SMALL-GROUP WORK TECHNIQUE TO IMPROVE READING COMPREHENSION OF FIRST GRADE OF MARINE ACADEMY OF BANYUWANGI

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Abstract

One of the problems faced by students of Marine Academy of Banyuwangi is low achievement in reading comprehension. It was shown from their preliminary study, the researcher found that their motivation is low caused by monotonous teaching technique. Therefore, the researcher tried to use small group work to solve the students’ problems in reading comprehension.

From the first cycle, the researcher found that the amount of the students passing the reading test was improving. There were 18 students from 34 students who passed the reading test. However, it did not achieve the criteria of success since the average in the first cycle was still 66.9. In the second cycle, the researcher found that the students’ score was more increasing. The result of the second cycle was 31 students passing the reading test. It means that 91% passing the reading test.

Therefore, it was very clear that small group work could help students to improve their reading comprehension ability.

Key words: small group work, improve, Reading skill

Introduction

Comprehending, for some people, seems to develop automatically. As many other adult sand students are painfully aware, however, learning how to comprehend involves negotiating, so many cognitive, metacognitive, and affective processes that they simply avoid complicated texts and context. These readers do not understand due to affective prior instruction, good strategies, limited background knowledge, weak decoding skills, and negative self-concepts. Therefore, Hudson (2007:10) argued that reading involves the interaction of an array of processes and knowledge. He also added that reading involves basic decoding skill such as letter recognition, high-level cognitive skills, such as inferencing, and interactional skills, such as aligning (or not aligning) oneself with an author’s point of view.

For many students, good reading comprehension comes easily. For many others, it is a difficult and often confusing process (Blok, 2002:5). Teaching students to become better comprehenders is also a difficult and challenging task because reading is such as complex process.

Many problems faced by English lecturers teaching in school—specially the lecturers who teach in the private school. Most of the students in the private school have low motivation, low intelligence, and of course low achievement. Then, the higher intelligence students like going to a state school than going to a private school.

This condition makes the lecturers who teach students having low intelligence rather difficult. The students who have a low intelligence usually they also get low scores. They low motivation students can not study with their selves, the lecturer must help and guide them with the new techniques of teaching to grow their spirit and motivation to study English in order they will get the better scores.

The big problem is the students have been explained the lesson orally, even the researcher has repeated more than one time, written on the white board, given exercises followed by the simplest examples, however the students are still in difficulties in finishing reading comprehension questions. They are not enthusiastic and their motivation to do exercises is low. The other problem, their vocabulary mastering in reading comprehension is very lack, it makes them feel difficult in understanding the meaning of the words, phrases, sentences, moreover clauses or complex sentences. The learning process is to be one direction, tight, and monotonous.

One of the main reason for such as problems might be caused by the teaching...
method applied by the lecturer in the teaching-learning process in which traditional teaching is applied to teach in a big number of students in the class. Moreover, monotonous classroom organization that focuses on assigning students to do individual work all the time might be also caused the breakdown in teaching reading comprehension. This problem needs to think by the lecturers in teaching reading comprehension especially. Arends (2004:16) stated that “the best lecturers show concern for their students and feel responsible for their learning”.

The way to solve the problems above was that the lecturer should have a good technique in teaching reading comprehension. In this research, small group technique was used to improve the students’ reading comprehension achievement.

The improvement is the technique of teaching where the students are applied a small group work technique in the teaching and learning process. The first the researcher gives guidelines about small group work technique. Then, the researcher groups the students into four or five students. The students in each member were given worksheet about the reading text to be discussed for first meeting, after they did the worksheet given; they tried to do the reading text individually for the second meeting. And the students spontaneous could improve their reading skill.

Researchers had proved that small group work is an effective technique to increase the students’ skill in reading comprehension. The advantages of cooperative learning (as opposed to individual learning) on such as “promoting intrinsic motivation, ... heightening self-esteem,... creating caring and altruistic relationships, and lowering anxiety and prejudice (Brown, 2007:53). If the students have the higher motivation to do reading comprehension, they will have the higher achievement, as stated by Slavin(1995:2),“the use of cooperative learning can increase students’ achievement, as well as such other outcomes as improved intergroup relation, acceptance academically handicapped classmate, and increase self-esteem”.

Other advantages of using small-group work, it can help the students to fell more confident to show their opinion and expression in the learning process. Gibson, J. (2010:04) gave his opinion that small groups can provide students with a ‘safe space’ for the expression and development of their own ideas, building up their confidence in their own ability. Lightbown & Spada (2001:57) argued:

“Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant role to play. Knowing that their teammates are counting on them can increase students’ motivation”.

In line with some experts, Kendal (2006:28) in his article argued that he had experienced for six years, he experienced the power of teaching such students in small groups, and he know that it is an effective way to help students learn. In the last of his article, he gave his opinion to the lecturers as below:

“As a lecturer, I saw the value of this instructional strategy, and I think that if middle level schools have to participate in high-stakes assessments and provide grade-level content for English language learners, they must also commit to using the best resources to do so successfully and small - group instruction for English language learners is one way to succeed”.

Beside small-group work can improve students’ achievement, it also has other benefit in social life. Students' social character will improve, if the lecturers apply small group work because they can study not only to ask but also to share each other about the text to their friends. “One of the real benefits of small-group teaching (SGT) is that students are strongly encouraged to learn from each other as well as from the tutor” (Exley, K. & Dennick, R., 2004:08).

In-group reading, small-group instruction for English language learners provides an environment in which students can feel comfortable practicing and receiving feedback and lecturers can offer additional teaching and modeling. Students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight.
This is particularly true of better readers; what may be undesirable as routine procedure has real value as an occasional variation.

It is clear that the small group work can increase the students’ reading comprehension. Sukarman (2010:57) in his thesis, he showed that the use of small group work in teaching reading could improve the students’ reading comprehension. Other study was also conducted by Taslim (2008:08), he said that cooperative learning promotes higher intellectual achievement compared with individual learning. This is because students can socially share ideas and knowledge while learning in group. At the time students are working on tasks, sharing ideas, and knowledge in much emphasized.

By seeing above statements stated by some experts and previous studies, it is fact that the small group work can improve students’ reading comprehension.

**Improving Reading Comprehension**

Reading comprehension is an acquiring meaning from written text—with text being defined as a range of material from traditional books to the computer screen (Block et al, 2002:04). Hudson (2007:10), “reading involves the interaction of an array of processes and knowledges. He also said that reading involves basic decoding skills such as letter recognition, higher-level cognitive skills, such as inferencing, and interactional skills, such as aligning oneself with an author’s point of view.

Skilled comprehender come to the reading process with rich exposure to literary, well-developed oral language ability, well-developed world knowledge, competence in social interactions with other about text, efficient word identification skills, and effective comprehension strategies. Lack of attention of these factor will impede the increasing of reading comprehension ability.

Block et al (2002:07) gave statement that research on comprehension instruction including the studies of vocabulary instruction, teaching or comprehension strategies in small group.

In addition, research is emphasizing that in order to improve a reading comprehension, lecturer must develop a motivational context for reading, provide interesting text, and teach it based on comprehension strategies. Here are some ways to improve the students’ motivation according to Block et al:

1) Creating a motivational context

Motivation to read plays a crucial role in the development of the comprehension skills (Gambrell: 2001). An important goal of reading comprehension is to improve an intrinsic desire to read. Effective comprehender must process both skill and the will to read. Research has shown that these types of motivation (integrative & instrumental motivation) are related to success in second language learning, (Lightbown & Spada, 2001:56). They also said:

The principle way that lecturers can influence learners’ motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities which are appropriate to their age, interests and cultural backgrounds, and, most importantly, where students can experience success. This in turn can contribute to positive motivation, leading to still greater success.

In brief, it is clear that there is correlation between motivation and students’ achievement. Therefore, as good lecturers must make an effort to make their students motivated in the teaching learning process.

2) Rewarding improvement

Lecturer can structure comprehension in reading around recognizing and rewarding improvement in performance. When instruction center on the goal of getting better versus the goal of doing better than other, students are more likely to attempt to understand at a deep level what they are reading (Nolen, 1988).

3) Emphasizing Effort

Research supports the nation that academic motivation is undermined when students attribute success and failure to ability (Wiener, 1979). If the students know that success is related to the effort, then there is an increased probability that students will exert greater effort to learn.
The students who are good comprehenders use specific strategies become deeply engaged in what they are reading, monitor and evaluate what they are reading, and they are able to apply what they read to their own lives.

Comprehension strategies are conscious plans — set of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The strategies here appear to have a firm scientific basis for improving text comprehension. Adler (2011) in his article said that there are seven strategies to improve the students’ comprehension: they are monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, recognizing story structure, and Summarizing.

Monitoring Comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to “fix” problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

a) Be aware of what they do understand,
b) Identify what they do not understand, and
c) Use appropriate strategies to resolve problems in comprehension

Metacognition

Metacognition can be defined as “thinking about thinking”. Hudson (2007:112) with some researchers argued that metacognitive knowledge precedes metacognitive control. In this view, learners must first become aware of structures of text, as well as knowledge of task, possible strategies, and their own characteristics as learners, before they can strategically and efficiently control the processing of those text factors.

Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and “fixing” any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

a) Identify where the difficulty occurs

They may say, “I don’t understand the second paragraph on page 10.”

b) Identify what the difficulty occurs

They may say, “I don’t get what the author means when she says, ‘Arriving in America was a milestone in my grandmother’s life.’”

c) Restate the difficult sentence or passage in their own words

They may say, “Oh, so the author means that coming to America was a very important event in her grandmother’s life.”

d) Look back through the text

They may say, “The author talked about Mr. John in chapter 2, but I don’t remember much about him. Maybe if I reread that chapter, I can figure out why he’s acting this way now.”

e) Look forward in the text for information that might help them to resolve the difficulty

They may say, “The text says, ‘The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.’ Hmm, I don’t understand how people can do that… Oh, the next section is called ‘Wells.’ I’ll read this section to see if it tells how they do it.”

Graphic and Semantic Organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.
Graphic organizers can:

a) Help students focus on text structure "differences between fiction and nonfiction" as they read
b) Provide students with tools they can use to examine and show relationships in a text.
c) Help students write well-organized summaries of a text

Here are some examples of graphic organizers:

a) Venn-Diagrams
   Used to compare or contrast information from two sources. For example, comparing two Dr. John books.
b) Storyboard/Chain of Events
   Used to order or sequence events within a text. For example, listing the steps for brushing your teeth.
c) Story Map
   Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.
d) Cause/Effect
   Used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to a painful sunburn.

Answering questions

Adler (2009) explained that questions can be effective because they: (1) give students a purpose for reading, (2) focus students' attention on what they are to learn, (3) help students to think actively as they read, (4) encourage students to monitor their comprehension, (5) help students to review content and relate what they have learned to what they already know.

The question-answer relationship strategy encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

a) "Right There"
   Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.
   Example: Who is Frog's friend? Answer: Toad
b) "Think and Search"
   Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.
   Example: Why was Frog sad? Answer: His friend was leaving.
c) "Author and You"
   Questions require students to use what they already know, with what they have learned from reading the text. Students must understand the text and relate it to their prior knowledge before answering the question.
   Example: How do think Frog felt when he found Toad?
   Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.
d) "On Your Own"
   Questions are answered based on the students' prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.
   Example: How would you feel if your best friend moved away?
   Answer: I would feel very sad if my best friend moved away because I would miss her.

Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.
Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students’ comprehension.

Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:
1) identify or generate main ideas, (2) connect the main or central ideas, (3) eliminate unnecessary information, (4) remember what they read.

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, lecturers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, lecturer modeling (“thinking aloud”), guided practice, and application. Here are the explanations for each steps:

a) Direct explanation: the lecturer explains to students why the strategy helps comprehension and when to apply the strategy.

b) Modeling: the lecturer models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.

c) Guided practice: the lecturer guides and assists students as they learn how and when to apply the strategy.

d) Application: the lecturer helps students to practice the strategy until they can apply it independently.

Effective comprehension strategy instruction can be accomplished through small group work, which involves students working together as partners or in small groups on clearly defined tasks. Small-group work strategy has been used successfully to teach comprehension strategies. Students work together to understand texts, help each other, learn, and apply comprehension strategies. A lecturer helps students to learn working in groups. Lecturers also provide modeling of the comprehension strategies.

The Characteristics of a Reading Text

Written language has several differences with spoken language, it is also supported by Brown (2007: 363). He said, “there are quite numbers of salient and relevant differences between spoken and written language”. The written language involves the following characteristics. They are permanence, processing time, distance, orthography, complexity, vocabularies, and formality. For more detail as below:

1) Permanence: written language is permanent as permanent as paper and computer disk. Therefore, a reader has opportunity to return again and again.

2) Processing time: most reading contexts allow readers to read at their own rate. They are not forced into following the rate delivery, as in spoken language.

3) Distance: the written words allow messages to be sent across two dimensions: physical distance and temporal distance.

4) Orthography: in writing, reading text has stress, rhythm, juncture, intonation, pauses, volume, voice quality setting, and non-verbal cues.

5) Complexity: writing language is more complex than spoken language. For example: Spoken language has shorter clauses connected by more coordinate conjunction, while writing has longer clauses and more subordination.

6) Vocabulary: it is true that written English typically utilizes a greater variety of lexical items than spoken English conversation.

7) Formality: writing is quite frequency more formal than speech. Writing has rhetorical or organizational, logical order, and so on.

Problems in Reading Comprehension

Many problems faced by students in reading comprehension, so they can not understand well about what they are reading. It may cause by some these problem

a) A difficult text

The students may finds the text so difficult because they are no familiar with the code in the text in which has been expressed. So, one of the
prerequisites for satisfactory communication is that the writer and the reader should share the same code (Nuttall, 1982:06). They are also difficult to translate some phrases or complex sentences in the paragraph. It make their understanding impeded.

b) Prior knowledge
   If our background is about English education, and we want to read the text about chemistry or biology text, may we still don’t understand the meaning of the text although we know the meaning of each words because we don’t know about the chemistry or biology science. So, difficult here depends on the amount of pervious knowledge that the reader brings to the text (Nuttall, 1982:06). It is also supported by Hudson (2007:143) he said, “a fairly rich tradition of studies in this are exists, and indicates how background knowledge can effect comprehension.

c) Limited vocabulary
   The students will also feel difficult in understanding a text when they have weak vocabularies. Nuttal (1982) suggested that students should use an extensive reading program is the single effective way of improving both vocabularies and reading skills in general.
   Lecturers can teach our students to use a dictionary or electric dictionary properly. He can also organize a program of vocabulary building, but greatly increasing the amount material they read is the best way of all.

d) Structural difficulty
   Readability is not matter only of vocabularies, however. Structural difficulty is also important, but it is harder to assess. Obviously, new grammatical form (tenses, structural words, etc.) may cause problems. Therefore, it is important to the English lecturers to insert some structural related to the text before the students do the text.
   Most of students also feel difficult when they face a deep structure such as structure about adjective clause statements (reducing, omitting, or abridgment).

e) Unknowing the good strategies
   Reading strategies can be described any interactive process that has the goal of obtaining meaning from connected text (Hudson:2007). The students do not have good comprehension caused they do not have a good strategies. So as lecturer must guide the students using good strategies that will be discussed in the next discussion.

**Strategies for Reading Comprehension**

Good reading comprehenders have a good strategies. Researchers have identified many strategies that educators can teach readers in order to increase understanding and memory the text (Hudson, 2002). One of the goal of this classroom action research is how lecturers can teach the students a repertoire of comprehension strategies that they can apply at critical point during reading text.

The followings are 10 strategies explained by Brown (2007:366) of which can be practically applied in our classroom technique. There are some strategies for reading comprehension according to Brown:

1) **Identify the purpose in reading**
   Efficient reading consists of clearly identifying the purpose in reading something. So, as a lecturer must know the students’ purpose in reading comprehension.

2) **Use graphemic rules and patterns to aid in bottom-up decoding**
   At the first level of learning English, one of the difficulties faced by students is to make an agreement between spoken and written English. In many cases, learners have become acquainted with language and they have some difficulties in learning English spelling and pronunciation. They may need hints and explanations about certain English orthographic rules.

3) **Use efficient silent reading techniques for improving fluency**
   Intermediate-to-advanced level students need not be speed readers, but the lecturer can help them to increase reading rate and comprehension efficiency by teaching a few silent
reading rules: (a) the lecturers don’t need to "pronounce" each word to his/herself, (b) try to visually perceive more than one word at a time, preferable phrases, (c) unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skim the text for main ideas

Skimming means glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper to student own work. Brown (2007:368) also said that skimming consists of quickly running one’s eye across a whole for its gist. It is also supported by Lindsay (2006:71), he stated that when we read for gist or ‘skim’ a text we do not try to understand everything in it - we read through it fairly quickly to get a general idea of what it is about. He gave example too about skimming, “when you first pick up a textbook, you look through it quickly to see if it suits your class - is it the right level? Are the topics interesting? does it cover the right language areas? and so on”.

Therefore, skimming is so useful for reading English comprehension, students will be easy to predict the purpose of the text, the main idea, and message.

5) Scan the text for specific information

Scanning, on the other hand, means glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) ...(Nuttal, 1982:34).

Scanning is searching for some particular pieces of information of the text. Its strategy asks students to seek name, date, or to find the definition of key concept.

6) Use semantic mapping or clustering

Semantic mapping (grouping idea) can help students to provide some order to the chaos. Figure 2.1 shows the example of a semantic map of an article about a total solar eclipse as seen through the eyes of villagers in Patuk Java by Rick Gore.

7) Guess when you are not certain

Students can use guessing to their advantage to do the following:

a. they can guess the meaning of a word, phrase, or sentences,

b. they can guess a grammatical relationship (e.g. a pronoun reference),

c. they can guess a discourse relationship,

d. they can infer implied meaning (“between the line”),

e. they can guess about a cultural reference, and

f. they can guess content messages.

8) Analyze vocabulary

When the students don’t know immediately about the words, these following technique may be useful for them to understanding the reading text:

a. look for prefixes (e.g. im-, un-, co-, dis-, etc.) that may give clues.

b. Look for suffixes (-ly, -tion, etc.) that may indicate what part of speech it is.

c. Look for grammatical context that may signal information.

d. Look for the semantic context (topic) for clues.

9) Distinguish between literal and implied meaning

Implied meaning has to be derived form processing pragmatic information, as in the following example: “the policemen help up his hand and stopped the car”. It can not be sure if policemen literally (physically) stopped the car with his hand, but the assumption is that this a traffic policemen whose hand signal was obeyed by a driver.
10) Capitalize on discourse makers to process relationships

A clear comprehension of such markers can greatly enhance students’ reading efficiency.

**Small-Group Work**

Small group work is the branch of cooperative learning methods. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content (Slavin, 95:2). In cooperative, students are expected to help and share each other, to discuss and argue with each other to assess each other’s current knowledge and fill in a gap in each other’s understanding. There are many kinds of cooperative learning method, one of them is small group work.

Brown (2007:224) gives the definition about small-group work, that is generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Gibson (2010:3) in his report also stated that “small-group teaching is the dominant pedagogic genre in English studies, on most modules in most departments taking up the lion’s share of face-to-face interaction between lecturers and students”.

Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort. On the other hand, as the size increases, fewer members have the chance to participate, and indeed the differences in relative participation increase to the point where one or two members begin to dominate. Ria (2007:07) in Barker proposes that the best size in terms of total interaction and greatest efficiency is somewhere between five and seven members. Nevertheless, the researcher used the teams of four or five in the class given an action because the amounts of students are 34. Therefore, the researcher had to ask two of the groups in five students and the others are four students.

**Types of Grouping**

Groups assembled for instruction are of various sizes (Gagne, et al, 1992:281). The types of grouping according to him are large groups, skill groups, interest groups, research groups, and ability groups.

The lecturers in their classroom should at various times incorporate all ways, depending on students’ need. The various sizes of groups are discussed below:

a) **Large group**

Large group also it is called by whole-class instruction will be appropriate at times. When certain skills are deemed necessary for all students, it is more efficient times if the lecturers apply large group instruction in their classroom. It such as teaching about various skills like skimming and scanning, and how to read maps.

b) **Skill group**

This skill group is based upon diagnostic finding related to students’ specific strengths and weakness. Such grouping brings together a small number of the students for specific purposes. Once the skill is mastered, the group is disbanded. For example teaching students specific comprehension skill, such as inferring unstated information.

c) **Interest group**

An interest group may be formed on the basis of a common interest in a particular topic. Group members can be on different instructional reading level; cooperation between members is fostered and can add to increase motivation and self-satisfaction. Students who are interested in particular subject can come together and prepare a group report.

d) **Research group**

Grouping students together for the purpose of researching a particular topic is similar to interest group that the researcher has mentioned before. Under research groping, the students are required to collect, organize, and synthesize information from a variety resources, and produce a final product such as oral report, written report, art activity, or a play.

e) **Ability group**

Grouping students on basis of previous learning and present instructional needs is long – standing practice in our schools. Ability grouping is an accurate description when it refers
to present achievement without reference to potential ability. However it was sometimes used to imply innate or intellectual capacity when this occurred, the mere act of grouping suggested a final judgment, rather than an initial step ongoing diagnosis.

The Advantages of Group Work

An integration issue yields a number of advantages of group work for our English language classroom (Brown, 2007:225). The advantages of group work are:

a) Group work generates interactive language

It is also called traditional language classes, lecturer talk is dominant, lecturer explains the point of the subject, conducts drill, at best lead whole-class discussion in which each student might get few seconds of a class period to talk. Group work helps to solve the problem of classes that are too large to offer many opportunities to speak.

b) Group work offers an embracing affective climate

The second important advantage offered by small group is to security of smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection.

c) Group work promotes learners responsibility autonomy

Group work places responsibility for action and progress upon each of the members of the group somewhat equally.

d) Group work is a step toward individualizing instruction

Small group can help students with varying abilities to accomplish separate goals. The lecturer can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name of a few) by careful selection of small groups by administering different tasks to different groups.

e) Group work increases student motivation

A further affective benefit of small group work is an increase in student motivation. Students are more motivated when they are studying in a group. As long as learning process, they will struggle to defend their group, because they think that they are not alone.

The Process of Small Group Work in the Classroom

The Classroom Management

The classroom organization does not deal directly with the reading process, or with materials, methods, or approaches to teaching reading comprehension. Yet, without good classroom organization and classroom management, reading instruction may be totally ineffective. It is enough for lecturers to know what organizational patterns and management techniques are conducive in learning. Ria(2007:12) in Nunan points out that setting in the classroom is important.

Setting here refers to the classroom arrangements specifying or implying the task, and it also requires consideration whether the task is to be carried out wholly or partly in the classroom. For example, an activity involving small groups will be an important factor influencing roles and relationship.

In small group discussion, the class has to be in charge in each of the group. The researcher also believes the discussion group applied to junior high school students still has to get more directions from the lecturer. Hence, the students might have opportunity to arrange the chairs and tables in order to have communicative class using a small group discussion in the classroom after they get the instructions from the lecturer.

Research Design

In this study, the researcher applied classroom action research (CAR) design. Arikunto (2010:03) gave the definition of classroom action research that is an observation with teaching and learning activity, it willfully appears and occurs in the classroom. This classroom action research is in line with the characteristics of classroom action research stated by Sukarman (2010:26) in Sukaryana that was done by the lecturer himself and it was started from factual problem faced by the lecturer in the teaching and learning process.
Then, the researcher applied ‘small-group work’ technique. The research was undertaken cycles. It was done systematically by collecting data on day-to-day teaching practice. The research however comprised four main steps: planning, implementing, observing, and reflecting.

The researcher, in this classroom action research (CAR), followed the design of Supardi’s, Suhardjono’s & Suharsimi Arikunto’s (2010). In which each cycle consists of four steps: planning of the action, implementing of the action, observing, and reflecting. The main steps were preceded by preliminary study, analysis, and identification of the problem as shown in figure 3.1.

Based on the procedure as shown in the figure 3.1, the first was preliminary study. The next step was to make a plan of the action based on the basis of the finding the preliminary study.

After planning of the action was finished, the next step was the implementation of the plan. The implementation, the researcher acted as the practical and observer. The researcher observed how the researcher implemented the small group work technique to reading comprehension.

The technique was done by the researcher included the activities introducing small group work discussion to the class, giving clear and detail guidelines for small group discussion, assessing the reading comprehension, and giving feed back, conducting student-lecturer conference and how to analyze the students’ work. Based on the data analysis, the researcher made reflection to judge whether the classroom needed to be continued or not. In the cycle, the researcher implemented the revised plan of the previous cycle. The observation was done in order to ensure undertaken properly based on the step that have been planned.

Setting and Research Subject
Place of the Research

Place of the research is where the research is conducted, and to get the data like the researcher needs, the researcher did it in Marine Academy of Banyuwangi in the first semester in the 2016/2017 academic year.

Subject

The subjects are the students of first year students of Port Management of Marine Academy of Banyuwangi in the first semester in the 2016/2017 academic year. Before the researcher determined the subject of the study, the researcher gave the preliminary test to the eleventh year students which consist of two classes. In addition, based on the result of preliminary test of the lowest score among the classes is assumed by the researcher to give an action by using classroom action research (CAR).

Research Procedures

The researcher began this study with a preliminary study to find the problems faced by the lecturers in the class in day-to-day teaching and learning process, then followed by planning, implementing, observing, and reflecting.

Preliminary Study

As long as the researcher has been teaching in Marine Academy of Banyuwangifor4 year more as an English lecturer, he often sees the difficulties faced by the students in doing reading comprehension. They also feel difficult although faced by the simple question in reading comprehension. In one class that is amounted to 34 students may only 5 or 6 students can do the question well. And most of the other students only cheat with the smart ones. It is also shown by the result of
preliminary test that was held on September 1st, 2016. The data shows that from 34 students, only 5 students or 14% who had good scores. (See appendix 02).

The big problem is the students have been explained the lesson orally, even the researcher has repeated more than one time, written on the board, given exercises followed by the simplest examples, however the students are still in difficulties in finishing reading comprehension questions. They are not enthusiastic and their motivation to do exercises is low. The learning process is to be one direction, tight, and monotonous.

Based on the fact finding analysis showed above that the most of the first grade students of Marine Academy of Banyuwangi insufficiently achieved the basic competence and goals of the teaching reading comprehension. Their achieved reading scores were still poor. The probable causes were lacks of vocabulary mastering, less motivation to read and also the teaching strategies which were used by the lecturer.

Planning
From the preliminary test, it was known that the ability of the students’ reading comprehension is low. From their face, they looked confused to do the test given. The detail scores of the students’ preliminary test can be seen in appendix 02.

The researcher also gave the category and the frequency score for reading comprehension to know the students’ ability in reading comprehension and to determine whether they are success or failed. For more detail about the student’ category scores, see the table 3.1 below.

<table>
<thead>
<tr>
<th>Score-category</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>-</td>
<td>Passed</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>5</td>
<td>Passed</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
<td>8</td>
<td>Failed</td>
</tr>
<tr>
<td>40-59</td>
<td>Poor</td>
<td>21</td>
<td>Failed</td>
</tr>
<tr>
<td>0-39</td>
<td>Failed</td>
<td>-</td>
<td>failed</td>
</tr>
</tbody>
</table>

Table 3.1: The Students’ Category Scores

From the table above, the students who passed on the preliminary test were 5 students or 14% while 29 students or 96% were unsuccessful. By this finding, the research was conducted to improve the students’ reading comprehension through small group work technique.

Preparing Lesson Plan
It was important step to identify the syllabus of English lesson since the government has employed a new approach in teaching English. In designing the lesson plan, the researcher considered the following items: (a) standard competence, (2) basic competence, (3) learning indicator, (4) learning objective, (5) teaching and learning instruction, (6) material and media, (7) worksheets, (8) evaluation.

Preparing Instructional Material
In order to keep the reading instruction running well, the researcher had at first constructed the learning material related to the reading course namely for those who were learning reading in the first grade of Port Management of Marine Academy of Banyuwangi in the first semester in the 2016/2017 academic year. The reading texts were taken from TOEFL reading test, and other related material from other material. The first reading text taught for the first cycle was a descriptive text discussing ‘Jazz Music’. While the second meeting, the reading text were taken from related material which in line with national curriculum. (See appendix 05).

The first text taught for the second cycle composed of ‘report text’ discussing about ‘Sunspot Theory’ text. While the second meeting, the researcher used reading materials which were taken from many sources related to the national curriculum. (See Appendix 10).

Preparing Instructional Media
In order to help students more easily achieve the goals of teaching reading, the researcher at the cycles had seriously prepared a visual representing about the reading text by using LCD Projector and gave them more detail the picture about the Jazz Band and Sunspot Theory taken from the internet. Those visual media and the reading text are discussed by the students in the classroom followed the reading worksheet given by the researcher.
Preparing Instructional Strategy

The researcher at first should have already determined the good strategy for teaching reading that might be applicable employed and be well-prepared, so that it did accommodate the requirement of curriculum, the goals of teaching reading, learners’ characteristics, raised the motivation, and prevented a danger of all students’ reading comprehension.

The strategy applied in the research is ‘small-group work’ technique. This strategy stressed on peer group work, equal ability, and equal opportunity to success via sharing, independent, mutual help, and etc.

The steps of using small group work are: (1) asking the students to make a group of four or five students, (2) the students are given freedom to choose their friends in their group as a leader, (3) the students determined the name of their group in order they are more interesting, (4) after receiving the text ask each member of the group to find out the difficult words or phrases, if the members do not understand, the may check in dictionary, (5) each member of the group is given chance to read the text and then ask them to share with their group members to comprehend the content of the reading text given, (6) Before doing the task, the researcher guides and explains about main idea of the text, specific information of the text, word’s meaning either implicitly or explicitly and stated detail of the text. Then asking them to do the reading comprehension text, (7) Asking the students in their group to present their result in front of the class, (8) The students do the reading comprehension test individually.

Preparing Reading Test

The next phase was to construct the reading test for both first and second cycles to measure students’ reading comprehension and administered them. The tests composed of the written ones assessed the students’ achievement in reading after a cycle completed.

The tests in the first and second cycles asked about the main idea, word meaning, reference word, author’s purposes, kind of generic structure of the text, the closed meaning or the opposite meaning of the words, general and specific information implied in the reading text given by the researcher. (see Appendix 5 and 10).

Preparing the Criteria of Success

Latief (2010:88) said that the criteria of success is improved from the learning problem which will be solved or directed to improve the learning. The criteria of the success in this research were emphasized on the teaching and learning process while the research was running and the scores of the students’ paper work given by the lecturer during the action of the research. In order to get accurate data, the primary data in the form of the students’ scores of reading comprehension achievement would be analyzed quantitatively by using the formula as below:

\[ E = \frac{n}{N} \times 100\% \]

(Adapted from Sukarman, 2010)

Notes:
- \( E \) is the percentage of readings’ reading comprehension achievement.
- \( N \) is the totals score of the test item (25x4=100).
- \( n \) is the students’ test scores (true answers x 4).

The reading text consisted of 25 items and for each item, the score is four. Therefore, the students would get 100 if their true answers were 25 items.

The average reading score of learning success applied in the research is seventy (70) for whole classes, it based on the minimum criteria of students’ success (KKM) for English lesson in SMK Pradana. It means that the individual students is regarded to reach the criteria of learning success if their reading score are seventy (70) for each student. Suppose the targeted minimal score of reading comprehension does not reach seventy (70), the next action became important to conduct in the following cycle(s).

As mentioned above, if the criteria had not achieved yet, the researcher had to keep going on the following cycle by revising the teaching procedure, learning activities, classroom management, etc.
Implementing the Action Research

In this research, the researcher acted as practitioner who implemented the proposed strategy by referring to the activities done in class.

The implementation of the research was focusing on the teaching and learning activities in the classroom. The researcher as their English lecturer taught English reading comprehension by means of small-group work technique. The classroom instruction at the first meeting in cycle one began from pre learning activities: greeting (like “good morning, how are you today”), checking the attendance of the students, and informing learning goals.

The following step was the main learning activities focusing on pre reading, while reading, and post reading activities. The purpose of these stages were to bridge the students how to improve their reading skill achieving the reading goals. The reading activities started from introducing the reading topic, exploring literal and inferential information, and reinforcing their learning experiences.

The last stage was post learning activities: ending the lesson, and greeting. The evaluation of the instruction was conducted as long as the implementation of each cycle. It was done in accordance with predetermined learning procedures.

Table 3.2 the schedule of implementation of the classroom action research

The researcher in this study only assumed two meetings in each cycle, it based on the pervious studies that many researchers got success to reach the criteria of success only in the two meetings. Therefore, he only take two meetings.

Observing

Observation is the process of recording and collecting data about aspect which happened during the implementation of the action (Suhardjono, 2010:78). Latief (2010: 93) added that observation step is an activity to collect the data. In this stage, the researcher observed the teaching-learning and assessment process focusing on the activities done by the lecturer and students. The lecturer and students’ activities during the implementation of the strategy were evaluated using the instrument that had been developed previously.

The instrument used by the researcher is a test. According to Brown (2004:03), a test, in simple term, is a method of measuring a person’s ability, knowledge, or performance in given domain. In addition, he also added that test has many types, they are language aptitude tests, proficiency tests, placement test, diagnostic tests.

In this study, the test was to get the main idea, specific information, words’ meaning, pronoun referents, and stated detail about reading texts given. In this case, the researcher applied the achievement test as stated by Brown (2004:47), an achievement test is related directly to classroom lessons, units, or even a total curriculum. It was needed to measure the students’ reading comprehension achievement of the twelve students of Marine Academy of Banyuwangi after being given an action by using small group technique.

The test design used in this research was multiple choices. Its test was chosen because it was the most suitable instruments for testing reading comprehension, and it was simple, objective, and it was easy to understand.(see Appendix 06 and 12).

Checklist

Checklist is a list of questions with own selves answers that indicate some information to answer phenomena in the research. Checklist was necessary to complete the data.

The researcher was used two checklists. The first checklist was 12 items for the first cycle. (see Appendix8).And the second checklist was also 12 items for the second cycle implementation.(see Appendix14).

Reflection

After analyzing the data, a reflection was made. The reflection stage was the
process of giving judgment and responses to the action. Through reflection, the action was evaluated to see whether the cycle needed to be continued or not. In this case, the result of data analysis was checked with predetermined criteria of success in order to draw a conclusion. If the result of the analysis had matched the criteria of success (70), the action was finished or stopped. If it was not, there would be continued to the next action by revising the plan.

Findings from Cycle 1

The Results of Observation and Data Analysis

The analysis of the students’ paper work was done in small-group work from the result of students’ reading test and supported by observation of checklist which gave the information about the activities in the classroom. The researcher found that the result of students’ worksheet was 18 students of all students passing the test while the other, 16 students or 47% were failed. From this data, it was found that the minimum target of the students who success the examination has not been reached. Therefore, the researcher arranged second cycle.

Table 4.1 the category and the frequency of the result of test reading comprehension in cycle 1

<table>
<thead>
<tr>
<th>Score-category</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>4</td>
<td>Passed</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>14</td>
<td>Passed</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
<td>8</td>
<td>Failed</td>
</tr>
<tr>
<td>40-59</td>
<td>Poor</td>
<td>8</td>
<td>Failed</td>
</tr>
<tr>
<td>0-39</td>
<td>Failed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From the table 4.1, the researcher found that there were 4 students in excellent category, 14 students in good category, 8 students in fair category, and also 8 students in poor category. (see Appendix 8).

On the basis of the finding and the analysis conducted on the first cycle, the following conclusion as reflection on the cycle 1 was drawn. First, the developed students’ paper work assessment procedures did not work well. Although researcher had applied the students’ paper work assessment process based on the procedure planned, before most of the students were still confused. As result, the researcher and the students still found some difficulties in monitoring as well as assessing the students progress. Second, the students’ vocabularies were poor, so they feel difficult in comprehending the text. Third, each group of the members was not balance, because the researcher saw that the high motivation and achievement was one group with the high motivation and achievement while the poor motivation and achievement sat together with the poor motivation and achievement. Therefore, the atmosphere since the action did not run well.

Based on the finding on the implementation of the developed model of assessment in cycle 1, it can be concluded that the predetermined criteria of success had not been achieved because there were only 18 students or 53% passing in the first cycle. Therefore, the study would be continued to the second cycle and the strategy of the action should be improved and revised.

Then, checklists were used on this research to observe the teaching reading activities in the class. (see Appendix 8). In the first cycle the result of the checklist indicated that the students did not give good responses to the reading activities and discussion, they did not show any enthusiasm during the reading session and discussion. They did not show their accountability in their group, and they did not really pay any attention to the lecturer and their peer. The discussion ran flat and did not provide a beneficial atmosphere that supported the improvement of the students’ reading comprehension achievement. The results of the first checklist were discussed as follow:

1. In the first cycle implementation, the students did not show their enthusiasm when the discussion session was conducted.
2. there were only small numbers of students that actively participated when the lecturer started and let them to give their idea brainstorming session.
3. students did not pay attention to the lecturer that their peers when they discussed the reading text.
4. the classroom condition did not support the discussion session in reading.
activities. The class was silent and dominated by the higher students' achiever and the lecturer.

5. the students did not get beneficial input from their peers in the group because some students did not actively participated in the group. They feel shy, and afraid of making mistakes.

6. the discussion was not effective because the class was silent and made the students reluctant to express their idea and ask some information that had not been understood.

7. the students still kept silent even though there were some difficult words in their reading text that were understood.

8. the low achiever students did not get sufficient guidance from the high achiever students. They concerned with their self reading, so there was no time to give guidance.

9. there was not good accountability or responsibility in their group.

10. most of students did not satisfy with this discussion. It was indicated by low participation, and negative response that appeared during the action.

In the first cycle, Small group work had not given positive significance to the students' reading skill. It was proven by the result of students' reading comprehension that there were only 18 students or 53% passing in the first cycle while the other students were failed. Therefore, it should be continued to next cycle.

Reflection

Based on the data analysis in the observation above, the students had not reached yet with the criteria of the success. Then, it was important for the researcher to go on the next cycle. And he made the conclusions that he should try to evaluate and judge his develop model of paper work assessment procedure which consists of samples of work in analyzing reading comprehension, and the students' responses to the implementation of students' paper work. In this case, the researcher tried to criticize the strength and weakness of these procedures in implementing the model in the first cycle.

Revision of the Strategies in the Cycle 1

Although some experts and researchers stated that the small group work could improve students' motivation and achievement in the teaching-learning process. Unfortunately, the application of small group work technique was still considered uneffective because some weakness that were found in the implementation of the action.

The weakness of the first cycle were:

: the students were still not motivated with the action, the low achiever students did not get sufficient guidance from the high achiever students, it made the lower achiever only cheated to the higher achiever, and their groups were not balance where most of the higher achievers gathered the higher achievers while the lower achievers gathered the low achievers.

Based on the analysis of the teaching and learning activities, it was found that the first cycle was successful in creating a new atmosphere in teaching-learning process. Then, the students' motivation increased and their reading ability improved. It was shown by the result of students' score in the first cycle. In spite of the improvement was not significant effect as the target stated in the criteria of the success. Since there were only 18 or 53% students who reached the minimum reading score which did not meet the indicator of successful implementation of the action research of students' average score that is above 70.

Moreover, there some aspects of the teaching and learning strategies needed to be revised and improved in order to reach the target stated in this research. The planning of the cycle needed to be considered as following aspects:

a. The researcher needs to modify the group members by determining students in each group to be balance for each group to avoid the domination of the higher students' achiever.

b. The researcher asks the group to give name for their group, like the name of animal they like to make them more interesting.

c. The researcher must force students to check the difficult words in dictionary or mobile dictionary.

d. And once more, the researcher guides them how to share an idea.
In short, to reach the criteria of success, the researcher needs to go on to the second cycle.

Findings from Cycle 2
The Results of Observation and Data Analysis

The analysis of the students’ paper work of reading test was done in the cycle 2 by small group work from observation. The information was about the activities in the classroom. The researcher found that there was significant improvement on the students’ reading comprehension scores in the second cycle. It could be seen in students’ scores individually and their average score, the data said that there were 31 students or 91% of all students who passed the test while the other 3 students or 9% students are failed. From the data, it was known that the minimum target of the students who success the examination was reached.

Table 4.2 the category and the frequency of the result of test reading comprehension in cycle 1

<table>
<thead>
<tr>
<th>Score category</th>
<th>Interpretation</th>
<th>Frequency</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
<td>10</td>
<td>Passed</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>21</td>
<td>Passed</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
<td>3</td>
<td>Failed</td>
</tr>
<tr>
<td>40-59</td>
<td>Poor</td>
<td>-</td>
<td>Failed</td>
</tr>
<tr>
<td>0-39</td>
<td>Failed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From the table 4.3, the researcher found that there were 10 students who are in the excellent category, 21 students in good category and 3 students in fair category, and it was classified in fail. (see Appendix 13).

In the second cycle, the researcher also made a checklist. The result of checklist indicated that the students showed their curiosity in discussion session. It indicated by students’ positive response during the researcher observed them in the second cycle implementation. All students in the class participated in discussion and gave a good response to the lecturer and their peers.

1. in the second cycle implementation, the students showed their enthusiasm when the discussion session was conducted.

2. students actively participated when the lecturer started and let them to give their idea brainstorming session.

3. the students paid attention to the lecturer and their peers when they discussed the reading text.

4. the classroom condition supported the discussion session in reading activities. The class was not silent and not only dominated by the lecturer.

5. the students got beneficial input from their peers in the group because some students actively participated in the group. They did not feel shy, under pressure, and afraid of making mistakes any more. The low achiever students could ask all the message in the text to their peer in the class in getting complete information of the text.

6. the discussion was effective because the class was not silent and made the students to not reluctant to express their idea and ask some information that had not been understood.

7. When the students found difficult words in their reading text, the students actively asked their peers and the lecturer, and also check them in dictionary or mobile dictionary. This way made them easy to comprehend the message in the effective and efficiently.

8. the low achiever students got sufficient guidance from the high achiever students. They concerned with their self reading, so there was no time to give guidance.

9. there was good accountability or responsibility in their group.

10. all students satisfied with this discussion. It was indicated by low participation, and positive response that appeared during the class session.

The positive responses are given by the students on the cycle 2. They found less difficult comparing to the first cycle. Moreover, the students were more enthusiastic to participate in the assessment action.

Reflection

After analysis the data in the second cycle, and he had evaluated and judged his develop model of paper work assessment procedure, the students’ paper work which
consists of samples of work in analyzing reading comprehension, and the students’ responses to the implementation of students’ paper work. In this sense, the researcher had criticized the strength and weakness of this procedures in implementing the model in the first cycle to be applied in the second cycle.

After analyzing the data in the second cycle, the researcher stopped the research until second cycle because the students had reached the minimum criteria of success.

**Summary of the Findings**

By analyzing the students’ reading skill from the preliminary test, improving their reading skill both on the first cycle and the second cycle. Their scores were significant development in their reading skill. Based on the preliminary test, the students classifying into successful in the reading test were 5 students, and 29 students were unsuccessful. It means that only 14% students were able to understand the reading text given by the lecturer. While the other 29 students or 86% were not comprehend the reading text.

Then, from the cycle 1, the students who got score more than seventy (70) were classified into success on reading test. Hence, there were increasing students’ reading ability from the preliminary test. In the cycle 1, there were 18 students or 53 % passed and 16 students or 47 % failed And, in the cycle 2, the result of the study showed to the researcher that the students who passed the examination were changing. Cycle 2 told us that 31 students or 91 % passed and 3 students or 9% failed.

In the cycle 1 also found that there were 4 students in excellent category, 14 students in good category, 8 students in fair category, and also 8 students in poor category. In addition, in the cycle 2, there were 10 students who are in the excellent category, 21 students in good category and 3 students in fair category, and it was classified in fail.

**Discussion of the Research Finding**

Based on the result of reading test and checklist, the researcher assumed the first cycle implementation was not applied optimally. It was indicated by students’ negative responses when the discussion session was held. Most of the students did not participate actively. They kept silent because they felt shy and afraid to make mistakes in the discussion session when the lecturer and their peers gave some questions related to the text. Besides the discussion was definitely dominated by clever students and while the others still cheated with the cleverer students in their group. As a result, they did not give any positive response in their group and it made the first cycle was not applied optimally.

So, the students’ reading comprehension achievement after being given the action by applying small group work was still unsatisfactory yet. It was found that the main score of the students’ reading comprehension mean score was 66.9 or it was classified as fair. Concerning with objective of this research, the students’ reading comprehension achievement mean score, that was the good category ( 70-79 ).

Beside that, there are a lot of factors interlinked in making students comprehend a reading text and feel it difficult. Nuttal (1992:6) argued that the limitation of the vocabulary, the amount of previous knowledge that the readers brings to the text and the complexity of the concepts expressed.

Since in the first cycle was still unsatisfactory yet, the action cycle was continued to the second cycle by revising the teaching technique, the materials, classroom management and strategy in dividing the groups formation that were more applicable and effective to improve the students’ reading comprehension achievement. In formulating the group formation, the researcher himself selected the group members. In this case, the researcher knew the capability of each student. The clever students did not become one group. So, every group there was high, average, and low students. By this way, they gave positive response in discussing the reading text given with their group members. The students asked about the new vocabularies that definitely strange for them to their group members and asked some information stated in the text which was not understood. They did the task given by sharing with their group members. The clever students guided the low students, so
that they felt happy and comfortable to join the test.

Moreover, the students’ reading comprehension achievement mean score had increase from 66.9 in the first cycle to 75.8 in the second cycle. Here, it had already achieved the expected mean score that was in the good category (70-79). It means that the use of small group work in teaching reading could improve the students’ reading achievement in two cycle.

Besides, the second cycle implementation showed different result from the first cycle implementation. In this cycle all the students (high, average, and low achiever students) gave positive responses in discussing the reading text with their groups and the researcher in the class. All the students in the class asked about the new vocabularies that definitely strange for them, and asked some information stated in the text which was not understood. They could ask, share, and their ideas freely without feeling under pressure anymore.

Comparing with the previous study conducted by Sriwidiyati (2008) and Sukarman (2009), they found that small group had positive effect to improve students’ reading comprehension skill. Therefore, it is clear that the small group work could improve students’ reading comprehension significantly.

**Conclusion**

Based on the students score in the preliminary test, it was known that the students reading ability needed to be improved since their scores were low. There were only 5 students passing the reading test in their preliminary test while the other 29 students were failed.

From the first cycle, it was found that the amount of the students passing the reading test was increasing. There were 18 students from 34 students who passed the reading test. However, it did not achieve criteria of success since the average in the first cycle was still 66.9. In the second cycle, the researcher found that the students’ score was more increasing. The result of the second cycle was 31 students passing the reading test. It mean that 91% passing the reading test.

Therefore, the small group work technique could improve students’ problem in reading comprehension significantly. Their vocabularies increased when they made an effort and were motivated to look at the difficult word into dictionary or mobile dictionary. Their motivation also increased since they thought that they are not alone, they had a team who would help and share him/her. In conclusion, their reading comprehension score improved in each cycle until reached the criteria of the students’ success.

The improvement is due to the researcher applied a small group work technique in the teaching and learning process. The first cycle, the researcher gave guidelines about small group work technique. Then, the students made a group into four or five students. The students in each member were given worksheet about the reading text to be discussed for first meeting, after they did the worksheet given; they did to do the reading text individually for the second meeting. In addition, the students could improve their reading skill to be better but the average scores of the students’ reading did not reach yet. Therefore, the researcher should revise the action.

Then, the steps for improvement for the second cycle: the first the researcher gave guidelines again about small group work technique. Then, the researcher his self grouped the students into four or five students to keep the ability balance for each group. Before they did the test, they were asked to give animal name for their group that they like. The next, the students in each member were given worksheet about the reading text to be discussed for first meeting, after they did the worksheet given, they did to do the reading text individually for the second meeting if they got difficulties they might open dictionary or mobile dictionary, and the students spontaneous could improve their reading skill.

In brief, it was very clear that small group work could help the students to improve their reading comprehension ability.

**Suggestion**

The result of the classroom action research (CAR) is hopefully expected to give more effective technique to the lecturer mainly in the teaching process and give information dealing with strategies of reading comprehension trough small-group work technique.
For the students, it can help to increase students' motivation, vocabularies, self-confidence in doing the English reading text in order to increase their score also. For other researchers, the researcher also does hope that this research will give much useful knowledge about teaching and learning and it can be developed for further research in teaching and learning processes.

References
