: 179), reading comprehension is the main purpose of reading that refers to the process of understanding what is being to be read. Understanding the text is based on the students' knowledge background, vocabulary, grammatical knowledge, and the experience about the text. It is important for the students because it influences the students' skill while understanding the text. The knowledge background is obtained by reading activity.

Related to the previous paragraph, based on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 19 Tahun 2013 tentang Standar Nasional Pendidikan* states that "*Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik*

*serta psikologis peserta didik.*” it means that learning English should be attractive for the students to be active in learning process especially in reading skill. The government also proposes for applying a character education program in the teaching and learning process at school. One of the factors that play a role in building character is the curriculum. Consequently, the curriculum in Indonesia focuses on character building while teaching and learning.

Besides that, according to the previous research, the current situation of middle school English reading teaching is not promising, the traditional technique fails to improve students’ reading skills and passage comprehend ability. Therefore, the implementation of innovative teaching techniques should be needed.

One of innovative techniques to improve students’ reading skill that is appropriate to the 2013 curriculum which focuses on student centered learning is small group discussion. According to Sagala (2009: 20) group discussion is more effective if the group consists of 3-4 students; enable students to express their opinions or ideas to other students easily. In addition, the implementation of small group discussion is related to character education because it builds the students’ character. As Arisman and Haryanti (2019: 326) state that discussion is the communication activity which involves exchange of information. It is useful for the students to express their ideas without fear and embarrassment. In these activities, the students must work together to develop a plan, resolve the problem or complete the task. Therefore, the small group discussion is considered capable to improve students’ reading skill and build the students’ character.

The purpose for choosing small group discussion is to improve the quality and character development of students. Based on the reason above, the writer will apply Small Group Discussion technique to improve reading skill of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022.

### **B. The Limitation of the Study**

This study is focused on improving student's character based reading mastery by applying the small group discussion technique to the tenth year students of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022.

### **C. The Problem of the Study**

The problem of this study is formulated as follows; "can small group discussion technique improve teaching and learning of character based reading of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022?"

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

The aim of the study is to verify whether small group discussion technique can improve character based reading of the tenth year students' of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022.

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

The result of the study is expected to be useful both theoretically and practically as follows:

### **1. The Theoretical Use**

It can be used to enrich the repertoire of character based teaching and learning reading theory.

### **2. The Practical Use**

It can be used as a teaching model for other schools.

## **F. The Clarification of the Key Terms**

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

### **1. Improving**

According to Hornby (2015: 767), improving is to become something better than before or to make something than before. In this study, improving means that students' character based reading is conducted to be better by applying small group discussion technique of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022.

### **2. Reading**

According to Rahmat (2017: 19), reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of written text. Meanwhile, Setianingsih and Harahap (2020: 160) states that reading is an active process of constructing meanings of words.

In this study, reading is an active process of interacting with the printed material or written text which must be mastered by the students of tenth year students of SMK Batur Jaya 2 Ceper Klaten in the academic year of 2021/2022.

### **3. Character Education**

According to Pala (2011: 25), character education is a national movement creating schools that foster ethical, responsible and caring young people by modelling and teaching good character through emphasis on universal values. In this study, character education is a set of behavior, attitudes, also the ability of understanding of reading the text that shapes the character such as curiosity, active, teamwork, responsibility, self-confidence, honesty, caring, discipline, and independence of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in academic year of 2021/2022.

### **4. Small Group Discussion**

Small group discussion is a group which consists of six or fewer students who are assigned a task that involves collaboration (Brown 2000: 177). Discussion is the common type of communication activity. The good characteristics of discussion is the exchange of information between each other. It is useful for the students to express their ideas without fear and embarrassment. In these activities, the students must work together to develop a plan, resolve the problem or complete the task.

## **G. The Organization of the Study**

The organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

**Chapter I is Introduction.** It consists of the background of the study, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study.

**Chapter II is Review of Related Literature.** It consists of the theory of reading, small group discussion, character education, the previous study, position of the study, theoretical framework, and action hypothesis.

**Chapter III is the Method of the Study.** It deals with the meaning of method, the strategy of the research, the subject of the research, the place and time of the research, the data and source of data, the technique of collecting the data, the testing validity, the procedure of the action, the technique of analyzing the data, and the testing performance indicator.

**Chapter IV is the Result of the Study.** It describes the result of pre-cycle, cycle 1, testing performance indicator, and research limitation.

**Chapter V is Conclusion and Suggestion.** It consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to answer the problem of the study by giving the conclusion and the suggestion after conducting the whole steps of this classroom action research. The writer conducted the whole steps of classroom action research such as observation, planning, acting, and evaluation. Besides, the writer also did interview to the teacher and the students during the observation to know the process of English teaching and learning based reading. Despite of the result that has been explained in chapter IV, below are the conclusion and the suggestion.

#### A. Conclusion

There was a question to be answered in this study based on problem statement “Can Small Group Discussion technique improve teaching and learning of character based reading of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in academic year of 2021/2022?”. Based on the data that had been collected and analyzed by the writer in chapter IV, it could be concluded that.

1. Small Group Discussion Technique can improve teaching and learning of character based reading of the tenth year students of SMK Batur Jaya 2 Ceper Klaten. The improvement of the students' reading skill could be seen from the increasing of the students mean and students passing *KKM* in



reading test. The mean of students' marks from pre-cycle was 63.33, cycle 1 was 71.19. There were 12 students did not pass *KKM* in pre-cycle. The students did not pass *KKM* in cycle 1 were 6 students.

2. Small Group Discussion Technique can improve students' character based reading. The improvement could be seen from the increasing of students' character assessment. The character assessment score in pre-cycle was 2.27, then the character assessment score in cycle 1 was 2.82. The characters that improve in this case were students' self-confidence, teamwork, responsibility, curiosity, active, honest, and caring. The improvement could be seen from observational guide of students' activities, questionnaires, and interviews.

Next, the writer wanted to continue the research in cycle 2 but the writer faced problem. The problem was time limit because the students had to do the final examination. Moreover, the teaching and learning process was limited because of *Pembelajaran Tatap Muka Terbatas (PTMT)*. Thus, the writer and the teacher decided that the research could not be continued in cycle 2.

The writer concludes that Small Group Discussion technique could improve teaching and learning of character based reading skill of the tenth year students of SMK Batur Jaya 2 Ceper Klaten in academic year of 2021/2022. The Small Group Discussion technique would be alternative strategy especially for teaching and learning character based reading.

## **B. Suggestion**

After conducting the research, the writer has several suggestions. The suggestions are regarding the teaching and learning process, the students, and the English teacher. They are presented below.

### **1. The students**

A learning process can be succeed if the students have a good attitude during the class. It is suggested that the students must be active in teaching and learning process, especially using Small Group Discussion technique. Then, the students become active, they can ask to the teacher and their friends about the difficulties, they also can be more confident to express their ideas by Small Group Discussion technique in process of learning reading.

### **2. The Teacher**

After being involved in a research study, the teacher could have a better consideration about improving teaching and learning process in the classroom. Therefore, it is suggested that the teacher is involved in any action research in the classroom so that the teacher can have a better spirit to improve the teaching and learning process and the students' skill in English using some strategy. Moreover, Small Group Discussion technique also can be an alternative technique in teaching reading skill, to provide students an opportunity to develop their vocabulary by motivating them and giving them fun game during the lesson especially reading.

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