

**THE EFFECTIVENESS OF GROUP WORK TO INCREASE
STUDENTS' ABILITY IN READING DESCRIPTIVE
PARAGRAPH AT THE SECOND YEAR
STUDENTS OF SMP NEGERI 20
PEKANBARU**



By

**NURHIDAYAH
NIM. 10514000369**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

**THE EFFECTIVENESS OF GROUP WORK TO INCREASE
STUDENTS' ABILITY IN READING DESCRIPTIVE
PARAGRAPH AT THE SECOND YEAR
STUDENTS OF SMP NEGERI 20
PEKANBARU**

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



By

NURHIDAYAH

NIM. 10514000369

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

ABSTRAK

Judul penelitian ini adalah "**efektivitas kerja kelompok untuk meningkatkan kemampuan siswa dalam membaca paragraf deskriptif siswa kelas dua SMP Negeri 20 Pekanbaru**". Penelitian ini adalah penelitian yang bersifat percobaan. Penelitian ini menyelidiki apakah ada perbedaan yang signifikan terhadap kemampuan siswa dalam membaca paragraf deskriptif antara para siswa yang diajar menggunakan kerja kelompok dan para siswa yang diajar menggunakan konvensional. Subjek penelitian ini adalah siswa kelas dua SMP Negeri 20 Pekanbaru. Mereka terdiri dari sembilan kelas (360 siswa). Peneliti mengambil dua kelas (80 siswa) sebagai sample penelitian. Selanjutnya, para siswa dibagi kedalam dua kelompok; kelas percobaan terdiri dari 40 siswa dan kelas kontrol terdiri dari 40 siswa.

Instrumen penelitian ini adalah pengamatan dan test. pengamatan digunakan untuk mengetahui aktivitas siswa dan peneliti dalam proses belajar dan mengajar menggunakan kerja kelompok. Berdasarkan hasil pengamatan dapat diketahui bahwa aktivitas peneliti meningkat dari 70% pada pengamatan I, 70% pada pengamatan II, 70% pada pengamatan III, 100% pada pengamatan IV, menjadi 100% pada pengamatan V. Aktivitas siswa juga meningkat dari 42% pada pengamatan I, 48,3% pada pengamatan II, 52% pada pengamatan III, 54,4% pada pengamatan IV, menjadi 72% pada pengamatan V. Berdasarkan hasil pengamatan dapat diketahui bahwa adanya peningkatan dari keduanya baik aktivitas siswa maupun aktivitas guru.

Sedangkan untuk menganalisa data, peneliti menggunakan "statistik t-test" dengan menggunakan rumusan sebagai berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Akhirnya, berdasarkan penemuan peneliti, hasil penghitungan t lebih tinggi dari distribusi t dalam kesalahan alfa 0,05 dan dengan derajat tingkat kebebasan ($df 78$) ($4,27 > 2,00$). Berdasarkan hasil tersebut, H_a diterima dan H_o ditolak. Hal Ini berarti bahwa adanya perbedaan yang signifikan kemampuan siswa pada pelajaran membaca paragraf deskriptif antara para siswa yang diajar dengan menggunakan kerja kelompok dan para siswa yang diajar dengan menggunakan konvensional pada siswa kelas dua SMP Negeri 20 Pekanbaru. Para siswa yang diajar menggunakan kerja kelompok mempunyai hasil baik dalam membaca paragraf deskriptif dibandingkan dengan para siswa yang diajar menggunakan konvensional.

ABSTRACT

The title of this research is **“the effectiveness of group work to increase students’ ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru”**. This research is experimental research. It is investigated whether there are significant differences on students’ ability in reading descriptive paragraph between students who are taught by using group work and who are taught by using conventional one. The subject of this research is the second year students of SMP Negeri 20 Pekanbaru. The second year students consist of nine classes (360 students). The researcher takes two classes (80 students) as the sample of the research. In addition, the students are divided into two groups. They are experiment class consisting of 40 students and control class consisting of 40 students.

The instruments of this research are observation and test. The observation is used to know both researcher’s and students’ activities in learning and teaching process by using group work. The observation results are clearly seen that the researcher’s activities increase from 70% in observation I, 70% in observation II, 70% in observation III to 100% in observation IV and 100% in observation V. The students’ activities also go up from 42% in observation I, 48,3% in observation II, 52% in observation III, 54,4% in observation IV, to 72% in observation V. Pertaining to the result of observation can be seen that there is improvement of both teacher’s and students’ activity.

Whereas, to analyze the data, the researcher uses “t-test statistic” by using the formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Finally, based on the researcher’s findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ level in alpha decision level $(\alpha)0,05, \frac{1}{2}\alpha$ and with the degree of freedom ($df78$) ($4,27 > 2,00$).

Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant difference due to the students’ ability in learning reading descriptive paragraphs between students who are taught by using group work and students who are taught by using conventional one at the second year of SMP Negeri 20 Pekanbaru. The students who are taught by using group work have good result in reading descriptive paragraphs than who are taught by using conventional one.

التجريد

الموضوع لهذا التحليل هو "عاقبة العمل الاجتماعية لتراقي الطلاب في قراءة الكتابة التصويرية لطلاب فصل الثاني SMPN 20 باكنبارو".

هذا التحليل هو الذي يصف بالمحاولة, ويريد ان يعرف هل يوجد الفرق الظاهر لقوة الطالبة في قراءة الكتابة التصويرية بين الطلاب الذي يعلم بعمل الاجتماعية و الطلاب الذي يعلم بتقليدي. الموضوع لهذا التحليل هو الطلاب الفصل الثاني SMPN 20 باكنبارو. وهم ينقسمون تسعة فصول (ثلثاثة و ستين طلبة). يستعمل المتحلل فصلين (ثمانون طالبا) مثلا في هذا التحليل. ثم انقسم الطلاب قسمين:

الاول. قسم المحاولة من اربعين طالبا

الثاني. قسم المراقبة من اربعين طالبا

والالة هذا التحليل هو التأمل و التجربة, يستعمل التأمل لتعرف العمل الطلاب و التحليل في الطريقة التعلم الذي استعمل بعمل الاجتماعية. مبني على أساس التأمل يعرف أن عمل المتحلل يصعد من % 70 على التجربة الأولى و على ذلك التجربة الثانية و الثالثة و الرابعة, و يكون % 100 على التجربة الخامسة, و ترقى عمل الطلاب في التجربة الأولى من % 42 و التربة الثانية من % 48,5 و التجربة الثالثة من % 52 و التجربة الرابعة % 54,4 و التجربة الخامسة % 72. مبني على أساس التأمل يعرف أن يوجد التراقي منهما يعنى من عمل الطلاب و المتعلم.

وأما لتحليل الذفتر, استعمل المتحلل لتحليل الذفتر "تعددا t-test" باستعمال الرمز كما يلي:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

و الحاصل مبني على أساس موجد المتحلل أن الحصل التعدد أعلى من التوزيع في الخطاء alfa 0,05 و بدرجة الحر (df 7) (4.277 > 2,00) . وعلى ذلك الحاصل يقابل Ha ويرد Ho. وبهذا قد وجد الفرق الظاهر في قوة الطلاب في الدراسة القراءة الكتابة التصويرية بين الطلاب الذين يتعلمون باستعمال التقليدي على الطلاب الفصل الثاني SMPN 20 باكنبارو. و الطلاب الذين يتعلمون باستعمال العمل الاجتماعية أحسن حصيلة في قراءة الكتابة التصويرية من الطلاب الذين يتعلمون باستعمال تقليدي.

CONTENTS

	Page
SUPERVISOR APPROVAL	
EXAMINER APPROVAL	
ABSTRACT.....	i
ACKNOWLEDGEMENT	ii
LIST OF CONTENT	iv
LIST OF TABLE	vii
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION	
1.1 The Background.....	1
1.2 The Definition of the Terms	4
1.3 The Reason of Choosing the Title	5
1.4 The Problem.....	5
1.4.1 The Identification of the Problems	5
1.4.2 The Limitation of the Problems	6
1.4.3 The Formulation of the Problems	6
1.4 The Objective and Needs of the Research	7
1.5.1 The Objective of the Research	7
1.5.2 The Needs of the Research.....	7

CHAPTER II THEORETICAL FRAMEWORK

2.1 Reading	8
2.1.1 The definition of Reading	8
2.1.2 Components of Reading Paragraphs	9
2.1.3 The Purposes of Reading	13
2.2 Reading Descriptive Paragraph	13
2.3 Group Work	14
2.3.1 The Nature of Group Work	14
2.3.2 The Kinds of Group Work	15
2.3.3 The Advantages of group Work	15
2.3.4 The Procedure in Teaching Reading by Using group work	17
2.4 The Relevant Research	18
2.4 The Operational Concept	19
2.5 The Hypothesis	20

CHAPTER III RESEARCH METHODOLOGY

3.1 The Research Design	21
3.2 The Location and Time of the Research	21
3.3 The Subject and the Object of the Research	22
3.4 The Population and the sample of the Research	22
3.5 The Instrument of Data Collection	22
3.6 The Technique of the Data Analysis	23

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

4.1 The Data Presentation	26
4.1.1 The Description of the Research Variable	26
4.1.2 The Data Presentation	26
4.2 The Item Difficulties	29
4.3 The Data Analysis	31
4.4 The Interpretation	36

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	38
5.2 Suggestions	38
5.2.1 Suggestions for the Teacher	38
5.2.2 Suggestions for the Students	40

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

1.1 The Background

Reading is one of the language skills especially in English. It is not only important for the students but also for all human beings. Allah SWT (*Surah Al-'Alaq:1*) says IQRA'..... READ..... So, why reading is very important? Because by reading, we can get information from the written text, our environment, and our Allah's creations. It is a basic skill to stimulate illiteracy and accumulate as much knowledge as possible, to get information, to find ideas, news, and the ways of thinking of researcher. Finally, by reading we will be able to open the window of the world.

Reading is also complex skills requiring many things including specification, ability, and certain skill. Because not all people can understand what they read, including the students who learn English. They just read sentences without understanding appropriately dealing with what they have read.

There are many kinds of reading activities. One of them is English reading paragraphs to get the information or ideas existing in paragraphs or texts. The students who are studying should realize that there are many school subjects written in English. It means that the students should be able to read in English. Furthermore, they not only read but also try to understand and to find the information from the English paragraphs because the aim of reading is to understand and to get information from the paragraphs.

There are many ways to solve problem in reading. According to Grellet (1981:4) states that there are many main ways in reading such as; 1. Skimming, it is quickly running one's eyes over a text to get the gist of it, 2. Scann¹ quickly going through a text to find a particular

piece of information, 3. Extensive reading, reading is longer texts, usually for one's own pleasure mainly involving global understanding, and 4. Intensive reading is shorter texts, to extract specific information, this more an accuracy activity involving reading for details.

By using the ways of reading above especially in skimming and scanning, the students will be able to understand and find information from the paragraphs. But in fact, some of English students or those who learn English get difficulties in reading English paragraphs including the students of SMP Negeri 20 Pekanbaru especially at the second year.

Based on the preliminary observation in SMP Negeri 20 Pekanbaru especially at the second year students, English has been well known by students. English KTSP (Education Unit Level Curriculum). In the KTSP, reading is taught 2 meetings x 40 minutes in a week. To make students master in reading paragraph, teacher uses conventional method in teaching reading. By implementing the selected method, students are expected to be able to understand English paragraphs individually. However, in fact, that some of the students are not able to read English in the classroom. They are not able to understand English paragraph especially descriptive paragraph. They are also not able to find the information from the paragraph.

Pertaining to the students' problems above, the researcher wants to do an experiment research by using group work to increase students' ability in reading paragraph. Group work is designed for collaborative activity in teaching learning process. Group work seems to be extremely attractive idea for a number of reasons. It consists of three or four students not more than five to work together in discussing or solving the problem. By working together, the students can show their opinion and ask question and then they are able to answer the questions referring to the paragraphs.

Based on the background above, the second year of SMP Negeri 20 Pekanbaru has some problems in reading paragraphs. Therefore, the researcher concludes that the students' ability of SMP Negeri 20 Pekanbaru in reading paragraph has not gained the optimal results yet. It can be seen from the phenomena as mentioned in the following items:

1. Some of the students are not able to find main idea from the descriptive paragraphs individually.
2. Some of the students are not able to refer pronoun in the descriptive paragraphs individually.
3. Some of the students are not able find supporting sentences from the descriptive paragraphs individually.
4. Some of the students are not able to understand the descriptive paragraphs individually, and
5. Some of the students are not able to get information from the descriptive paragraphs individually.

Based on the phenomena stated above, the researcher is interested in carrying out a research entitled "The Effectiveness of Group Work to Increase Students' Ability in Reading Paragraph at the Second Year of SMP Negeri 20 Pekanbaru".

1.2 The Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, the researcher will narrate some definitions of the key terms. They are as follows:

1. Effectiveness is the ability to bring about the result intended (Hornby, 1974:277). In this paper, the effectiveness means group work can be useful for students to increase their ability when reading descriptive paragraphs.
2. Ability is the capacity of power to do something physically or mentally and knowledge of some subject or activity. Hornby (1998:2). In this case, ability refers to the students' power in understanding the descriptive paragraphs.
3. Reading is defined as a language thinking process involving an interrelationship of semantic, syntax, and graph phonics. Holdaw in Celce Murcia (1991:197).
4. Paragraph is a unit of information in writing that unified by central idea (Syafi'I, 2007:1)
5. Group Work is number of people or things work together (Oxford: 872). Group work is an activity done by students to select and discuss the content of reading text with the researcher and students during the teaching and learning process.

1.3 The Reason of Choosing the Title

1. The title is interesting because it relates to the problems faced by students and it needs to find out the solution. So, they can get success in learning English.
2. Through the research, the researcher wants to know the students' ability in reading descriptive paragraph through group work at the second year of SMP Negeri 20 Pekanbaru.
3. The topic is relevant to the researcher as one of the students of the English Education Department.

1.4 The Problems

1.4.1 Identification of the problems

- a. The students not able to find the main idea from the descriptive paragraphs
- b. The students not able to find the reference in the descriptive paragraphs
- c. The students not able to find the supporting sentences in the descriptive paragraphs
- d. The students not able to understand the descriptive paragraphs
- e. The students not able to get information from the descriptive paragraphs

1.4.2 Limitation of the problems

Based on the identifications of the problem above, the researcher focuses the research on increasing students' ability in reading descriptive paragraphs at the second year of SMP Negeri 20 Pekanbaru by using group work. In reading paragraphs, there are five components such as the main idea, the factual of information, locating reference, making inference, and supporting sentence. In this research, the researcher focuses on main idea and locating reference of the descriptive paragraphs.

1.4.3 Formulation of the problems

The problems of presented study are formulated as follows:

Is there any significant effect of group work to increase student's ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru?

1.5 The Objective and Needs of the Research

1.5.1 The Objective of the Research

- a. To find out there is no any significant effect of group work to increase students' ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru.
- b. To find out there is any significant effect of group work to increase student's ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru.

1.5.2 The Needs of the Research

- a. To give information about the students' ability in reading descriptive paragraph after being taught by using group work
- b. To give some inputs of SMP Negeri 20 Pekanbaru concerning with reading descriptive paragraphs.
- c. To enlarge the needs for the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of group work.
- d. The researcher hopes that this research is useful for teachers who teach English at junior high school, particularly at SMPN 20 Pekanbaru.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Reading

2.1.1 The Definition of Reading

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. According to Foertsch in *www, ncrel org.*, states that there are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of which can be further broken down into varying kinds of behavior. (Grayce 1978:18). According Richards, et al (1992:306) states that reading means perceiving a written text in order to understand its contexts. This can be done silently. Moreover, Hornby (1989:104) says that reading is an action of a person who reads texts by reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.

Furthermore, Nuttal (1982) in Andayani (2007:9) points out that reading is an activity done to exact meaning from writing. It is the way the readers get messages from a text by having interacting between perceptions of graphic symbols that represent language and the readers' language skills, cognitive skills and knowledge of the words.

Based on the definitions above it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information

from the text. Reading can develop a person's creativity because reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

2.1.2 Components of Reading Paragraphs

According to Whoter (1986:72) paragraph is a group of related sentences about a single topic. To identify topics in paragraphs, students should understand the difference between general and specific idea and they have to know what the paragraph is about, and we have to understand each of the sentences and what they are saying. There are some components of reading paragraph. King and Sanley in Absor (2008:17) states that there are five reading components that may help students to read carefully. They are:

a) The Main Idea

According to Whoter (1986:76) the main idea of a paragraph is what the author wants you know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Sharp (2002:304) says that questions about the main idea can be worded in many ways. For example, the following questions are all asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

Example:

Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife.

What does the first paragraph tell you about?

- a. The time of the kingdom began
- b. The king's daughter
- c. A king in the east

b) The Factual of Information

It requires scanning specific details. King and Stanly in Juliandary, (2007:14) say that while reading, the reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is all asking for the same information.

King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each other in the enclosure below. Amongst the courtiers sat count de large beside a beautiful and lively woman of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, "Gentlemen, we are better up here than down there!"

What do you think the king Francis does in the first paragraph?

- a. Introduces his glorious amongst the nobleman and courtiers
- b. Shows off his great power to all viewer
- √ c. Performs a kind of sport he like

c) Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, is, them, etc. and you will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent. (Sharp, 2002:308). For example, the following questions are all asking for the same information:

While fire is a blessing in many, it can also be a great danger to human life and property.

It can also be a great danger..." (See par.4). It refers to...

- a. water
- b. fireman
- ✓ c. fire

d) Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, as Sharp (2002:306) says that you need to use the evidence you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints. For example, the following question is all asking for the same information:

One important endocrine gland is the thyroid gland. It is in the neck and has two lobes, one on each side of the windpipe.

The thyroid gland is called an endocrine gland because it

- a. has ducts

- b. has lobes
- c. secretes directly into the bloodstream

e) Supporting Sentences

According to Wassman and Rinsky (2000:116) state that supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It is also support of main idea in order that all contents of text can be understood easily. Here is the example:

I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of writer style.

The sentences are underlined above called supporting sentences or supporting main idea.

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and to tell the information.

2.1.3 The Purposes of Reading

According Grellet (1981:4) states that they are two purposes of reading, those are reading for pleasure and reading for getting information. In additional, William in Javina (2005:14) states that there are three purposes of reading, they are getting general information, getting specific information from the text, and reading for pleasure and interest.

From the purposes of reading above, the researcher concludes that, in generally, there are two main purposes of reading; the first is to get information, and the second one is to pleasure or interest.

2.2 Reading Descriptive Paragraph

Descriptive paragraph is often used to describe what a person looks and acts alike. Read this example; notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing. A descriptive paragraph has sentences that work together to present a single, clear picture (description) of a person, a place, a thing, an event, or an idea. Description is commonly used in novels, short stories, and essays. Here is an example of a descriptive paragraph:

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis that I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.

2.3 Group Work

2.3.1 The Nature of Group Work

Group work is designed for collaborative activity in teaching learning process. Group work seems to be extremely attractive idea for a number of reasons. When all the students in a group are working together to produce an advertisement, for example they will be communicate with each other, and more importantly co-operate among themselves (Harmer, 1991:1245).

There is a research to indicate that use of group work improves learning outcomes. It can improve motivation and contribute to a feeling cooperation and warmth in the class (Penny, 1996:232). Based on the concept, the group work is a way to make the students doing activities in collaborative form or make students work together.

Brown (1994:173) states that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It notes that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies “*small*” group work, that is, students in groups of perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work giving students greater opportunities to speak.

2.3.2 The Kinds of Group Work

According to Sanjaya (2006:154) states that there are two forms of discussions; the first is group discussion. In the group discussion, the problem given will be overcome by all students. The second one is small group discussion. In the small group discussion, students are divided into some groups. Every group consists of 3-7 students. Every group will overcome the problem that is given. Harmer (1991:245) also states that group work is organizing the students into some groups, each group consists of five students, their aim is to complete certain tasks.

Based on the explanations above, the researcher divides the students into some groups. Each group consists of four students. In the implementation, the researcher gives the students some questions based on the descriptive paragraphs. The questions only focus on main idea of the paragraphs, and locating reference. Every group must finish the questions on time.

2.3.3 The Advantages of Group Work

Roestiyah (2001:17) states that there are some advantages of group work as follows:

- a) Group work can give the students chance to apply their skills in asking questions and discuss the problems.
- b) Group work can develop student's leadership, talent and discussion skill.
- c) The students are more active in their study and participate in discussion.
- d) Group work can develop trust and cooperation among group members.

In addition, Harmer (1991:246) states that five advantages of group work as follows:

- a) Group work is more dynamic than pair work because there is a greater chance to express students' ideas.
- b) Group work is more potentially. It can be used for oral work and reading activity.
- c) Group work is more relaxing than working pair.
- d) Group work can develop trust and cooperation among group member.
- e) Group work can develop group interaction techniques that facilitate interaction.

Based on the advantages above, the researcher concludes that group work can make and build students' cooperation, trust, develop leadership and make a good atmosphere of learning well.

2.3.4 The Procedure Teaching Reading

In this research, the researcher uses two kinds of ways in teaching reading. The first is teaching reading using conventional ways, and the second one is using group work.

1. Teaching Reading Using Conventional Ways

There are many steps in teaching reading by using conventional ways.

- a) The researcher opens the lesson by greeting.
- b) The researcher orders to the students to open the book or subject matter.
- c) The researcher reads the paragraphs or passages and the students hear.
- d) The researcher and students try to find the meaning from the passage together, and
- e) The students finish answering the questions from the passages or paragraphs.

2. Teaching Reading Using Group Work

There are many steps in teaching reading by using group work. According to harmer (1991:124) states that the steps as follows:

- a) Researcher divides the students into some groups. Each group consists of four students.
- b) Researcher explains the materials that will be discussed.
- c) The students should be responsible for everything happened in the respective group.
- d) The students should realize that they have some purposes in reading task.
- e) The students should share the task responsibilities of the group in reaching the final decision or result.
- f) Researcher asks the students to work corporately.
- g) Researcher reinforces to each member of the groups to be active, in this case, the teacher/researcher is as facilitator.
- h) Researcher collects all he group assignments.
- i) Researcher gives reward to the best group.

2.3 The Relevant Research

There are many previous researchers regarding with this research. Juliandary (2007) conducted one of them. In his research, he focused his research on the students' difficulties in the components of paragraph at the second year of SMA 10 Pekanbaru. He found that the difficulty level of the students in finding the main idea is 71.7%, information is 49.0%, reference is 43.5% and synonym/antonym is 60.3%. Finally, the data calculation of this research proves that the students are still low. It is in bad category.

Second, Fauziah (2007) conducted it. In her research, she focused her research on an analysis of students' ability in reading passage through group work of students at language program of MAN 2 Pekanbaru. It is descriptive research. She found that the students' ability in reading passage through group work is categorized fair (59). Finally, it is in enough category.

From the two relevant researchers above, the researcher concludes that there is different between them. In Juliandri's research, the students' difficulties in the component of paragraphs is categorized bad while in the Fauziah's research, the students ability in reading passage is categorized into enough level. Therefore, in this research, the researcher chooses Fauziah's research to compare her result and researcher's result.

2.4 The Operational Concept

Operational concept of this research can be seen in the following indicators:

Variable X (group work)

1. Researcher divides the students into some groups
2. Researcher orders the students to develop leadership, talent and discussion skill by using group work.

3. The students are more active in their study and participate in discussion.
4. Researcher orders the students develop trust and cooperation among group members.
5. Students realize that they have some purposes in reading task.
6. Researcher orders to the students to share the task responsibilities of the group in reaching making the decision or result.
7. Researcher asks the students to work corporately.

Variable Y (students' ability in reading descriptive paragraph):

1. The students are able to find out the specific information in the reading paragraphs by using group work.
2. The students are able to indicate the main idea explicitly (in the beginning or the end of the paragraphs) by using group work.
3. The students are able to get new information and for pleasure, not to go over what is known already or what is inconsequential to the reader in the first place by using group work.
4. The students are able to make inference of paragraphs by using group work.
5. The students are able to identify the reference of word or phrase in reading paragraphs by using group work.

2.5 The Hypothesis

Ho: There is no significant influence between group work and students' ability in reading paragraph.

Ha: There is significant influence between group work and students' ability in reading paragraph.

Criteria for hypothesis:

- a. Ha is accepted if $t_{calculated} < t_{distribution}$ or it can be said that group work increases students' ability in reading descriptive paragraphs.
- b. Ho is accepted if $t_{calculated} > t_{distribution}$ or it can be said group work does not increase students' ability in reading descriptive paragraphs.

CHAPTER III

THE RESEARCH METHODOLOGY

3.1 The Research Design

Design of this research is experimental research. It involves two groups, experimental class and control class. They are treated differently; however, the researcher, the length of the time, and the material are same. The experimental class is treated by group work while the control one is treated by conventional ways without conducting the group work. This research consists of two variables; the independent variable symbolized by “X” that is group work and the dependent one as “Y” which refers to students’ ability in reading paragraph. In brief, the research can be designed by following table.

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1		Y_2

3.2 The Location and Time of the Research

The research has been conducted at the second year students of SLTP Negeri 20 Pekanbaru. It is located at Abadi No. 7 Pekanbaru. This research has been conducted on April 2009.

3.3 The Subject and the Object of the Research

The subject of this research is the second year students of SLTP Negeri 20 Pekanbaru, while the object of this research is the students' ability in reading paragraph through group work.

3.4 The Population and the Sample of the Research

Table III.2

The Population and Sample of the Research

No	Class	Population	Sample
1	II 1	40	Experimental Class
2	II 2	40	Control Class
3	II 3	40	-
4	II 4	40	-
5	II 5	40	-
6	II 6	40	-
7	II 7	40	-
8	II 8	40	-
9	II 9	40	-
Total		360	80

Source: (Document of SMP Negeri 20 Pekanbaru academic year 2008/2009)

From the table above, it can be seen that the sample of the research is 80 students. The sample of the research is divided into two groups. The first group is experimental class, it consists of 40 students and the other one is control class that consists of 40 students.

3.5 The Instrument of the Data Collection

To find out the effectiveness of group work to increase students' ability in reading paragraph, the researcher uses some techniques in collecting the data :

- a. Observation. The researcher observes directly the group work at SMPN 20 Pekanbaru to find out the effectiveness of group work to increase students' ability in reading English based on the activity of experimental class.
- b. Test. The kind of the test is multiple choices. It consists of 25 items. Every item of the test multiplied 4. Therefore, the total score is 100 if the students can answer all the items correctly. The test is conducted to measure students' ability reading descriptive paragraph and students' mastery in each components of reading comprehension.

3.6 The Technique of the Data Analysis

In analyzing data, the researcher uses score of pre-test and post-test of the students. The scores are analyzed by using statistical analysis that t_{test} , variance, and homogeneity should be found first. Homogeneity test is used to find out whether the two classes have homogenous variance or not. The process to analyze the data as follows:

1. Find out homogeneity test. The formula as follows:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

2. Find out the means score of control (M_x) and means score of experiment class (M_y). The

formula as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x = Difference score of control class
- y = Difference score of experiment class

N = Number of students

3. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where: x^2 = Variance of control class
 y^2 = Variance of experiment class
 x = Difference score of control class
 y = Difference score of experiment class
N = Number of students

4. Find out t-test statistic. The formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where: t = The t-test statistic
 M_x = Mean score of control class
 M_y = Mean score of experiment class
 x^2 = Variance of control class
 y^2 = Variance of experiment class
N = Number of students

(Arikunto, 2006:311)

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

4.1 The Data Presentation

4.1.1 The Description of the Research Variable

This research consists of two variables; they are X, which refers to the researcher's technique in teaching reading descriptive paragraphs by using group work, and Y is students' ability in reading descriptive paragraphs at the second year of SMP N 20 Pekanbaru. Therefore, X is an independent variable and Y is a dependent variable.

4.1.2 The Data Presentation

a. The Data Presentation of Observation

a) Researcher's Activity

The data are presented as the result of observation conducted by the researcher in the class. Other teachers observe the researcher during the researcher's teaching the students by using group work. The researcher presents the result in following tables:

Table IV.1

The Percentage Recapitulation of Researcher's Activities

No Item	Researcher's Activity	Observation				
		I	II	III	IV	V
1	Researcher divides the students into some groups	1	1	1	1	1
2	Researcher explains the material that would be discussed	1	1	1	1	1
3	Researcher asks the students to work corporately	1	1	1	1	1
4	Researcher reinforces to each member of the groups to be active, in this case, the researcher is as facilitator	0	0	0	1	1
5	Researcher collects all the group assignments	1	1	1	1	1
6	Researcher gives reward to the best group	0	0	0	1	1
Total		4	4	4	6	6
Mean		0,7	0,7	0,7	1	1
Percentage		70%	70%	70%	100%	100%

From the table above, the researcher has completed all of aspects that have been observed. Every aspect improves from observation I until observation V. In observation I, the total researcher's activity is 70%, in observation II the total researcher's activity is 70%, in observation III the total researcher's activity is 70%, in observation IV, the total researcher's activity is 100% and in observation V, the total researcher's activity is 100%.

b) Students Activity

The data are presented as the result of observation conducted toward the students in-group work. The researcher observes the students during discussion in each group. The researcher presents the result in following tables:

Table IV.2

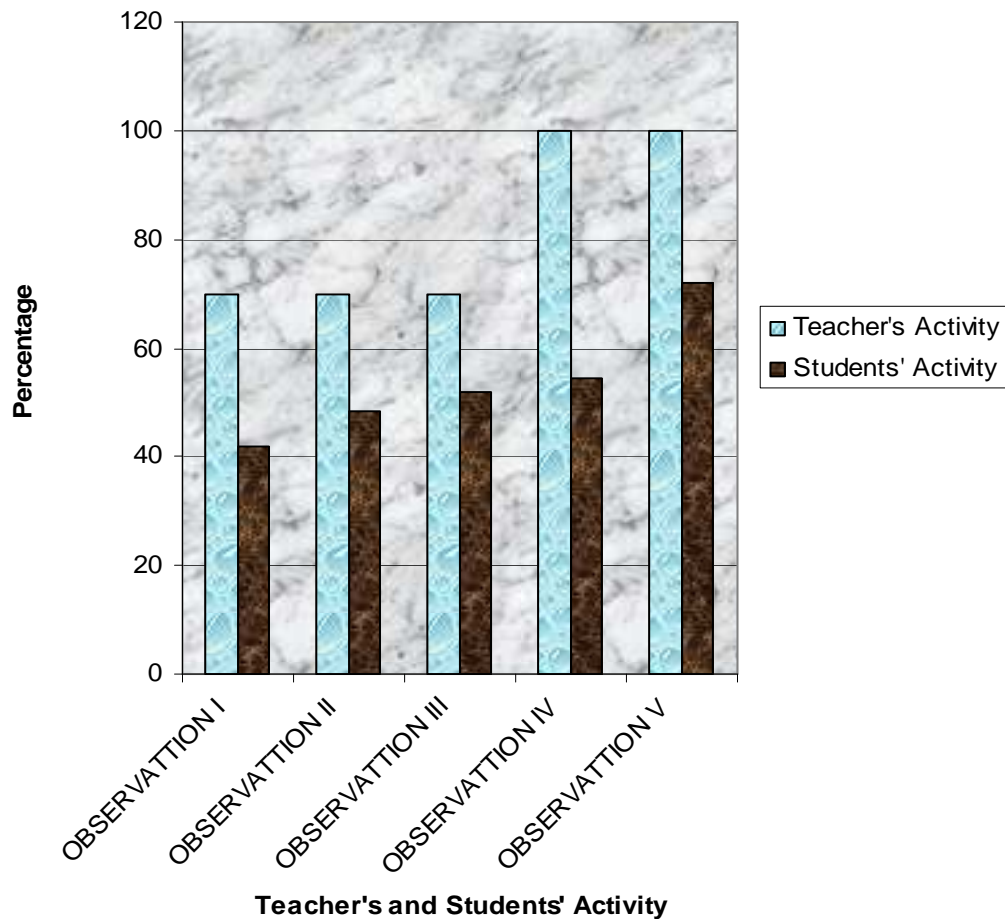
The Percentage Recapitulation of the Students' Activities

No Item	Students' activity	Observation				
		I	II	III	IV	V
1	Students discuss the materials	19	23	23	23	28
2	Students discuss in active	13	18	20	21	25
3	Students cooperate in-group	13	16	17	18	25
4	Students response the decision	19	18	20	21	23
5	Students exploits time as well as possible	13	17	20	23	32
6	Students collect the assignments on time	24	24	25	25	40
Total		101	116	125	131	173
Mean		16,8	19,3	20,8	21,8	28,8
Percentage		42%	48,3%	52%	54,4%	72%

From the table above, the students have completed all of aspects that have been observed. Every aspect improves from observation I until observation V. In observation I the total students' activity is 42%, in observation II the total students' activity is 48,3%, in observation III the total students' activity is 52%, in observation IV the total students' activity is 54,4% and in observation V, the total students' activity is 72%. From these results can be concluded that group work can make students improve their activity or motivation in learning especially in reading paragraph.

c) The Observation Result of Students' and Researcher's Activity

Histogram of Teacher's and Students' Activity



Based on the histogram above, it can be seen that there is an increasing both researcher's and students' activity. The histogram also shows that researcher's activity effects students' activity.

4.2 The Item Difficulties

Before the items would be used to get the data, all of them were tried out first. Try out is intended to know facility value of the test. The facility value itself is used to find out the level of difficulties. The standard facility value that is used was ≥ 0.30 and ≤ 0.70 (J.B Heaton, 1975:178). The items that could not fulfill the standard value are replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV = Difficulty level

R = the number of correct answer

N = the number of student

For example, if the number 1 was correct answer by 14 students out of 40 students. The difficult could be calculated as follow:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{14}{40} \\ &= 0.35 \end{aligned}$$

If the facility value was changed into percentage, it could be calculated $0.35 \times 100\% = 35$. the facility value was considered standard, and could be used to get the data. In other word, the item did not need to be changed. After doing try out, the writer found that there were some items that need to be modified because the level of difficulty could not reach the standard item difficulty. All items were rewritten or improved because they did not fulfill the standard. They were number 5, 9, 13, 19, 22, and 25.

4.3 The Data Analysis

Table IV. 3

Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	(X_1)	(X_2)	(x)		(Y_1)	(Y_2)	(y)
1	40	60	20	1	56	80	24
2	40	60	20	2	56	80	24
3	40	60	20	3	56	80	24
4	40	60	20	4	56	80	24
5	24	76	52	5	36	60	24
6	28	72	44	6	36	60	24
7	32	64	32	7	36	60	24
8	48	52	4	8	36	60	24
9	40	60	20	9	24	76	52
10	24	68	44	10	24	76	52
11	32	62	30	11	24	76	52
12	36	60	24	12	24	76	52
13	40	68	28	13	48	88	40
14	32	60	28	14	48	88	40
15	44	56	12	15	48	88	40
16	40	68	28	16	48	88	40
17	44	60	16	17	44	80	36
18	32	60	28	18	44	80	36
19	40	72	32	19	44	80	36
20	40	64	24	20	44	80	36
21	28	44	16	21	44	72	28
22	44	48	4	22	44	72	28
23	36	44	8	23	44	72	28
24	56	72	16	24	44	72	28

25	56	44	-12	25	32	68	36
26	52	60	8	26	32	68	36
27	64	60	-4	27	32	68	36
28	28	64	36	28	32	68	36
29	56	56	0	29	36	76	40
30	40	64	24	30	36	76	40
31	36	64	28	31	36	76	40
32	40	52	12	32	36	76	40
33	36	52	16	33	68	92	24
34	44	56	12	34	68	92	24
35	48	68	20	35	68	92	24
36	48	56	8	36	68	92	24
37	56	60	4	37	68	76	8
38	44	60	16	38	68	76	8
39	32	60	28	39	68	76	8
40	68	60	-8	40	68	76	8
$\sum N$ =40	$\sum X_1$ =1648	$\sum X_2$ =2406	$\sum x$ =758	$\sum N$ =40	$\sum Y_1$ =1824	$\sum Y_2$ =3072	$\sum y$ =1248

From the table above, it can be found that $\sum N=40$, $\sum X_1=1648$, $\sum X_2=2406$, $\sum x=758$, $\sum Y_1=1824$, $\sum Y_2=3072$, and $\sum y=1248$.

Furthermore, find out the means score of control (M_x) and means score of experiment class (M_y).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{758}{40}$$

$$M_x = 18,95$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{1248}{40}$$

$$M_y = 31,2$$

Then, Finding out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 21828 - \frac{758^2}{40}$$

$$= 21828 - \frac{574564}{40}$$

$$= 21828 - 14364,1$$

$$\sum x^2 = 7463,9$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 44288 - \frac{1248^2}{40}$$

$$= 44288 - \frac{1557504}{40}$$

$$= 44288 - 38937,6$$

$$\sum y^2 = 5350,4$$

From the analysis above, it is found that the means of control class is 18,95 and the variance is 7463,9. while the means of experiment class is 31,2 and the variance is 5350,4.

From the finding above, there is difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

$$= \frac{7463,9}{5350,4}$$

$$f_{\text{calculated}} = 1,395$$

The value of $f_{\text{calculated}}$ is compared with the value of f_{table} with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk and for 5%, f_{table} value is 1,69. From the explanation, it was found that $f_{\text{calculated}}$ is less than f_{table} (1,395 < 1,69). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{18,95 - 31,2}{\sqrt{\left(\frac{7463,9 + 5350,4}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{12,25}{\sqrt{\left(\frac{12814,3}{78}\right) \left(\frac{2}{40}\right)}}$$

$$= \frac{12,25}{\sqrt{\frac{25628,6}{3120}}}$$

$$= \frac{12,25}{\sqrt{8,21}}$$

$$= \frac{12,25}{2,87}$$

$$t = 4,27$$

By observing the data analysis, it can be described that $t_{calculated}$ is 4,27, then to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level in alpha decision level $(\alpha)0,05, \frac{1}{2}\alpha$ and with the degree freedom 78 ($df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$) found that $t_{distribution}$ is 2,00. It can be concluded that $t_{calculated} > t_{distribution}$ ($4,27 > 2,00$). It means that H_a is *accepted* and H_o is *rejected*. In short, there is significant influence of group work to increase students' ability in reading descriptive paragraphs at second year students of SMP N 20 Pekanbaru.

4.4 The Interpretation of the Data

From the data analysis, the researcher find out that the total means of students' ability in reading descriptive paragraph of experiment class is 31,2 and control class is 18,95.

Based on the calculation of both experimental class and control class in the hypothesis testing, it is found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($4,27 > 2,00$) in alpha decision level $(\alpha)0,05, \frac{1}{2}\alpha$ with the degree freedom (*d.f.* 78). Consequently, the null hypothesis is

rejected. In short, there is significant influence of group work to increase students' ability in reading descriptive paragraphs at second year students of SMP N 20 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' ability in reading paragraph at the second year of SMP N 20 Pekanbaru by using group work.

5.1 Conclusion

After doing the research, the researcher finds out the result of teaching reading paragraphs by using group work. There is significant difference between students who were taught conventional and who were taught by using group work one.

Based on the first formulation of the problem "Is there any significant influence of group work to increase student's ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru?". It can be answered that there is any significant influence of group work to increase student's ability in reading descriptive paragraph especially in finding main idea of paragraphs, and locating reference at the second year of SMP Negeri 20 Pekanbaru. This statement can be seen from the result of t-test is 5.283 higher than $t_{calculated}$ is higher than $t_{distribution}$ (4,27>2,00) in alpha decision level (α)0,05, $\frac{1}{2}\alpha$ with the degree freedom (*d.f.* 78). It means that H_0 is rejected and the H_a is accepted. In other word, there is significant difference on students' ability in reading paragraph between who were taught by using group and who were taught by conventional one.

The researcher also finds that teaching and learning process become enjoyable. It can be seen from the observation of students' and researcher's activity result. In the result of

researcher's activity and students' activity, the observations' results show the increasing from the first observation to the last one.

Suggestions

5.2.1. Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to raise the students' interest in learning English. Related to the result of the research, the researcher offers some suggestions as follow:

1. Group work can give the students chance to apply their skill in asking questions and discuss the problems. Therefore, the students are able to show their ideas or opinions in solving problems. It also create the students to share their idea or opinion to the others and then they can make correct decision. It is suggested that English teacher can adopt and apply this technique in order to improve the students' ability in reading paragraph.
2. English teacher should have various methods and techniques in teaching and learning process especially in teaching reading descriptive paragraphs.

5.2.2 Suggestions for the Students

1. The students should realize that reading is very important.
2. The students should use dictionary when you do not understand about the words' meanings.
3. The students should share their ideas or opinion to the others

BIBLIOGRAPHY

- Al-Qur'an dan Terjemah (*Transliterasi Arab-Latin*). CV. Asy-Syifa'.
- Arikunto, Suharsimi, Prof, Dr. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Azar, Betti Scharamper. 1989. *Understanding and Using English grammar*, printice Hall. Inc USA.
- Brown, H. Douglas. 1994. *Teaching by Principle an Interactive Approach to Language Pedagogy*. USA. Prentice Hall. Inc.
- Fauziah. 2007. *An Analysis of Students' Ability in Reading Passage Through Group Work of Students at Language Program of MAN 2 Pekanbaru*. The Islamic University of Sultan Syarif Kasim (UIN SUSKA) RIAU.
- Harmer, Jeremy. 1991. *The practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. London and New York.
- Hartono. 2004. *Statistik Untuk Penelitian*. Djogjakarta: Pustaka Pelajar dan LSKF2P
- Heaton, JB. 1975. *Writing English Language Test*. Longman Group Limited, London.
- Hornby. 1974. *The advance Learners Dictionary of current English*. Oxford: Oxford University Press.
- Jazuli. 2004. *The correlation Between Vocabulary Mastery and Reading Comprehension*. The Islamic University of Sultan Syarif Kasim (UIN SUSKA) RIAU.
- Longman. 1998. *Dictionary of Contemporary English*. The Up to date Learning Dictionary.
- Nuttal, Christine. 1991. *Teaching Reading Skill as a Foreign Language*. London : Heineman Educational Books.
- Oxford learner's pocket dictionary*. 2000. New Edition. Oxford University Press.
- Sanjaya, Wina, M.pd, Dr. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Bandung:
- S. Syafi'i. 2007. *From Paragraph To A Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive.
- Soedarso. *Sistem Membaca Cepat dan Efektif*. PT. Gramedia Pustaka Utama. Jakarta

Wassman, Rose and Rinsky, Ann Lee.2000. *Effective Reading in Changing World*.
Prentice Hall. Upper Saddle River, New Jersey.