THE EFFECTIVENESS OF PAIR WORK ACTIVITIES IN TEACHING READING AT THE SECOND YEAR STUDENTS OF MAN PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teachers' Training of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By:

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Reg. Num. 12.16.3.0064

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2016

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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(STAIN) PALOPO
2014

ABSTRACT

Rastifayani, 2016   :The Effectiveness of Pair Work Activities in Teaching Reading at the second year Of MAN Palopo". A thesis of English Program Of Tarbiyah and Teacher Treaning Department at Institute Collage for Islamic Studies (IAIN) Palopo. Consultant (1) Dr.Syahraini, M.Hum. (2) Amalia Yahya, SE., M.Hum.

Key words   : Reading Comprehension, Pair Work Activities.

This thesis is about teaching reading comprehension throgh pair work activities at the second year students of IAIN Palopo. The problem statement of the researcher was" is the pair work effective in teaching reading at the second year of MAN Palopo?". The objective of the research namely: to find out the effectiveness of pair work in teaching reading at the second year of MAN Palopo.

This thesis was used experimental research. The target population of this research were the second year of MAN Palopo. The sample was taken from population that consist of 20 students. The reserach participation were researcher, students, partner or collaborator. The procedure of the research used Pre-test, Treatment and Post-test. The procedure of the research used to six treatment to find out comprehension of reading narrative text.

For the effective reading comprehension at the second year of MAN Palopo the researcher used Pair Work Activities. This strategy have some step, that is: 1) Giving time to the students to search each partner. 2) Giving pessage to the students. 3) order the students to read pessage. 4) gives time to the student to understand what their partner read. 5) gives chance of student to share what they get.

From the result which had done at MAN Palopo to Pair Work Activities, the researcher found the Pair Work Activities was more effective to teach reading at the second year students MAN Palopo, students were more motivated and interested in learning English and also can improve students comprehension in reading and teacher should use Pair Work Activities for teaching reading to improve students comprehension.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف الانبياء والمرسلين وعلى

اله و صحبه أجمعين أما بعد

Alhamdulillahi Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title *"The Efficacy of Language Experience Approach in Teaching Pronunciation at Fifth Semester English Study Program Tarbiyah Faculty IAIN Palopo in academic year 2016/2017"*. To our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Dr. Abdul Pirol, M.Ag. as chief of IAIN Palopo.

2. Dr. Rustan, M.Hum. as the first deputy head of IAIN Palopo.

3. Drs. Mardi Takwim, M.Hi. as the head of Tarbiyah Department of IAIN Palopo, who always give the best way in writing this thesis.

4. Dr. Sahraini, M.Hum. and Amalia Yahya, SE. M. Hum. as the first and second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.

5. All the lecturers of English Study Program IAIN Palopo who have given the researcher motivation, developing her skill and attention in learning English language.

6. The entire researcher's family, special thanks to his beloved parents (Muh. Yamin and Sudiana) and the beloved sister and brother (Devi and Haikal) who have given the researcher support, motivation and strength to finish the thesis, for their loving, strength in pray, support, and sacrifices when the writer was studying at IAIN Palopo.

7. Big thanks to my partner (Haryano) who have given the researcher support, pray and motivation.

8. All of my family especially (Ikhlas, Idhal, and joko) who have given researcher spirit when the researcher face many problem.

9. Thanks to *Sari Gebi Meltia, Ana pertiwi, Maryam Nugraha and Sasmitasri* who always help and support the researcher either directly or indirectly.

10. All my friends of English Study Program especially BIG-B who has given the researcher support and spirit.

11. Thanks a million to all of the students XI MIA 2 MAN Palopo that had been participate and join to this research and join to this research as the respondent so that the research can be run well.

The researcher also thanks the other who can not be mentioned one by one,who have helped and supported the writer to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students of English departement and English teacher and the readers especially improving in teaching learning of Pronunciation. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestion from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

. Finally, the researcher dedicates this thesis May ALLAH SWT, bless us. Amiin.

Palopo, th Juli 2016

The researcher

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CHAPTER I

INTRODUCTION

A.   *Background*

Reading is a source of getting some information. No one can get much information without reading. By reading students can improve their vocabulary, grammar, understanding, and some aspect. In connecting with the four skill, writing, speaking, listening and reading are very important and all of them are connected one other.[1]

Reading enables the students to understand the message presented in written form. They read because they want to get something from the writing; facts, ideas, enjoyment, etc. They read to obtain the information for some purposes. When students are unable to read comprehensionbility, it can result in poor comprehension, an essetial component of reading success. Lack of comprehension of written text will continue to be a stumbling block for a students's continued understanding in fiction and nonfiction text in the classroom.

Based on the observation in MAN Palopo there were many students could not understand what they read. In addition, they were doubt to read a text loudly since they were not familiar in reading comprehension. The writer assume that the students face difficulties in reading comprehenshion. According the students when I observation and interview, they explain that they just studied when the teacher

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[1] A.Muh.Arifuddin,"*Teaching Reading Comprehension Trough Jiqsaw at the Eleven Year Students of SMAN 2 Palopo",*(Unpulished Thesis STAIN, Palopo,2014)p.1

entered in class and sometimes they was bored because the teacher just explain the lesson until the lesson close.

Students need some activities, which can make them enjoy and fun with the reading learning process. so they can get the main objective of the learning process. One of the activities is Pair Work. Pair Work is the common types of communication activities. The good characteristic of pair work is the exchange information of their couple and each other.

Based on explanation above, the researcher interest in concluding research which is title " The Effectiveness of Pair Work Activities in Teaching Reading at The Second Year Students of MAN Palopo ".

B.   *Problem Statement*

Based on the statement above, the writer would like to formulate the problem of the research as follows: "Is the pair work activities effective in teaching reading at the second year students of MAN Palopo?

C. *Objective of The Reseach*

Based on problem statement above, the objective of the researcher to find out the effectiveness of pair work activities for teaching reading at the second year students of MAN Palopo.

D. *Significance of The Research*

1. Teoritically, the result of the research provide and experience, also a soltion the problem faces by students and teachers in teaching reading comprehension by pair work activities.

2. Practically, the result of this research is to make students actively in the learning process and effectiveness reading comprehension by pair work activities.

E. Scope of The Reseach

The scope of the research is limited on the reading aloud to know the students' comprehension by using pair work. The strategy of pair work that will aplly treatment. The kinds of test that will use narrative text.

F. Operational Defintion

Based on the tittle "*The Effective of Pair Work Activities in Teaching Reading at The Second Year of MAN Palopo*", the writer gives defition as follows:

1. Reading is a complex process in getting meaning or understanding the message.

2. Comprehension is the ability to understand and interpret spoken and written language.

3. Pair Work Activities is common type of communication activities where the pair work can exchange information of their couple make narrative text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research Finding

Fahri Ali in his thesis entitled "*The Effectiveness of Cooperative Learning in Reading Comprehension*". He concluded that cooperative Learning is effective to increase the students' reading comprehension skill.[2] The result of this research shows that the using fable is one of ways in improving the students reading skill of SMP Negeri 8 Palopo, it was proved by the mean score of pretest was 3.9 and the mean score of posttest was 7.6.

Astuti Ahmad in her thesis entitled "*The Effectiveness of Repeated Reading Comprehension at the second year of SMAN 5 Palopo*".[3] The result of this research shows that using repeated reading is effective in improving students' reading comprehension of SMPN 5 Palopo, it was proved by the mean score of pretest was 47.99 and the mean csore of posttest 72.89.

Umiyati in her thesis entitled "*The Effectiveness of Using small Group Interaction in Teaching Reading Comprehension*".[4] He concluded that the use of

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[2]Fahri Ali *"The Effectiveness of Cooperative Learning in Reading Comprehension"* (Thesis STAIN Palopo, Palopo, 2010), p. 72.

[3] Astuti Ahmad "*The Effectiveness of Repeated Reading comprehension at The Second Year of SMAN 5 Palopo*"(Thesis UNCP Palopo,Palopo,2013),p. 38.

[4] Umiyati "*The Effectiveness of Using SmallGroup Interaction in Teaching Reading Comprehension*" (Thesis UIN Syarif Hidayatullah Jakarta,2011), p. 45.

small group interaction is more effective in teaching reading comprehension than whole-class teaching.

Based on the research findings above, it can be inferred that there are many kinds of teaching techniques of reading comprehension. Each method can be applied in many ways as long as it is suitable for the students. So that, the writer is going to do a research by using different method for the effectiveness of students' reading comprehension namely pair work activities.

B. Reading Comprehension

1. The Concept Of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.[5] Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *Partnership for Reading*, Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.[6]

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to

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[5] David Nunan, *Practical English Language Teaching,* (Sidney: Macquarei University : 1991). p. 68

[6] http://wik.ed.uiuc.edu/index.php/Reading_comprehension. Accesssed on january, 10th 2015

comprehend the meaning of printed words. Some definitions of reading comprehension given by some researchers are provided below[7]:

1. Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interacting. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

2. Eksay in Amir states, "Reading comprehension in general is viewed in the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.

3. Simanjuntak states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage.

Based on the explaination about definition of reading comprehension it can be concluded that reading comprehension is a process of making sense of written text between reader, text, task, structered activity. Whenever a students just read loudly but cannot understand the content of the text, it means that it fails in comprehending the passage.

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[7] http://yoyoii.blogspot.com/2011/06/definition-reading-comprehension.html. Accessed on September, 10th 2014

2. Types Of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. According to Brown there are four types of reading, namely: 1) Perceptive. Perceptive reading tasks involve attending to the component of larget stretches of discourse, letters, words, punctution, and other grapheme symbols. 2) Selective. This category is largerly an artefact of assessment formats. 3) Interactive. That is reading is a process of negotiating meaning, the reader brings to the text a set schemata for understanding it, and intake is the prodct of that interaction. 4) Extensive. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small detail.[8] In other reference said that there are five types of reading, namely: 1) Reading aloud, Reading Aloud is a very complex skill which involves understanding the black marks first and then the production of the right noises. 2) Silent Reading is the important which is the most likely for them, this is perhaps the nearesr approach to the essence of reading. 3) Intensive Reading is indicates that it is not the nature of the skill involed that the mostinterest but the result in this case a deep and through understanding of black marks on the paper. 4) Extensive Reading is the cover the greatest possible amount of the text in the shortest possible time. 5) Reading speed is involed in how read quickly.[9]

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[8] H.Douglas Brown. *Language Assessment Principles and Classroom Practices*, (Longman: San Francisco State University: 2004). p. 189

[9] Routledge & Paul, Kegan. *Teaching English as a Foreign Language.* 2nd Edition,(T.J Press, New York:1980)

Based on the explanation above it can be concluded that there are several kinds of reading, they are: Reading aloud is interpretation in production of sound, silent reading has objective to depth of understanding and comprehension, extensive reading involves reading for pleasure, intensive reading refers to the detailed focus on reading text, and the last reading speed is involve in reading quickly.

4. *Purpose Of Reading*

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes.

a. To enhance understanding of the content information presented in a text.

b. To improve understanding of the organization of information in a text.

c. To improve attention and concentration while reading.

d. To make reading a more active process.

e. To increase personal involvement in the reading material.

f. To promote critical thinking and evaluation of reading material.

g. To enhance registration and recall of text information in memory.

Improved reading comprehension skills can be positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered

when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.[10] Afterwards, Grabe and Stoller classified the prposes of reading such as: 1) reading tosearch information and reading to skim. 2) reading to learn from text. 3) reading to integrateinformation writes and critique text. 4) reading for general comprehension.[11] Beside that in other reference said there are two purposes reading, namely: 1) reading to learn allows us to answer so many question about ourselves and the world around us. 2) reading to learn, a child needs to have some general knowledge about the topics.[12]

From the explenation above, the reseacher conclud that the purpose of reading is variative, the reader have their own purposesin reading text. a reader who read a book, newspaper, magazine and etc. have purposes based on the readers' needed such as reading for pleasure, reading to get information, reading to developing intellectual.

5. *Strategy of Reading*

There are some strategy of reading proposed by express are provided below: Grellet states there are some ways of reading that we can reach our strategy in reading, they are: 1) Skimming, Glacing rapidly through determine is gist. 2) Scanning, quickly going a text to find a particular piece of information. 3) Extensive, reading longer textuarally fpr one's own pleasure this is a

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[10] http://www.muskingum.edu/~cal/database/general/reading.html. Accessed on April, 13th 2015

[11] William Grabe and Fredica L.Stoller. *Teaching and Researching Reading,* (Essex: Person Education,2002),p.13

[12] http://www.psycologytoday.com/blog/book-smart/1013/the purpose reading-seeking-the-why

comprehension activity. 4) Intensive, reading shortest text.[13] The other reference said there some trrategy of reading: 1) Use the attecthed explanation for reciprocal teaching to explain this to the students. 2) Talking to the text, this is an individal experience in which the students are invited to wite their thought on the text as they read.[14]

Based on the explanation above it can be concluded that there are different styles of reading for different situations. The technique which is chosen will depend on the purpose for reading is conducted for enjoyment, information, or to complete a task. Effective and efficient readers learn to use many styles of reading for different purposes. If the reader are exploring or reviewing, a reader skim a document, if searching for information, it scan particular word, when the reader to obtain a general understanding of a subject and includes reading longer texts for pleasure, it use extensive reading, when a reader want to get extract specific information.

6. *Reading Principle*

There are some of reading priciple proposed by expert are provide below: Harmer states that there some principle reading, they are: 1) Encourage students to read as often and as much as possible more then students read the better. 2) Students need to be engaged with what they are reading outside normal lesson time. 3) Encourage students to respond the content of the text. 4) Prediction is major factor in reading. 5) Match the task to the topisc in using intensive to reading texts once of decision has been taken about what reading texts the

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[13] Grellet, *Developing Reading Skill*,(London,Cambridge: 1981)
[14] Anonim(online) www.reading stategy. Accessed on 1th August 2016

students are going to read. 6) Good teacher exploit reading texts to the full.[15] In other person said that there are nine principle of reading but I just take six from nine, they are: 1) Science instruction should be based on research national and state standards and best teaching practice. 2) science kearning to built on student exticing understanding, abilities, and experiences with the phsycal words. 3) Science inquiry process need to be modeled for, directly taught to, and use by early science learners. 4) Hands-on investigations are an integral part of eary science education. 5) Students need to develop an understanding of the relationship between science and their every live. 6) Appropiate use of technology and of tools aids students as they learn science concept and processes.[16] And then Maria Pilar add there are seven principle of reading, namely: 1) Children learn to read more quickly and easily when there is a reason for doing so. 2) There is a corelation between children's oral language development and their reading ability. 3) Teach reading and writing simultaneouly. 4) Use clear, simple language. 5) Read to children and tell them stories. 6) Children shoul be Motivated. 7) Extensin of the process of learn to speak.[17]

Based on the explanation above it can be concluded that there are different principle of reading Encourage students to read as often and as much as possible more then students read the better and Students need to be engaged with what they are reading outside normal lesson time. science kearning to built on

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[15] Jeremy Harmer,opcit.

[16] Waterford institute (Online). Www.waterforddearly learning.org/principle of effective reading instruction Accessed on 27th July 2016.

[17] Maria Pilar (online). www.basic general principle of reading. Accessed on 27th July 2016.

student exticing understanding, abilities, and experiences with the phsycal words beside that Appropiate use of technology and of tools aids students as they learn science concept and processes so children sould be motivated to the process of learn to speak.

C. *Pair Work Activities*

1. *The Definition of Pair Work*

Harmer states that pair work is a way of increasing students participation and language use. Every students work his/her partner, and call the pair work at the same time. Harmer states that with pair work seems to be a good idea because immediatly increases the amount of the students practice. Pair work allows the students to use language and also encourages students cooperation which is it self important with other. Since teacher as controller is no longer opperessively present students can help each other to use and learn language.[18] Beside that richard and Rednaya states that pair work activity encourage succesfull group fuctioning because all member need to know and be ready to explain their group's answer and because the response given belongs to whole group, not just to group member giving it.[19]

Based on the explanation abot definition of pair work it can be concluded that pair work is a way of increasing students participation and language use. Every students work his/her partner, and call the pair work the same time to explain their group's answer and because the response given belongs to whole group, not just to group member giving it.

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[18] Jeremy Harmer, op cit, p.125

[19] J.C.Richard and Rednaya, *Methodology in Language Teaching: an Anthology of Current Practice,*(USA: Cambridge UniversityPress,2002),p.272

2. Teaching of Pair Work in The Classroom

The first step in promoting succesfull pair work is to select an appropriate task. Its mean that teacher choose something that lends self to the pair process. According to Brown pair work is more appropriate for tasks that are 1) Short, 2) Linguistically, and 3) Quite controlled in terms the stucture of the tasks. He says that there are seven activities which appropriate in pair work include:

- practicing dialgue with partner

- simple question and answer excreise

- performing certain meaningfull subtitution

- quick (one minutes or less) brainstroming activities

- checking written work with each other

- preparation for merging with a lagrer group

- any brief activity for the logistics of assigning group, moving furniture, and getting students into the groups is too distracting.[20]

a. The steps teaching pair work:

1. T: (Think) Teachers begin by asking a specifiq about the text. Students "think" about what they read from their partner.

2. P: (Pair) each student should be paired with another student.

3. S: (Share) students share their thinking with their partner. Teachers expand the "share" into a whole-class discssion.[21]

3. The Advantage of Pair Work

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[20] H. Doughla Brown, Teaching by Principles; an Interactive Approach to Language Pedagogy,(Second Edition, New York; Addison Wesley Longman Inc,2001)p. 182
[21] http://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/group/technique/

Pollard writes seven advantages to having the students working in group or pair, those are:

1.   It provides variety. It gives a different focus by taking the attention away from the teacher.

2.   When working in pairs, students go at the speed that suit them. When working as a whole class, the phase is set by the teacher or by the studentss when working at their own phase, students can spend more time or point that cause them difficulties and less time on point that they find esay. This sing time more effeciebtly.

3.   Students are more actively in their pair.

4.   Students can share their knowledge, explain things to each other.

5.   It increases students talking time while reducing talking time.

6.   Students learn to work autonomously

7.   Every student has the oppurtunity to contribute.[22]

D.   *Narrative Text*

1.   *The Definition of Narrative Text*

Narrative is a story or part of of story. It may be spoken written or imagined, and will have one or more points of view repreting some or all the participants or observers.[23] Afterwors Tri Wahyuni said the narrative text type tell a story, in doing sp, entertain the audience, make the audience think about an

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[22] Lucy Pollard,*Lucy Pollard's guide to Teaching English; A book to help trough your first two years in teaching,* online E-book: http://www.englishclub.com/els/lucy-pollard-teaching-english-guide.htm,2008,p 8.

[23] Hernawati*,"Teaching Vocablary Trough Reading Narrative Text at the eigth Year Students of SMPN PMDS Putra Palopo* (A Classroom Action Research)', (Palopo: STAIN Palopo,2013),p.24

issue, teaches them a lesson, or excite their emotions.[24] Bierce in Hasan add, narrative is the form of writing sed to realte story of facts or events. It is place concurrencies in time and tells what happened according to nature of time sequence. Types of narrative include short story, novels and news stories as well as large part or our everyday social interchange in the form of letters and conversation.

Based on explanation above the researcher conclud that narrative text is a even haappe on the past that teaches them a lesson, or excite their emotions.

2.   *Language Feature of Narrative Text*

In narrative text, there are some language features, they are:

a.   Using part action verb: Climbed, Turned, Brought.

b.   Using spesific noun as pronoun of person, animal in the story. Example: The King, The Queen.

c.   Using adjective which are for noun phrase. Example: Long Black, hair, two red apples.

d.   Using time connectives and conjuctions to arrange the events. Example: then, before, aftre, soon.

e.   Using adverb and adverbial phrase to show the location of events. Example: here, in the forest, ever after.

f.   Using dialogue to elicit an emosional response from the reader.

g.   Using past tense

h.   Using of variety of simple, compound and complex sentences.

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[24] Tri Wahyuni Florist, *Teaching Narrative Text.*http://www.google.com/research. Accessed on 22th June 2016

3. ***The characteristic of a Good Narrative Text***

According Iskandar Halking there are four characteristic, they are: 1) The basic modes of narration. 2) First person narration. 3) The character narrator. 4) Poin of view.[25]

4. ***Example of Narrative Text***

" Cinderella"

Once opun a time there was an unhappy girl who lived with her father, stepmother, and two stepsisters. She made to work hard by day and slept on the cold floor near the fire by night and that is how she came to be known as Cinderella. One day an invitation arrived inviting everyone to a a grand ball held in honor of the prince. Everyone left Cinderella behind, sad, and alone.

Suddenly a fairy appeared. She dressed Cinderella in a beatiful gown., changed a pumpkin into a coach, and mice into horses. But the fairy reminded her that in the 12 a.m, the spell would be gone. So off went Cinderella to the palace. As soon as the prince saw her, he asked her to dance and would dance with no other all night.

However, at midnight, Cinderella ran from the prince but she lost one of the shoes. The prince searched for the owner of the shoes. Finally he found Cinderella and they lived happily ever after.[26]

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[25] Iskandar Halking, *Contextual Teaching and Learning(CTL) a Strategy in Teaching Narrative Text of the sevents year students at SMPN 1 Suli.*(STAIN Palopo).36-40

[26] https://en.wikipedia.org/wiki/A-Cinderella-story

5.   *Conceptual Framework*

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┌─────────────────────────────┐
│                             │
│   Reading Comprehenshion    │
│                             │
└─────────────────────────────┘
                ⬇                        ┌──────────────┐
                                    ╱    │    Think     │
                                   ╱     └──────────────┘
┌─────────────────────────┐      ╱
│   Teaching by using     │─────────────►┌──────────────┐
│      Pair Work          │              │     Pair     │
└─────────────────────────┘      ╲       └──────────────┘
                ⬇                  ╲
                                    ╲    ┌──────────────┐
                                     ╲   │    Share     │
                                         └──────────────┘
┌─────────────────────────────┐
│   Improvement of students'  │
│   reading comprehension     │
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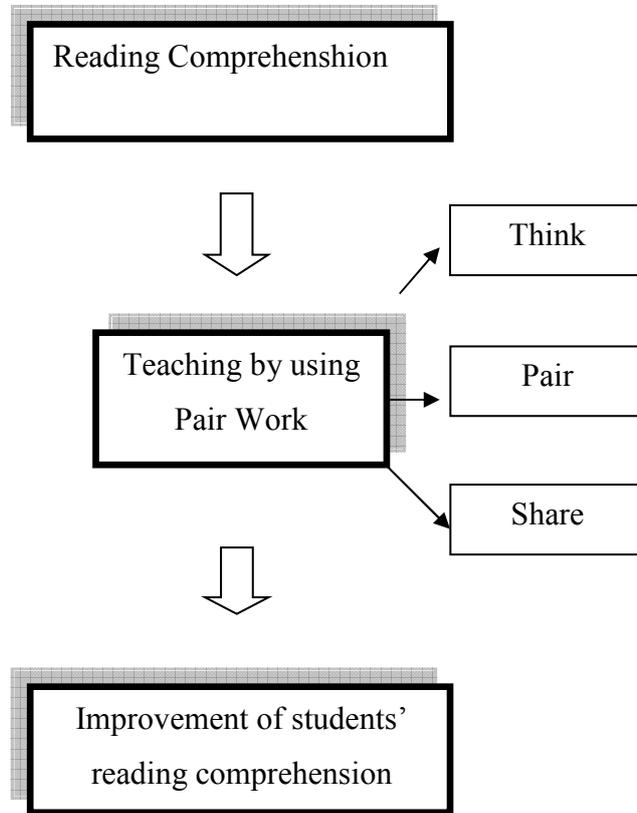
CHAPTER III

RESEARCH METHOD

A. *Method of The Research*

The method that the researcher appklies in this research is an-experimental method. It aims to know wheter or not the use pair work activities can effective at the second year of MAN Palopo.

B. *Research Design*

Design of this research will involve one class of students with pre-test, treatment and post-test. Here is the design of this research:

$$O_1 \quad X \quad O_2$$
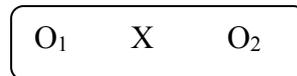
Where : O_1 = Pretest

X   = Treatment

O_2 = Posttest

C. *Time and Location*

1. *Time of the research*

This research was conducted on 5th September 2016 – 26th September 2016

2. Location of The Researh

This research was conducted in MAN Palopo, the writer interest to conducting the research in this school because based on the observation the students in MAN Palopo faced difficulties in reading comprehension therefore the writer helped the student to increase their reading comprehension.

D. *Population and Sample*

1. Population

The population of this research of this research was the second year MAN Palopo. The total population are 124 students from five class. There are XI MIA 1, XI MIA 2, XI MIA 3, XI IPS 1, XI IPS 2.

2. Sample

In this research, the researcher apply purposive sampling technique. The researcher will take one class that is class XI MIA 2. This class consist of 20 students.

E.   Instrument of Data Collection

the instrument that used in this research is: Reading Test. It will use out the students ability in reading comprehension in pretest and post test.

F.   Technique Collecting Data

In this research, the researcher conducted treatment in six meeting. The procedures of this research are:

1. Giving Pretest

The pretest was distributed to the students to measure their ability in reading fluency before giving treatment. This reading test was recorded. The text which

was used in pretest entitled "The Bear and the Rabbit". It was taken 70 minutes to finish it.

2. Giving Treatment

The treatment was conducted for sixth meetings, the researcher used different text in every meeting. In giving treatment, the researcher gave instruction what the student should do in class activity.

To sum up, the above mentioned procedure can be flexibly adjusted according to students' needs and interests. It can be employed in various classroom settings, from individual teaching to a whole-class teaching since it is very versatile. There exist many possibilities of adapting the Pair Work technique for learners of different levels and expanding the outcome by follow-up activities.

1) Giving Treatment Process

a) First Treatment

Treatment process divided into three parts the first is pre activities second is main activities and the third is last activities. The first treatment the researcher teaches about "the Little Blue Bird and Mount Kinabalu". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, the researcher gives time to the student to

understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

b) Second Treatment

In the secondtreatment the researcher teaches about "Timun Mas and Sarah and Her Step Mother". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the student about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, the researcher gives time to the student to understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

c) Third Treatment

The third treatment the researcher teaches about "A Stupid Man and The Penguin". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, the researcher gives time to the student to understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

d) Fourth Treatment

The fourth treatment the researcher teaches about "The Story of Lake Toba and The Cat and The Fish". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, the researcher gives time to the student to

understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

e) The Fifth Treatment

The fifth treatment the researcher teaches about "Why Does the Cock Eat the Millipede and Princess Aurora ". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, the researcher gives time to the student to understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

f) Sixth Treatment

The sixth treatment the researcher teaches about "The Neccesity of Salt and the Legend of Rawa Pening". In pre activities the researcher preparing the students, asking the students condition, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher giving time to the students to search each partner. The researcher giving pessage to the students. The researcher order the students to read pessage. Afterwards, The researcher gives time of the student to understand what their partner read. Then, researcher gives chance of student to share what they get. In this step the researcher or teacher help the student to improve comprehension, it spend 70 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 10 minutes.

3. Giving Posttest

The researcher distributed posttest to the student after treatment the researcher evaluated the student to know the increasing in reading comprehension after giving the treatment. It was taken 70 minutes to finish it.

G. Data of Analysis

In analyzing data, the researcher use the procedure as follow:

Rubric to determining the students' point

Dimension	Score		
	1-2	3-4	5-6
Accuracy	Student does not recognize familiar words automatically and must stop to decode words in nearly every sentence.	Student recognizes most familiar words, but must stop from time to time to decode an unfamiliar word.	Student immediately recognizes familiar words and identifies unfamiliar words almost just as quickly.
Prosody	Student reads word-by-word with little or no expression or intonation while ignoring punctuation	Student is beginning to chunk words into phrases, but occasionally reads word-by-word, attends to some punctuation	Student chunks words into phrases, pays attention to punctuation marks, and reads sentences with appropriate expression and intonation.

	marks.	marks, and reads with some expression and intonation.	
Reading Rate	Student reads less than 100 words per minute on average. Student's reading speed is too slow.	Student reads between 100 and 149 words per minute on average (somewhat slow) or over 200 words per minute on average (somewhat fast).	Student reads between 150 and 200 words per minute on average. Student's reading speed is neither too fast nor too slow.

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the writer then focuse on the data analysis. The data which have been collected through pre-tes and post-test will be analyzed by

using manual calculator. To find the scoring the students' correct answer, the writer use the formula below:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test items}} \text{ X } 100$$

Calculating the mean score of the students' reading comprehension by using formula: [27]

$$\text{Md} = \frac{\sum x}{N}$$

Where:

Md   = Mean Score

$\sum$x   = Total Raw Score

N   = Total Sample

To understand the level of classifying the student's score into the following criteria:

1. The score 96 – 100 classified as excellent.

2. The score 86 – 95 classified as very good.

3. The score 76 - 85 classified as good.

4. The score 66 – 75 classified as average.

5. The score 56 – 65 classified as fair.

6. The score 36 - 55 classified as poor.[28]

   The score 0 – 35 classified as very poor.

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[27] Eka Ningsih, *"Improving Speaking Skill By Using Classroom Observation Technique At The Eight Year In SMP Putrera Palopo"* (Unpublished Thesis : 2013), P. 36.
[28] L.R. Gay, educational Research, (USA,1981), p.225

H.   *Hypothesis Acceptability*

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If : $t_0 \geq t_t$ = Reject null hypothesis.

If : $t_0 < t_t$ = Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The findings of the research show the result of the data that have been analyzedstatistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students` reading score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of students in comprehension ability (accuracy, fluency, and rate) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' comprehension score in pretest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score reading comprehension ability of accuracy, prosody, and rate in pre-test. The tabulation of students' score in the pre test can be seen in table 4.1

Table 4.1

The Scores of Students` comprehension in the Pre-test

Name	Dimension			Total	Real Score
	Accuracy	Prosody	Rate		
S1	1	1	1	3	17
S2	1	1	1	3	17

S3	1	2	1	4	22
S4	2	2	1	5	27
S5	2	2	1	5	27
S6	2	1	1	4	22
S7	2	2	1	5	27
S8	1	2	1	4	22
S9	2	2	1	5	27
S10	2	2	2	6	33
S11	1	2	1	4	22
S12	1	2	1	4	22
S13	1	1	1	3	17
S14	1	2	1	4	22
S15	1	1	1	3	17
S16	2	2	2	6	33
S17	2	1	1	4	22
S18	2	2	2	6	33
S19	1	1	1	3	17
S20	2	3	2	5	27
Total					

Table 4.1 shows that The lowest score was 17 it was the score of students number 1, 2, 13, 15 and 19 beside, the highest score was 33 it was the score of students number 10, 16, and 18.

Furthermore, reading comprehension skill consists of three aspects; they are accuracy, prosody and rate. So in this section, the researcher presented and tabulated the mean score of the students' reading comprehension skill one by one. It can be seen in table 4.2:

1) **Accuracy**

Table 4.2

The Score of Students' Accuracy in Pre-test

student	accurasy
S1	1
S2	1
S3	1
S4	2
S5	2
S6	2
S7	2
S8	1
S9	2
S10	2
S11	1
S12	1

S13	**1**
S14	**1**
S15	**1**
S16	**2**
S17	**2**
S18	**2**
S19	**1**
S20	**2**
∑20	**30**

To calculate the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3
The Mean Score of Students' Accuracy in Pre-test
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	2.00	1.5000	.51299
Valid N (listwise)	20				

From the table 4.3, it shows that the highest score of students is 2 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 1.5 and the standard deviation error is 0.51299.

In other side, the researcher also has written the students' score of accuracy before giving treatment by using pair work activities and it presents through the table rate percentage scores. It can be seen in table 4.4:

Table 4.4
The Rate Percentages Score of the Students` Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	-	0%
Poor	26-40	2	-	50%
Very Poor	≤ 25	1	-	50%
Total			20	100%

The table 4.4 indicates that students` score in the frequency of pre-test. It shows that there was none of the students (0%) who got excellent and very good. The other showed that there was none of the students (0%) who got good, none students (0%) who got average. it also shows that there were students (50%) who got poor. The last, it also shows that there were students (50%) got very poor.

Based on the data above, it can be seen that the students got poor were more than the students got good score. It concluded that the students accuracy were still low.

2) Prosody

Table 4.5

The Score of Students' Prosody in Pre-test

students	Prosody
S1	1
S2	1
S3	2
S4	2
S5	2
S6	1
S7	2
S8	2
S9	2
S10	2
S11	2
S12	2
S13	1
S14	2
S15	1
S16	2
S17	1
S18	2
S19	1
S20	3
∑20	34

To calculate the mean score of students' prosody in pre-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic, it can be seen in table 4.6:

Table 4.6
The Mean Score of Students' Prosody in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Prosody	20	1.00	3.00	1.7000	.57124
Valid N (listwise)	20				

The table 4.6 shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' prosody in pre-test is 1.7 and the standard deviation error is 0.57124.

In addition, the researcher also has written score of the students' prosody before giving treatment by using pair work activities and it presented through the table rate percentage scores, it can be seen in table 4.7:

Table 4.7
The Rate Percentages Score of Students` Prosody in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	1	5%
Poor	26-40	2	12	60%
Very Poor	≤ 25	1	7	35%

Total	20	100%

The table 4.7 indicates that students` score in Prosody of pre test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there was none students (0%) who got good and there were 1 students (6%) who got average. There were 12 students (60%) who got poor and the last there were 7 students (35%) who got very poor. The total students got very poor and poor were more than the students got average score. It means that the students reading comprehension especially in prosody were still low.

3) Rate

Table1 4.8
The Score of Students' Rate in Pre-test

Respondent	Rate
S1	1
S2	1
S3	1
S4	1
S5	1
S6	1
S7	1
S8	1
S9	1
S10	2
S11	1
S12	1

S13	1
S14	1
S15	1
S16	2
S17	1
S18	2
S19	1
S20	2
∑20	24

To calculate the mean score of students' rate in pre-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.9:

Table 4.9
The Mean Score of Students' Rate in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rate	20	1.00	2.00	1.2000	.41039
Valid N (listwise)	20				

From the table 4.9 shows that the highest score of students is 2 and the lowest score is 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test is 1.2 and the standard deviation error is 0.41039.

Besides, the researcher also has written score of the students' rate before giving treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.10:

Table 4.10

The Rate Percentages Score of Students` Rate in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	-	0%
Poor	26-40	2	4	20%
Very Poor	≤ 25	1	16	80%
Total			20	100%

The table 4.10 indicates that students` score in the rate of pre-test. The table shows that there was none of the students (0%) who got excellent and very good. Besides, there was none of student (0%) who got good and none of student (0%) who got average. There were also 4 students (20%) that got poor and 16 student (80%) who got very poor. The data shows that many students got very poor in comprehensibility. It concluded that most of students still had low reading comprehension in rate.

b. Post-test

In this area, the researcher shows the rate percentage of students' score reading comprehension in post-test. The results of the students' score in post-test are presented in the tables. The complete of the students' scores reading comprehension of accuracy, prosody, and rate in post-test are tabulated. It can be seen in table 4.11

Table 4.11
The Scores of Students` Reading Comprehension in the Post-test

Name	Dimension			Score	Real Score
	Accuracy	Prosody	Rate		
S1	3	2	2	7	38
S2	3	2	2	7	38
S3	3	2	2	7	38
S4	3	2	2	7	38
S5	3	3	3	9	50
S6	2	2	2	6	33
S7	3	3	3	9	50
S8	3	3	2	8	44
S9	3	2	2	7	38
S10	2	3	2	7	38
S11	2	2	2	6	33
S12	2	2	2	6	33
S13	2	2	2	6	33
S14	1	2	1	4	22
S15	2	2	1	5	27
S16	2	3	2	7	38
S17	2	2	2	6	33
S18	3	3	2	8	44
S19	2	2	1	5	27

S20	3	3	2	8	44
Total				6.75	

Table 4.11 shows that the lowest score was 22 it was the score of students number 14 and the highest score 50 it was the score of students number 7. In addition, the researcher has classified based on English reading assessments that consisted of accuracy, prosody, rate and it is presented through the table distribution frequency and percentage. It can be seen on table 4.12:

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Students	Accuracy
S1	3
S2	3
S3	3
S4	3
S5	3
S6	2
S7	3
S8	3
S9	3
S10	2
S11	2
S12	2
S13	2

S14	1
S15	2
S16	2
S17	2
S18	3
S19	2
S20	3
∑=20	49

For calculating the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.13:

Table 4.13
The Mean Score of Students' Accuracy in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	3.00	2.4500	.60481
Valid N (listwise)	20				

From the table 4.13, it shows that the highest score of students is 3 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in post-test is 2.45 and the standard deviation error is 0.60481.

Besides, the researcher also has written score of the students'accuracy who had been given treatment by using Pair Work Activities and it presents through the table rate percentage scores. It can be seen in table 4.14:

Table 4.14

The Rate Percentages Score of Students` Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	8	40%
Poor	26-40	2	9	45%
Very Poor	≤ 25	1	3	15%
Total			20	100%

Based on table 4.14, the percentages of the students` accuracy score in post-test indicated that there was none of the students (0%) who got excellent and very good. Besides, it also showed that there was none of students (0%) who got good and 8 students (40%) who got average. There was 9 student (45%) who got poor. There was 3 students (15%) very poor. It can be concluded that there was improvement of students' accuracy after they were taught reading comprehension by Pair Work Activities

2) Prosody

Table 4.15
The Score of Students' Prosody in Post-test

Students	Prosody
S1	2
S2	2
S3	2
S4	2
S5	3
S6	2
S7	3
S8	3
S9	2
S10	3
S11	2
S12	2
S13	2
S14	2
S15	2
S16	3
S17	2
S18	3
S19	2
S20	3
$\sum$20	

To calculate the mean score of students' prosody in post-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.16:

Table 4.16

The Mean Score of Students' Prosody in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Prosody	20	2.00	3.00	2.3500	.48936
Valid N (listwise)	20				

From the table 4.16, it shows that the highest score of students is 3 and the lowest score is 3. Besides, it also indicates that the mean score of students' prosody in post-test is 2,35 and the standard deviation error is 0.48936.

The writer also has written score of the students'prosody who had been given treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.17

Table 4.17

The Rate Percentages Score of Students` prosody in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	7	35%
Poor	26-40	2	13	65%
Very Poor	≤ 25	1	-	0%
Total			20	100%

Based on the table 4.17, the percentages of students'prosody score in post-test indicate that there was none of the students (0%) who got excellent and very good and good. And 7 students (35%) who got average. The last, it shows that there was 13 students (65%) who got poor and none of the students (0%) who got very poor. From the data above, it can be seen none of the students got very poor. It can be concluded that, the students' prosody increase after they learnt reading comprehension by Pair Work Activities.

3) **Rate**

Table 4.18

The Score of Students' Rate in Post-test

Students	Rate
S1	2
S2	2
S3	2
S4	2
S5	3
S6	2
S7	3
S8	2
S9	2
S10	2
S11	2
S12	2
S13	2
S14	1
S15	1

S16	2
S17	2
S18	2
S19	1
S20	2
∑20	34

For calculating the mean score of students' rate in post-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive. It can be seen in table 4.19.

Table 4.19
The Mean Score of Students' Rate in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rate	20	1.00	3.00	1.9500	.51042
Valid N (listwise)	20				

From the table 4.19, it shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' rate in pre-test is 1.9 and the standard deviation error is 0.51042.

Theresearcher also has written score of the students'rate who had been given treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.20.

Table 4.20
The Rate Percentages Score of Students` Rate in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	2	10%
Poor	26-40	2	15	75%
Very Poor	≤ 25	1	3	15%
Total			20	100%

The table 4.20 indicates the percentages of students` rate score in post-test. The table shows that there was none of students (0%) who got excellent, very good and good. Besides, there were 2 students (10%) who got average and 15 students (75%) who got poor and 3 students (15%) got very poor. The data shows that there was 3 students got very poor, besides there were many students got poor in rate in post-test. It means that, there is not improvement of students' rate after they learnt reading comprehension by using Pair Work Activities.

Besides showing about the mean score in each subject of reading comprehension (accuracy, prosody, and rate) one by one, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presented in to the table descriptive statistic. It can be seen in table 4.21

The Table 4.21.The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	23.6500	20	5.42193	1.21238
	Posttest	36.9500	20	7.24369	1.61974

The table 4.21 shows the mean score of the students pretest was 23.65 and the mean score of posttest was 36.9. Standard deviation of pretest was 5.42 and the standard deviation of posttest was 7.24. It means that using Pair Work Activities improve the students' reading comprehension.

Table 4.22 the Paired Samples Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	13.30000	6.4246	1.43655	16.30674	10.29326	9.258	19	0,00

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test is presented in the following table.

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Table 4.23.

The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching reading comprehension through Pair Work Activities. In other words, using Pair Work Activities in teaching reading could be used to increase the students' reading comprehension.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Pair Work Activities effective in increasing reading comprehension.

B. Discussion

Aftercalculating and analyzing the data at the findings, the researce presents the discussion of students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aimed at describing the students' enhancement in reading Comprehension by using Pair Work Activities.

Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text

interacting. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

There was good progres in research of improving the comprehension of reading text by using Pair Work Activities at the second year of MAN Palopo. During the teaching learning process occurred, there had been changed students achivement of reading text and students behavior especially good interaction an relationship beetwen students with their partner. Students dicipline in the classroom and good responsibility during the learning occurred.

In posttest, the student's weakness had been decreased. In this final test, therefore the students has familiar with the words and always doing repeated made the students attend the expression in every sentences.

Thereby, the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following chart:

1. chart of students' accuracy in pre-test and post-test
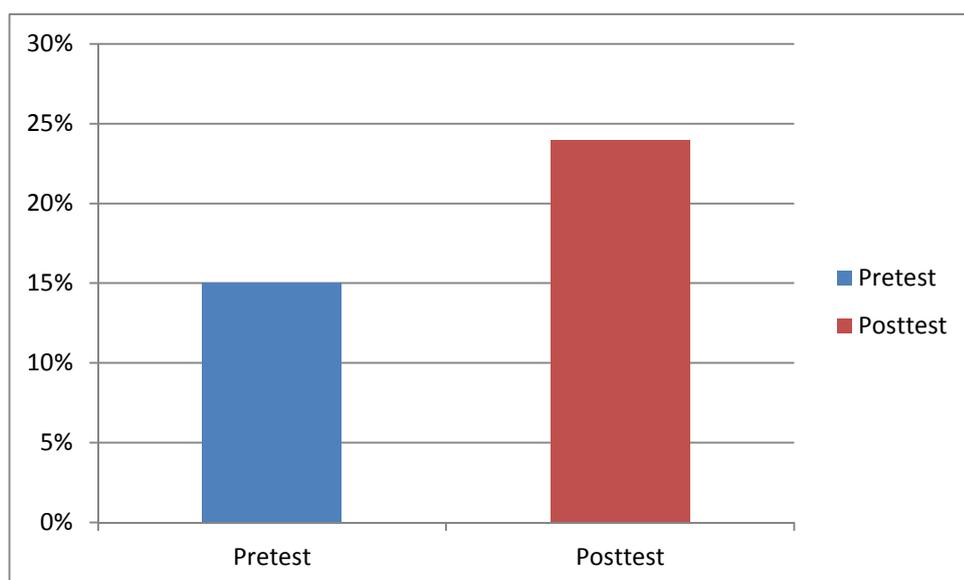
Bar chart of students' accuracy shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading comprehension by using Pair Work Activities. The improvement of students' score shows that there is improvement of students' ability in reading comprehension. It presents that the students' ability in reading comprehension increase after they learnt reading comprehension by sing Pair Work Activities. It means, the accuracy of comprehension is increase.

2. Chart students' prosody in pre-test and post-test
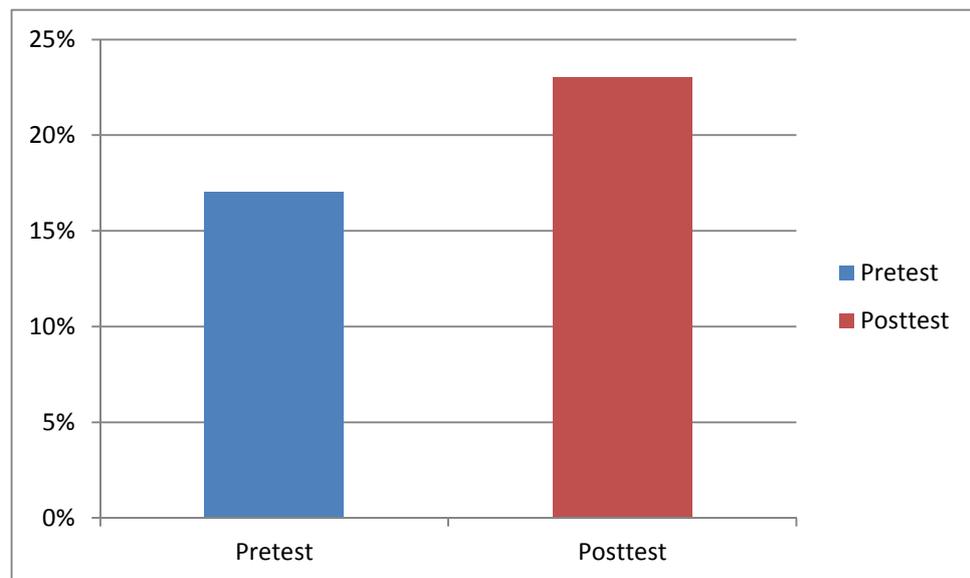
Bar chart of students' prosody shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading comprehension through Pair

Work Activities. The improvement of students' score shows that there is improvement of students' ability in reading comprehension. It presents that the students' ability in reading comprehension increase after they learnt reading comprehensin by using Pair Work Activities. It means, the prosody of comprehension is increase.

3. Chart students' rate in pre-test and post-test
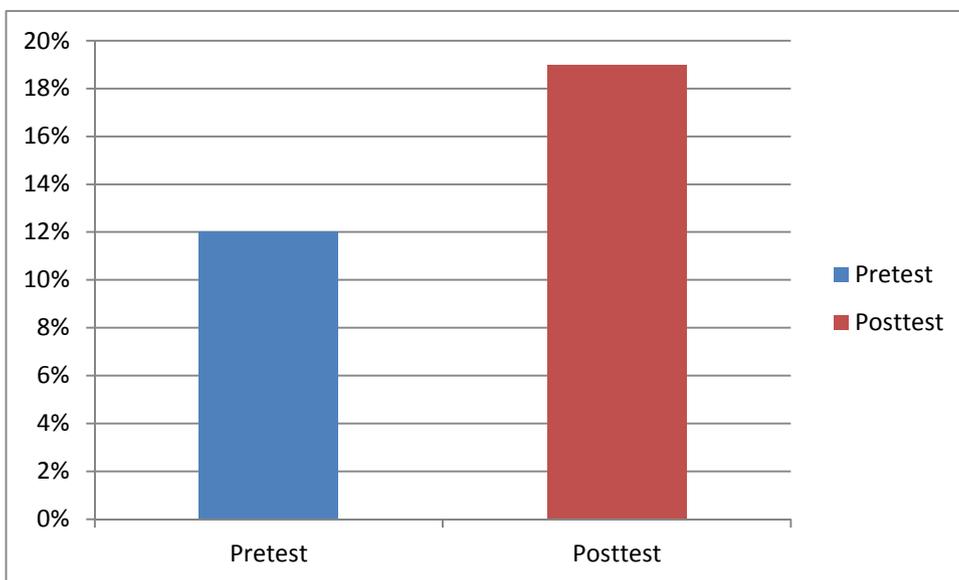
Bar chart of students' rate shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading comprehension through Pair Work Activities. It means, the rate of comprehension is increase.

4.   Mean Pretest and Posttest Discussion

From the chart above it can be seen there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. The students' accuracy score in pretest got 15% but in posttest the students' got 24%, in prosody the students' got 17% in pretest but in posttest the students' got 23% and the students' rate score in pretest got 12% but in posttest the students' got 19%. It means that there is improvement of students' score from pre-test to post-test after they learnt comprehension through Pair Work Activities.
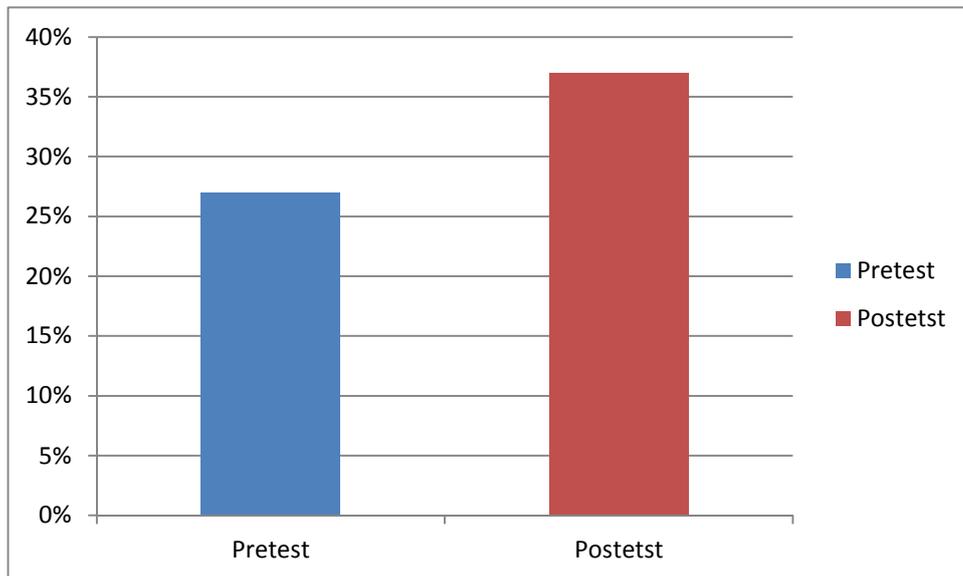
The researcher concluded teaching comprehension used Pair Work Activities increased the students' comprehension.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. *Conclusion*

Based on the findings and discussion at the previous chapter, the researcher can conclude that using Pair Work Activities is effective in increasing comprehension at the Second Year of Man Palopo. It was proven by there was a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 4.25 and the students' score in posttest is 6. Moreover, it also can be seen by t-test of the students' pronunciation achievement was smaller than $\alpha = (0.00 < 0.05)$.

B. *Suggestions*

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English Teacher of MAN Palopo can apply Pair Work Activities in teaching English, especially in increasing the students' comprehension.

2. It is suggested for the students to increase the ability mastery in English especially comprehension.

3. The future researcher expected to conduct a research to find another significant of Pair Work Activities in other English language skills.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The findings of the research show the result of the data that have been analyzedstatistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students` reading score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of students in comprehension ability (accuracy, fluency, and rate) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' comprehension score in pretest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score reading comprehension ability of accuracy, prosody, and rate in pre-test. The tabulation of students' score in the pre test can be seen in table 4.1

Table 4.1

The Scores of Students` comprehension in the Pre-test

Name	Dimension			Total	Real Score
	Accuracy	Prosody	Rate		
S1	1	1	1	3	17

S2	1	1	1	3	17
S3	1	2	1	4	22
S4	2	2	1	5	27
S5	2	2	1	5	27
S6	2	1	1	4	22
S7	2	2	1	5	27
S8	1	2	1	4	22
S9	2	2	1	5	27
S10	2	2	2	6	33
S11	1	2	1	4	22
S12	1	2	1	4	22
S13	1	1	1	3	17
S14	1	2	1	4	22
S15	1	1	1	3	17
S16	2	2	2	6	33
S17	2	1	1	4	22
S18	2	2	2	6	33
S19	1	1	1	3	17
S20	2	3	2	5	27
mean				4.25	

Table 4.1 shows that The lowest score was 17 it was the score of students number 1, 2, 13, 15 and 19 beside, the highest score was 33 it was the score of students number 10, 16, and 18.

Furthermore, reading comprehension skill consists of three aspects; they are accuracy, prosody and rate. So in this section, the researcher presented and tabulated the mean score of the students' reading comprehension skill one by one. It can be seen in table 4.2:

1) **Accuracy**

Table 4.2
The Score of Students' Accuracy in Pre-test

student	accurasy
S1	1
S2	1
S3	1
S4	2
S5	2
S6	2
S7	2
S8	1
S9	2

S10	**2**
S11	**1**
S12	**1**
S13	**1**
S14	**1**
S15	**1**
S16	**2**
S17	**2**
S18	**2**
S19	**1**
S20	**2**
∑20	**30**

To calculate the mean score of students' accuracy in pre-test, the researcher

calculated it by using SPSS 20. The result can be presented in to the table descriptive

statistic it can be seen in table 4.3:

Table 4.3
The Mean Score of Students' Accuracy in Pre-test

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	2.00	1.5000	.51299
Valid N (listwise)	20				

From the table 4.3, it shows that the highest score of students is 2 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 1.5 and the standard deviation error is 0.51299.

In other side, the researcher also has written the students' score of accuracy before giving treatment by using pair work activities and it presents through the table rate percentage scores. It can be seen in table 4.4:

Table 4.4
The Rate Percentages Score of the Students` Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	-	0%
Poor	26-40	2	-	50%
Very Poor	≤ 25	1	-	50%
Total			20	100%

The table 4.4 indicates that students` score in the frequency of pre-test. It shows that there was none of the students (0%) who got excellent and very good. The other showed that there was none of the students (0%) who got good, none students

(0%) who got average. it also shows that there were students (50%) who got poor. The last, it also shows that there were students (50%) got very poor.

Based on the data above, it can be seen that the students got poor were more than the students got good score. It concluded that the students accuracy were still low.

2) **Prosody**

Table 4.5

The Score of Students' Prosody in Pre-test

students	Prosody
S1	1
S2	1
S3	2
S4	2
S5	2
S6	1
S7	2
S8	2
S9	2
S10	2
S11	2
S12	2
S13	1
S14	2
S15	1

S16	2
S17	1
S18	2
S19	1
S20	3
∑20	34

To calculate the mean score of students' prosody in pre-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic, it can be seen in table 4.6:

Table 4.6
The Mean Score of Students' Prosody in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Prosody	20	1.00	3.00	1.7000	.57124
Valid N (listwise)	20				

The table 4.6 shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' prosody in pre-test is 1.7 and the standard deviation error is 0.57124.

In addition, the researcher also has written score of the students'prosody before giving treatment by using pair work activities and it presented through the table rate percentage scores, it can be seen in table 4.7:

Table 4.7
The Rate Percentages Score of Students` Prosody in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	1	5%
Poor	26-40	2	12	60%
Very Poor	≤ 25	1	7	35%
Total			20	100%

The table 4.7 indicates that students` score in Prosody of pre test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there was none students (0%) who got good and there were 1 students (6%) who got average. There were 12 students (60%) who got poor and the last there were 7 students (35%) who got very poor. The total students got very poor and poor were more than the students got average score. It means that the students reading comprehension especially in prosody were still low.

3) **Rate**

Table1 4.8
The Score of Students' Rate in Pre-test

Respondent	Rate
S1	1
S2	1
S3	1
S4	1
S5	1
S6	1
S7	1
S8	1
S9	1
S10	2
S11	1
S12	1
S13	1
S14	1
S15	1
S16	2
S17	1
S18	2
S19	1
S20	2
$\sum$20	24

To calculate the mean score of students' rate in pre-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.9:

Table 4.9
The Mean Score of Students' Rate in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rate	20	1.00	2.00	1.2000	.41039
Valid N (listwise)	20				

From the table 4.9 shows that the highest score of students is 2 and the lowest score is 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test is 1.2 and the standard deviation error is 0.41039.

Besides, the researcher also has written score of the students'rate before giving treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.10:

Table 4.10

The Rate Percentages Score of Students` Rate in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%

Average	41-55	3	-	0%
Poor	26-40	2	4	20%
Very Poor	≤ 25	1	16	80%
Total			20	100%

The table 4.10 indicates that students` score in the rate of pre-test. The table shows that there was none of the students (0%) who got excellent and very good. Besides, there was none of student (0%) who got good and none of student (0%) who got average. There were also 4 students (20%) that got poor and 16 student (80%) who got very poor. The data shows that many students got very poor in comprehensibility. It concluded that most of students still had low reading comprehension in rate.

b. Post-test

In this area, the researcher shows the rate percentage of students' score reading comprehension in post-test. The results of the students' score in post-test are presented in the tables. The complete of the students' scores reading comprehension of accuracy, prosody, and rate in post-test are tabulated. It can be seen in table 4.11

Table 4.11
The Scores of Students` Reading Fluency in the Post-test

Name	Dimension			Score	Real Score
	Accuracy	Prosody	Rate		
S1	3	2	2	7	38

S2	3	2	2	7	38
S3	3	2	2	7	38
S4	3	2	2	7	38
S5	3	3	3	9	50
S6	2	2	2	6	33
S7	3	3	3	9	50
S8	3	3	2	8	44
S9	3	2	2	7	38
S10	2	3	2	7	38
S11	2	2	2	6	33
S12	2	2	2	6	33
S13	2	2	2	6	33
S14	1	2	1	4	22
S15	2	2	1	5	27
S16	2	3	2	7	38
S17	2	2	2	6	33
S18	3	3	2	8	44
S19	2	2	1	5	27
S20	3	3	2	8	44
Mean score				6.75	

Table 4.11 shows that the lowest score was 22 it was the score of students number 14 and the highest score 50 it was the score of students number 7. In addition, the researcher has classified based on English reading assessments that consisted of accuracy, prosody, rate and it is presented through the table distribution frequency and percentage. It can be seen on table 4.12:

1) **Accuracy**

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
S1	3
S2	3
S3	3
S4	3
S5	3
S6	2
S7	3
S8	3
S9	3
S10	2
S11	2
S12	2
S13	2
S14	1
S15	2

S16	2
S17	2
S18	3
S19	2
S20	3
∑=20	49

For calculating the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.13:

Table 4.13
The Mean Score of Students' Accuracy in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	3.00	2.4500	.60481
Valid N (listwise)	20				

From the table 4.13, it shows that the highest score of students is 3 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in post-test is 2.45 and the standard deviation error is 0.60481.

Besides, the researcher also has written score of the students'accuracy who had been given treatment by using Pair Work Activities and it presents through the table rate percentage scores. It can be seen in table 4.14:

Table 4.14

The Rate Percentages Score of Students` Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	8	40%
Poor	26-40	2	9	45%
Very Poor	≤ 25	1	3	15%
Total			20	100%

Based on table 4.14, the percentages of the students` accuracy score in post-test indicated that there was none of the students (0%) who got excellent and very good. Besides, it also showed that there was none of students (0%) who got good and 8 students (40%) who got average. There was 9 student (45%) who got poor. There was 3 students (15%) very poor. It can be concluded that there was improvement of students᾽ accuracy after they were taught reading comprehension by Pair Work Activities

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2) Prosody

Table 4.15
The Score of Students' Prosody in Post-test

Students	Prosody
S1	2
S2	2
S3	2
S4	2
S5	3
S6	2
S7	3
S8	3
S9	2
S10	3
S11	2
S12	2
S13	2
S14	2
S15	2
S16	3
S17	2
S18	3
S19	2
S20	3

∑20	

To calculate the mean score of students' prosody in post-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive statistic. It can be seen in table 4.16:

Table 4.16

The Mean Score of Students' Prosody in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Prosody	20	2.00	3.00	2.3500	.48936
Valid N (listwise)	20				

From the table 4.16, it shows that the highest score of students is 3 and the lowest score is 3. Besides, it also indicates that the mean score of students' prosody in post-test is 2,35 and the standard deviation error is 0.48936.

The writer also has written score of the students'prosody who had been given treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.17

Table 4.17

The Rate Percentages Score of Students` prosody in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	7	35%
Poor	26-40	2	13	65%
Very Poor	≤ 25	1	-	0%
Total			20	100%

Based on the table 4.17, the percentages of students'prosody score in post-test indicate that there was none of the students (0%) who got excellent and very good and good. And 7 students (35%) who got average. The last, it shows that there was 13 students (65%) who got poor and none of the students (0%) who got very poor. From the data above, it can be seen none of the students got very poor. It can be concluded that, the students' prosody increase after they learnt reading comprehension by Pair Work Activities.

3) Rate
Table 4.18
The Score of Students' Rate in Post-test

Students	Rate
S1	2
S2	2
S3	2
S4	2
S5	3
S6	2
S7	3
S8	2
S9	2
S10	2
S11	2
S12	2
S13	2
S14	1
S15	1
S16	2
S17	2
S18	2
S19	1
S20	2
$\sum 20$	34

For calculating the mean score of students' rate in post-test, the researcher calculates it by using SPSS 20. The result can be presented in to the table descriptive. It can be seen in table 4.19.

Table 4.19
The Mean Score of Students' Rate in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rate	20	1.00	3.00	1.9500	.51042
Valid N (listwise)	20				

From the table 4.19, it shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' rate in pre-test is 1.9 and the standard deviation error is 0.51042.

Theresearcher also has written score of the students'rate who had been given treatment by using Pair Work Activities and it presented through the table rate percentage scores. It can be seen in table 4.20.

Table 4.20
The Rate Percentages Score of Students` Rate in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	2	10%

Poor	26-40	2	15	75%
Very Poor	≤ 25	1	3	15%
Total			20	100%

The table 4.20 indicates the percentages of students` rate score in post-test. The table shows that there was none of students (0%) who got excellent, very good and good. Besides, there were 2 students (10%) who got average and 15 students (75%) who got poor and 3 students (15%) got very poor. The data shows that there was 3 students got very poor, besides there were many students got poor in rate in post-test. It means that, there is not improvement of students' rate after they learnt reading comprehension by using Pair Work Activities.

Besides showing about the mean score in each subject of reading comprehension (accuracy, prosody, and rate) one by one, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presented in to the table descriptive statistic. It can be seen in table 4.21:

The Table 4.21.The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	23.6500	20	5.42193	1.21238
	Posttest	36.9500	20	7.24369	1.61974

The table 4.21 shows the mean score of the students pretest was 23.65 and the mean score of posttest was 36.9. Standard deviation of pretest was 5.42 and the standard deviation of posttest was 7.24. It means that using Pair Work Activities improve the students' reading comprehension.

Table 4.22 the Paired Samples Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	13.30000	6.4246	1.43655	16.30674	10.29326	9.258	19	0,00

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test is presented in the following table.

Table 4.23.

The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching reading comprehension through Pair Work Activities. In other words, using Pair Work Activities in teaching reading could be used to increase the students' reading comprehension.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Pair Work Activities effective in increasing reading comprehension.