THE USE OF GROUP WORK ACTIVITIES TO IMPROVE STUDENTS' READING COMPREHENSION AT LANGUAGE PROGRAM OF MAN 1 PEKANBARU

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Thesis

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ABSTRACT

Ecal Ade Yansyah. 2010. The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru.

The purpose of this research is to investigate students who were taught to read by using group work activities have better reading comprehension than who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

To do this research, two groups of students (experimental and control groups) at Language Program of MAN 1 Pekanbaru participated in the research. Each group had different treatment; therefore the research design follows the pre-test post-test control group design. In the other words, this research was aimed to determine whether two techniques in teaching reading were significantly different in improving students' reading comprehension. They are group work activities and comprehension questions approach. This research was done for eight meetings. The data had been collected from pre-test and post-test measuring students' reading comprehension. After doing the both tests, the data had been managed to get the score for each student and then to get the average of each class. The instrument consists of 40 reading comprehension test. The researcher made the test in form of multiple-choice. The posttest and the pretest were developed based on the curriculum and the students' textbook. Therefore, the researcher assumed that tests had content validity. The researcher checked the reliability of the instrument by analyzing the try out result by using Hoyt's formula.

To describe whether the hypothesis is accepted or rejected, the researcher used the analysis of t-Test formula. Pretest results showed that there was no significant difference of result on students' reading comprehension. However, posttest results in each research classes showed, it was found in the T-table that t ($t_t.t_s.5\% = 2.05$ and $t_t.t_s1\% = 2.76$) so the researcher could know that t_o was bigger than t_t; is that: $2.05 < 3.445 > 2.76$. In conclusion, according to the result of the hypothesis testing, teaching reading by using group work activities is effective to improve students' reading comprehension at grade XI of Language Program in MAN 1 Pekanbaru.

ABSTRAK

Ecal Ade Yansyah. 2010. Penggunaan Aktivitas Kerja Kelompok untuk Meningkatkan Pemahaman Membaca Siswa pada Jurusan Bahasa MAN 1 Pekanbaru.

Tujuan penelitian ini adalah untuk mengetahui apakah siswa yang diajarkan membaca dengan menggunakan aktivitas kerja kelompok memiliki kemampuan membaca yang lebih baik daripada siswa yang diajarkan membaca dengan menggunakan pendekatan pemahaman pertanyaan pada Jurusan Bahasa MAN 1 Pekanbaru.

Dalam pelaksanaan penelitian ini, dua kelompok siswa (kelompok eksperimen dan kelompok kontrol) pada Jurusan Bahasa MAN 1 Pekanbaru berpartisipasi dalam penelitian ini. Tiap kelompok mendapatkan perlakuan yang berbeda. Desain pada penelitian ini adalah desain pretest-posttest. Dengan kata lain, penelitian ini bertujuan untuk membandingkan dua teknik di dalam mengajar membaca, yaitu, aktivitas kerja kelompok dan pendekatan pemahaman pertanyaan untuk meningkatkan pemahaman membaca siswa. Penelitian ini dilaksanakan selama delapan pertemuan. Data penelitian ini dikumpulkan melalui tes pemahaman membaca pada kelas eksperimen dan kelas control di awal dan akhir pertemuan. Setelah melaksanakan kedua tes, data yang diperoleh akan diolah untuk mendapatkan nilai setiap siswa dan mendapatkan nilai rata-rata kelas. Instrumen tersebut terdiri dari 40 pertanyaan pemahaman membaca. Peneliti merancang pertanyaan dengan menggunakan bentuk pilihan ganda. Butir pertanyaan dibuat berdasarkan kurikulum dan buku pegangan siswa. Selanjutnya, peneliti mengasumsikan bahwa, test tersebut telah diuji kesahihannya dan juga telah di analisa ketepatannya dengan menggunakan rumus analisa tes ujicoba Hoyt.

Untuk menjelaskan apakah hipotesa diterima atau ditolak, peneliti menggunakan analisa t-Test. Hasil *pretest* menyatakan bahwa tidak ada perbedaan yang signifikan dari hasil kemampuan membaca siswa. Sedangkan hasil *posttest* menunjukkan bahwa hasil T table adalah (tt.ts.5% = 2.05 and tt.ts1% = 2.76), maka, peneliti harus mengetahui bahwa T hitung adalah 2.05 < 3.445 > 2.76. sebagai kesimpulan, berdasarkan hasil uji coba hipotesa, mengajarkan membaca dengan menggunakan aktivitas kerja kelompok ternyata efektif untuk meningkatkan hasil pemahaman membaca siswa pada Jurusan Bahasa MAN 1 Pekanbaru.

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CHAPTER I   : INTRODUCTION

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Based on the School-Based Curriculum (KTSP), there are four language skills that should be learned by the students of Madrasyah Aliyah (MA). They are listening, speaking, reading and writing. Listening and speaking can be said as oral language, while reading and writing are as written language. One of the purposes of teaching English for MA's students is developing students' communicative competence in both oral and written language to achieve the level of informational literacy.

According to Wells in Depdiknas (2006: 307), level of literacy involves performative, functional, informational, and epistemic. At the level of informational literacy, the students are able to access the knowledge by using his or her language skills. To reach the purpose of teaching English for the students of MA, it is necessary for the students to be able to read English text with good comprehension.

Reading with good comprehension is not easy because reading is an interactive process between the readers and the texts in order to create meaning. The readers need to use their knowledge of the world, the topic, the language, and the context in order to create meaning. Different readers have different knowledge of the world, the topic, the language, and the context. In other word, readers' knowledge affects the process of creating good meaning. Therefore, the teacher

of reading has to design various reading activities as efforts to help his/her students to read English text with good comprehension.

The teaching of reading in the Madrasah Aliyah, as suggested by the school-based curriculum, involves several kinds of activities. One of them is designing group work activities. The students are divided into some groups, then working together on a task or activity. As mentioned before, different people have different knowledge, when the students work together on a task or activity in groups; the teacher of reading gives chance for sharing different knowledge to the students. Meanwhile, group work activities assumed can be perfectly useful to improve students' reading comprehension.

On the other hand, the facts show that most of the teachers still have difficulties in designing and implementing the useful activities for teaching reading. Some of them tend to implement the same way of teaching reading overtime. As a result, not many of them can feel that their way of teaching reading did not contribute a good result.

Based on the researcher's observation at MA Negeri 1 Pekanbaru, it seemed that the students were not interested in getting involved in reading activity. In one of the classrooms, the implemented way of teaching reading was comprehension questions approach. The reading activities focused on translating and then answering comprehension questions.

A comprehension questions approach has this form in class: the teacher introduces the text to be read, and usually pre-teaches any new vocabulary. The text then is assigned for reading as homework, together with comprehension

questions from the textbook. In the next class, the teacher then reads the text sentence by sentence; and the students read each sentence aloud after the teacher. The students read the text aloud, with the teacher correcting pronunciation mistakes. Next, the students orally translate the text, word-by-word and sentence-by-sentence. After translating, the students are asked on to answer the comprehension questions. Various grammar and vocabulary exercises from the textbook are worked through. The purpose of using language exercises and texts that exemplify points of language is, like grammar-translation, the teaching of English.

When conducting the activities above, only few students wanted to be the volunteer to read the text aloud. The students seemed not confident to read aloud the text because they are shy if they are mispronouncing the English words. In addition, when the teacher asked the students some questions related to the text they have read, only few students wanted to answer those questions directly. As the result, the class was in passive condition.

The consequence of comprehension questions approach to foreign language reading instruction at MAN 1 Pekanbaru is for preparing the students for language examinations. Short reading passages followed by questions are characteristics of many language examinations. On the other hand, the students were not interested in getting involved in the reading activity. As the result, the students did not read with good comprehension. Many of them did not reach the minimum completeness criteria (KKM) that has been targeted by their teachers.

After reading some literatures and references dealing with how to improve students' reading comprehension, group work activities for teaching reading can be used as strategy to get the students involve in the reading activity and then improve the students' reading comprehension. Group work increases the opportunities for all learners to interact with the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback. Examples of typical group work activities include ranking discussions, jigsaw activities, project work group and group reading tasks. Therefore, the researcher conducted an experimental research entitles "The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru".

B. The Problem

1. Identification of the Problem

Based on the background of the problem above, the researcher identifies some problems found in teaching of foreign language reading at Language Program of MAN 1 Pekanbaru.

a. Why were the students uninterested in getting involved in reading activity?

b. Reading is not translating, reading is reading. Why do the teachers teach reading by focusing on translating?

c. Why do only few students want to be the volunteers to read the text aloud?

d. Why do the students not read with good comprehension?

e. Can the teaching of reading by using group work activities improve the students' reading comprehension?

2. Limitation of the Problem

The problem of this study is limited to the effect of group work activities as strategy for the teaching of EFL reading at Language Program of MAN 1 Pekanbaru in improving students' reading comprehension.

3. Formulation of the Problem

Based on the statement of the problem above, the problem of this study then is formulated as follows:

a. Is there any significant difference on students' reading comprehension between students who were taught to read by using group work activities and who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru?

b. Does teaching reading by using group work activities give a better result on students' reading comprehension at Language Program of MAN 1 Pekanbaru?

C. The Objectives and Significances of the Research

1. The Objectives

The followings are the researcher's objectives to conduct this research.

a. To compare the scores of the students' reading comprehension who were taught to read by using group work activities and those who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

b. To find out whether or not students who were taught to read by using group work activities have better scores in their reading comprehension than those who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

2. Significances of the Research

Related to the objectives of the research above, this research is expected to yield some contributions and consideration to both theoretical and practical. In other words, the researcher believed that this research contributes something worthwhile for him, the students, the course, and TEFL fields. The significances of this research are as follows:

a. To increase the researcher's knowledge of English teaching technique and share experiences to others about effort in improving the students' low reading comprehension by using group work activities.

b. To gives any contribution to the students in effort of improving their reading comprehension.

c. The results of this research will be useful for other researchers or teachers related to the TEFL fields.

d. To fulfill one of the requirements in finishing the researcher's study in English Education Department, Faculty of Education and Teacher Training at Islamic University of Sultan Syarif Kasim Riau.

D. Definition of the Key Terms

In order to avoid misinterpretation of the several terms used in this research, the researcher needs to define the terms. The following are the definition of the terms.

1. Group Work Activities

Johnson (2005:42) state that in classroom context, group work is when the students work together on a task or activity in groups. In this research, the researcher designed group work activities for teaching reading.

2. To Improve

Lewis (2007) defines the word improve as to make better. Therefore, in this research, improving is the effort to make the students' reading comprehension better than before.

3. Reading Comprehension

According to Day and Bamford (2004: 23), reading comprehension is an activity done by the reader to connect the ideas on page to what they already know in order to understand and to get the idea of the text through some process.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Reading Comprehension

Smith (in Smith, 2004: 13) states that the word comprehension was rarely used in the research literature on reading before the 1950s, when systems analysts and behavioral engineers were first recruited to design reading programs. In addition, Smith (2004: 14) states "comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head."

What is reading comprehension? According to Day and Bamford (2004: 23), reading comprehension is an activity done by the reader to connect the ideas on page to what they already know in order to understand and to get the idea of the text through some process. McLaughlin and Allen (2009) state that information stays in readers' brain if they read with comprehension, but if they read and don't comprehend what they read, it will just go in one slide of their brain and swoosh real fast right out the other side.

Moreover, according to Nelson (2009: 2), reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted to help learners comprehend what they are reading. Grabe and Stoller in Zainil (2006:18) state that the goals of reading are as in the following:

a. to search information,

b. to obtain general comprehension,

c. to learn new information, and

d. to synthesize and evaluate information.

Related to the ideas above, Citravelu, *et al.* (1995: 88-99) give some insight about reading process and reading purposes, they are:

a. Reading involves knowledge of certain writing convention.

b. Real reading not only involves sounding the words in text but understanding the meaning or message from the text.

c. Understanding a text involves understanding language in which it is written.

d. Reading involves utilizing previous knowledge.

e. Reading is an interactive process.

f. Reading is a life support system.

g. Reading is not a single skill that we use all the time in the same way but it is multiple skills that are used differently with different kinds of the text and in filling different process.

h. Wide range reading enables a person to do that must be perceived as interesting or worthwhile. Otherwise, no reading will take place beyond the stage of learning to read.

To conclude, reading comprehension is the main goal when reading. Reading without comprehension is just giving the readers a process of sounding the word. While reading with comprehension is process that gives the readers information or even knowledge.

Reading comprehension is one of the areas requiring improvement for many people. Buzan (2003:21) states that over the last 20 years over 100,000 people from each of the five major continents have been polled. The top 20 areas commonly mentioned as requiring improvement are:

a. Reading speed
b. Reading comprehension
c. General study skills
d. Handling the information of explosion
e. Memory
f. Concentration
g. Oral communication skills
h. Creative thinking
i. Planning
j. Note-taking
k. Problem analysis
l. Problem solving
m. Motivation
n. Analytical thinking
o. Examination technique
p. Prioritizing
q. Time management
r. Assimilation of information
s. Getting started (procrastination)
t. Mental ability declining with age

Mikulecky and Jeffries (1996:14) state that to find that our reading comprehension will improve, we need some reading comprehension skills. That means reading is an activity that needs skills. Mikulecky and Jeffries (2007: 74), state:

"Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read."

Brown (2004: 187-188) explains that there are two types of skills (micro and macro) which are needed in reading with comprehension. The micro skills are:

a. Discriminate among the distinctive graphemes and orthographic pattern of English.
b. Retain chunks of language of different lengths in short term memory.
c. Process writing at an efficient rate of speed to suit the purpose.
d. Recognize a core or words, and interpret word order pattern and their significance.
e. Recognize grammatical word classes (nouns, verbs, etc), systems, patterns, rules, and elliptical forms.
f. Recognize that a particular meaning may be expressed in different grammatical forms.
g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

While the macro skills are:
a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
b. Recognize the communicative functions of written text according to form and purpose.
c. Infer context that is not explicit by using background knowledge.
d. From described events, ideas, etc. infer links and connection between events, deduce cause and effects, and detect such as main idea, supporting idea, new information, given information, generalization, and exemplification.
e. Distinguish between literal and implied meanings.
f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of text.

Therefore, teachers of reading have to improve their students' reading comprehension skills through reading comprehension strategies. The strategies can help their students to read with comprehension. Saddleback (2002: 4) designs reading comprehension strategies to reinforce and extend the reading skills of students. The reading comprehension strategies are vocabulary knowledge,

activating prior knowledge, pre-reading—previewing and predicting, previewing and predicting text, mental imaging, self-questioning, summarizing, and semantic mapping.

In addition, Brown (in Tiurmina, 2009: 14) explains that there are some features of reading comprehension. The features are main idea (topic), expression/idiom/phrases in context, inference (implied details), grammatical features, detail (stated detail) unstated details, supporting ideas and vocabulary in context. Besides that, Zintz (1975: 269) outlines reading comprehension as follows:

a. Understanding vocabulary,

b. Remembering and using what one has read,

c. Finding details, and

d. Understanding paragraph organization,

e. Getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story, or finding pertinent information in paragraphs to answer questions.

Based on the above theories, the researcher concludes that the teachers of reading should be able to improve their students' reading comprehension. Moreover, to know the improvement, the teachers should have indicators of reading comprehension. To conclude the above theories, the indicators of reading comprehension in this research are as follows:

a. Students are able to identify the topic.

b. Students are able to identify the main idea.

c. Students are able to figure out the meaning of the words, including unfamiliar vocabulary, from the context.

d. Students are able to identify references.

e. Students are able to identify details information.

2. Group Work as Indispensable Part of Cooperative Learning

Group work is when the students work together on a task or activity in groups. In the classroom, group work increases the opportunities for all students to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and gives them feedback. Toshio (2003: 3) notices that group work creates a relaxed atmosphere and lets students feel free to make mistakes. Therefore, students cooperate positively with their peers and find solutions for their problems. It is desirable by product for students to realize that they are situated in the center of classroom activities and find that learning can be highly enjoyable.

Group work is a kind of group instruction that can be applied by English teacher as teaching technique. Krashen (1982) states that "To facilitate language acquisition, input must be comprehended". By working in groups, students are easier to comprehend the lessons because students working in cooperative groups need to make themselves understood, so they naturally adjust their input to make it comprehensible. Therefore, teachers can facilitate language acquisition to their students by using cooperative learning approach to teach English.

According to Wichadee (2004: 4), cooperative learning is one of strategies for group instruction. Many educators give the definitions of cooperative learning:

"Cooperative learning is an instructional program in which students work in small groups to help one another master academic content." (Slavin, 1995)

"Cooperative learning involves students working together in pairs or groups, and they share information .They are a team whose players must work together in order to achieve goals successfully." (Brown, 1994)

In addition, Kessler (1992: 23) proposes the definition of cooperative learning particularly in language learning context:

"Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience."

According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who are finished first are to help the slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

After conducting a research on The Effects of Cooperative Learning on English Reading Skills, Wichadee (2004: 18) found some benefits of cooperative learning as follows:

a. Although some students are not concerned about grades, or interested in participating in class, if a group's performance depends on individual contributions, they have to come. They do not want to miss a class in which all assignments are handed out, and they did not want to disappoint teammates. They do care about their peers. They know that members cannot work without them. Moreover, they do not want to miss the points from the quiz. I dare to say that cooperative learning can dramatically improve attendance.

b. Cooperative learning can maximize the students' interaction in English, and it can take away the big burden of running large classes. Therefore, the teacher has to change his or her role to be a motivator or problem solver.

c. That the group members have the responsibility of updating the students who were absent on what they missed makes they feel they are not alone. Isolation and alienation are the predictors of failure. Two major reasons for dropping out of university are failure to establish a social network of friends and classmates and failure to become academically involved in classes.

He then concluded that cooperative learning could be an effective way to deal with the problems faced by teachers in EFL classes. It creates a comfortable non-stressful environment for learning and practicing English. It helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another.

3. Group Work Activities for Teaching Reading

In EFL teaching environments, oral fluency in English is generally less important than a reading knowledge of language. In such situations, teaching English and teaching the reading of English are often synonymous. Therefore, many English teachers try to play important role in helping students to learn to read with comprehension.

Many teachers design group work activities for teaching reading. Klippel (1994: 104) designs group work activity that aim for reading comprehension. Organization of the activity is in groups of three to six students each. The procedure is as follows:

a. Each student receives a reading material and reads the text. Comprehension difficulties are cleared up, and the teacher may ask a few comprehension questions based on the text (e.g. How many of the hiking group are feeling ill? How many can read a map?).

b. The groups try and find as many courses of action as possible. They should write them down. Then they discuss the advantages and disadvantages of each solution and decide on the best one. Again, they should write down the reasons for their choice.

c. Each group presents its solution. The other groups should challenge the arguments and conclusions of the reporting group.

Variations: If a solution cannot be agreed on within the group, the students can try and work out a role play. Each student takes over the part of one of the people in the task and argues from that person's point of view.

Another group work activity is also designed by Ur (2000: 144), the procedure is as follows:

a. Teacher asks the students to work in groups of three or four to have a discussion on comprehension questions from reading text they have read, for example:

Yesterday I saw the new patient hurrying along the corridor. He seemed very upset, so I did not follow him, just called to him gently. Perhaps later he will feel better, and I will be able to talk to him.

1. What is the problem described here?

2. Is this event taking place indoors or outside?

3. Did the writer try to get near the patient?

4. What do you think she said when she called to him?

5. What might the job of the writer be?

6. Why do you think she wants to talk to the patient?

b. Each group makes report and presents the result of the discussion.

Many other group work activities are applying designed for teaching reading, but in this research, the researcher prefers to applied the group work activity as suggested by Day (2002: 288); the procedure is as follows:

a. The teacher prepares students to read one or two-page of passage from a textbook by providing or activating any background knowledge necessary for

reading comprehension. This may include pre-teaching certain vocabulary items that appear in the reading passage.

b. Students then read the passage silently at their own speed while keeping in mind two or three "while reading" questions, the answers to which they will find in the passage.

c. After reading, the students share their answers to these questions, perhaps in pairs or groups.

d. Students then complete various task or exercise that require them to demonstrate a global comprehension of the passage and their grasp of particular reading skills or strategies (e.g. finding the main idea; making inferences; guessing the meaning of unknown word by using context clues).

The researcher assumed that different kind of texts that should be learned by students at grade XI of Language Program in MAN 1 Pekanbaru can be taught by using the above activity. Based on the curriculum in MAN 1 Pekanbaru, kinds of texts that learned by students at XI of Language Program are report texts, narrative texts, analytical exposition texts, spoof texts, and hortatory exposition texts.

B. Review of Related Findings

Jaya (2005) did an experimental research to the second year students of SMP 6 Muhammadiyah Padang. The aims of his research were to know whether or not the students who have home reading assignments have better scores in their reading comprehension than those who have not home reading assignments and to

compare the scores of the students who have home reading assignments with the students who have not home reading assignments. As the result, he found that the students who had been given home reading assignments had better scores in their reading comprehension than students who had not been given home reading assignments.

Tiurmina (2009) conducted classroom action research to improve her students' reading comprehension. She used semantic mapping as strategy for the teaching of reading at grade VIII of SMP Negeri 12 Pekanbaru. Her classroom action research consisted of two cycles where there were four meetings in each cycle. The result of her research showed that the students' reading comprehension increased in each cycle. She concluded that the use of semantic mapping in the teaching of reading could improve her students' reading comprehension.

In 2010, Martono did another experimental research. The purpose of his research was to investigate the whether students at Grade VIII of MTs TI Ranah Air Tiris who were taught by using reciprocal teaching have better scores than those who were not taught by using reciprocal teaching in their reading comprehension. After giving treatment for eight meetings, he concluded that teaching reading by using reciprocal teaching is effective to improve the students' reading comprehension.

C. Conceptual Framework

In this research, the researcher had two classes. A class was as experimental class and another one was as control class. In the experimental class,

the researcher applied group work activities for teaching reading. Then in the control class, the researcher taught reading by using comprehension questions approach (conventional way). The procedure for teaching reading in experimental class was as follows:

1. The teacher prepares students to read one or two-pages of passage from a textbook by providing or activating any background knowledge necessary for reading comprehension.

2. The teacher pre-teaches certain vocabulary items that appear in the reading passage.

3. Then, the teacher asks the students to read the passage silently at their own speed while keeping in mind two or three "while reading" questions, the answers to which they will find in the passage.

4. After reading, in pairs or groups, the teacher asks the students to share their answers to these questions.

5. The students, in groups, then complete various task or exercise that require them to demonstrate a global comprehension of the passage and their grasp of particular reading skills or strategies (e.g. finding the main idea; making inferences; guessing the meaning of unknown word by using context clues).

While the procedure for teaching reading in control class was as follows:

1. The teacher introduces the text to be read, and pre-teaches any new vocabulary.

2. The text then is assigned for reading as homework, together with comprehension questions from the textbook.

3. In the next class, the teacher then reads the text sentence by sentence; and the students read each sentence aloud after the teacher. The students read the text aloud, with the teacher correction of mispronunciation mistakes.

4. Next, the students orally translate the text, word-by-word and sentence-by-sentence.

5. After translating, the students are called on to answer the comprehension questions. Various grammar and vocabulary exercises from the textbook are worked through.

Before and after giving the treatments for eight meetings, the researcher administered pretest and posttest. The tests were given to measure the students' reading comprehension. The indicators of students' reading comprehension were as follows:

1. Students are able to identify the topic.

2. Students are able to identify the main idea.

3. Students are able to figure out the meaning of the words, including unfamiliar vocabulary, from the context.

4. Students are able to identify references.

5. Students are able to identify details information.

D. Assumption and Hypothesis

1. Assumption

Related to the above conceptual framework, the researcher assumes that different method in the teaching of foreign language reading might make

different results on students' reading comprehension and students' reading comprehension at Language Program of MAN 1 Pekanbaru that could be improved by using group work activities.

2. Hypothesis

H_o : There is no significant difference of result between the teaching of foreign language reading by using group work activities and by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

H_a : There is a significant difference of result between the teaching of foreign language reading by using group work activities and by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is experimental research. Gay and Airisian (2000: 355) state that experimental research is "the only type of research that can test hypotheses to establish cause-and-effect relationships". As mentioned in the first chapter, this research was strived to investigate the significant difference on students' reading comprehension between students who were taught to read by using group work activities and who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru. Therefore the research design follows the pretest-posttest of control group design. In the other words, this research was aimed to determine whether two techniques in teaching reading were significantly different in improving students' reading comprehension. They are group work activities and comprehension questions approach.

This experimental research required two classes, control class and experimental class. In the beginning of the research, the researcher controlled the selection of participants and divided the participants into two classes. Each class was formed by random assignment. Both classes were administered with pretest. In the middle of this research, each class received a different treatment. The students in control class were taught by comprehension questions approach, while

the students in experimental class were taught by group work activities. At the end of the research, both classes were post-tested.

B. The Location and Time of the Research

This research was conduted in MAN 1 Pekanbaru. It is located on Jalan Bandeng No. 51, Kota Pekanbaru. In MAN 1 Pekanbaru, English is taught from grade X to grade XII. This research was conducted from September 2009 to January 2010.

C. The Population and the Sample of the Research

The population of this research was all students at Grade XI of Language Program in MAN 1 Pekanbaru. Gay and Airisian (2000: 112) state that a sample size of 30 as a guideline for experimental research, correlational, and causal-comparative. Since this experimental research requires two groups and to consider the researcher's capability, time, and fund in conducting this research, the desired sample size of this research is 30 participants. The technique of taking the sample is random sampling because all students in selected population have an equal and independent chance to be selected for the sample. Every student had the same probability of being selected, and selection of one student in no way affects selection of another students.

D. The Treatments

The students in experimental class were taught by using group work activities, while the students in control class were taught by comprehension questions approach. The treatments for each class can be seen from the following table:

Table III.2

The Treatment of the Control Class and the Experimental Class

Control Class	Experimental Class
1) The teacher introduces the text to be read, and usually pre-teaches any new vocabulary.	1) The teacher prepares students to read a one or two-page passage from a textbook by providing or activating any background knowledge necessary for reading comprehension.
2) The text then is assigned for reading as homework, together with comprehension questions from the textbook.	2) The teacher pre-teaches certain vocabulary items that appear in the reading passage.
3) In the next class, the teacher then reads the text sentence by sentence; and the students read each sentence aloud after the teacher. The students read the text aloud, with the teacher correcting pronunciation mistakes.	3) Students then read the passage silently at their own speed while keeping in mind two or three "while reading" questions, the answers to which they will find in the passage.
4) Next, the students orally translate the text, word-by-word and sentence-by-sentence.	4) After reading, in pairs or groups, the students share their answers to these questions.
5) After translating, the students	5) Students, in groups, then complete various task or exercise that require them to demonstrate a global

are called on to answer the comprehension questions. Various grammar and vocabulary exercises from the textbook are worked through.	comprehension of the passage and their grasp of particular reading skills or strategies (e.g. finding the main idea; making inferences; guessing the meaning of unknown word by using context clues).

Both experimental and control classes had been treated for eight meetings.

E. The Techniques of Collecting Data

The data had been collected from pretest and posttest measuring students' reading comprehension. After doing the both tests, the data had been managed to get the score for each student and then the average of each class. Later on, the results of both tests were analyzed. From the analyzed result, the researcher found the results of this research and then made conclusion by comparing the results to the hypothesis of this research.

F. Instrumentation

The researcher used reading comprehension test as the instrument of this research. The aim of the test was to measure the students' reading comprehension. The researcher made the test in form of multiple-choice test.

1. Validity of the Test

The post-test and the pre-test were developed based on the curriculum and the students' textbook. Therefore, the researcher assumed that tests have content validity. Arikunto (2006:168), states that the valid instrument is the

instrument that can measure what the researcher wants to measure. Related to that, the instrument of this research has validity, because the materials were made based on the curriculum. In addition, the tests were developed to measure what to be measured. In this case, reading comprehension test.

2. Reliability of the Test

Reliability of the test is the consistency of the score (Gay & Airisian, 2000: 141). It is about how the score of the test is taken. The word consistency here refers to the way how the scorer give the score. The reliability of the test used in this research was checked by using Hoyt's formula as suggested by Arikunto (2006:191-195). The steps of Hoyt's formula analysis are as follows:

Step 1. The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_t^2}{k} - \frac{(\sum X_t)^2}{(k \ \text{x} \ N)}$$

where

$JK_{(r)}$ = the sum of respondent square

k = the sum of items

N = the sum of respondent

X_t = total square of each respondent

Step 2. The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{(k \ \text{x} \ N)}$$

where

$JK_{(b)}$ = the sum of item square

$\sum B^2$ = the sum of all correct item square

$(\sum B_t)^2$ = the square of total score

Step 3. The sum of the total square:

$$JK_{(t)} = \frac{(\sum B)\ (\sum S)}{(\sum B) + (\sum S)}$$

$JK_{(t)}$ = the sum of total square

$\sum B$ = the sum of correct items

$\sum S$ = the sum of wrong items

Step 4. The sum of the rest square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

Step 5. Using F table to find out the respondent variance and the rest variance.

It needs the formula of d.b. (degree of freedom).

d.b.   = The number of N of each variance – 1

$$variance = \frac{the\ \ sum\ \ of\ \ square}{d.b.}$$

d.b. total   = (k x N) – 1

d.b. respondent   = N – 1

d.b. item = k – 1

d.b. rest = d.b. total – d.b. respondent – d.b. item

Step 6. Using the Hoyt's formula.

$$r_{11} = 1 - \frac{Vs}{Vr}$$

r_{11} = the reliability of the whole items

Vs = the variance of respondent

Vr = the variance of the test

G. The Techniques of Data Analysis

The researcher computed the students' individual score by using formula suggested by Depdiknas (2006) as follows:

$$Score = \frac{Score\ Obtained}{Score\ Maximum} \times 100$$

This analysis was done to the two groups; experimental group and control group.

To know the significant difference of result between teaching of foreign language reading by using group work activities and the one by using comprehension questions approach at Language Program of MAN 1 Pekanbaru. The researcher used t-Test formula. The formula of t-Test that used was as suggested by Sudijono (2009: 314).

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\sum X_1{}^2 + \sum X_2{}^2}{N_1 + N_2 - 2}\right)\left(\dfrac{N_1 + N_2}{N_1 . N_2}\right)}}$$

where:

t_o = t calculated

M   = mean of each variable

N   = number of participants

Then the t-calculated was compared to the t-table with the level of significance 0.05 and the degrees of freedom was $N_1 + N_2 - 2$.

CHAPTER IV

RESEARCH FINDINGS

A. Data Presentation

1. Pretest

The condition of the experimental class and control class before the treatments were given to the classes that showed that there was no significant difference of result on students' reading comprehension. It can be seen from the result of t-test analysis on students' scores in pretest. The following table is data description of pretest result.

Table IV. 1
The Description of Pretest Score

Student	Control Class	Experimental Class
1.	70	70
2.	70	65
3.	55	85
4.	50	80
5.	50	70
6.	60	60
7.	60	60
8.	75	85
9.	85	80
10.	80	50
11.	85	50
12.	85	75
13.	70	55
14.	70	65
15.	70	70

From the above data, the researcher could analyze the significant difference of students' reading comprehension before giving the treatments. The data then was analyzed by using t-Test formula. The followings are the steps suggested by Sudijono (2009: 322-324).

Step 1. Prepare the Calculating Table

Table IV.2
The Calculating Table for Finding Out Mean and Deviation

Sector		x_1	y_2	$x_1{}^2$	$y_1{}^2$
Var. X_1	Var. X_2				
70	70	1	2	1	4
70	65	1	-3	1	9
55	85	-14	17	196	289
50	80	-19	12	361	144
50	70	-19	2	361	4
60	60	-9	-8	81	64
60	60	-9	-8	81	64
75	85	6	17	36	289
85	80	16	12	256	144
80	50	11	-18	121	324
85	50	16	-18	256	324
85	75	16	7	256	49
70	55	1	-13	1	169
70	65	1	-3	1	9
70	70	1	2	1	4
$\sum X_1 = 1035$	$\sum X_2 = 1020$	$\sum x_1 = 0$	$\sum x_2 = 0$	$\sum x_1{}^2 = 2010$	$\sum x_2{}^2 = 1890$

From the above table, it can be seen that $\sum X_1 = 1035$; $\sum X_2 = 1020$; $\sum x_1{}^2 = 2010$; $\sum x_2{}^2 = 1890$; while both N_1 and $N_2 = 15$.

Step 2. Find Out M_1 and M_2

$$M_1 = \frac{\sum X_1}{N} = \frac{1035}{15} = 69$$

$$M_2 = \frac{\sum X_2}{N} = \frac{1020}{15} = 68$$

By finding out M_1 and M_2, t_o can be calculated as follows:

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1.N_2}\right)}}$$

$$= \frac{69 - 68}{\sqrt{\left(\frac{2010 + 1890}{15 + 15 - 2}\right)\left(\frac{15 + 15}{15.15}\right)}}$$

$$= \frac{1}{\sqrt{\left(\frac{3900}{28}\right)\left(\frac{30}{225}\right)}}$$

$$= \frac{1}{\sqrt{139.2857 \times 0.133333}}$$

$$= \frac{1}{\sqrt{18.57143}}$$

$$= \frac{1}{4.3094582}$$

$$= 0.23204773$$

Then the t-calculated was compared to the t-table. Before comparing it, the researcher counted the degrees of freedom (df). The formula which used to counted it was df = N_1 + N_2 – 2. The number of participants was 30, so df = 30 – 2 = 28. Then the researcher looked for the critical value of df = 28 in the T-table. It was found in the T-table that t ($t_{t.ts.5\%}$ = 2.05 and $t_{t.ts1\%}$ = 2.76), so the

researcher could know that t_o was smaller than t_t; is that: **2.05 > 0.232 < 2.76**. As conclusion, there was no significant difference of result on students' reading comprehension before giving treatments.

2. **Posttest**

After giving treatments to the experimental and control class for eight meetings, the researcher administered post-test to the both classes. The result of the test showed that there was significant difference of result on students' reading comprehension. It can be seen from the result of t-test analysis on students' scores in pretest. The following table is data description of posttest result.

Table IV. 3

The Description of Posttest Score

Student	Control Class	Experimental Class
1.	75	90
2.	70	80
3.	60	95
4.	50	100
5.	60	80
6.	60	80
7.	60	80
8.	80	100
9.	85	90
10.	80	80
11.	90	80
12.	85	80
13.	80	70
14.	75	80
15.	70	90

From the above data, the researcher could analyze the significant difference of students' reading comprehension after giving the treatments. The data then was analyzed by using t-Test formula. The followings are the steps suggested by Sudijono (2009: 322-324).

Step 1. Prepare the Calculating Table

Table IV.2
The Calculating Table for Finding Out Mean and Deviation

Sector		x_1	y_2	x_1^2	y_1^2
Var. X_1	Var. X_2				
75	90	3	5	9	25
70	80	-2	-5	4	25
60	95	-12	10	144	100
50	100	-22	15	484	225
60	80	-12	-5	144	25
60	80	-12	-5	144	25
60	80	-12	-5	144	25
80	100	8	15	64	225
85	90	13	5	169	25
80	80	8	-5	64	25
90	80	18	-5	324	25
85	80	13	-5	169	25
80	70	8	-15	64	225
75	80	3	-5	9	25
70	90	-2	5	4	25
$\sum X_1 = 1080$	$\sum X_2 = 1275$	$\sum x_1 = 0$	$\sum x_2 = 0$	$\sum x_1^2 = 1940$	$\sum x_2^2 = 1050$

From the above table, it can be seen that $\sum X_1 = 1080$; $\sum X_2 = 1275$; $\sum x_1^2 = 1940$; $\sum x_2^2 = 1050$; while both N_1 and $N_2 = 15$.

Step 2. Find Out M_1 and M_2

$$M_1 = \frac{\sum X_1}{N} = \frac{1080}{15} = 72$$

$$M_2 = \frac{\sum X_2}{N} = \frac{1275}{15} = 85$$

By finding out M_1 and M_2, t_o can be calculated as follows:

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\sum X_1^{\,2} + \sum X_2^{\,2}}{N_1 + N_2 - 2}\right)\left(\dfrac{N_1 + N_2}{N_1 . N_2}\right)}}$$

$$= \frac{72 - 85}{\sqrt{\left(\dfrac{1940 + 1050}{15 + 15 - 2}\right)\left(\dfrac{15 + 15}{15 . 15}\right)}}$$

$$= \frac{-13}{\sqrt{\left(\dfrac{2990}{28}\right)\left(\dfrac{30}{225}\right)}}$$

$$= \frac{-13}{\sqrt{106.7857 \text{ x } 0.133333}}$$

$$= \frac{-13}{\sqrt{14.2381}}$$

$$= \frac{-13}{3.77334069}$$

$$= -3.445223$$

The result of t-calculated (t_o) was –3.445223. Sudijono (2009: 312) notes that the sign – ("minus") at the result of t-calculated is not a sign of algebra. Therefore, -3.445223 can be interpreted as there is a significant degree of difference as much as 3.445223.

B. Data Analysis

1. Hypothesis Testing

To test the hypothesis, t_o was compared to the t-table. Before comparing it, the researcher found out the degrees of freedom (df). The formula used to find it was df = N_1 + N_2 – 2. The number of participants was 30, so df = 30 – 2 = 28. Then the researcher looked for the critical value of df = 28 in the T-table. It was found in the T-table that t ($t_{t.ts.5\%}$ = 2.05 and $t_{t.ts1\%}$ = 2.76) so the researcher could know that t_o was bigger than t_t; is that: **2.05 < 3.445 > 2.76**.

In conclusion, there was a significant difference of result on students' reading comprehension after giving the treatments. By the conclusion, the null hypothesis (H_o) is absolutely rejected. In other words, there is a significant difference of result between teaching of foreign language reading by using group work activities and by using comprehension questions approach at Language Program of MAN 1 Pekanbaru.

2. Interpretation of the Research Findings

After testing the hypothesis, it could be concluded that the students who were taught to read by using group work activities have better scores in their reading comprehension than those who were taught to read by using comprehension questions approach at Language Program of MAN 1 Pekanbaru. In other words, the result of this research showed that teaching reading by using group work activities gives a better result on students'

reading comprehension at Language Program of MAN 1 Pekanbaru. The students in experimental class had higher scores on reading comprehension test than in control class after group work activities applied as the technique of the teaching of reading.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the result of hypothesis testing, the researcher summed up this research as follows:

1. The result of pretest showed that both classes have similar reading comprehension ability. There was no significant difference of result on students' reading comprehension before giving the treatments to the both classes. As conclusion, the students in experimental and control class have the same characteristic related to their reading comprehension.

2. The comparison between the pretest and posttest results to both classes showed improvement on students' reading comprehension. The improvement of students' scores in experimental class was higher than the students' scores in control class. It can be concluded that the teaching of reading by using group work activities give a better result on students' reading comprehension.

3. From the result of posttest, the researcher found that there was a significant difference of result between teaching of foreign language reading by using group work activities and by using comprehension questions approach at Language Program of MAN 1 Pekanbaru. Therefore, the use of group work activities improves students' reading comprehension.

B. Suggestions

As mentioned earlier, teaching reading by using group work activities can improve the students' reading comprehension. Based on that finding, the researcher proposes some suggestions. The suggestions are:

1. The results of this study reveal that teaching reading by using group work activities has improved students' English reading comprehension. Therefore, a replication of the study could be conducted with other groups at the graduate or undergraduate levels in other skills such as writing, speaking, or listening. It would be worthwhile to investigate how effective is group work activities on teaching other skills, so that instructors can use this findings to improve and develop their teaching process.

2. Group work activities can maximize the students' interaction in English, and it can take away the big burden of running large classes. Therefore, the teacher has to change his or her role to be a motivator or problem solver by using group work activities.

3. It is suggested to the following researchers to explore other factors that can affect better improvement on students' reading comprehension at certain level.

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LIST OF APPENDICES

LIST OF TABLES