

**THE COMPARISON BETWEEN PAIR WORK AND
GROUP WORK TECHNIQUE IN TEACHING READING
AT JUNIOR HIGH SCHOOL**

A RESEARCH PAPER

Submitted to the English Education Program
Language and Arts department of STKIP SILIWANGI BANDUNG In
Partial Fulfillment of Requirements for the *Sarjana Pendidikan* Degree



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LANGUAGE AND ARTS DEPARTMENT
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN**

(STKIP) SILIWANGI BANDUNG
2016

STATEMENT

I hereby certify that this research report entitled “The Comparison between Pair work and Group work Technique in Teaching Reading at Second Grade of SMP KP 2 Majalaya ” submitted as partial fulfillment of the requirements for Sarjana Pendidikan Degree is my own work, except where due references are made in the text and the contains no material which has been submitted for awarded of any other Degree or Diploma in any ideas from many sources and all of citations are properly acknowledge. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, June 2016

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APPROVAL SHEET

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ABSTRACT

The students of junior high school are less interested in reading especially reading in English. This fact is caused by many factors. First, the students do not know the importance of reading. Second, audiovisual which is used not interesting. Third, the students is still confused to analyze and comprehend the meaning of every sentence especially complex sentence. It is important for teacher to apply methods in teaching reading comprehension to make the teaching learning process run well. The research examined group work and pair work . The aims of this research are to find out the effectiveness of pair work and group work in teaching reading comprehension of second year students of SMP KP 2 Majalaya. The research method was quantitative research, or more specifically the quasi experimental design with the pretest-posttest, and the treatment to know there any different between the control group that use pair work and experimental group that use group work design which consist of two classes (60 students) as the sample and test as the instrument. The result of the data analysis showed that the descriptive test of mean score of experimental group was 13.17, the mean of control group was 6.10. The normality data is normal because of experimental group was 0.245 is bigger than 0.05 and of control group 0.225 is bigger than 0.05 and the t-test was 0.601. In addition the asymp sig (2-tailed) was 0.000 is smaller than 0.05 In other words there was a significant improvement in students reading ability after being taught by using Pair work and Group work technique. So, the alternative hypothesis is Group work is more effective in increasing students reading skill than pair work.

Keywords : Pair work, Group work, Teaching Reading Comprehension.

PREFACE

In the name of Allah the most gracious and the most merciful. Praise be to Allah, the Lord of the World, the master and the creator in this universe, who has given the health and strength to the writer until she can complete this paper.

This paper entitled “The Comparison between Pair work and Group work Technique in Teaching Reading to Improve Students Ability in Teaching Reading Skill” Submitted to the English Department of STKIP SILIWANGI Bandung, as partial fulfillment of requirement for Sarjana Pendidikan Degree.

This paper is attempted to discover whether the Implementation of Pair work and Group work Technique is able to improve Students reading skill ability in Teaching Reading.

The writer realizes that this paper is far from being perfect and contains some weakness caused by her limited knowledge. Therefore, she appreciates all helpful suggestion for improvement in the future.

Hopefully, this paper can give meaningful contributions to the English teaching, especially for those who are interested in teaching English.

Cimahi, May 2016

Siti Yuliani

ACKNOWLEDGEMENTS

In the name of Allah SWT, most gracious and most merciful. The writer willing to present her thanks for everyone who has helped her especially in this paper. Alhamdulillah this paper has been improved by comments, corrections, information and ideas of many people. It is imposible to be mentioned here all those who may directly or indirectly have contributed. In this respect, the writer expresses her sincere gratitude to :

1. Dr. H. Heris Hendriana, M.Pd as Head of STKIP Siliwangi Bandung.
2. Dasep Suprijadi, S.Pd., M.Pd as Head of English Education study program STKIP Siliwangi Bandung.
3. Sri Supiah Cahyati, SH., M.Pd as the secretary of English Education study program.
4. Kaswan S.Pd M.M as first supervisor, for his valuable guidance, patient, advice and suggestions which are very helpful in finishing this paper.
5. Neny Triana Wulandari S.Pd as second supervisor, who has given valuable guidance with her worhty, correction, and suggestion to improve the quality of this paper.
6. All lectures and staff office of English Education study program of STKIP STKIP Siliwangi Bandung.
7. Big family of SMP KP 2 Majalaya and VIII E and VIII B who has given permission, and allowed to conduct her research.

8. My beloved parents, Bpk.Ade Saring and Ibu.Ayi Susilawati. Thank you so much for take care of me lovely, for their advice, their support, their endless love and pray. My daughter Asep Sugeng Priyanto, thank you for being my sunshine. And Thanks to my beloved Warma Setyawan and my daughter Viona shava Kalisya for giving support until finished doing my paper, and all of my family that imposible mentioned one by one. I love you all.
9. Thanks to all of my sweet heart, Sintya, Widy, Wulan, Hani, Ratu, Heru, Arvan, Asep, and all of my friends that could not mentioned one by one. Thank you for giving me support, laugh, smile and wonderful life.
10. English B2 2012, KKN Kel. Cibabat Cimahi Utara, PPL SMA Leppesa Cililin, and English Department in 2012 accademic year of STKIP Siliwangi.

Cimahi, June 2015

Siti Yuliani

TABLE OF CONTENT

STATEMENT.....	i
APPROVAL SHEET	ii
ABSTRACT	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vii
LIST OF TABLE	xi
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Research Questions	3
C. Objectives of the Research... ..	4
D. Limitations of the Problem.....	4
E. Benefit.....	5
F. Definition of Key Terms	6
G. Organization of the paper	7
CHAPTER 2 LITERATURE REVIEW.....	8
A. Theoretical Framework.....	8
1. Teaching.....	8
a. Definition of Teaching.....	8
b. Approach of Teaching.....	9

c. Method of Teaching.....	9
d. Technique of Teaching.....	10
2. Reading.....	10
a. Definition of Reading.....	10
b. Kinds of Reading.....	11
c. The purpose of Reading.....	12
3. Pair work.....	16
a. Definition of Pair work.....	16
b. Advantages of Pair work.....	17
c. Disadvantages of Pair work.....	17
4. Group work.....	18
a. Definition of Group work.....	18
b. Advantages of Group work	19
c. Disadvantages of Group work	19
5. Procedure of Pair work and Group work.....	20
B. Previous Study.....	21

CHAPTER 3 RESEARCH METHODOLOGY.....22

A. Research design	22
B. Research method.....	23
C. Population and Sample	24
1. Population	24
2. Sample	25

D. Instruments	25
E. Data collection techniques and analysis	26
1. Data Collection Technique	26
a. Pre-test.....	26
b. Treatment.....	27
c. Post-test.....	27
2. Data Collection Technique and Analysis.....	28
1. Method of data collection.....	28
2. Scoring.....	28
3. Descriptive Statistic.....	30
a. Standard Deviation.....	30
b. Range.....	31
c. Normality Test.....	32
d. T-test.....	32
e. Homogeneity.....	33
CHAPTER 4 RESULTS AND DISCUSSION.....	34
A. Result	34
1. Data Table.....	34
a. Experimental Group.....	35
b. Control Group.....	35
2. Data Statistic.....	37
a. Descriptive Statistic.....	37

b. The Normal Distribution of Test.....	38
c. The Result of Hypothesis Test (t-Test).....	39
B. Discussion.....	39

CHAPTER 5 CONCLUSIONS AND SUGGESTION.....42

A. Conclusion.....	42
B. Suggestions.....	42

REFERENCES.....47

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLE

Table 2.1 Quasy Experimental Design.....	24
Table 3.1 The Scoring of Reading Comprehension	28
Table 3.2 Assessing Reading Table	29
Table 4.1 The Student's Scores of Experimetal Group.....	34
Table 4.2 The Student's Scores of Control Group.....	35
Table 4.3 Descriptive Statistic	37
Table 4.4 One-Sample Kolmogorov-Smirnov Test	38
Table 4.5 Independent Sample Test	39

CHAPTER I

INTRODUCTION

This chapter will discuss introduction, the background of the research, research questions, the objectives of the research, limitations of the research, benefits of the research, research methodology, definition of key terms, and organization of the paper.

A. Background of the Research

Nowadays, people need to follow the latest information related to world's development. They also have to do things quickly in order not to be left behind by the fast development as science and technology. The demands of citizenship in this modern world require that we read and think critically.

Reading is a significant and pervasive activity in a modern and complex society. Many texts of discourse, reference, newspaper, brochures, advertisement uses English language because it is an international language. So, it is important for people to master English reading comprehension to understand the content. For Indonesian students, especially for junior high school students, reading is essential to support the success in all academic subjects. A good reading ability will enable the students to understand English text, discourse, reference needed in their study, newspaper, brochures, advertisement, and the like.

The students of junior high school are less interested in reading especially reading in English. This fact is caused by first: the students do not know the importance of reading. Second, media used is not interesting. Third, the students is still confused to analyze and comprehend the meaning of every sentence especially complex sentence. It is important for teacher to apply variuos methods in teaching reading comprehension to make the teaching learning process run well.

Based on this condition, the teacher needs to apply a technique of teaching – learning which can help students learn well in the classroom. Pair work and group work are the techniques that can be applied in the classroom. Working in pairs and groups could help to promote meaningful interaction between the learners and as a result that will increasse their interest. According to Harmer (2001:116), in the pair work and group work students can practice language together, study a text, research language, or take part in informationactivities. One of the main motivation is to encourage pair work in English language is to increase the opportunities for learners to use English in classes. They can write dialogue , predict the content of reading text, or compare note on what they have listened or seen.

Group work claims a number of advantages as Gower (1987) has noted that it stimulates the learners' experience of various types of interaction and helps to generate a more related and cooperative classroom atmosphere. Because with the working together is worthwhile as “pair and group work immediately increase the amount of students talking time”.

According to Knowles as cited in Hedge (2000), working together in groups can help students feel that they are part of a community. They come to know each others as individual and friend, because adult students come with widely differing skills and backgrounds. In a class there are always weak and strong students. By working in pairs or groups students can learn from one another a lot. It is very important because they have same opportunity to participate together in their learning. They can appreciate each others. Because when learner interacting each other, they sense a level of control in their language learning which lends itself to build confidence and increase language skill in the classroom.

Based on the fact that the students still have low mastery in reading comprehension, and the fact that managing the class has influenced teaching reading comprehension, the writer is interested in investigating the comparison between the pair work and group work to improve student reading mastery.

B. Research Question

1. Research question(s)

Based on the background above, the writer identifies several problems as follow:

Is group work more effective in teaching reading than pair work?

2. Hypothesis

a. Null hypothesis

HO : Group work is not more effective in increasing students reading skill than pair work.

b. Alternative hypothesis

HA : Group work is more effective in increasing students reading skill than pair work.

C. Objective of the Research

Based on the problem stated above the writer put forward the aim of the study as follows: To find out the effectiveness of pair work and group work in teaching reading comprehension.

D. Limitations of the research

In conducting the research, the writer focused on the pair work and group work technique in teaching reading of the eighth grade students in SMP KP 2 Majalaya Bandung.

E. Benefits of the Research

The result of the study is expected to be used theoretically, and practically:

1. Theoretically

Pair works and group works are the techniques of cooperative learning. Learning in groups promotes learner autonomy by allowing making their own decisions in the group without being told by teacher. Learning together also allows learner to work with a wider range of individuals than pair works and group work do. It recognizes the old maxim that “two heads are better than one”, and in promoting cooperative helps the classroom to become a more relaxed and friendly place. The result of this study is expected to be able to widen the skill of teachers in pair work and group work in order to improve students reading skill.

2. Practically

Practically, learning in small groups is more effective because it consists of more than two people. Personal relationships are usually less problematic. There are also greater chances of different opinion and varied contributions than pair work. They can work with their friends. It can be more active in discussion because they can share and accomplish their suggestions. Teacher can control to the students’ activities in groups easily. The result of this study can be consideration for the teachers to determine methods they use in teaching learning activity especially teaching English reading.

F. Definition of Key Terms

The writer classified the terms used in this research as follow:

1. According to Surdiman A.M (2004:48), Teaching is defined as an activity to organize or manage the environment as well as possible and connect with children, resulting in learning. Or say, teach an effort to create conditions conducive to ongoing learning activities for students. The condition is created such that it helps the development of children optimally both physical and spiritual, both physically and mentally.
2. According to Sudarso (2000:4), Reading is the complex, which involves separating acts. Complex activities and separate acts have a conscious meaning that readers not only read the books, but they also combine between reading and another activity, which can increase or improve the understanding texts.
3. According to Harmer (2001;116), Pair work is a situation which enables two learners to work independently and interactively without teacher involvement. in pair work students can practice language, study a text, research language or take part in information – gap activity.
4. According to Harmer (2001:117), Group work is one of the technique that consist of two or more student in a group who are given the same task to finish well. And small groups of around five students provoke greater involvement and participation than larger groups.

G. Organization of the research paper

This research report is organized into five chapters as follows:

Chapter 1: Introduction

This chapter presents an introductory element of the present research. It covers nine sections, such as: background of the research, research questions, the objective of the research, limitation of the problem, benefit of the research, research methodology, definition of key terms, organization of the research paper.

Chapter 2 : Literature Review

This chapter describes the theories related to the main issue of the paper.

Chapter 3 : Research Methodology

This section provides how the research is conducted, it covers the method of study, procedures for choosing population and sample, procedures for collecting the data, and how the data are analyzed.

Chapter 4 : Result and Discussion

This chapter displays the result of the instrument and discussion of the finding.

Chapter 5 : Conclusions and Suggestions

This chapter presents the conclusion and several suggestions of the research based on the analysis in chapter four.

CHAPTER 2

LITERATURE REVIEW

This chapter will discuss theoretical framework of teaching, pair work discussion, group work discussion, definition of group, the advantages of group, teaching reading using pair work and group work technique.

A. Theoretical Framework

1. Teaching

a. Definition of Teaching

Teaching is a process to give guidance to the young learners to reach the goal. Teaching known as “instruction” means a process that makes someone do learning

According to Brown (1994:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Moreover, Brumfit (1984:115) defined teaching as an activity which is performed directly by humans being on human being, he described that the teaching process is not only occur in teaching-learning process but also in our daily life. Such as, when parents give an explanation how to wear their shoes under five children.

From the definitions above the writer concluded that teaching is an activity that facilitating learning, enabling the learner to learn and being to help each learner to transfer knowledge in learning conditions. In summary teaching is a process from ignorance to knowing of from inability to ability.

b. Approach of Teaching

According to Brown (2001:14), an approach is an assumptions, beliefs and theories about the nature of language and language learning. In addition, Anthony acited in Brown (2001:16) say that approach is theoretically well informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings.

Based on the definitions above, the writer concluded that the term of an approach as is a set of correlative assuptions of theories dealing with the nature of language and the nature of teaching and learning.

c. Method of Teaching

According to Brown (2001:16), method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of context.

Based on the method definitions above, the writer concluded that the method or a common set of specifications of learning described as systematic presentation of the overall plan to achieve the goal of linguistic language.

d. Technique of Teaching

According to Brown (2001:116), teaching technique (also commonly referred to by other term) was any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

From the definitions above, the writer concluded that the implementation of the technique actually takes place in the classroom that are consistent with method and aligned with the approach. It is a form of activities or exercises that are used to achieve the learning objectives. In this study the writer used exercise as technique in teaching reading.

2. Reading

a. Definition of Reading

The word reading means different things to different people. To mention a few, reading means the process of extracting meaning from written or printed language. Reading is also described as a complex thinking involving meaning and printed symbol.

Reading is a much more complex process. It is known that effective reading involves all of the higher mental process. It involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. According to Sudarso (2000:4), reading is the complex, which involves separating acts. Complex activities and separate acts have a conscious meaning that readers not only read the

books, but they also combine between reading and another activity, which can increase or improve the understanding texts.

From the reading of sentence, the students progress to the reading of paragraph passage and come to reading for information. In other words reading aloud is the initial stage and reading for information is the further, if not the final stage.

b. Kinds of Reading

Frequency of reading can improve comprehend of the reading passage from the printed text, although each person has a differences of reading purpose itself. May he read for pleasure, getting information or etc. base on the purpose of reading classified by Cristine Nuttal, There are two kinds of reading, namely intensive and extensive reading.

1). Intensive reading

Intensive reading involves approaching the text under the guidance of the teacher or a task which forces the students to focus on the text. The aim is to arrive at an understanding, not only what of the text mean, but of how the meaning is produced. It means that, intensive reading is used to gain a deep understanding of a text. For that the readers have to focus to the printed material to get a good comprehension.

2). Extensive reading

It is assumed that in order to understand the whole (e.g. a book), we must first understand the parts (sentence, chapter) of which it is made up. However, we can

in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility. In other words, extensive reading is reading for pleasure. The readers don't need to know the exact meaning of the word just getting an overall understanding of the text. From those classifications, it can be concluded that reading is a multi-level process. Every level must be increased by the reader to be a good reader. When the readers want to be a good reader, they should master some techniques in this case, both intensive and extensive reading have the own technique in reading skill. The techniques involve skimming and scanning.

3). Scanning

Scanning is that the reader pushing himself through a selection at an initially uncomfortable rate, but the search is more focused since the information needed is very specific usually date, a number, or a place.

4). Skimming

Skimming is more complex than scanning; skimming is a quick reading for the general drift of a passage. It is an activity which is appropriate when there is no time to read something carefully or when trying to decide if careful reading is merited. It is also a great way to review material that the reader read before.

Skimming is viewed as "the ability to process large quantities of materials very rapidly in order for specific purpose, the location of main idea. When skimming, the reader should pass his eyes quickly to get general meaning or main points.

c. The Purpose of Reading

After we look up many definitions above, let see to know what the purpose of reading, however each person has own purposes for read, for examples: A person reads a text to learn, to find out information, to be entertained, or to do an assignment for test requirement. The purpose for reading is closely connected to a person motivation for reading. From the reading purposes which have stated by some experts, there is a conclusion that in general, reading purposes are divided into two types, getting for information and for pleasure. It will also affect the way a book is read.

Based on the statement above people read for many purposes, some of them read for pleasure and some read for getting information from the text. The different purposes of reading is also stated by Christine Nuttal in her book. Teaching Reading Skills in a Foreign Language, that:

Whatever your reason for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you were interested in the grammatical structure used you read because you wanted to get something from the writing.

This assumption is similar with Nasrun Mahmud in his book “English for Muslim University” reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand and the meaning of the passage.

It means that no matter what the reader's purposes, for learning language or interesting in grammar, or getting the pleasure, it aims to get meaning or message from the text. The different purposes of reading are mentioned by William Grabe and Federicka L. Stoller divided into seven main headings as follows:

a. Reading to search for simple information

Most people said that reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

b. Reading to learn from texts

It usually occurs in academic and professional contexts when people need to learn a considerable amount of information from a text. It requires abilities to:

- 1) Remember main idea as well as a number of details that elaborate the main and supporting ideas in the text.
- 2) Recognize and build rhetorical frames that organize the information in the text.
- 3) Link the text to the reader's knowledge base

This purpose usually carried out a reading rate somewhat slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

c. Reading to integrate information, write and critique texts

This purpose requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading for general comprehension

General reading comprehension is the most basic purpose of reading, underlying, and supporting most other purposes for reading. It requires very rapid and automatic processing of words, strong skills in inferring a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

Moreover, reading for information may range from the scanning of document and reading of letter to in-depth understanding of articles or book. Whether we are reading for pleasure or information, the nature of reading depends on what we want from the text, as well as situational factor such as time available or constraints relative to place of reading.

Reading is skill that must be developed, by extensive and continual practice, its helping much in developing reading skill. Reading will tend to be effective when we have a purpose and a motivation to learn first.

Reading for information includes the materials which are classified as non fiction; science social studies, current affair personal opinion, technical matters, news magazine, news paper, article, etc. whether reading for pleasure the reader either quickly or slowly base on the way he likes, associated largely with novel, short stories, plays, and poems.

Read with the specific purpose in mind enables to us focus on the relevant parts of a text and to use appropriate reading strategies. Obviously, purposes for reading must establish before to selection is read. Having for purposes for a reading will help us to choose the most appropriate method of teaching. Through this procedure the reader can properly direct his or her attention during the reading. Afterward, the stated purposes can be used as a basis for discussion to determine whether the reader has achieved the goal or not.

3. Pair Work

a. Definition of Pair work

Pair work is a situation which enables two learners to work independently and interactively without teacher involvement. Pair work, typically two students sitting next to each other do something together. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well structured task. Since only two students are involved, it is not easy for either of them to switch off. So pair work is also quite effective in keeping students actively involved in learning tasks.

According to Harmer (2001;116), pair work allows students to use language (depending of course on the task set by the teacher) and also encourages student co-cooperation which is t self-important for the atmosphere of the class and for the motivation it gives to learning with other. In Pairwork give students chance for greater independence. Because they working together without the

teacher controlling every move, they take some their own learning dicisions, they decide what language to use to complete a task, and they can work without the pressure of the whole class listening to what they are doing. Decisions are cooperatively arrived at, responsibilities are shared. In teaching reading comprehension, pair work can be done by asking the students to study a text, predict the content of reading text and answer the question based on the text in pair.

The teacher may, as controllers, and make them to certain features of text construction, clarifying ambiguities, and make making them aware of issues of text structure which they had not come across previously. When students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.

b. Advantages of Pair work

Pair work is therefore a valuable method to implement in EFL classrooms and it has many advantages. According to Harmer (2001;116), in pair work students can practice language together, study a text, research language or take part in information – gap activities. The advantages are:

- 1) It dramatically increase the amount of speaking time any one students gets in the class.
- 2) It allow students to work and interact independently.
- 3) It recognises the old maxim that ‘two heads are better than one’ and in promoting cooperation helps the classroom become a more relaxing and friendly place.

- 4) It is relatively quick and easy to recognize.

c. Disadvantages of Pair work

However, there are some possible problems in the use of pair work tasks. Beside the advantages, pair work also has some disadvantages. According to Harmer (2001; 116), there are some problem occurred in pair work activity. It is frequently very noisy because they have to discuss with their partner, some teachers and students dislike this situation. The disadvantages of pair works are:

- 1) Pair work is frequently very noisy and some teachers and students dislike this.
- 2) Students in pairs can often veer away from the point of an exercise, talking about something else completely often in their first language.
- 3) It is not popular with students.

4. Group Work

a. Definition of Group work

When the activity at some stage in a lesson calls for discussion or active collaboration among a group of students, a number of such groups are formed and each given a relevant task to work on. This is called Group Work. Groups of 4 to 6 are typically used, but there is no fixed rule regarding size. The group should be large enough to ensure that a number of different voices are heard, but not so large that some are left out. As a general guide we could say that the nature of the activity should determine the size of the groups.

According to Harmer (2001; 117), group works are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each

individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. The activity may demand it, or we may want to divide the class into teams for some game or preparation phase.

b. Advantages of Group work

According to Harmer (2001; 117), the advantages of group works are:

- 1) Students able to take ownership of the subject matter.
- 2) Student develop communication and teamwork skills.
- 3) Content is reinforced as students work together and “teach” each other.

This improves understanding through additional discussion and explanation.

- 4) Students can work together to pool their expertise, knowledge and skills.
- 5) Students hold one another responsible and accountable.
- 6) Teacher students to plan more effectively and manage their time.

c. Disadvantages of Group work

According to Harmer (2001; 117), the disadvantages of group works are:

- 1) Instructors need to monitor each group, provide feedback and assist when necessary.
- 2) Students may sometimes struggle with making decisions in a group setting.

- 3) Students have varying attitudes regarding collaborative work in the classroom

5. Procedures of Pair Work and Group Works

According to Harmer (2001;122), pair work and group work techniques follow these following procedures:

a. Before: giving instruction what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved. The important thing about instructions is that the students should understand and agree on what the task. To check that they do, teacher may ask them to repeat the instruction, or in monolingual class, to translate their first language.

b. During: while students are working in pairs or groups, teacher has to observe and give help to the groups. Teacher can stand at front or the side of the class (or the back or to be stuck or anywhere else in the class) and keep eye on what is happening, nothing who appears to be stuck or disengaged, or about to finish.

An alternative procedure is going around the class watching and listening to specific pairs and groups. In this position, the teacher can tune in to a particular pairs or groups from some distance away. They can decide whether to go over and help that pair or group.

c. After: when pairs and groups stop working together teacher need to organize feedback. Teacher wants to let them discuss what occurred during the group work session and where necessary add their assessments and make correction.

B. Previous Studies

The writer present some previous studies that deal especially with Teaching Reading. The first one is a research conducted by Devi Anggiayana (2012), entitled “ Teaching Speaking using pair work Technique at Second Grade student of SMPN 1 Parampong”. She used pair work in speaking classroom. The research method was quantitative research method, the sample of this study were the second grade junior high student as the entire population. The data of study were obtained through pretest and posttest. The type of the test was oral test. The result of he research showed that it was effective to increa se student speaking ability.

The second study is a research conducted by Yeni Wahyuni (2013), entitled “ The Effectiveness of Group work in Reading of Narrative Texts “. She used group work and GTM (Grammar Translation Method) in reading of narrative text. The research method was quantitative research method, the sample of this study were the second grade senior high student as the entire population. The data of study were obtained through pretest and posttest. The type of the test was multipl choice test. The result of he research showed that it was effective to increase student reading ability.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter will discuss the research methodology. It contains of research design, research method, population and sample, instrument, data collection technique, and analysis.

A. Research Design

Research is the systematic and objective analysis and recording of controlled observation that may lead to the development of generalizations Principles requesting in prediction, possibility, and ultimate control of event.

According to Frankel and Norman (1993:556), research design is essentially the overall plan to for collecting data in order to answer to research question, and also the specific data analysis techniques or method that the researcher intended to.

This research used quantitative research method. It is based on the purpose of the research which is to find out whether using Pair work and Group work Technique in Teaching Reading is effective to improve student's writing ability in procedure text. Quantitative research is a deductive theory-based research process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical

methods to make specific conclusions about the phenomena (Kaswan and Suprijadi, 2013: 13).

According to Brown (2003: 13), quantitative method is the numerical representation and manipulation of observations for the purposes and describing and explaining the phenomena that those observations reflect. The method was held in experimental group. The sample has divided into two group; experiment group and control group. Both group was tested by pre-test and post-test. Before giving the post-test, the writer gave some test the experiment group as the treatment. While, the control group was taught by using conventional methods. Afterwards, the data which is taken from experimental group and control group will be compared and analyzed to find out its significance.

B. Research Method

This research was quasi-experimental design in two group pretest-posttest design. They were an experiment group and a control group. According to Kaswan and Suprijadi (2013: 35), quasi-experimental design, or sometimes called naturally occurring group design, are similar to the true experimental design except that researcher makes comparisons between the means of the scores of the two or more groups that occur naturally. Or these are group into which subjects would not usually be randomly assigned because individuals naturally belong to one group or the other(s).

The design of this research can be seen in the following table:

C. Table 2.1

Quasi-Experimental Design

Experimental	O1	X1	O3
Control	O2	X2	O4

Where:

O1 : students' reading scores of experimental group in pre-test

O2 : students' reading scores of control group in pre-test

O3 : students' reading scores of experimental group in post-test

O4 : students' reading scores of control group in post-test

X1 : treatment using Group work

X2 : treatment using Pair work

D. Population and Sample

1. Population

According to Creswell (2012: 142), a population is a group or individuals who have the same characteristic. Meanwhile Crowl (1996:8), population are groups consisting of all people to whom researchers wish to apply their findings. Based on definition above the population in this research as the first

grade students of SMP KP 2 Majalaya. The total class of the first grade were 6 classes, the number of students first grade were 240 and each class consists of 30 students.

2. Sample

According to Hornby (2000: 131), sample is number of people or things taken from a larger group and used in test to provide information about the group. To determine the sample, Hadi (1984:83) say that, actually, there is no absolute determination of how many percent (%) of the sample should be taken from the population.

Sample is a group from which information is obtained, preferably selected in such a way that the sample represent the large group(population) from which is selected.

The writer took the sample only two classes taken from class VIII-B and VIII-E. The sample based on the purposive random sampling technique. So, VIII-B (30 students) was as an experimental class using pair work and group work and VIII-E (30 students) as the control class in teaching reading.

D. Instrument

In this research, the writer used test as the instrument of the research. According to Brown (2004:3), a test is a method of measuring someone ability in a certain field, knowledge or performance in a given domain. Based on this explanation the writer used oral test as an instrument. The test were pretest and

posttest, the test to describe a person, an event, a theory, a concept, a skills, a quote, or a formula.

The instrument of this study is the test. It is kind of multiple choice test about reading comprehension. The writer makes groups of the reading comprehension based on the developing test in Reading comprehension in curriculum-based competency for SMP.

The writer collected the data of the research by giving test to the students. The tests consisted of pre-test and post test. The pre-test was given before the treatment; consisted of 10 question items (multiple choice) in two different classes (experiment and controlled class) and the post-test (10 items) was given after the treatment either in experiment class or controlled class. From these data the writer could analyze and obtain the result of the research.

E. Data Collection Technique and Analysis

1. Data Collection Technique

According to Mcmillan & Schumacher (2001:39), data collection technique is another way to classify research is to examine the technique used in the study to collect the data. To determine the result of this research, the writer had to do some process to find out, and the data of this research was oral test. There were some tests conducted by the writer such as pre-test and post-test.

1.Pretest

In conducting the research, the writer did some procedures in order to gain the result of the research. The procedure consisted of some steps as the following:

First, the writer began the research by observing the class condition and population of SMP KP 2 Majalaya Bandung in the second year, she also took some supporting data for the research. Second, the writer took the sample from the population of the second

grade students of the school. The samples were class VIII-B and VIII-E, with 30 students in each class. The first class was the experimental class and another was the controlled class.

Third, the writer then administered the same instrument of pre-test to both classes. In experiment class, the students' pre-test scores were used as the basic score before students learnt the narrative texts.

2.Treatment

In this treatment the writer conducted the teaching learning process in class by herself. She conducted the same materials which was narrative texts to the two classes, but treated them with two different methods. The experiment class was taught by using pair work, and the experimental class was taught by Group work using narrative texts.

3.Posttest

After the treatment that consisted of several meetings finish, then the writer administered post-test to students in the two classes (the experimental class) by

using the same format of pre-test. Finally the data that have been collected from the pre-test and post-test were calculated using statistical calculation of t-test to figure out the result or conclusion of the research.

2. Data Collection Technique and Analysis

A. Method of Data Collection

In this research, the writer used a test as a method in collecting data. The tests were given to the students after they were given the treatments and the writer collected their work. The writer gave some explanation to the students about reading and definition pair work and group work. Then the writer gave the test to the students. The writer gave two kinds of test to the students, they are pre-test and post-test that will show whether the treatments are given is successful or not.

1) Scoring

According to Nurgiyantoro (1987), categories levels of scoring of reading comprehension achievement into four categories level scores:

Table 3.1

The Scoring of Reading Comprehension

Score	Categories
80-100	Excellent
60-70	Good
40-50	Not Satisfactory
0-30	Fail

Table 3.2

Assessing Reading table

Category	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable , but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

B. Descriptive Statistic

According to Kaswan and Suprijadi (2013:185), descriptive statistic is a wide variety of techniques that allow us to describe the general characteristics of the data we collect." The writer used descriptive statistic to know the characteristic of data according to result of mean, standard deviation, and range.

a) Mean

The mean is total of scores divided by number of scores. The mean is simply the arithmetic average of all the scores. To find out the mean of the score from the pretest and posttest, the writer adding pretest scores or posttest score then they are divided by the number of scores.

b) Standard Deviation

Standard Deviation "is the most widely used measure of variability of a set of data inferential statistical procedures" (Kaswan & Dasep, 2013:189). Standard Deviation is refers to average of the difference between individual score in a distribution and average score for the distribution.

c) Range

Range is the size of the difference between the largest and the smallest score in a set of scores. (Kaswan & Suprijadi, 2013:127)

According to Hinton *et al* (2004:32), the test procedures of the descriptive statistics in SPSS are:

- a. From the **Analyze** drop-down menu select **Descriptive Statistics** and then **Descriptives**.
- b. Select variables 'variable1' and 'variable2'.
- c. Send them to the **Variable(s)** box.
- d. Click **OK**.

C. Normality Test

Before the writer analyzed the data, the writer used normality test to know the result of the data is normal or not. Normal curve or distribution is a bell shaped curve or distribution is a theoretical distribution which shows the frequency or probability of all the possible values that a continuous variable can take. (Kaswan & Suprijadi, 2013:197). Because the result of the data is normal, so the writer used t-test to computed and analyzed the data.

According to Hinton *et al* (2004:30), the test procedures of the one sample Kolmogorov-Smirnov test in SPSS are:

- a. From the **Analyze** drop-down menu select **Nonparametric Tests** and then **1-Sample K-S**.
- b. Select "week 1" and "week 2" and send them to the **Test Variable List**.
- c. The **Test Distribution** box should have **Normal** ticked. If not select **Normal**.
- d. Click on **OK**.

D. T-Test

The writer used t-test for computed and analyzed the data. According to Kaswan & Suprijadi (2013:138), t-test or student's test is a parametric test which is used to discover whether there are statistically significant differences between the means of two group.

According to Hinton *et al* (2004:109), the test procedures of *t test* in SPSS are:

- a. The aim is to carry out an independent samples *t* test. All inferential statistical tests are found under the **analyze** command.
- b. The rationale of the *t* test is to test for significant differences in the means of two samples, therefore choose **Compare Means**.
- c. Our study is an independent measures design, (comparing night-time and daytime driving), therefore choose **Independent-Sample T Test**.
- d. The *dependent variable* is 'errors' and this should be sent to the **Test Variable** box.
- e. The *independent variable* is 'driving' and this should be sent to the **Grouping Variable** box.
- f. Once 'driving' is in the Grouping Variable box we are prompted to **Define Groups**.
- g. The values which were assigned to day and night driving in the data entry procedure need to be input in the **Define Groups** box.
- h. To complete the test, click on **Continue** and then **OK**.

E. Homogeneity of Variances

Homogeneity of Variances “is the degree to which the variances of two or more samples are similar or homogeneous. In an analysis of variances, when sample are assumed to have been drawn from population with equal variances, they are said to exhibit homogeneity of variances”. (Kaswan & Supriajdi, 2013: 133)

CHAPTER 4

RESULT AND DISCUSSION

This chapter will discuss about the result based on the data collection and data statistis analysis.

A. Result

The writer has found the result of this research. The method of this research was quasi – experimental group where the writer used two groups pretest and posttest to get the data. The findings of this research included the result of pretest and posttest that the teacher was given to the students of SMP KP 2 Majalaya. The researcher got the data as seen in the table below:

1. Data Table

a. Experimental Group

Table 4.1
Pretest, Posttest, and Gained Scores

NO	NAMES	PRETEST	POSTEST	GAINED SCORE
1	Student 1	44	55	11
2	Student 2	40	55	15
3	Student 3	40	50	10
4	Student 4	52	65	13
5	Student 5	44	55	11
6	Student 6	48	60	12
7	Student 7	40	45	5
8	Student 8	40	55	15
9	Student 9	44	60	16
10	Student 10	44	54	10
11	Student 11	40	55	15
12	Student 12	44	60	16
13	Student 13	44	55	11
14	Student 14	44	60	16

15	Student 15	44	55	11
16	Student 16	40	60	20
17	Student 17	44	60	16
18	Student 18	44	55	11
19	Student 19	40	60	20
20	Student 20	56	65	9
21	Student 21	44	60	16
22	Student 22	40	55	15
23	Student 23	44	60	16
24	Student 24	48	65	17
25	Student 25	48	60	12
26	Student 26	44	50	6
27	Student 27	44	55	11
28	Student 28	48	55	7
29	Student 29	48	64	16
30	Student 30	44	60	16
	TOTAL	1328	1723	395

Based on the result of the data above, it can be see on the table that the total score of pretest is 1328, so the writer can conclude that from the result of pretest to the students of SMP KP 2 Majalaya. Meanwhile the result of the total score of posttest is 1723 and the result of gain scores is 395. It means that the students score can be increase significantly after they got the treatment from the writer using Pairwork and Groupwork.

b. Control Group

Table 4.1
Pretest, Posttest, and Gained Scores

NO	NAMES	PRETEST	POSTEST	GAINED SCORE
1	Student 1	44	55	11
2	Student 2	44	50	6

3	Student 3	44	50	6
4	Student 4	40	50	10
5	Student 5	40	50	10
6	Student 6	44	50	6
7	Student 7	40	50	10
8	Student 8	48	50	2
9	Student 9	44	50	6
10	Student 10	48	55	7
11	Student 11	40	45	5
12	Student 12	40	50	10
13	Student 13	40	40	0
14	Student 14	48	55	7
15	Student 15	40	50	10
16	Student 16	48	55	7
17	Student 17	44	40	-4
18	Student 18	44	50	6
19	Student 19	40	45	5
20	Student 20	52	50	-2
21	Student 21	44	55	11
22	Student 22	40	45	5
23	Student 23	40	50	10
24	Student 24	48	50	2
25	Student 25	44	50	6
26	Student 26	48	55	7
27	Student 27	44	50	6
28	Student 28	48	60	12
29	Student 29	40	40	0
30	Student 30	44	50	6
	TOTAL	1312	1495	183

Based on the result of the data above, we can see on the table that the total score of pretest is 1312, so the writer can conclude that from the result of pretest to the students of SMP KP 2 Majalaya. Meanwhile the result of the total score of posttest is 1495 and the result of gain scores is 183. It means that the students score can be increase significantly after they got the treatment from the writer using Pairwork and Groupwork .

B. Data Statistic

1. Descriptive Statistic

Table 4.3

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
experimental group	30	5	20	13,17	3,761
control group	30	-4	12	6,10	3,968
Valid N (listwise)	30				

Based on the table of descriptive statistics shows that minimum scores of experimental group is 5 and maximum scores is 20, the minimum scores of control group is -4 and maximum scores is 12. Meanwhile mean of experimental group is 13,17 and mean of control group is 6,10. Standard deviation of experimental group is 3,761 and control group is 3,968. The data shows mean of experimental group is bigger than control group. It means that there was improvement in students' reading ability after being taught by using Pair work and Group work Technique.

The improvement class of Experimental reading class ability in experimental class is better than the improvement of reading ability in Control class.

2. The Normal Distribution of Test

After the data was collected, this research used One Sample Kolmogorov-Smirnov Test to know that the result is normal or not. In the table below that is the table of normality data:

Table 4.4
One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		experimental group	control group
N		30	30
Normal Parameters ^{a,b}	Mean	13,17	6,10
	Std. Deviation	3,761	3,968
Most Extreme Differences	Absolute	,187	,191
	Positive	,126	,110
	Negative	-,187	-,191
Kolmogorov-Smirnov Z		1,024	1,045
Asymp. Sig. (2-tailed)		,245	,225

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 4.4 data are normal because Asymp sig (2-tailed) of experimental group 0,245 is bigger than 0,05 and Asymp sig (2-tailed) of control group 0,225 is bigger than 0,05. It means that the data is normally distributed

3. The Result of Hypothesis Test (t-Test)

After getting the normality value, this research used Independent Sample Test to know that the result sig of Levene's Test is equal variances assumed or not assumed. In the table below that is the table of t-test data:

Table 4.5
Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	,276	,601	7,079	58	,000	7,067	,998	5,069	9,065
	Equal variances not assumed			7,079	57,833	,000	7,067	,998	5,068	9,065

Based on Table 4.5 sig of Levene's Test is 0.601. Because sig of Levene's Test is bigger than 0.05, it is concluded that the equal variances are assumed.

In addition sig (2 tailed) of t-test or 0.000 is less than 0.05. it can be concluded that nul hypothesis is rejected and the alternative hypothesis is accepted. It means that Group work is more effective in increasing students reading skill than Pair work.

C. Discussion

In this part, the research would like to discuss the data that have found. The data is used to know whether there is difference and significant different of pair work and group work the student' ability in narrative text of the second year students of SMP KP 2 Majalaya. Based on the table data analysis, the mean of experimental group class is 13,16 and control group class is 6,10. It means that the mean of experimental group class was bigger than mean of control group class sig (2 tailed test) or 0.000 is smaller than 0.05 it can be concluded that the difference between two groups of experimental group and control group is significant, it can be concluded that the hypothesis (H_a) was accepted.

In addition, group work is more effective than pair work technique in teaching reading. Finally, the result of this research confirms the previous study conducted by Yeni Wahyuni (2013) which is entitled "The Effectiveness of Group Work in Reading of Narative Texts".

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and several suggestion of the research based on the analysis in chapter four.

A. Conclusion

In this chapter the writer drew a conclusion as follow.

Group work technique is more effective than Pair work to improve students reading ability in narrative text at second grade students of SMP KP 2 Majalaya.

It is because sig (two tailed) is smaller than 0.05

B. Suggestions

In this chapter, the writer would like to give some suggestions that hopefully would be used for English teaching reading. The suggestions are:

1. For the students : they can learning with use group work and pair work technique in teaching reading.
2. For the teacher : they can teaching group work and pair work technique on a students in teaching reading.

3. For next researcher : they can use group work and pair work technique with different educational setting, such as in senior high school, vocational school, and university college.

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