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Palopo , November 15<sup>th</sup>, 2013

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## TABLE OF CONTENT

	Page
<b>COVER PAGE</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>CONSULTANT APPROVAL</b> .....	<b>iii</b>
<b>NOTA DINAS PEMBIMBING</b> .....	<b>iv</b>
<b>PRONOUNCEMENT</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER I : INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Problem Statement .....	5
C. Objective of the Research .....	5
D. Significance of the Research .....	6
E. Scope of the Research .....	6
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b> .....	<b>8</b>
A. Previous Study .....	8
B. Reading Comprehension.....	9
1. The concept of reading comprehension .....	9
2. The reasons for reading .....	14
3. Kinds of reading .....	15
4. Reading skills .....	16
5. Strategies and techniques for reading comprehension .....	17
6. The process of reading comprehension .....	20

C. Pair Work Activities .....	21
1. What is pair work .....	21
2. What are the advantages and disadvantages of pair work ? .....	22
3. Organizing pair work .....	25
4. Typically tasks of pair work in the classroom .....	27
5. The concept of Classroom Action Research .....	31
D. Conceptual framework .....	37
<b>CHAPTER III : METHOD OF THE RESEARCH .....</b>	<b>40</b>
A. Method of the Research .....	40
B. Research Design .....	40
C. Research Participant .....	41
D. Technique of Collecting Data .....	42
E. Data Analysis .....	43
F. Procedures of the Research .....	44
<b>CHAPTER IV : FINDINGS AND DISCUSSION .....</b>	<b>46</b>
A. Findings .....	46
B. Discussion .....	67
<b>CHAPTER V : CONCLUSION AND SUGGESTIONS .....</b>	<b>73</b>
A. Conclusion .....	73
B. Suggestion .....	74
<b>BIBLIOGRAPHY .....</b>	<b>75</b>
<b>APPENDIXES</b>	

## LIST OF TABLES

<b>Tables</b>	<b>Page</b>
1 Table of the students' score of first cycle .....	49
2 Table of the students' score of second cycle.....	60
3 The table of observation sheet of students' activeness in learning process in the first cycle.....	51
4 The table of observation sheet of students' activeness in learning process in the second cycle .....	62
5 Students' interview list of the first cycle.....	53
6 Students' interview list of the second cycle .....	64



IAIN PALOPO

## ABSTRACT

**Nurlinda**, 2013. *“Teaching Reading Comprehension at the Eleventh Year Students of SMA Negeri 4 Palopo through Pair Work Activities”*. A Thesis of English Studies Program of Tarbiyah Department at State College for Islamic Studies (STAIN) of Palopo. Consultants: (1) Rustan S. (2) Amalia Yahya.

**Key Words** : Reading Comprehension, Pair Work Activities.

This thesis is about teaching reading comprehension through pair work activities at the eleventh year students of SMA Negeri 4 Palopo. The problem statement of the research was “What is the appropriate way of use in Pair Work Activities in teaching the students’ reading comprehension skill at the eleventh year students of SMA Negeri 4 Palopo?”. The objective of the research namely to find out the appropriate way of use in Pair Work Activities in reading comprehension at the eleventh year students of SMA Negeri 4 Palopo ?.

This thesis used Classroom Action Research. The target populations of the research were 20 students at the eleventh year students of SMA Negeri 4 Palopo. The procedure of the research used two cycles, they were cycle I and cycle II, it was done to find out the appropriate way teaching reading comprehension through pair work activities. Then the researcher analyzed their score by using simple percentage to know the students’ mean score in each cycle.

The result of analysis could be explained that pair work activities increased students’ reading comprehension at the eleventh year students of SMA Negeri 4 Palopo. In this thesis the researcher applied pair work activities to increase students’ reading comprehension ability because by using pair work activities the students were sharing one another, they could explain about the keywords or the main ideas of the text and absolutely they could comprehend the text. the result of the students was increasing by looking their score in cycle I and cycle II. Their mean score in cycle I only 66.5% and cycle II the score developed to be 75.25%. it meant that the students’ reading comprehension at the eleventh year students of SMA Negeri 4 Palopo increased.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

The aim of teaching English at school is to equip the students with some English knowledge in order that they can develop and enrich their knowledge through reading texts written in English.

The use of English in many scientific books demands students to have proficiency in reading. Reading is an essential skill in English that have to be master. By mastering students could understand English easily, because almost an English book and the explaining about the book is written in English. For this reason the English reading ability was needed by students.

In Indonesia, English is taught and learned as a foreign language and it is one of the compulsory subjects in the school curriculum. English includes some language skills. One of its purposes is to enable the students to read texts or other reading materials in English. The texts must be read not only to gain information but also to understand the material fully. Good reading texts can provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language ( e.g., vocabulary, grammar, idioms ).<sup>1</sup>

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<sup>1</sup>J.C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press 2002 ), p. 273.

When dealing with a reading lesson, most of the students in school face difficulties in comprehending the materials written in English because they have insufficient English reading ability. Arifuddin Hamra indicates that most of Indonesian students still find it difficult to comprehend English textbooks. The difficulty comes from different aspects among others : ineffective reading habits, the negative reading attitude, the lack of reading interest, reading knowledge or language knowledge, reading skill, reading strategies, and reading participation.<sup>2</sup>

Based on the interview with the English teacher of SMAN 4 Palopo in teaching reading comprehension, they said that the students comprehension on English text was generally still low. Most of the students were still low from the standard of ability. They were still lack of reading English texts such as descriptive, narrative, news item, etc. This phenomena can also be seen of the daily reading test or the final semester test of the students. It was still low from the Minimum Competence Criterion or *Kriteria Ketuntasan Minimal* ( KKM ) that is 70. In others words, their abilities in this aspect of English were very low.

By considering those phenomena, the writer argued that the eleventh year students of SMA Negeri 4 Palopo still had low ability in English. Many students had difficulties in understanding the texts which were written in English and fail to achieve their mastery learning on reading competence.

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<sup>2</sup>Arifuddin Hamra, *The Reading Attitude, Interest, and Habit in Reading Comprehension EFL, Students of State University on Makassar*. Unpublished Desertation, 2003.

Students learning outcomes on reading comprehension which was still considered unsuccessful had always been focused on the failure of teaching English in Indonesia. Some factors seem to have strong effect in the success and failure of teaching reading comprehension. The factors were from teachers, teaching materials, learners, and technique or procedure employed by the teacher.

Grand says that teaching involves three main factors : teacher, learner, and the text. These three factors had to fit with each other in order to generate success in teaching reading. Thus, the students success or failure in reading comprehension could not be separated from teacher's role.<sup>3</sup> Croft also stated that a teacher of English as a foreign language was expected to have an understanding of the principles and ability to evaluate the effectiveness of teaching materials and teaching procedures or techniques.<sup>4</sup> So, it was true to say that procedure of teaching had an essential function in improving the students learning ability. This meant that if a teacher used an appropriate technique or procedure in teaching, it might generate success because of the quality and success of students in learning is strongly influenced by the ability and accuracy of teacher choose and use teaching method.

The reality in the field, learning activities more emphasis on methods that were colored with the lecture. This resulted in students was less engaged in learning activities. Activities students just sit still, listen, record and at the end of learning

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<sup>3</sup>N. Grand, *Making the Most of Your TextBooks*, (England: Longman Group Ltd, 1980), p. 15.

<sup>4</sup>K. Croft, *Reading an English as a Second Language for Teacher and Teacher Trainees*, (USA: Little Brown Company Canada, Ltd, 1980), p. 23.

students were given assignments to do at home. This activity resulted in less students participate in learning activities that tend to make them get bored and lazy in learning. Seeing this condition, the need for alternative learning where students could learn to find the information themselves, connecting the topics that had been learned and to be learned and could interact both with teachers and with their pairs in a fun and friendly atmosphere. One alternative that could be used in this pair work activity.

Pair work activities were integral aspect of many teachers approach to language teaching. Kagan in Richards and Renandya stated that a pair work technique was a tool which a teachers use to encourage mutual helpfulness in pairs or groups and the active participation of all members. Kagan further stated that through this activity the students could also be more actively involved, motivation increases, intensity of interaction was augmented and comprehension of the students working alone, and that later this superiority carries over in individual comprehension.<sup>5</sup>

The purpose of pair work activities in the English reading class was to help students developed their knowledge in comprehending English text, especially narrative text. By giving the students opportunity to practice various reading sub-skills in pairs, they could learn how to share information and help each other in order to develop their overall reading abilities. It was also could give the benefit to the student who had high anxiety or shy when working alone. Pair work could help the students who would never say anything in the whole class activity.

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<sup>5</sup>J.C. Richard and A. Renadya, *Methodology in Language Teaching: an Anthology of Current Practice*, ( USA: Cambridge University Press, 2002), p. 272.

The researcher had interviewed other English teachers in SMA Negeri 4 Palopo about the application of pair work activities in the class and they said that most of them applied whole class activity and individual work in teaching reading. The teachers sometimes applied pair work when the students came to the session finding the unfamiliar words from the text. They applied individual work when asking the students to do the reading tasks in order that the students could work independently. However, the application of pair work activities was necessary for teaching reading at SMA Negeri 4 Palopo.

Being aware of students comprehension on English text was still low, the researcher carried out limit to the scope of this research on teaching students reading comprehension through pair work activities. It was hoped that pair work activities to be one of the alternative way in improving the students reading comprehension.

### ***B. Problem Statements***

Based on the explanation on background the writer formulated the research question namely: What is the appropriate way of use in Pair Work Activities in teaching the students' reading comprehension skill at the eleventh year students of SMA Negeri 4 Palopo ?

### ***C. Objective of the Research***

Based on problem statements above, the objective of the research is : to find out the appropriate way of use in Pair Work Activities in reading comprehension at the eleventh year students of SMA Negeri 4 Palopo ?.

### ***D. Significance of the Research***

The significance of the research was divided into two parts, theoretical significance and practical significance, described as follows:

1. Theoretical significance: the result of the research is expected to give more information as theoretical in developing English study and concern in teaching reading with new technique.

2. Practical significance, it is expected for:

a. For educational world, the result of this research is expected to be useful information for developing teaching technique in learning English especially in reading comprehension.

b. For the teacher, it is expected to be a reference for English teachers who want to apply mnemonic technique as an alternative in solving problems faced in order to improve students' Reading Comprehension because this technique can help the students to memorize the vocabulary that make students are interest to read.

c. For the students, this research is also expected to be useful information and positive contribution for the students in order to very their learning activities.

d. For the next researcher, this research will be source information and to motivate the next researcher to create another idea or technique to teaching reading comprehension.

### ***E. Scope of the Research***

The research was limited and focused on students reading comprehension through pair work activities at the eleventh year students of SMA Negeri 4 Palopo in 2012 – 2013 academic year. The researcher focused the reading material in identifying the topic and information from narrative story.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Study*

There are some of the researchers who have conducted, studies dealing with the use of pair work activities in studying English such as :

1. The research, Ima had conducted a research entitled “ Teaching Vocabulary Through Group Work at SMP Negeri 3 Masamba.” based on the result of her research she concludes that through group work could improve the students’ score in cycle. Their mean score in cycle I only 60,5 and in cycle II the students’ score increased to be 70.25. The succes of group work was depended on teacher ways in explaining, guiding the students in learning English vocabulary through group work when the students were explained more hardly and given more examples, so that the students could received the complete material of learning process.<sup>1</sup>

2. Idul Rahmat in her thesis under the title of Improving the Students’ in Writing at the Third Year Students of SMPN 8 Palopo Through Describing Pictures in Pairs. Based on the result of analysis showed that the use of Describing Pictures in Pairs can improve students’ in writing at the third year of SMPN 8 Palopo.<sup>2</sup>

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<sup>1</sup>Ima, A thesis on title “*Teaching Vocabulary through Group Work at SMP Negeri 1 Masamba*”. ( Palopo: STAIN Palopo, 2013), p. 54.

<sup>2</sup>Idul Rahmat, “*Improving the Students’ in Writing at the Third Year Students of SMPN 8 Palopo through Describing Pictures in Pairs*”. (STAIN Palopo: 2011), p. 64.

3. Akbar in his thesis which is written under the title ‘Improving Students’ Writing Skill at the Eleventh Year of SMAN 2 Palopo through Pair Interview’ can Improve Students’ English Writing Skill at SMAN 2 Palopo.<sup>3</sup>

All the findings above about various techniques to assess students reading comprehension. So the result of the researcher have positive effects to the students in improving their comprehension through those techniques. However, other techniques and procedures need to be more explored again, both the oldest and the newest ones. Pair work activities does have a place in the classroom and its implementation can be beneficial for students to improve their comprehending on English reading.

## ***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.<sup>4</sup> Comprehension is the ability to understand and interpret spoken and written language.<sup>5</sup> Reading comprehension is techniques for improving students’ succes 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

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<sup>3</sup>Muhammad Akbar, *Improving Students’ Writing Skill Through Pair Interview at The Eleventh Year Students of SMAN 2 Palopo*, (A thesis STAIN Palopo, 2008), p. 5.

<sup>4</sup>David Nunan, *Practical English Language Teaching*, (Sidney: Macquarei University, 1991), p. 68.

<sup>5</sup>David Cristal, *A Dictionary of linguistic and phonetic*, (New York: Basil Blackwell Ltd, 1985), p. 63.

the reading process working together as a text is read to create a representation of the text in the reader's mind.<sup>6</sup>

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

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 interact ie. The reader tests clues from the againts his knowledge to arrive at an understanding of the text acceptable to the reader.<sup>7</sup>

2. Eksay in Amir states, "Reading comprehension in general is viewed in this research as 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."<sup>8</sup>

3. Simanjuntak states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences

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<sup>6</sup>Anonim, [http://wik.ed.uiuc.edu/index.php/reading\\_comprehension](http://wik.ed.uiuc.edu/index.php/reading_comprehension). Accessed on juni, 28<sup>th</sup> 2013

<sup>7</sup>Anonim, [www.scribd.com/doc/66118785/Introduction-to-Reading-Comphension-Skill](http://www.scribd.com/doc/66118785/Introduction-to-Reading-Comphension-Skill). Accessed on juni, 28<sup>th</sup> 2013.

<sup>8</sup>Anonim, <http://yoyoi.blogspot.com/2011/06/definition-reading-comprehension.html>. Accessed on juni, 27<sup>th</sup> 2013.

and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of text, it means that he fails in comprehending the passage.<sup>9</sup>

In comprehending a written text readers typically make use background knowledge, phonological and phonemic awareness, vocabulary, fluency and many basic skill which is supporting or helping in reading comprehension.

#### 1) Phonological and Phonemic Awareness

Phonological awareness refers to the ability to attend to the sound of language as distinct from its meaning. Studies both of alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic language, phonemic awareness is especially important because the letters of alphabet map onto individual sound units (phonemes). Children who are able to attend to the individual phonemes in alphabetic languages are much more likely to learn the alphabetic principle (how letters map onto phonemes) and therefore, learn to recognize words quickly and accurately. For alphabetic languages, many studies have shown that phonemic awareness is closely associated with reading ability in the early and later years of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other. Phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic scripts also develops phonological and phonemic awareness.

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<sup>9</sup> Holandyah, [blogspot.com/2012/02/4/-pbi-01 iain.html](http://blogspot.com/2012/02/4/-pbi-01 iain.html). Accessed on juni, 27<sup>th</sup> 2013

## 2) Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problem with word recognition. As a result, they can focus on the meaning of a text. Recent research shows that fluency also depends on the ability to group words quickly, but also know where the place emphasis or pause during reading. Word recognition is necessary but not sufficient for fluent reading. The readers can do both task at the same time. They can do this because of efficient word recognition and oral language skills. Guided practice in reading generally increases fluency.

## 3) Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is however very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of language.

Stanovich describes the cumulative effect of poor reading and vocabulary skills. Children who are poor readers usually also lack a wide vocabulary. When

young children struggle with reading, they quite naturally read less than their more able classmates and therefore are exposed to fewer new words. This restriction on their deficits make learning in general more difficult and as children progress through the grades, the gap between skilled and less skilled reader becomes increasingly pronounced.

#### 4) Prior Knowledge

Prior knowledge generally helps the comprehension. There are many aspect to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A readers' interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degress, depending on reading task. A readers knowledge of the world depends on live experience. This is different in different countries, regions and cultures. Reading task and reading instruction should be sensitive to the types of prior knowledge that are needed for the readers to understand a text.

#### 5) Cultural Factors

Reading comprehension is about relating prior knowledge to new knowledge contained in written text. Prior knowledge, in turn, depends on live experienced. Topic that are familiar and openly discussed in own culture may be unacceptable in another. Children growing up in rural communities will have different experiences from these from urbanized, develop countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same

effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text.<sup>10</sup>

## 2. The Reason for Reading

### a. Reading for information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this information can be tabulated in not from so that you can see side by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easier during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set your self question with which to give your reading, and keep them in mind so that you know way you are reading, you will find that the more reading you do, the easier it becomes.

### b. Reading for pleasure

Reading for pleasure is done without other people. But according to an individual reader's with, mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human can see such love, ambition, revenge, family live etc. It's purpose is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value.

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<sup>10</sup>Ahmad Perdana Putra, "*The effectiveness of Using Aunthetic Material in Teaching Reading Comprehension to the Second Year Students of English Education Study Program in STAIN Palopo*", (STAIN Palopo: 2010), p. 11.

The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters in other words, to extend our experience of the world in which we live. While the states that the purpose of reading is to though that expected in the world.

### 3. Kinds of Reading

Reading is a communicative activity between the writer and the reader. In order the communication becomes effective, the reader hat to determine his purpose before reading. In connection with that, Grand gives the purpose of reading as follows : (1) Reading for gist, (2) Reading for information, (3) reading for study.

Reading for gist is done to get the main point of a text , and it is done by skimming. Reading for information is done to find specific information, and requires the reader to read selectively. This is done by scanning. Reading for study is necessary in any situation where the reader may have to study text in English. This is done by intensive reading skill.<sup>11</sup>

Those purposes above must be personalized to be effective. So, the students must have some reasons for reading the material and must look for something in the material read. In connection with that, Abbot et.al. give a suggestion to the learners or students, a golden rule for any reading activity, as follows: the learners should know the purpose of thier reading before they actually read.<sup>12</sup> It is true, because

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<sup>11</sup>N. Grand, *op. cit.*, p. 35.

<sup>12</sup>Gerry Abbot and Peter Wingard, *The Teaching of English as an International Language: A Practical Guide*, (London: Guildford –Surrey Biddle, Ltd, 1985), p. 21.

efficient reading depends first of all on having a purpose for reading and then knowing why they are reading a text. And the purpose will usually determine the appropriate skills of reading to be used. But, this is so often ignored by the learners, probably because the teacher does not pay his or her attention to this. The result is that the students capabilities in reading comprehension is still lower than what is expected.

#### **4. Reading skills**

There are various reading skills can be applied by a reader in order to get a message from a written text according to his/her purposes of reading. Grellet, who uses the term “ways of reading” in the sense of “reading skills”, states that there are four main ways of reading : (1) Skimming: reading quickly over a texts to get the gist of it. (2) Scanning : reading quickly through a text to find out a particular piece of information. (3) Extensive reading: reading a long text for pleasure, which involves global understanding. And (4) Intensive reading : reading a short text to extract specific information through reading for detail.<sup>13</sup>

Nuttal defines “scanning as glancing rapidly through a text to search specific piece for information”, eg. to get the main idea of each paragraph of a text, while

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<sup>13</sup>H. Michael Long and J.C. Richard, *Methodology in TESOL*, (Heinle&Heinle Publishers, 1987), p. 239.

skimming is glancing rapidly through a text to determine its gist, eg. in order to get the general idea of what the text is about.<sup>14</sup>

Williams points out that intensive reading is done carefully and slowly for information purposes either for academic or for occupational purposes. And extensive reading is reading for pleasure at a relatively rapid rate, eg. reading a novel for pleasure.<sup>15</sup>

### **5. Strategies and techniques for reading comprehension**

Many researchers have similarities in categorizing reading strategies. However, there are some differences in their classification. For instance, Brantmeier states that strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.<sup>16</sup> Furthermore, reading strategies can consist of evaluating content, such as agreeing or disagreeing, making an association with prior knowledge or experience, asking and answering questions, looking at the key words, using sentences structure analysis such as determining the subject, verb or object of the

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<sup>14</sup>C. Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heineman Education Books Ltd, 1982), p. 201.

<sup>15</sup>Williams, *Communicative Reading: Reading in the Language Classroom*, (London: Mac Milan Publishers, 1984), p. 3.

<sup>16</sup>C. Brantmeier, *Second Language Reading Strategy Research at the Secondary and University Levels: Variations, Disparities and generalizability, The Reading Matrix (3)*, (Retrieved March 10<sup>th</sup> 2007), p. 1.

sentence, skipping and reading. Brown provides strategies that can help students read more quickly and effectively as follows :

- a) Previewing: reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading selection.
- b) Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary and content.
- c) Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- d) Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings or unknown words, instead of stopping to look them up.
- e) Paraphrasing: stopping at the end of a selection to check comprehension by restarting the information and ideas in the text.<sup>17</sup>

To improve the students reading skills, the teacher must be able to identify various types of texts which a student will encounter when studying the subject and various strategies of reading which he or she might adopt. Although different texts and tasks may require different reading strategies. It is possible to offer some general strategies for reading which can be adapted for use in most subject.

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<sup>17</sup>Brown, *Strategies for Developing Reading Skills*, (1990) Online: <http://www.nclrc.org/essentials/reading/stratread.htm>. accessed on 10<sup>th</sup> May 2013, p. 3.

Brown and Atkins have classified six starting point for discussions of reading activities :

Scanning : when students want to find a particular item of information

Skimming : when students want to gain a quick impression of a text or article

Surveying : when students want to uncover the structure and “topography” of a text or article.

Light study reading : reading passively for factual information, general background, and/or with no specific purpose

Directed reading : reading actively for specific knowledge acquisition or for grasp of pre-determined concepts, procedures, theories.

Deep study reading : reading actively to make connections, meaning, consider implications, and to evaluate argument.<sup>18</sup>

Furthmore, Brown and Atkins say that helping students to be come aware of the existance of such strategies is probably not enough. They also need opportunities to develop and analyse their own reading skills.<sup>19</sup>

It is possible to design short, structured activities or exercises which provide these opportunities. Some suggestions are given below together with some sample pieces of text.

a) Underline key sentences which carry the argument or make the main points.

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<sup>18</sup>George Brown and Atkins, *Effective Teaching in Higher Education*. (London: Methuen & Co. Ltd, 1987), p. 173.

<sup>19</sup>*Ibid.*, p. 174.

- b) Draw the diagram or flow chart to show the main points in the procedure.
- c) Draw a diagram to show the main ideas in the article and show the relationships made between them by the author.
- d) Put subheadings into a piece of extended text.
- e) Write a summary sentence in your own words for each paragraph.
- f) Restructure your notes in your own words so that similar points are grouped together under an appropriate subheading.
- g) As you read, think up, and note down, questions to ask of the next section of text (inference like conclusion)
- h) Write down some questions to ask yourself as a way of monitoring your own reading.
- i) Delete redundant or trivial points in a text.
- j) Delete the least important 25 percent of the text then text least important 25 percent, then the next. What considered most important 25 percent of the text ?
- k) Go through an extended argument. Put a cross for any sentence that follows incongruity: put a tick for any sentence that follows logically.

Effective teacher shows students how they can adapt their reading behaviour to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Finally, these strategies appear to be effective since they help language learners enhance the reading ability.

## 6. The process of reading comprehension

Davies and Whitney state that there are three vital processes involved in reading comprehension, as follows :

- a) Previewing : scanning, searching , reading bits (heading, illustrations, paragraph openers) and setting up some expectation.
- b) Predicting : making guess which are informed these expectation, knowledge of the subject, the writer, the type or time of writing of the likely concepts contents or conventions.
- c) Checking : confirming, enhancing or extending predictions or preknowledge by using features within the text or resource outside it.<sup>20</sup>

The process above must be done orderly since its aim to make the students better guessers. The work is directed at setting up situation where students work closely as individual or together in teaching out the meaning, by guessing from immediate context, wider contexts, part of speech or part of words. For that case, the students are given tasks with encourage them to confirm or to revise their guesses by checking again context probability, linguistics possibility, writer's attitude or intent, and known discourse conventions. And they are also introduces to study skills related to making a text manageable for themselves by breaking up devices such as blocking, underlining, note making and use additional reference material.

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<sup>20</sup>E. Davies and Whitney, *Strategies for Reading*, (New York: Heinemann Books, 1982), p. 20.

In connection with the reading activities, the process of teaching and learning should be task-oriented in the sense that the students have to do or perform something based on the task given. Therefore, the students in learning reading comprehension have to do exercises and activities that the teacher instructs them to do or based on the instruction given in the text selection.

### ***C. Pair Work Activities***

#### **1. What is pair work ?**

In pair work, the teacher divides the whole class into pairs that is the students work in two together. Every student works with his/her partner, and all the pairs work at the same time. Harmer states that pair work is a way of increasing student participation and language use. It can be used for an enormous number of activities, whether speaking, writing, and reading.<sup>21</sup> He further states that with pair work, the students can practice language use and join learning. Harmer states that pairwork seems to be a good idea because immediately increases the amount of student practice. Pairwork allows the students to use language and also encourages students cooperation which is it self important for the atmosphere of the class and for the motivation it gives to learning with other. Since the teacher as controller is no longer oppressively present students can help each other to use and learn language.<sup>22</sup>

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<sup>21</sup>Jeremy Harmer, *op. cit.*, p. 125.

<sup>22</sup>*Ibid.*, p. 126

## 2. What are the advantages and disadvantages of pair work ?

According to Brown, pair work yields a number of advantages : 1) pair work generates interactive language, 2) pair work offers an embracing affective climate, 3) pair work promotes learner responsibility and autonomy, and 4) pair work is a step toward individualizing instruction.<sup>23</sup>

Besides that, Kagan in Richard and Renadya states that pair work activity encourages successful group functioning because all members need to know and be ready to explain their group's answer and because the response given belongs to whole group, not just to be group member giving it.<sup>24</sup>

Pollard writes seven advantages to having the students working in group or in pairs, 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 suits them. When working as a whole class, the phase is set by the teacher or by the students. 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 easy. Thus using time more efficiently.
- 3) Students are more actively involved in their work.

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<sup>23</sup>Anonim, *Advantage of Group Work*, at online: accessed on May 12<sup>th</sup> 2013

<sup>24</sup>J.C. Richard and Renadya, op. cit., p.

- 4) Students can share their knowledge, explain things to each other.
- 5) It increases students talking time (STT) while reducing teacher talking time (TTT).
- 6) Students learn to work autonomously.
- 7) Every student has the opportunity to contribute.<sup>25</sup>

The advantages mentioned above would be taken by the teachers who use pair work in their class if it is organized well with selected appropriate types of activity.

Pair work is important to be used in the teaching and learning process. This technique will give more opportunities to the students to practice their English. With pair work, the time that students will have is increased dramatically. But there are some certain problems that may occur with pair work. Harmer states that teachers sometimes worry about noise and indiscipline when pair work is used particularly with children and adolescents.<sup>26</sup> A lot depends here on the task we set and on our attitude during the activity. If we go and concentrate on one pair in the corner of the room to the exclusion of the others, then indeed the rest of the class may forget their task and start playing about. Furthermore, Wheeler encountered some problems in his experiment with pair work and group work at a university in Turkey. Some of the problems were :

- a) The students often spoke in their native language.

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<sup>25</sup>Lucy Pollard, *Lucy Pollard's Guide to Teaching English; A book to help you through your first two years in teaching*. Online E-book: <http://www.englishclub.com/esl-resources/lucy-pollard-teaching-english-guide.htm> , 2008, p. 8.

<sup>26</sup>Jeremy Harmer, *op. cit.*, p. 224.

- b) One students would dominate while the others did nothing.
- c) Students might learn each others mistakes by practicing English together.
- d) Students were not clear about how to go through an activity. Some students being loner types, were simply uninterested in working with others.
- e) The class become very noisy with so many people speaking at once.
- f) The class seemed to be in a state of chaos.

To overcome that problems which sometimes occur in pair work activities teacher can set up the procedure of teaching by using this technique as follows :

- a) Explain carefully and check that they have understood before ask them to work in pairs.
- b) Always demonstrate with the help what they have to do.
- c) Ask the students to tell what they have to do before they do it to check their understanding.
- d) Be sure that the students have complete the task correctly.
- e) Give feedback time after pair work so that the students do not feel that they wasting time.
- f) Set a clear time limit.
- g) Control who works with who so the students are or always being dominated or dominating others.

The teacher should try and make sure that the pair work task is not carried out for too long. Students who are left in pairs for a long time often become bored and then not only not learning, but also become restless and perhaps badly behaved. If the

class become too noisy then the teacher can stop activity, explain the problem and ask the students to continue more quietly. If this does not work the activity may have to be discontinued.

### 3. Organizing pair work

It is probably easiest if the students are asked to work with whoever is sitting next to them. This allows students to work in pairs. If the students always work with a familiar person, it will be easier for them to interact. In fact, it is advisable to change that way of pairing the students to help avoid over familiarity among them. According to Pollard, by working with others, students can discover other ways of working and speaking. Dividing students in different ways help the teachers to separate the noisy students and also to see which students work well together. It also contributes to a sense of cooperation in the classroom.<sup>27</sup>

Pollard also suggests that the teacher might ask all the strong students to work together which allow them to do a more challenging task while the weaker students do a less challenging task. To maximize the weak student active, it is better if he or she mixed with strong student. As Harmer states that teachers will have to decide whether they will put strong students with weak students or whether they will vary the combination of the pairs from class to class.<sup>28</sup> It means that teacher could put

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<sup>27</sup>Lucy Pollard, *op.cit.*, p. 9.

<sup>28</sup>Jeremy Harmer, *op. cit.*, p. 245.

stronger students to work with weaker students, which allows strong students to explain difficult points to the weaker ones.

Well-organized pair work is one of the most important ways of achieving the maximum amount of students talking time. To make the pairs effective implemented in the classroom, Lewis and Hill offer some ways to organize the pairs as follows :

- a) Divide the group into pairs and make sure that all students know who they are working with and which role they are to take.
- b) Make sure everyone is clear about what they are meant to be doing.
- c) Go round, listen, and check that they are doing it.
- d) Stop the activity when it is clear that everyone is finished.
- e) Follow up the pair work with a demonstration or summary from one or more pairs.
- f) Make a habit of it.<sup>29</sup>

To be well organised in pair work, teacher should do the following :

- a) Before the pairs working together, teacher must give clear and explicit instruction
- b) While the pair work is taking place, teacher should move around the class to monitor what pairs are doing.
- c) After the pairs working together, teacher should invite one or two pairs to demonstrate what they have done

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<sup>29</sup>Lewis and J. Hill, *Practical Techniques for Language Teaching*, (England: Commercial Colour Press, 1985), p. 46.

- d) If necessary, teacher should add comments of pairs demonstrations.
- e) Teacher ask the students to work in pairs again with revising the roles.

Some activities that teacher can do during pair work :

- a) Teacher can quite simply let students get on with task. It doesn't mean ignoring the students and letting the task disintegrate.
- b) Teacher allow the students to work at their phase and in a way that suits them.
- c) Teacher offer help when necessary
- d) Teacher answer students questions
- e) Teacher can let the students know that time is closing
- f) Teacher monitor what is going on. While monitoring, the teacher notes down mistakes and examples of good work.

After pair work, teacher ask the students what they discussed, check answer, ask them what decisions they come to, and so on. During this activities, teacher can also make clear any questions the students may have and review errors and examples of good work.

#### **4. Typical tasks of pair work in the classroom**

The first step in promoting successful pair work is to select an appropriate task. Its means that teachers choose something that lends it self to the pair process. According to Brown pair work is more appropriate for tasks that are 1) short, 2) linguistically simple, and 3) quite controlled in terms of the structure of the task. He further says that there are seven activities which appropriate in pair work include :

- 1) Practicing dialogue with parthner

- 2) Simple question and answer exercise
- 3) Performing certain meaningful substitution “drills”
- 4) Quick (one minutes or less ) brainstorming activities
- 5) Checking written work with each other
- 6) Preparation for merging with a larger group
- 7) Any brief activity for which the logistics of assigning groups, moving furniture, and getting students into the groups is too distracting.<sup>30</sup>

However, pair work enables teacher to engage students in interactive communication for a short period of time with a minimum of logistical problems as mentioned on that point seven above.

The first step in promoting successful group work, then, is to select an appropriate task. In other words, choose something that lends itself to the process of pair work or group work.

Brown recommends some typical tasks that can be applied in pair work or group work as follows :

- 1) Games, a game can be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities. According to Harmer, games are vital part of a teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they

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<sup>30</sup>H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Second Edition, New York: Addison Wesley Longman Inc, 2001), p. 182.

have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity, and are especially useful to the end of a long day to send the students away feeling cheerful about their English class.

2) Role-play and simulations. Role-play minimally involves (a) giving a role to one or more members of group and (b) assigning the objective or purpose that participant must accomplish. Simulations usually involve a more complex structure and often larger groups where the entire group is working as a social unit to solve some specific problem.

3) Drama. Drama is a more formalized form of role-play and simulation, with a pre-planned story line and script. This may be more commonly referred to as a "skit" and more involved dramatic performance. Drama has positive effects on language learning, but they are time consuming and rarely can form part of typical school curriculum.

4) Projects. Certain projects can be rewarding indeed for learners of all ages. As learners get absorbed in purposeful projects, both receptive and productive language is used meaningfully.

5) Interview. A popular activity for pair work, but also appropriate for group work, interviews are useful at all levels of proficiency. At the lower levels, interviews can be very structured, both in terms of the information that is sought and the grammatical difficulty and variety. At the higher levels, interviews can probe more complex facts, opinions, ideas, and feelings.

6) **Brainstorming.** Brainstorming is a technique whose purpose is to initiate some sort of thinking process. Brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write on a topic. Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context.

7) **Information gap.** Information-gap activities include a tremendous variety of techniques in which the objective is to convey or to request information. The two focal characteristics of information-gap technique are (1) their primary attention to information and not to language forms and (2) the necessity of communicative interaction in order to reach the objective. The information that students must seek can range from very simple to complex.

8) **Jigsaw.** Jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

9) **Problem solving and decision making.** Problem-solving techniques focus on the group's solution of a specified problem. Problem-solving techniques center students' attention on meaningful cognitive challenges and not so much on grammatical or phonological forms.

10) **Opinion change.** An opinion is usually a belief or feeling that might not be founded on empirical data or that others could plausibly take issue with. Opinions are difficult for students to deal with at the beginning levels of proficiency, but by

intermediate level, certain techniques can effectively include the exchange of various opinion.<sup>31</sup>

From the ten points of the above typical task activities by Brown, it could be seen that games, role-play, interview, brainstorming, information gap, problem solving, and opinion exchange, can be applied in pair work activities.

One way to make students read in pair is giving them an interesting topic with open ended question to discuss. But teacher should realize that to handle the pair discussion for beginners is not like the ones who does to adult or advanced learners. Students of junior or senior high school, of course, need a lot of guidance for better understanding before coming up discussion session. This is to avoid misunderstanding among the students in pair. If one does not understand well what he/she should do for the given task, he or she may just keep silent about everything beyond the topic.

## **5. The concept of classroom Action Research**

### **a. Definition of Classroom Action Research**

According to Dr.Karwono, M.Pd Classroom Action Research or action research has developed since the second World War, this time CAR is Growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to Hopkins, action research has been described as an informal. Qualitative, formative, subjective, interpretive, reflection, and experimental model of inquiry

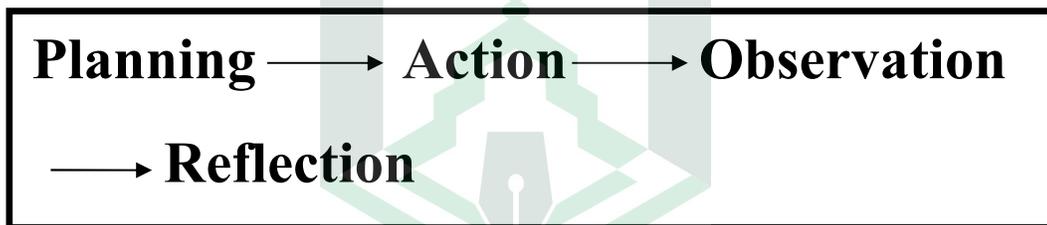
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<sup>31</sup>*Ibid.*, p. 183.

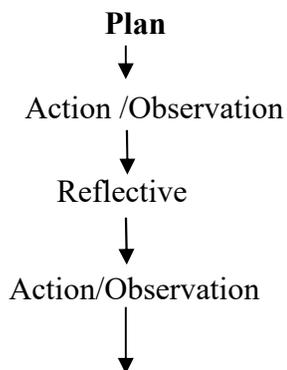
which all individuals in the study know contributing participants. It has the primary intent of providing a frame work for qualitative investigations by the teachers and researcher in complex working classroom situations.<sup>32</sup>

Briefly Car is a form of assessment that is reflective of the perpetrators action, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices implemented.

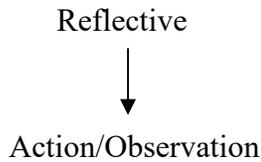
To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows :



The four phases of a cycle within a CAR can be described by a spiral of CAR such as the following:



<sup>32</sup>Hopkins, *Action Research*, 1993, Online: <http://www.Physicsed.Buffalostate.edu/danowner/actionrsch. Html>), Accessed on May 5<sup>th</sup> 2013.



In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observation, and reflection.

a. Characteristic of Classroom Action Research

Characteristics of classroom action research, among others:

(1) An inquiry on practice from within the first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven, in the sense of CAR goal to improve practical, direct-here, now often referred to as research or practical (practical inquiry). This means CAR focuses on specific issues contextual.

The role of the lecturers CAR in the early stages is to be a sounding board (reflecting the idea) for teachers who deal with problems today execution of their duties.

(2) A collaborative effort of school between Teachers and teacher educators, because lectures not have direct access, then the CAR held collaborative with her class teacher who become the arena of CAR because who has a scene so that the lecturers are teachers who are interested in doing CAR not have access to the scene in the roles of practitioners. Therefore must be consistent feature of collaborative

cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report.

(3) Reflective practice made public. Faculty involvement in CAR not as a center of education experts assumed the function as supervisors or middle school teachers as the developer of education (missionary approach), but as colleagues, as well as prospective teacher educators should have the need to learn in order to improve the quality of the field their own performance.

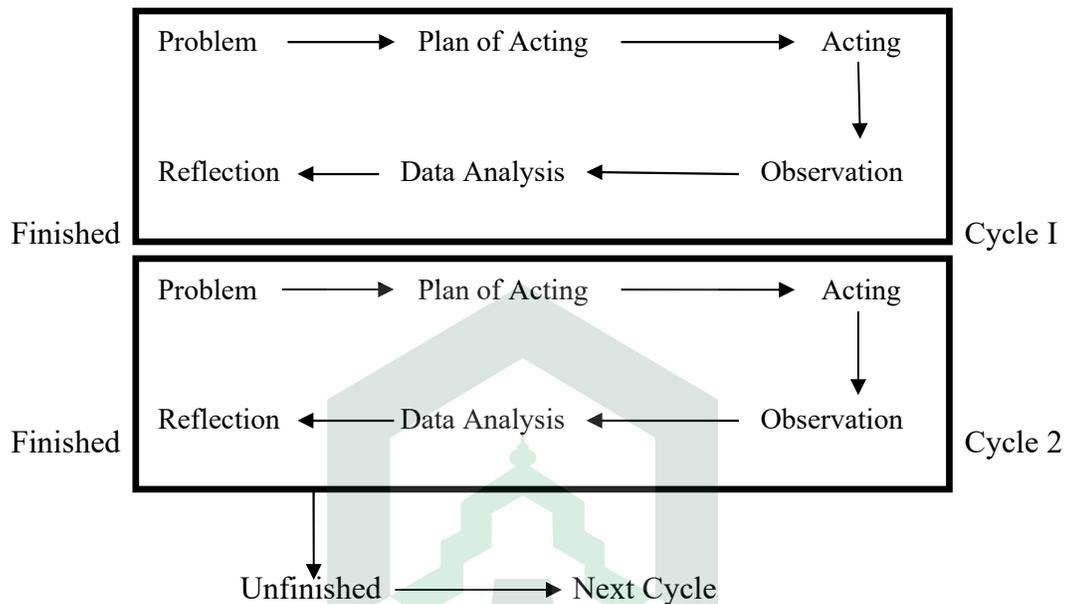
In this connection, teachers who collaborated in the CAR must assume multiple roles as practitioners in the implementation of daily management tasks at the same time also systematically examine the praxis itself. If this accomplished well then will educate researching culture among teachers, and is a strategic step in professional professor ship. This professional harassment in the form of wholesale service providers' weeks to make a list of numbers in the process of promotion credit functionally implicated teachers lately may be terminated.

#### b. Procedure of Classroom Action Research

Procedure classroom action research is the assessment process through the system cycle of various learning activities, according to Raka Joni (1988) there are five stages, namely:

- (1) The development focus of the research problem
- (2) Planning corrective actions

- (3) Implementation of corrective action, observation, and interpretation
- (4) Analysis and reflection
- (5) Planning follow-up (see figure 1 and 2)



In practice, CAR begins with an awareness of the problems with disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and / or learning outcomes audiences students, and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers- either alone or in collaboration with faculty CAR who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and conduct studies relevant literature.

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was conserved the best, then translated into the corrective action program will be tasted. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

**1) Determination Focus / issues Research, which includes :**

- (a) Sensing a problem
- (b) Problem identification
- (c) Problem analysis
- (d) Formulation of the problem

**2) Action Plan, which includes:**

- (a) Formulation of a solution in the form of hypothetical actions
- (b) Eligibility analysis Hypothesis Actions
- (c) Preparation Actions

**3) Implementation of Action and Observation-interpretation**

- (a) Implementation Action
- (b) Observation and Interpretation
- (c) Discussion of feedback (reviews discussion)

#### 4) Analysis and Reflection

- (a) Data Analysis
- (b) Reflection

#### 5) Follow-up Planning

- (a) Observation procedure
- (b) Some Action.<sup>33</sup>

### 6. Conceptual framework

The conceptual framework show the process of the research to develop the students' reading comprehension by using pair work activities. Pair work is a very important part of yourself, because it demonstrates your ability to communicate, discuss, and cooperate with other students. the purpose of including a pair work component in your or course is to prepare you for your future occupation, which may require you to work in a pair based environment. Thus it is not surprising that the ability to work effectively in a pair is a much desired skill.<sup>34</sup> and with pair work is student will be able to share their knowledge, stronger students can help weaker ones and weaker students will benefit in terms of self confidence.

there are many advantages to having your students working in pairs :

1. when working in pairs, the students go at speed that suits them.
2. when working as a whole class, the pace is set by the teacher or by the other students.

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<sup>33</sup>Sindy Yuliasari, *The Effect Of Inductive Technique In Teaching Simple Present Tense At The First Year Students Of SMPN 1 Palopo*, (Uncok 2011), p. 18.

<sup>34</sup>Anonim, *Study Guide-Pair work*, at online: <http://www.pair work>, accessed on june 3<sup>rd</sup> 2013.

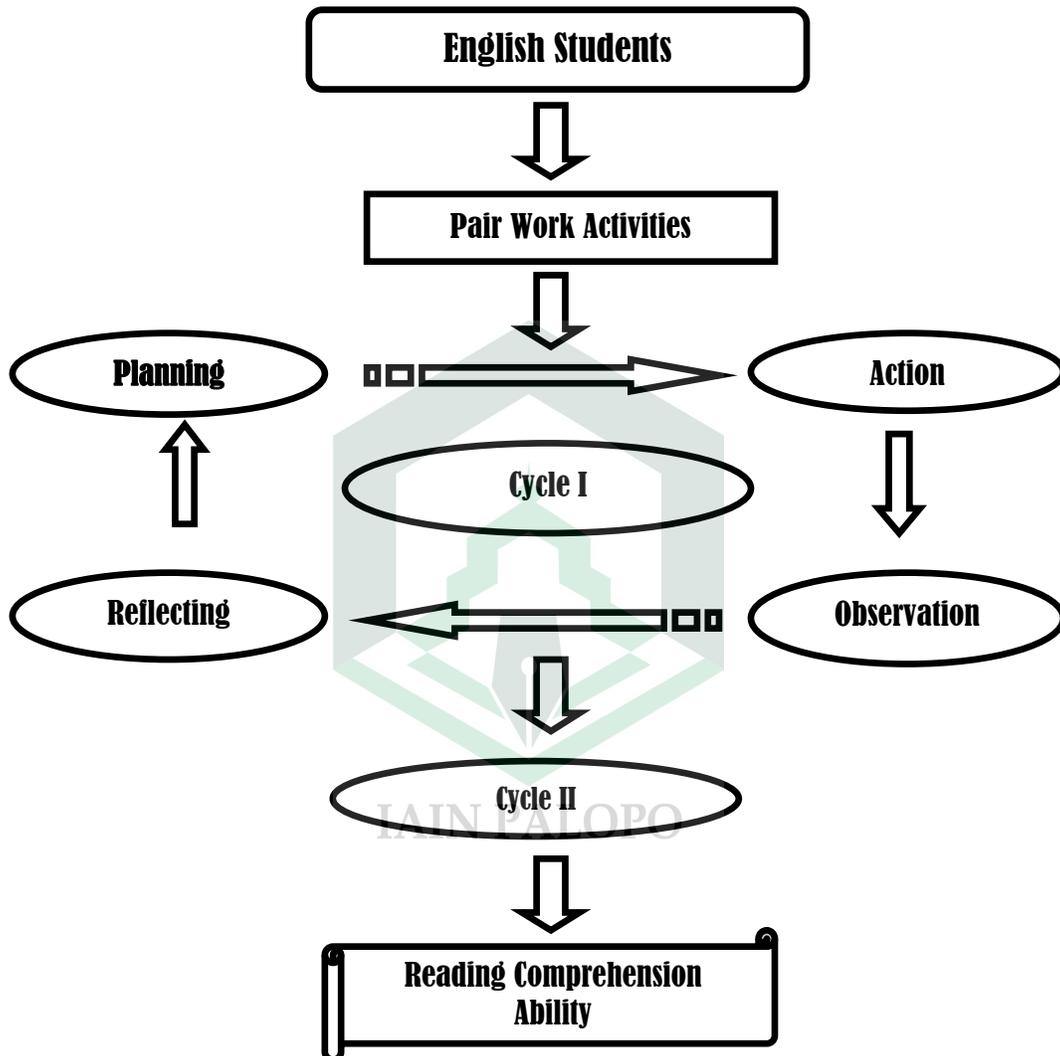
3. working at their own pace, the students can spend more time on points that cause them difficulties and less time on points that they find easy, thus using time more efficiently. 4. students are more actively involved in their work : no snoozing at the back of the classroom. 5. the students can share their knowledge, explain things to each other; this is an advantage over having students work individually.<sup>35</sup> So, Pair work is important to be used in the teaching and learning process. This technique will give more opportunities to the students to practice their english. With pair work, the time that students will have is increase dramatically.

Reading comprehension by using pair work activities would used in classroom action research consist of some cycle, the researcher make planning, action and observation. The researcher gave the material , explain and give example about reading comprehension by using pair work activities. Then, the researcher asked the students to make pair work based on the text, and give test to know the ability of the students in reading comprehension by using pair work. The researcher do the observation, students' responses, participation, analyzing and making conclusion or decision. So the researcher can identify the students' ability in reading comprehension.

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<sup>35</sup>Lucy Pollard, *loc. cit.*,

The conceptual framework underlying in this research is given in the following diagram :



## CHAPTER III

### METHOD OF THE RESEARCH

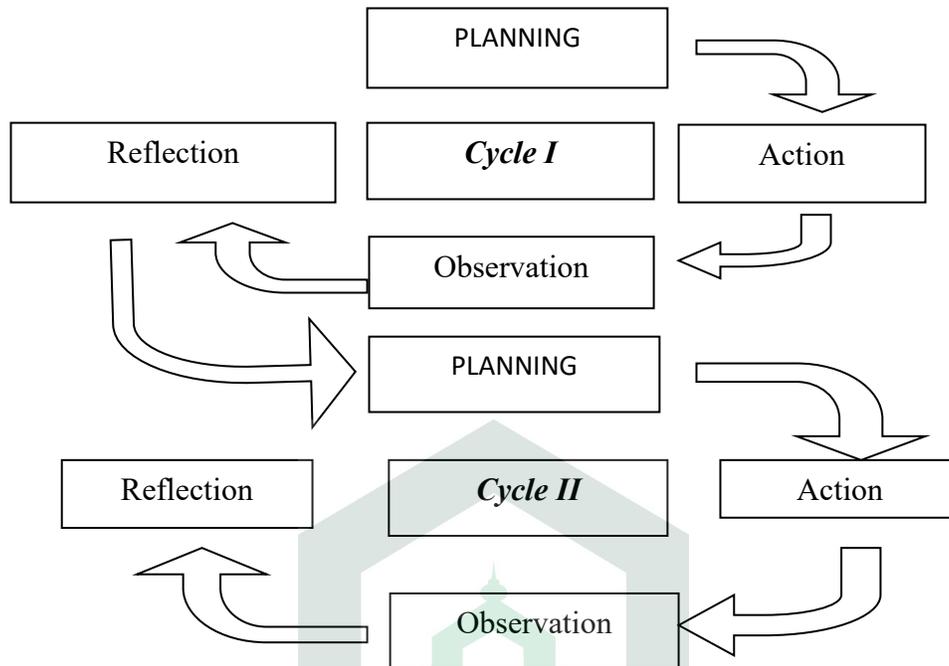
#### *A. Method of the research*

The writer applied Classroom Action Research method with using four stages, such as : Plan, Action, Observation, and Reflection.

In this research the writer used a classroom action research. This research helped to fix a system, work way and process in teaching learning situations. Classroom action research also helped the teacher or writer to improve their skill in teaching English, classroom action research told that the important of work together between teachers and writer.

#### *B. Research design*

The design of the research was two cycles. They are first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle is continued and repaired from the first cycle. The researcher will to present a model of action research stated by Hopkins where there are four stages in the procedure namely, planning, action, observation, and reflecting.



**Figure :** The cycle of Classroom Action Research (Hopkins, 1993: 52)

### ***C. Research Participant***

The participants of research are:

#### **a. Students**

The position of students in this research as object of research, where the writer hopes after researching the students Can increasing reading comprehension.

b. Partner and collaborator

The position of collaborator in this research as observer, the collaborator help the researcher to observe the students. So the writer can be able to know the students condition in learning process and give suggestion for the problem in each cycle.<sup>1</sup>

***D. Technique of Collecting Data***

1. Techniques

a. Observation

Observation sheet informed of out the students' data during learning process. Observation sheet is used to check the students' activeness to take a part in learning process of learning reading through pair work. Also it would be useful to observe the students' participation during learning process, also as a main instrument in discussion part among the teachers and the collaborators as a way to make reflection in each cycle.

b. Interview

The writer also used interview list to find out the level of successful in implementing pair work in teaching reading. And also there would be a disscussion result among the teachers to fix the problems that found in teaching learning process. Interview was also used to collect the data especially to know the students' opinions about the technique of the research.

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<sup>1</sup>Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajagrafindo Persada, 2008), p. 279.

## 2. Instrument

### a. Test

The test was used to know the students' improvement of reading or to find out the students' score.

### ***E. Data analysis***

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique and distribution of frequency.

a. To calculate the students' mean score of the test, the writer used the following formula :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total of item}} \times 100$$

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

Where :

X = Mean score

$\sum x$  = Total score

N = Total respondents

Score of the test classified into criteria as follows :

No.	Score	Criteria
1	81 – 100	Classified as very good
2	61 – 80	Classified good
3	41 – 60	Classified as fair
4	21 – 40	Classified as poor
5	1 – 20	Classified as very poor

b. To describe the students' reading achievement in every observation in each cycle would be analyzed descriptive through percentage technique :

Formula of percentage :

Where : 
$$P = \frac{F}{N} \times 100$$

P = Rate percentage

F = Frequency

N = Total sample<sup>2</sup>

## ***F. Procedures of the research***

### **Cycle I**

#### **a. Planning**

Before doing the action research, the writer needs a preparation like :

- 1) Analyzed English subject curriculum of SMA Negeri 4 Palopo.
- 2) Made a lesson plan about the use of Pair Work Activities in teaching reading comprehension.
- 3) Making observation sheet to record the teaching learning process

#### **b. Acting**

- 1) The researcher read the text and followed by the students silently.
- 2) The researcher gave the students the material reading comprehension through Pair Work Activities then the writer would give them one text to read.

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<sup>2</sup>Sudijono Anas, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p. 289.

3) After explaining the material, the researcher divided the students into some pairs, then the writer gave a same topic in each pair about narrative. In every meetings each pair had to do same topic which had been given by the researcher.

4) Students discuss what they found in the text with their partner.

5) researcher asks each students to write some questions based on the text.

6) researcher asks students to make summary and identify topic of the text.

7) Students discuss what to summarize and topic with their partner.

8) Students in pairs summarize the content of the text.

#### **c. Observation**

In this step, a researcher observed all events or activities during the research. During the learning process going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation.

#### **d. Reflecting**

This step conducted to know how far the students understand the materials which will be given. What the strength and the weakness of the cycle. This classroom action research was success if some of the following requirement is fulfilled :

1) Most of the students have a good participation during the acting (70%).

2) Most of the students have a good score in evaluation (75%).

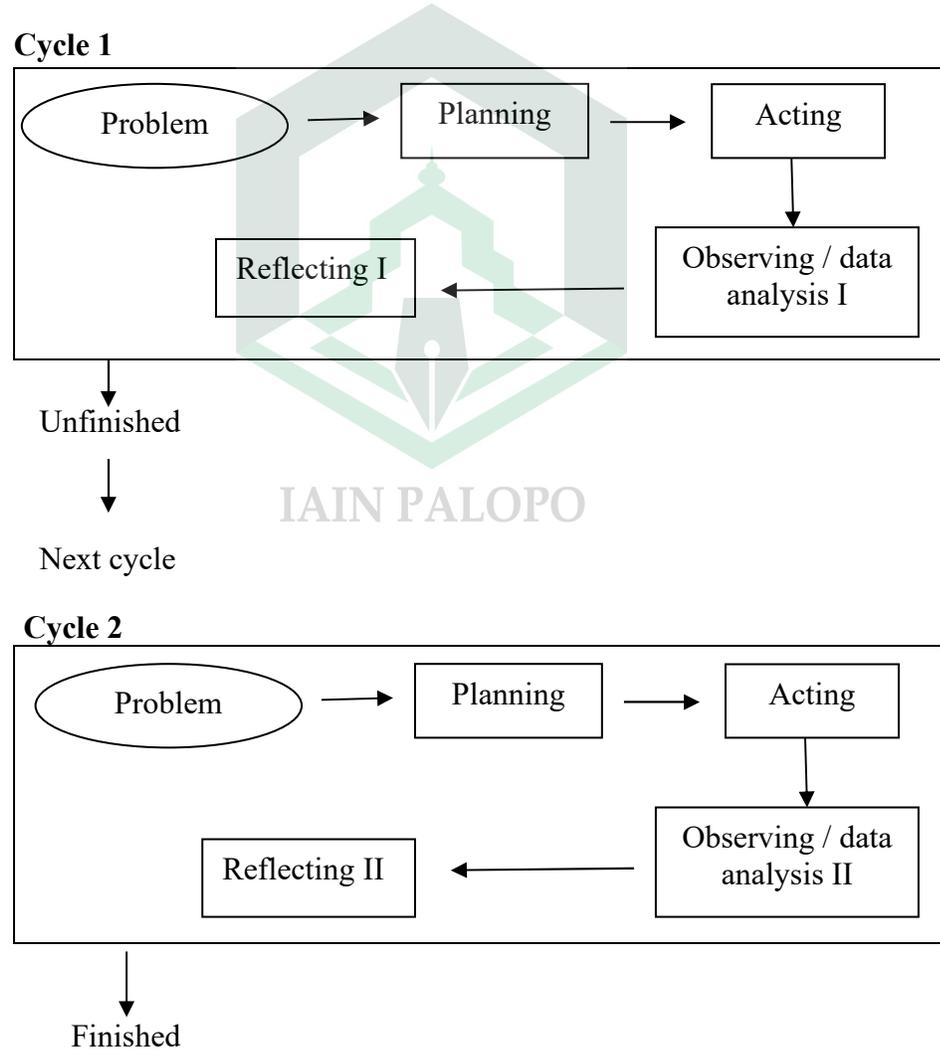
If most of the students' active in pre-evaluation and discussion, the research was just done in two cycles, but if the writer found students' problem in learning reading comprehension through pair work, the researcher would do the next cycle.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles, it can be seen in general through the following chart :



## *Cycle I*

### **1. Planning**

To carry out this action research, the researcher needed some tools that had been created and developed before by the current school, namely : lesson plan (RPP) and observation sheet . The researcher managed the classroom by taking 20 students at the eleventh year students of SMA Negeri 4 Palopo to be object of the research.

### **2. Acting**

In this action, the researcher taught the students about what narrative reading is, then explained what pair work is, Typical tasks of pair work in the classroom, how to work together. After that she asked the students to remember what the researcher explained about reading narrative and pair work.

Then the researcher explain reading and pair work. Then she gave a chance to the students to ask about material, the students began to ask parts that they did not understand and then the researcher answered and helped them to solve their problem. Then she divided the students into some pairs, she asked the students for choosing their own pair in order to students spirit to learn if their pair choosed their result. Then she gave same texts in each pair about narrative reading.

The text of a story that paragraph randomized. The researcher asked each pair to read the text in turn, each student read a paragraph of text each and take turns to complete the entire text. After reading the text she asked them to compose a text paragraph was a good paragraph. After the researcher asked the students to tell the

story to their partner without looking at the text and determine together the stories the topic and then ask students to answer the questions in the text.

### **3. Observation**

The researcher observation in this cycle was find out the condition of the class was noisy when the writer gave the explanation about the material. The students were busy with their activity, not focused on the learning process. Most of the students still could not use pair work activities in understand the reading text because pair work activities were not familiar for the students. They still did not understand how to use pair work in comprehending the reading text. Most students often spoke in their native language, one student dominated while others were not doing anything. They chose their own pair the class being noisy because most students chose their close friends so they only talked outside material and some discussing with other pair who were not their pair.

Evaluation on students' ability in reading comprehension showed that the students mastery on reading comprehension were mostly in low score. The mean score was only 66,5 % (see table 1).

**Table 1****The result of the test in the first cycle**

No.	Respondents	Students' Score
		Cycle I
1.	R1	60
2.	R2	60
3.	R3	60
4.	R4	60
5.	R5	70
6.	R6	70
7.	R7	70
8.	R8	70
9.	R9	90
10.	R10	70
11.	R11	70
12.	R12	60
13.	R13	60
14.	R14	70
15.	R15	70
16.	R16	70
17.	R17	60
18.	R18	70
19.	R19	70
20.	R20	70
Mean Score		66,5

Students' mean score :

$$X = \frac{\sum x}{N} + \frac{1330}{20} = 66,5$$

Based on the table I above, there were 13 students got scores 70, it was classified as good criteria, 7 Students got scores 60, it was classified as fair criteria. The minimal standard criteria of the students' reading were the mean score of all the students was 70. But the result reveals that the mean score of the students' was only 66,5. It mean that the study had not been successful yet.

**Table 2**

**The classification of students' score in the first cycle**

Classification	Score	Frequency	Percentage
Very good	81 – 100	-	0%
Good	61 - 80	13	65%
Fair	41 - 60	7	35%
Poor	21 - 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 2 above, there were 13 students (65%) got “good” score, there were 7 students (35%) got “fair” score.

**Table 3**

**The table of observation sheet of students' activeness in learning process  
in the first cycle**

No	Respondents	Active	Very Active	Not Active	Very not Active
1.	R1			√	
2.	R2			√	
3.	R3			√	
4.	R4			√	
5.	R5	√			
6.	R6		√		
7.	R7		√		
8.	R8	√			
9.	R9	√			
10.	R10		√		
11.	R11	√			
12.	R12			√	
13.	R13			√	
14.	R14		√		
15.	R15		√		
16.	R16	√			
17.	R17			√	
18.	R18	√			
19.	R19	√			
20.	R20		√		

Based on the table 3 above, there were 7 students were active, and 6 students were very active, then 7 students were not active. It was classified failed, because the total of percentage of the students' activeness as active and very active criteria was 65% only, and there were still the students got not active criteria, while the successful of implementation of the research was 70%.

**Table 4**

**The classification of students' activeness in the first cycle**

Classification	Frequency	Percentage
Active	7	35%
Very active	6	30%
Not active	7	35%
Not very active	-	0%
Total	20	100%

Based on the table 4 above, there were 7 students (35%) classified active, there were 6 students (30%) classified very active and there were 7 students (35%) classified not active.

Based on explanation above, the researcher interviewed for the students who were active and not active by asking these questions below.

Table 5

## Student's interview list of the first cycle

No	Respondent	Questionnaires				
		1. Are you happy with this method?	2. Which part is the difficult for you in learning process?	3. Are you interest this method?	4. Why are you not active?	5. Why are you very not active?
1	R1	No	The Reading	I don't know	I don't understand	-
2	R2	No	The Reading	I don't know	I don't understand	-
3	R3	No	The Reading	I don't know	I don't understand	-
4	R4	No	The Reading	I don't know	I don't understand	-
5	R5	Yes	Nothing	Yes	-	-
6	R6	Yes	Nothing	Yes	-	-
7	R7	Yes	Nothing	Yes	-	-
8	R8	Yes	Nothing	Yes	-	-
9	R9	Yes	Nothing	Yes	-	-
10	R10	Yes	Nothing	Yes	-	-
11	R11	Yes	Nothing	Yes	-	-
12	R12	No	The Reading	I don't know	I don't understand	-
13	R13	No	The Reading	I don't know	I don't understand	-
14	R14	Yes	Nothing	Yes	-	-
15	R15	Yes	Nothing	Yes	-	-
16	R16	Yes	Nothing	Yes	-	-
17	R17	No	The Reading	I don't know	I don't understand	-
18	R18	Yes	Nothing	Yes	-	-
19	R19	Yes	Nothing	Yes	-	-
20	R20	Yes	Nothing	Yes	-	-

Based on the table of questionnaire for the students above, the researcher found there were 7 students who answered “No” for the questionnaire number 1, they were respondents 1,2,3,4,12,13,17. There were 7 students who answered “the reading” for the questionnaire number 2, they were respondents 1,2,3,4,12,13,17. There were 7 students who answered “I don’t know” for the questionnaire number 3, they were respondents 1,2,3,4,12,13,17, and then there were 7 students answered “I don’t understand” for the questionnaire number 4, they were respondents 1,2,3,4,12,13,17. It showed that, in the first cycle could be said fail because there were many students was still confused how to use pair work in the reading text. So the next cycle was done by the researcher to fix problem showed in the first cycle.

**Table 6**

**The classification of students’ answer for the questionnaire number 1**

Classification	Frequency	Percentage
Yes	13	65%
No	7	35%
Total	20	100%

Based on the table 6 above, there were 13 students (65%) who answered “yes” and there were 7 students (35%) who answered “no”.

**Table 7****The classification of students' answer for the questionnaire number 2**

Classification	Frequency	Percentage
Nothing	13	65%
The reading	7	35%
Total	20	100%

Based on the table 7 above, there were 13 students (65%) who answered “nothing” and there were 7 students (35%) who answered “the reading”.

**Table 8****The classification of students' answer for the questionnaire number 3**

Classification	Frequency	Percentage
Yes	13	65%
I don't know	7	35%
Total	20	100%

Based on the table 8 above, there were 13 students (65%) who answered “yes” and there were 7 students (35%) who answered “I don't know”.

**Table 9****The classification of students' answer for the questionnaire number 4**

Classification	Frequency	Percentage
I don't understand	7	65%
-	-	0%
Total	7	65%

Based on the table 9 above, there were 7 students (65%) who answered "I don't understand" and no answer for the question why you are not active and why are you not very active for active students and very active students.

#### **4. Reflecting**

There were weakness in the first cycle, they were : some of students were still confused about the use of pair work in learning reading as most students still used their native language or indonesian language and did not work with a partner and pair work activities was a stranger to them. The evaluation showed that the implementation of using pair work in teaching reading was not successful yet, because the criteria of success was if the mean score of all the students was at least 70 according KKM. The data above showed that the mean score of students was 66.5 and the students activeness was 65%, it was not success, so the researcher continued to cycle 2.

In terms of the students' activeness in learning activities, the result of observation showed that 7 students were active and 6 students very active, then 7 students were not active in learning reading process. They looked still confused and did not understand the technique of pair work. Although some students showed their improvement in learning reading score, the second cycle needed to be conducted and the researcher repeated explanation of everything that must be done by the student to match the desired procedure. These was done because some students got score under the standard determined. Many students got score under 70 and they were still not understood and many questions about what they needed to do so much time and attention of researcher. The second cycle was done to find out the appropriate way in improving students' reading through pair work activities.

Based on the result of the test, the writer planned to revise the planning and repaired some weakness for the next cycle. However before doing the next cycle, writer gave advices to the students to learn at their home.

### **Cycle II**

#### **1. Planning**

In order to improve the weakness in the first cycle, the second cycle was planned as follows :

- a. The writer gave more motivations to the students in order to be very active in learning reading process through pair work activities.
- b. The writer gave more explanations, more examples and intensive guidance who got difficulties in learning reading through pair work activities.

c. Gave a chance to the students who got good score to share their knowledge in learning reading through pair work activities.

## **2. Acting**

In the second cycle, the researcher still used pair work activities to teach reading to the students, but in this cycle she gave more examples and more explanations about reading comprehension and how to apply pair work in learning process especially in learning English reading.

In this meeting, the researcher did the procedures like in the first cycle, but the researcher did something different in this cycle. In the action she rearrange the position of the chair, to make comfortable in learning process. After that the writer divided the students into some pairs, make some pairs she asked the students to shout an alphabet. Each student had to shout the alphabet regularly, the alphabet are A, B, C, D and so on. Each student who shouted alphabet ( A ) would be put in the same pair, and so on. Next she gave more explanation about reading comprehension through pair work activities and giving guidance the students who got difficulties in learning reading through pair work activities.

Once students are paired then researcher divided materials will be provided, subject material in question is a narrative story. The first paragraph is given to student first, second paragraph given to student second and each student read his part. After students finish reading later researcher asked students to recount the story in pairs without seeing the text.

### 3. Observation

- a. The students paid attention to the lesson carefully.
- b. When the researcher explained more the topic, the students focused in listening the researcher's explaining.
- c. After the researcher explained more the material, the students understood about the use of pair work in learning reading.
- d. The result of observation showed that most students were very active and serious in learning reading comprehension through pair work activities, when they were interviewed they stated that they understood how to apply pair work activities in learning English reading comprehension, and they stated that they felt easy in learning English reading through pair work because they could share and work together with their pair. They also stated that by paying attention to the examples and writer's explanations, the students were easier to learn reading.
- e. When the students were learning English reading through reading pair work, the writer observed the students activities. It was done to know the students' and their activeness in learning English reading through pair work activities after the researcher gave them more examples and more explanations, the researcher wrote the students' development happened during the observation.

The result of students' comprehend reading scores and the students' activeness could be seen in the following table.

**Table 10****The result of the test in the second cycle**

No.	Respondents	Students' Score
		Cycle II
1.	R1	70
2.	R2	75
3.	R3	75
4.	R4	70
5.	R5	80
6.	R6	75
7.	R7	80
8.	R8	80
9.	R9	80
10.	R10	80
11.	R11	75
12.	R12	75
13.	R13	70
14.	R14	70
15.	R15	70
16.	R16	70
17.	R17	75
18.	R18	80
19.	R19	80
20.	R20	75
Mean Score		75,25

Students' mean score :

$$X = \frac{\sum x}{N} + \frac{1505}{20} = 75,25$$

Based on the table 10 above, there were 7 students got scores 80, it was classified as good criteria, 7 Students got scores 75, it was classified as good criteria. And 6 students got scores 70, it was classified as good criteria. The minimal standard criteria of the students' comprehend reading were the mean score of all the students was 70. And the result reveals that the mean score of the students' was 75,25.

**Table 11**

**The classification of students' score in the second cycle**

Classification	Score	Frequency	Percentage
Very good	81 – 100	-	0%
Good	61 - 80	20	100%
Fair	41 - 60	-	0%
Poor	21 - 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 11 above, there were 20 students (100%) got “good” score.

**Table 12**

**The table of observation sheet of students' activeness in learning process  
in the second cycle**

No	Respondents	Active	Very Active	Not Active	Very not Active
1.	R1	√			
2.	R2		√		
3.	R3	√			
4.	R4	√			
5.	R5		√		
6.	R6	√			
7.	R7		√		
8.	R8		√		
9.	R9		√		
10.	R10		√		
11.	R11	√			
12.	R12	√			
13.	R13	√			
14.	R14	√			
15.	R15	√			
16.	R16	√			
17.	R17		√		
18.	R18		√		
19.	R19		√		
20.	R20		√		

Based on the table 12 above, there were 10 students were classified active, and 10 students were classified very active, then there was no student was classified not active and not very active. It was classified success, because the total of percentage of the students' activeness as active criterias was 50% and very active criteria was 50%, and no more students got not active criteria and not very active criteria.

**Table 13**

**The classification of students' activeness in the second cycle**

Classification	Frequency	Percentage
Active	10	50%
Very active	10	50%
Not active	-	0%
Not very active	-	0%
Total	20	100%

Based on the table 13 above, there were 10 students (50%) classified active, there were 10 students (50%) classified very active.

Based on explanation above, the researcher did interview for the students to know the students activeness and the success of the study.

**Table 14****Student's interview list of the second cycle**

No	Respondent	Questionnaires				
		1. Are you happy with this method?	2. Which part is the difficult for you in learning process?	3. Are you interest this method?	4. Why are you not active?	5. Why are you very not active?
1	R1	Yes	Nothing	Yes	-	-
2	R2	Yes	Nothing	Yes	-	-
3	R3	Yes	Nothing	Yes	-	-
4	R4	Yes	Nothing	Yes	-	-
5	R5	Yes	Nothing	Yes	-	-
6	R6	Yes	Nothing	Yes	-	-
7	R7	Yes	Nothing	Yes	-	-
8	R8	Yes	Nothing	Yes	-	-
9	R9	Yes	Nothing	Yes	-	-
10	R10	Yes	Nothing	Yes	-	-
11	R11	Yes	Nothing	Yes	-	-
12	R12	Yes	Nothing	Yes	-	-
13	R13	Yes	Nothing	Yes	-	-
14	R14	Yes	Nothing	Yes	-	-
15	R15	Yes	Nothing	Yes	-	-
16	R16	Yes	Nothing	Yes	-	-
17	R17	Yes	Nothing	Yes	-	-
18	R18	Yes	Nothing	Yes	-	-
19	R19	Yes	Nothing	Yes	-	-
20	R20	Yes	Nothing	Yes	-	-

Based on the table of questionnaire for the students above, the writer did not find students who answered “No” for the questionnaire number 1, No one student who answered “the reading” for the questionnaire number 2, No one student answered “I don’t know” for the questionnaire number 3, and then No one student answered “I don’t understand” for the questionnaire number 4. It showed that, in the second cycle could be said success because there were no students confused about the material of pair work activities, so the second cycle could be said successful.

**Table 15**  
**The classification of students’ answer for the questionnaire 1**

Classification	Frequency	Percentage
Yes	20	100%
No	-	0%
Total	20	100%

Based on the table 15 above, there were 20 students (100%) who answered “yes” and no one student who answered “no”.

**Table 16**  
**The classification of students’ answer for the questionnaire 2**

Classification	Frequency	Percentage
Nothing	20	100%
The reading	-	0%
Total	20	100%

Based on the table 16 above, there were 20 students (100%) who answered “nothing” no one student who answered “the reading”.

**Table 17**

**The classification of students’ answer for the questionnaire 3**

Classification	Frequency	Percentage
Yes	20	100%
I don’t know	-	0%
Total	20	100%

Based on the table 17 above, there were 20 students (100%) who answered “yes” and no one student who answered “I don’t know”.

**Table 18**

**The classification of students’ answer for the questionnaire 4**

Classification	Frequency	Percentage
I don’t understand	-	0%
-	-	0%
Total	0	0%

Based on the table 18 above, no answer for the question why you are not active and why are you no very active, because all of the students were active and very active.

#### 4. Reflecting

Based on the data on the table above, the researcher concluded that the students' comprehend reading was improve. Work is already underway paired with smooth and pleasant. Most students actively in the learning process because they understand what they need to do, and more exciting that the student's work showed an increase from 66.5% to score 75.25%.

Descriptions about respondents' result in cycle 2 could be seen at the explanations below :

Respondent 1 to 20 showed good improvements from the result of test on cycle 2, in this cycle they got score 70 up to 80. It reached the minimum criterion mastery (KKM). And also they had understood about the use of pair work activities in learning reading comprehension.

Based on the result of the test in the cycle 2, the researcher concluded that the students of the second year students of SMA Negeri 4 Palopo in learning reading comprehension through pair work activities had good responses. Therefore, the teacher could apply pair work activities in teaching learning English comprehend reading process.

#### ***B. Discussions***

Based on the result above, the result showed that through pair work activities students could improve their reading comprehension. It could be seen on the table of the score in first cycle and in the second cycle. This research could be successful

when the researcher did it hardly and seriously and explained to the students properly. And the result of each cycle was different.

### 1. The First Cycle

After looking the result of data analysis, the researcher presented the discussion of the data given to the students. In the first the meeting of the first cycle, the students had low comprehend reading with mean score 66.5. in the first cycle there were 13 students got scores 70, it was classified as good criteria, 7 students got scores 60, it was classified as fair criteria. And 13 students (65%) got “good” score, there were 7 students (35%) got “fair” score, the students’ activeness in the first cycle were 7 students were classified active, and 6 students were classified very active, then 7 students were classified not active. It was classified failed, because the total of percentage of the students’ activeness as active and very active criteria was 65% only, and there were still the students got not active criteria and the classification of students’ activeness in the first cycle were 7 students (35%) classified active, there were 6 students (30%) classified very active and there were 7 students (35%) classified not active.

Based on the interview result to the students. The students were not really active, because they did not understand about the material. Since the researcher did not explain comprehensively about the material. The researcher was quick in teaching the material and less spirit in teaching. Besides that, the teacher should pay attention the condition of the class, like the position of chairs before teaching. The condition of the students, because sometimes the students felt bored. In addition, the researcher

realize that there were still some weaknesses in teaching, like the position of the researcher when teaching or explanation the material. The researcher just sitting down in his chair when he was explaining the material.

## 2. The Second Cycle

This cycle is repaired from the first cycle. There are some changes in teaching process from the first cycle. There were development the second cycle in reading comprehension. In the second cycle, the researcher not only gave material to the students, but also gave some motivation. The students also needed motivation as spirit to study hard. The researcher asked the students to tell what they should do before they worked in pairs. In this cycle students choose their partner was not the result of their own choice but they were requested to mention their first alphabet in sequence was done to avoid over familiarity among them and also by working with other students, they could find something new. Dividing the students in different ways to help teachers to separate noisy students and also to see where the students can work together. In addition, researcher in learning process moved around the classroom to monitor what pairs were doing and offer help when in need.

After they were explained in learning English reading comprehension through pair work activities, the students' achievement increased with mean score 75.25.

Based on the result of the second cycle. Not only good score that got by the students but also the students could understand the important of pair work, how they could work together, helping each other to find out something important in their job as students especially in learning English comprehend reading through pair work

activities. Beside that, they could get information about of the story and re-telling the story without looking at the text. So, the students had better achievement and the researcher had known that by using pair work activities in reading comprehension can develop the students' reading comprehension.

The result of the students' achievements in the second in the second meeting could be seen in the following explanation. In the second cycle the students' mean score was 75.25, there were 7 students got scores 80, it was classified as good criteria, 7 students got scores 75, it was classified as good criteria, and 6 students got scores 70, it was classified as good criteria, and the classification of the students' score were 20 students (100%) got "good" score.

The result of the data analysis above showed that pair work activities had different effect for the students in learning English comprehend reading, not only good score were got but also they got good activeness in learning process. The students' activeness could be seen in the following explanation, there were 10 students were classified active, and 10 students were classified very active, then no one student was classified not active and not very active. It was classified success, because the total of percentage of the students' activeness as active criteria was 50% and very active criteria was 50%, and no more students got not active criteria and not very active criteria, the classification of the students' activeness were 10 students (50%) classified active, there were 10 students (50%) classified very active.

Pair work activities was used the researcher method in teaching reading comprehension the students, which the students perform a join learning to do join reading tasks. They could share information one another.

The result of study is similar with what Kagan in Richards and Renandya said that a pair work technique was a tool which a teachers used to encourage mutual helpfulness in pairs or groups and the active participation of all members. Pair work was a way of increasing student participation and language use. It could be used for an enormous number of activities, whether speaking, writing, and listening.<sup>1</sup>

It is also supported by Elizabeth Walter who said that the purpose of pair work activities in the English reading class is to help students develop their knowledge in comprehending English text, especially narrative text. Work was the activities that you had to do at school, for your job, etc. Work was also to do a job, especially the job you did get something you need.<sup>2</sup>

Besides, Lucy Pollard also supported that there were many advantages to have the students working in group or in pairs, those are :

1) When working in pairs, students went at the speed that suits them. When working as a whole class, the phase was set by the teacher or by the students. When working at their own phase, students could spend more time or point that cause them difficulties and less time on point that they found easy. Thus using time more

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<sup>1</sup>Jeremy Harmer, *op. Cit.*, p. 125.

<sup>2</sup>Elizabeth Walter, *Definition of Work*, (Cambridge Learners' Dictionary, Second Edition, Cambridge University Press, 2004), p. 669.

efficiently. 2) Students were more actively involved in their work. 3) It increased students talking time (STT) while reducing teacher talking time (TTT). 4) Students learned to work autonomously.<sup>3</sup>



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<sup>3</sup>Lucy Pollard, *loc. cit.*,

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consisted of two parts, they were conclusion and suggestions

#### *A. Conclusion*

Based on description in result of the research in the previous chapter, the researcher described the conclusion as follows :

Studying English by pair work activity is appropriate and it can be one of the good ways improving the students' ability reading comprehension especially at the eleventh year students of SMA 4 Palopo. The researcher did something different in every meeting. In the action she rearrange the position of the chair, to make comfortable in learning process. Next she asked the students to tell what they should do before they worked in pairs and students chose their partner was not the result of their own choice but they were requested to mention their first alphabet in sequence was done to avoid familiarity among them and also by working with other students, they could find something new.

The result of the research indicated that teaching reading through pair work could improved the students' reading. When the researcher gave more explanations about reading comprehend and pair work, explained how to work together in pair. The researcher also gave more examples about the material, after she did the procedures, no more students confused about the material and the students' score in cycle I 66.5 % and cycle II the score developed to be 75.25 %. It fulfilled the criteria

of success which was determined 70.00 or more. The success of teaching reading comprehend through pair work when the students were explained harder and given more examples, so that the students could receive the complete material of learning process.

### ***B. Suggestions***

Based on the conclusion above, the researcher offers some suggestion to the learners and teachers as follows :

1. The teachers should apply reading comprehension through pair work activities as one of the appropriate way in teaching English.

2. The teachers who using pair work activities in teaching reading comprehension should give more intensive guidance to the students, so the students can understand about the material or especially to comprehend the reading text. give motivation to the students, so the students got a spirit to study.

3. Give a text based on the level of skill, for the beginner class the lecture should avoid a difficult text or text in high level of skill.

4. Avoid teacher centered. Where, the teachers just giving the knowledge to the students and the students only as the object. There is not feedback between the teacher and the students.

5. For the next researcher, it is also suggested to others researchers who want to conduct a research dealing with pair work method. Since the research through pair work activities method in teaching English reading comprehension is very few. So, this research is still opened to be more explored by others researchers.



IAIN PALOPO

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