THE USE OF GROUP WORK IN TEACHING READING FOR THE FIRST YEAR STUDENTS OF MAN PAMEKASAN

## THESIS

By:<br>ZAINUDDIN<br>NIM. D05205052



# STATE INSTITUTE FOR ISLAMIC STUDIES SURABAYA FACULTY OF TARBIYAH ENGLISH TEACHING DEPARTMENT 

# THE USE OF GROUP WORK IN TEACHING READING FOR THE FIRST YEAR STUDENTS OF MAN PAMEKASAN 

## THESIS

Presented in partial fulfillment of the requirements for the graduate Degree of Sarjana in English Departement of the Faculty of Tarbiyah


By :
ZAINUDDIN
NIM. D05205052


# STATE INSTITUTE FOR ISLAMIC STUDIES SURABAYA FACULTY OF TARBIYAH ENGLISH TEACHING DEPARTEMENT 

AUGUST 2009

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

| Nama | : ZAINUDDIN |
| :--- | :--- |
| NIM | : D05205052 |
| Jurusan/Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | :Tarbiyah |

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri: bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudain hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Yang membuat pernyataan,

## Zainuddin

## APPROVAL SHEET

Thesis by:

| Name | $:$ ZAINUDDIN |
| :--- | :--- |
| NIM | $:$ D05205052 |
| Title | $:$ THE USE OF GROUP WORK IN TEACHING READING |
|  | FOR THE FIRST YEAR STUDENTS OF MAN PAMEKASAN. |

Has been accepted and approved to be examined.

Advisor,


Wahiu Kusumajanti, M.Hum NIP. 197002051999032002

## EXAMINERS APPROVAL SHEET

This thesis by :
Nama : ZAINUDDIN
NIM : D05205052
Has been approved by board of Examiners as the requirement for degree of Sarjana in English Language Education.

Surabaya 14 August 2009

digilib.uinsby.ac.id digilib.uinsby.ac.it (i.igiliguinsty.raid Coggilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id
NIP. 197002051999032002


Ana Nurul Laila, S.Pd
NIP. 198103232006042003
Examiner I,


## Drs, Nur Kholis, M. Ed. Admin

NIP. 196703111992031003


Dr. Zuliati Rohmah. M. Pd NIP. 150303044
iii


#### Abstract

Zainuddin. The Use of Group Work in Teaching Reading for the First Year Students of MAN Pamekasan. Undergraduate Thesis, English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya. Advisor: Mrs. Wahju Kusumajanti, M.Hum.


## Key words: reading, teaching reading, group work, group activity.

This study is focused on teaching and learning process of reading using group work technique. Group work technique is teaching processes in which students are divided into several small groups in order to get them learn together. The technique in teaching process is quite important to manage classroom for a convenient circumstance in learning. The application of this technique in teaching reading is really helpful for students' reading ability, that is, this technique increase students' ability to understand text, identify the main idea of each paragraph, etc. these two major aspects; understand text and arriving at a solution are the productivity value of group work, which cannot be done individually.

This study was conducted to answer the following three problems; (1) the use of group work technique in teaching reading, (2) the most effective activity of group work for teaching and learning of reading and (3) the impact of group work technique for students' ability of reading skill. In this case, this study applied qualitative method to establish classroom research for analyzing process of teaching reading, learning activity and the result of students' task within group work technique.

In collecting data, two instruments were used, namely, observation and reading assessment. The data were organized into teaching reading skill using group work, procedure of managing group session and students' scores during group work application.

Finally, the researcher found that (1) group work technique was effective in organizing and managing class activity in order to achieve an interesting and active learning climate and efficient to provide students with others toward learning with group, (2) the most effective group activity for learning reading was round table technique because it enabled students to interact intensively when they sat face to face in circle. Teacher's experience realized that round table was effective in giving students a chance to discuss reading task with their group friends as they were in discussion session and (3) group work technique actually gave positive impact for increasing students' ability of reading. It is very helpful to the students in understanding the text by discussing within group process. Absolutely, group work helped students to increase their ability in answering questions according to the text, identifying the main idea of each paragraph, define the topic of the text.

## CONTENTS

Page
TITLE ..... i
APPROVAL SHEET ..... ii
EXEMINERS APPROVAL SHEET ..... iii
MOTTO ..... iv
DEDICATION ..... v
ABSTRACT ..... vi
ACKNOWLEDGMENT ..... vii
CONTENT ..... ix
APPENDIX LIST ..... xii
CHAPTER I: INTRODUCTION ..... 1
A. Background of the Study ..... 1
B. Problem of the Study ..... 6
C. Objective of the study ..... 6
D. Significance of the Study ..... 7
E. Limitation of the Study ..... 7
F. Definition of Key Term ..... 7
CHAPTER II: REVIEW OF RELATED LITERATURE ..... 9
A. Reading ..... 9
A. Definition ..... 9
B. Types of Reading ..... 11
B. Teaching Reading ..... 12
A. Principles in teaching reading ..... 14
B. The activities of teaching reading ..... 15

1. Pre-reading activity ..... 15
2. While-reading activity ..... 18
3. Post-reading activity ..... 21
C. Group Work ..... 23
4. Definition ..... 23
5. Group Work Principle in Learning ..... 25
6. The Goals of Group Learning ..... 29
D. Technique for Applying Group Work ..... 31
7. Procedures in Managing Discussion ..... 31
8. Procedures in Managing Role-Play ..... 32
9. Procedures in Setting up Group Session ..... 34
E. Activities of Group Work Learning ..... 36
10. Discussion ..... 37
11. Solving-Problem ..... 39
12. Role-Play ..... 40
F. The Advantages of Applying Group Work for Teaching Reading ..... 41
Chapter III: RESEARCH METHOD ..... 44
A. Research Design ..... 44
B. Research Subject ..... 45
C. Setting of the study ..... 45
D. Research Instrument ..... 46
E. Data Collection ..... 46
F. Data Analysis ..... 47
CAHAPTER IV: FINDINGS AND DISCUSSION ..... 48
A. Group Work in Teaching Reading ..... 48
13. Structuring Group Work ..... 49
14. Using Particular Group Activity to Particular Reading Material ..... 53
15. Task Design for Group Work Assignment ..... 55
16. Managing Group Session ..... 55
17. Group Stages in Learning Session of Reading ..... 62
B. The Most Effective Group Activity for Teaching and Learning Reading. ..... 63
C. The Impact of Group Work Technique for Students Reading Ability ..... 65
D. Discussion ..... 67
CHAPTER V: CONCLUSION ..... 69
A. Conclusion ..... 69
18. The Use of Group Work in Teaching Reading ..... 69
19. The Most Effective Group Activity for Teaching and Learning of Reading ..... 70
20. The Impact of Group Work for Students’ Ability of Reading ..... 70
B. Suggestions ..... 71
REFERENCES ..... 72
APPENDIXES ..... 75

## APPENDIX LIST

Page
Appendix I: Observation Checklist ..... 75
Appendix II: Task Design 1 ..... 77
Appendix III: Task Design 2 ..... 78
Appendix IV: Task Design 3 ..... 80
Appendix V: Task Design 4 ..... 82
Appendix VI: List of Students' Scores ..... 83

## CHAPTER I

## INTRODUCTION

## A. Background of the Study

We have to believe that in this globalization era English plays a very important role in the major aspects of life. It is most widely spoken in the world with more than 500 millions people. Therefore, it is ready to assume its role as the global language. Besides, we need general knowledge and skill of English and language components to achieve the communicative function. There are four language skills taught in English. They are listening, speaking, reading, and writing.

Harris and Sipay (1980) state that, reading ability increases in important as the society become complex and industrialized. As technology advances, more occupations require high level of education or specialized training in which good reading ability is vital. ${ }^{1}$ It means that as a skill reading is clearly one of the most important language skills, particularly in cases where students have a reading English material for their own specialist subject.

Reading used to be the principal aim of most foreign language courses. The skill of reading is given priority over other language skills that has been developed and evaluated through textual analyses. When the student is learning to read a foreign language his/her mind should be functioned in that language. To

[^0]implement this particularly at the elementary level, should be introduced at widely spaced intervals and they should be accompanied with the definitions in the target language.

In general, the aim of teaching reading is to develop the students' ability to get comprehension about the text, the value, the function and the impact of the text itself, and also to get message and information that is hand-over by the writer through written form (Depdiknas: 2003). ${ }^{2}$ However this skill is not easy to master because the reader should have ability of understanding text well. Therefore, teacher's teaching technique in teaching and learning process of reading is extremely important to determinate students' ability of reading skill.

English teacher must bear in mind the importance of technique they use in teaching process. Whether Mcnergrey and Carrier (1981) stated that one of teacher task is that teachers controlling class activity. ${ }^{3}$ It implies that the classroom management for teaching and learning English ensures the achievement of learning outcome. A good technique carries convenient situation for establishing learning in an effective way. That is, in teaching reading, the teacher must give students a great opportunity to practice their reading ability in classroom in order to increase students reading skill.

[^1]As stated by Singer (1980) that learning has been defined as a relatively permanent changes in performance or potential resulting from practice or past experience in the situation ${ }^{4}$ has closely meaning to get students better than before through the learning process. It can be said that students will understand and learn something when they have trained and experienced with it. They can attain better achievements when they use and practice what they have learnt in real situation. That is, the most significant factor in achieving learning outcome for student is that the teaching technique must be suitable with the subject matters and instructional objectives. So, the learning process goes on effectively in line with the subject's matters for achieving instructional objectives.

The teaching process must not only involve the structure of language but also provide the practice by which students can get more understanding of it with language they have learnt. The goal of teaching foreign language has been defined as enabling "the learner to behave in such away that the participate in some degree and for certain purposes as a member of a community other than his own". In learning reading, student will improve their ability in reading skill proficiency by discussing with their group members friends in classroom interaction by referring the expression to its language purpose.

Description above illustrates the importance of technique in teaching reading for developing student out-come regards to well-planned teaching process

[^2]and providing an affective for teaching process within group work technique to establish a convenient situation for learning. Actually group work tends to show that student have an opportunity to use their language in process of carrying out a project, solving a problem, or engaging many kinds of activity involving common concern ${ }^{5}$.

Besides, Chaudron (1988) stated that there were a significantly greater number of students' pedagogical moves, social skills behaviors and rhetorical act in group work than in a teacher-fronted classroom. ${ }^{6}$ It presents the advantage of group work application to learning activity in reading lesson. Students probably increase their personal ability of reading such as self-confidence, expressing ideas freely, self-directed activity and act include group activity. Regarding to teaching and learning process, students need interaction with others to increase their reading ability this process is helpful for advancing students skill of reading and exchanging ideas each others.

As the students are engaged in group activity, they are involved in discussing a task cooperatively to get the majority judgments. Students are not suggested to work individually and they must respect others opinion. Good language learning situation occur where the target language group agrees with the learning group in being non-dominant, desiring an adaptive integration pattern

[^3]and having low enclosure, and where the learning group has cohesion, small size, a congruent culture, positive attitudes and intends to stay a long time ${ }^{7}$. Furthermore, the situation stimulates student to explain their ideas freely as they want to use for themselves along group process.

There are two previous studies that have similar topic with this study. These previous studies practically contribute relevant illustration on conducting classroom research especially a research method. First previous study is "The study of the use of group work in the teaching of English at MAN 1 Bungah" written by Ahmad Bahasa that in performing group work in teaching and learning of the whole English skills. Second previous study is "Teaching reading comprehension using top-down and bottom-up technique in SMU Muhamadiyah 3 Surabaya" written by Alfin Fauziyah that concerned to teaching reading materials using top-down and bottom-up technique in order to help students understand to the text in their reading comprehension.

From the descriptions above, the writer interests to analyze the group work technique in reading teaching process, the effectiveness of group work of learning process by means of accommodating students to group activity in working out a reading task. The study takes MAN Pamekasan as the field observation to increase students' ability in reading skill. He chooses this way in

[^4]order to make the students easy to understand and express their ideas in their own small group.

In the other hand, this way can make students interact with others because they will be divided into some groups to finish the materials and do the task according to the topics by cooperating each other.

## B. Problem of the Study

1. How do teachers use group work technique in teaching reading of English?
2. Which activities of group work are considered most effective for teaching reading according to the teacher's teaching experience?
3. What is the impact of group work technique in teaching reading for students' reading ability?

## C. Objective of the Study

Regarding to the problem above, the study makes research in order to attempt description on:

1. The use of group work technique in teaching reading of English including group organization, managing group session, and task design.
2. The most effective activity of group work for teaching and learning according to teacher's experiences in teaching reading of English.
3. The effect of group work technique in teaching reading for students' reading ability.

## D. Significance of the Study

The results of this classroom observation are to more understand about group work technique in teaching reading. There are some activities used in managing group learning that seemingly determinate students to develop their reading skill and thought. The most significance consideration of this study is to give an alternative way for teaching reading by establishing various types of activity that will achieve in great impact for increasing students' reading skill.

## E. Limitations of the Study

1. The mastery investigated in this thesis is reading skill by using group work technique.
2. The research focuses on the implementing of group work in reading skill of English in the teaching and learning process in the classroom.
3. The materials used in this thesis are those taught in MAN Pamekasan.

## F. Definition of Key Term

a) Reading: A process that is done and used by the reader to get message and information that is hand-over by the writer through written form. ${ }^{8}$
b) Group Work: two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person. ${ }^{9}$

[^5]c) Group work technique: Teaching by grouping students into several small groups consisting of a number of students in order to discuss, to solve and to do the task together.
d) Group Activity: The way in English students establish procedures in discussing, planning, deciding, acting, and evaluating together for the purpose of attacking and solving a common problem. ${ }^{10}$

[^6]
## CHAPTER II

## REVIEW OF RELATED LITERATURE

There are many theories and points to be elaborated for further understanding about group work in teaching reading and the process of applying this technique in order to perform an effective teaching and learning English. Actually this chapter gives a clear description at least about the definition of group work technique, the kinds of group activity and the advantages of group work on teaching and learning process.

## A. Reading

## 1. Definition

Many people assume that reading is an activity of looking at and understanding written form. While, reading has different definition based on different people. According to Harris (1962) reading is the meaningful interpretation of printed or written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting in a variety of ways. ${ }^{11}$

Then Menyan and Leeuw (1965) as quoted by Sabrina (2002) stated that reading is a digestive process and it has two principles, they are learning by understanding, it means selecting, discriminating and organizing ${ }^{12}$. The second

[^7]principle is flexibility. It must take time to read slowly when the meaning of word is difficult. Another opinion define that reading is combination of word recognition and intellects, and emotion interrelated with prior knowledge to understand the message communicated ${ }^{13}$. Furthermore, Harris (1962) also explained the sensing of reading start with focusing of two eyes so that they center on particular symbols ${ }^{14}$. At this level, reading requires legible symbols, adequate light so eyes arc able to focus clear patterns on retina. The meaning of receiving is reading has visual sensations. The visual sensations are aroused by the printed symbols and already existing memory trace of visual appearances, of the thing, of the spoken word and of its meaning.

In addition, Depdiknas (2003) stated that reading in wide meaning is a process of formulate the text in critical and creative way that is aimed to get comprehension about the text, the value, the function, and the impact of the text itself, and also to get message and information that is hand-over by the writer through written form. ${ }^{15}$

Based on the definition above, the reader begins reading from letter to larger units, they read letter by fetter to sounds and combine them into words, then connect the individual words into sentences. It can concluded that reading is a silent and individual activity, an active cognitive process to establish

[^8]meaning, word recognition to understand the message communicated, and intellect and the language symbols to represent what sound that show the writer's idea.

## 2. Types of Reading

According to Harras et al (1998), there are two types of reading, they are intensive reading and extensive reading. ${ }^{16}$
a. Intensive reading

In dictionary of reading (1983) as quoted by Harras (1998), intensive reading means reading activity that is done accurately ${ }^{17}$. Sonka (1979) adds that intensive reading refers to the kind of work done in the reading class. It is also the kind of careful work a student may do when studying for an exam ${ }^{18}$.

Intensive reading here means an activity of reading in class where the students read passage with the help with their teacher. In this reading activity, the role of teacher as a guide to bring his students to efficient and skillful reader is very obvious. Therefore, lesson should be planed so the intensive silent reading is alternated with variety of reading related activities.

In addition, the student should be encouraged to read intensively outside of class that is to spend a half hour in the evening with something he chooses to read (a magazine, short story, or text). The major objective of intensive reading

[^9]is developing the students' ability to decode message by drawing on syntactic and lexical cues, and it also emphasizes on skill for recognition.
b. Extensive reading

Extensive reading means that reading activity that is done in large way. Harras as in Dictionary of Reading (1962) stated that extensive reading refer to the outside reading that students do on their own with no help on guidance from the teacher ${ }^{19}$. This is kind of reading trains the students to come to the level of reading of enjoyment, the students should be trained to read directly and fluently in the foregoing language without the aid of the teacher as well as dictionary.

In extensive reading, the reader read a text without an emphasis on analysis of word and grammatical point. Although such reading is meant as independent reading, there should be regular and systematic feed back from it.

## B. Teaching Reading

In learning and teaching English, reading skill is an ability that cannot be neglected at all. The mastering of reading skill is regarded very important to be tough because it will influence other skills of English (listening, speaking, and writing). For example, while the teacher asks the students to read the text aloud, the team reading and speaking. And when the teacher asks the students to answer

[^10]question based on the text they red. While the teacher asks them to listen the text that their friends' read, they will learn listening skill.

In addition, Sonka (1979) summarizes an effective way to teach EFL reading when she says, improving the reading skill of any student begins with identifying his weakness and then implementing appropriate method for strengthening these skills. ${ }^{20}$

While Tay (1979) suggest classroom activities by making five practical suggestions about how to teach reading skill. They are: ${ }^{21}$

1. Developing the ability to recognize and state main idea
2. Developing the ability to note details
3. Developing the ability to summarize and organize idea
4. Developing the ability to follow the sequence of idea
5. Developing the ability to predict and anticipate outcome

Here, Tay made conclusion that the task in teaching reading comprehension is challenging one. Task can be made if the teacher is willing to try our in the classroom a 'skill oriented' approach and he has made some suggestion about appropriate classroom activities.

[^11]
## 1. Principles in Teaching Reading

Related to the teaching reading, Harmer (1998) suggests five principles in teaching reading. It purposes to make the efficient teaching reading. The five principles are: ${ }^{22}$

1. Reading is not passive skill.

The teacher should motivate the students to be active in reading. For example, the teacher asks the student to guess what the word means, see the picture and understand arguments. Then, lets them work out in order to they do not forget it quickly.
2. The student needs to be engaged with what they are reading.

Students who are not engage with the reading text and not actively interested in what they are reading will get no benefit from it hence, the teacher should select interesting topic.
3. The student should be encouraged to respond to the content of reading text, not just to the language.

In studying reading text, the students not only study the number of paragraph but also the meaning and the message of the text.
4. Prediction is a major factor in reading.

Before we read, we often look at the blurb. It may contain the summary, a photograph and headline. It affects us to predict what we are going to read.

[^12]The teacher's rote here is giving the students 'hint'. So they can predict what is coming.
5. Match to the topic.

The teacher should select the reading tasks. For example, if the topic is restaurant menu, the task can be a list of the ingredients. Another task can be asking questions, filling a puzzles, game, etc.

## 2. The Activities of Teaching Reading

The purpose of teaching reading is to develop the students' reading skill, so that they can read English text effectively and efficiently. According to Abbort et al (1981), there are three kinds of activities in relation to reading classroom activity. ${ }^{23}$

## 1. Pre-reading activity

In reading class before the students begin to read the text, the teacher can do a lot to make the students' task more explicit and their way of talking it more effective. The activities before reading are valuable for preparing students for reading. Herbert (in Moore at. al, 1989) notes that in preparation stage of reading lesson, the object is to

[^13]give the thoughts of the pupil a definite, tendency to arouse expectation, to stimulate interest and give intellectual activity from the beginning. ${ }^{24}$

Nuttall (1996) ${ }^{25}$ proposes five activities that can be done by the teacher in guiding the students before reading. Firstly, the teacher provides a reason for reading. The readers need the frame work of reason of reading, so that they can decide how detailed their understanding must be. So it is often helpful to give the students imaginary purpose for reading, to enable them to judge what they can skim over, what they must attend to its detail according to their purpose.

Secondly, the teacher introduces the text. It is done to point the students the right direction, get them to right mood for the particular text and if possible make them interest in reading it. Too long introduction is not recommended by Nuttall since it makes valuable time and possible gives away too much of the content of the text.

Thirdly, the teacher breaks up the text. A long text, even if it is not difficult, may appear during the students whose reading is not very skilled or speedy. Breaking up the text has some advantages. It is easier to work through an organized way on shot section than on a complete long text at time. Handling a text in sections can also lead to more

[^14]effective learning because the students deal with sections in the text one by one. In this way, interpretation become steadily easier as it builds understanding of earlier section.

Next, the teacher deals with new language. Not all new words need to be taught. Nuttall suggested teaching a few important key words which provide genuine reading task before beginning to read. This will help the students to use the context as guide to interpret some of new languages. However, according to Nuttall, it will be more effective if the new vocabulary is taught during the teaching reading process.

Finally, the teacher gives a signpost question that has the purpose to guide the students when they read, direct their attention to the important point of the text, prevent them from going off along false track.

This is in line with Kauer's statement (as quoted by Moore et. al., 1989) that question plays a dominant role in reading and learning from text. The questioning strategy is aimed at stimulating students' curiosity about a passage to be read, achieving prior knowledge, leading the students to anticipate and elaborate what they read and focusing attention on important information. ${ }^{26}$

[^15]In addition, Abbort (1981) describes the activities including prereading activities as follows: ${ }^{27}$
a. Finding out with the students already know about the subject.
b. Asking students to read only the text and then say or write down what they expect the text to be about.
c. Showing the picture to recall the students' description about the text they are going to have.
d. Giving some or all the unknown vocabulary as keyword whose meaning is crucial to understand the text.

## 2. While-reading activity

A variety of activities have to be used by the teachers in an attempt to increase comprehension of the readers since proficient reading during reading process. The emphasis during reading activity is to guide the students in an interaction with the text which leads to facilitation of comprehension.

Silent reading and reading aloud are usual activities in the whilereading stage. However, in language teaching, the controversy on the use of reading aloud and silent occurs. An extreme view is that of Hill and Dobbyn (in Ammer, 1997) who see reading aloud in class as merely way of passing 45 minutes or so with as little trouble as possible for the

[^16]teacher and it does not help the pupil ${ }^{28}$. Nuttall (1996) also states that reading aloud is slower than the silent reading since the reader will tent to read word by word instead of in the sense group in which it will be difficult to improve the speed of reading. ${ }^{29}$

According to Kelly and Farnan (1990), noted taking makes students' reading purposeful and will help them focus in important material. Asking the students to fill in a teacher prepared reading or pattern guide will also help the students focus on most silent textual materials. ${ }^{30}$ Further, Vocca (as quoted by Kelly and Farnan, 1990) stated that pattern guide provides the structure that students have to read difficult and complex text and helps them read selectively and focuses on essential information. Besides, it also teaches them to look for organization in what they read as an aid comprehension. ${ }^{31}$

Other activities to improve the students' ability to comprehend are inducing imagery and inserting question. In inducing imagery, Rahmiati (1995) argued that reader may try to visualize a scenario from the vantage point of eyewitness or character in a story. In an attempt to guide students' reading of a text, teacher might also stop students who are in the process of reading to pose a number of text relative questions.

[^17]Questions asked during stage should gear the students to comprehend to the main ideas, supporting details and relevant information in the reading text. ${ }^{32}$

According to Nuttalll (1996), the question in the while-reading activity will not only make the students work out the text but also force them to contribute actively to the process of making sense or the text rather than expecting understanding just to happen. Those questions make the students realize what bits of the text they have not understood, so that they can concentrate on the bits. ${ }^{33}$

In other hand, Abbort (1981) describes the activities involve in the while-reading activity, they are: ${ }^{34}$
a. Identifying the main idea
b. Finding details in a text
c. Following a sequence
d. Inferring from the text
e. Recognition the writer's purpose and attitude
f. Recognition the discourse features
g. The teacher's role is helping the both individual learner with their particular difficulties and their whole group.

[^18]
## 3. Post-reading activity

Post reading activities are aimed to provide review and feed back after reading (Cahyono, 1997). ${ }^{35}$ In line with that, Nuttall (1996) stated that when the detail works, global understanding must be attended to end the text as a whole evaluated and responded to. She suggested several activities as: ${ }^{36}$
a. Eliciting personal responses from the reader (agree/disagree, like/dislike, etc).
b. Linking the content with readers' own knowledge or experience.
c. Considering the significance of the text in the book from which it was taken.
d. Suggesting practical application of theories and principle
e. Establishing the reconnection between the content and other work in the same field.
f. Working out the implication for the research/policy/theory, etc
g. Out the ideas/facts in the text
h. Drowning comparison/contrast between facts
i. Recognizing relationship of cause and effect
j. Tracing the development of thought or argument

[^19]k. Ascertaining chronological sequence

1. Distinguishing fact from opinion
m . Weighing evidence
n. Recognizing bias
o. Discussing/evaluating characters, incident, ideas, argument
p. Speculating about what had happened before or would happen after word or about motives, reason, feeling, etc where these are expressed.

Most of the work discussed so far, according to Nuttall, will be best done orally. However, writing activity also often occurs in the postreading stage. It is in line with Kelly and Farman's (1990) statement that writing to enhance thinking is also frequently used in reading classes. ${ }^{37}$ This aims at focusing the students thinking and writing what they had read.

Other activities presented in post-reading activity can be post questioning. ${ }^{38}$ When the students answer question based on what they have read teacher may provide feed back, that is to let the students know how well they have performed.

[^20]
## C. Group Work

Group work is a technique that implies cooperative learning method that encourages students to discuss a task cooperatively, exchange their ideas each others and practice language in real situation. Related to situation for learning, group work is sufficient in providing and establishing situation for students to use their ability in language skill freely especially in reading skill.

Freisberg and Driscoll (1992) stated that when students participate in small group, there is a personal quality to their work because others are aware of their efforts, their success, and even their struggles. ${ }^{39}$ Motivation is higher in these situations, especially when group members work on a group task. That is, group work relatively governs students to increase their skills by practicing what they have learnt for further meaningful activity.

## 1. Definition

Group work usually refers to the activity in which students are involved in working on something together. The main purpose of small group is to achieve the solutions or decisions through exchange ideas among the members of a group. There is a consideration to group process that concerns to carry out the project, to solve a problem and to engage activity involving common concerns. Actually, the group process refers to the ends-

[^21]means planning, deciding, acting and evaluating together for the purpose of attacking and solving a common problem. ${ }^{40}$

According to Ellis and fisher (1994), group work is a collection of three or more persons whose behaviors are interstructured so that these persons exert a mutual and reciprocal influence on one another. ${ }^{41}$

The group work technique itself is the class grouping where all the students are working together cooperatively rather than individually, planning and working on a common concern with observation and direction from teacher. Group work is directed to perform group process by demanding to the student ability to cooperate closely with others. There may be the belief that students will learn more easily because they are more involved, or that they can and should learn from each other and from the experience which can be generated in group work, or that learning in group is preferable on social or political grounds - it is how people should work together. ${ }^{42}$

Actually, applying group work teaching technique for teaching and learning process deals with the characteristics of group work itself. Singer (1980) stated:

[^22]"The significant characteristics of small group are to (1) have an indefinite or loose structure, organization and communication pattern, (2) have assignments that are assumed in the course of group interaction rather than designated before hand, and (3) yield a product that can be a function of one or more of the group members involved depending on the quality and quantity of the of the members' participation". ${ }^{43}$

Finally, the activity of group work tends to show the meeting and interacting of minds in face-to-face relationship in which cooperation and creative thinking and action and growth ensue. In other words, if learning is essentially a social process then using group work for learning is more likely to be effective then if it is limited to more individualistic approach.

## 2. Group Work Principle in Learning

Group process deals with democratic principle that carries forward the activity in effective and interesting condition. Besides, the social factors accompanies in social situation that emerges in class situation to stimulate interaction process.

Teachers are also involved in creating an effective teaching procedure. This is necessary to promote democratic situation and manage social situation among group members. The complete act of thought describes not only the way an individual goes about resolving a difficulty, but also

[^23]describes the way a group with common problem operates in order to find a solution to its problem. ${ }^{44}$

## a. Principles of Democratic Process

Group work technique needs principles of managing efficiency of discussion procedure within group. As students discuss and assume a problem or situation, they need rules for their interaction among members in delivering opinions to gain the majority judgments of problem.

Regarding to the group activity, teacher must understand democratic process in order to lead group work in classroom effectively and help students to organize and manage their activity precisely for member to contribute. That is, the roles of the teachers and the students actually imply the principles of democratic process when the classroom situation organized by applying group work technique. ${ }^{45}$

There are some principles of democratic process in conducting activity within group work. They are as follows:

1. The group process is effective to the extent that concerns are shared by members of group.
2. The group process is most effective in situations in which leadership is shared by various members of the group.

[^24]3. The solution of a problem arrived at trough the group process s to be accepted as the best solution even though the judgment of the group is not shared by the status leader.
4. The group process requires that there be mutual respect for members of the group and that differences among individuals or minorities be utilized as a means of developing richer and deeper insight, which will enhance the quality of the solution of the problem.
5. The effective use of the group process is one means of releasing the creative potentialities of the members of an organization.
6. The status leader facilitates the process by means of which decisions on common problems are reached.

## b. Principles of Social Factors

Social factors that carry forward the social situation that emerges in class situation to stimulate interaction process. A learner is guided by the teacher, learns with other students, may be in cooperative and collaborative-cooperative circumstance, and may even have to perform in the present of the observer.

In the other hand, Joyce and Weil (1980) stated that:
"The social models combine a belief about learning and a belief about society. The belief about learning is that cooperative behavior is stimulating not only socially but also intellectually and, hence, that tasks requiring social interaction will stimulate learning. The belief about society
is that a central role of education is to prepare citizens to perpetuate a democratic social order. ${ }^{46}$

There are three main aspects of social interaction that perhaps become a great impact to students' activity within group process.

1. Competition

Competition involves a contest among group members for a limited range of rewards, resources of privileges available to the group. It is used to motivate and support persons to high levels of performance and to increase the effectiveness and efficiency of groups. ${ }^{47}$

Competition is natural condition within interaction while students are working together. It motivates students either to increase their ability or reconsider their proficiency. Students are motivated to be dominant in learning process when they participate and interact with other members.

## 2. Cooperation

Cooperation is collaborative activity that leads to a sharing of the goods, rewards or privileges available to the group. That is, a students work together for the good of the group as whole, their personal goals and individual needs become subservient to needs of the group. ${ }^{48}$
3. Co action

[^25]Co action is that student is being involved in an activity simultaneously with other individuals. ${ }^{49}$ According to Baron and Kerr (2003), co action refers to parodies in which research participants work on a task in the presence of other participants who are working on the same task. ${ }^{50} \mathrm{Co}$ action setting often arise students to be greater contribution in group. Co action situation generally stimulates greater activity than individual conditions.

## 3. The Goals of Group Learning

Each technique of teaching certainly has purposes as the advantages of its application in learning. Especially, group work technique can train students to plan their own agenda and define their objective toward common concern as well the result of group process.

In general, group work learning is really profitable for attaining student productivity involve their communication within interaction process and their cooperativeness in gaining decision of a problem as the task result. Then, it also regards with solving problem activity that gear students to be more self-confident with their statement of the difficulties they face.

[^26]
## a) Productivity

The productivity is that common concern which students only can obtain by doing it whit others. It implies that students need to make interaction by presenting opinion and participating in group process. However, the task result is the product of group work as final judgment of what the group made. Besides, Ellis and Fisher (1994) defined that productivity is the output of the group's task dimension; the quality or quantity of work performed by group. ${ }^{51}$

Group process insists that the cooperative interaction in discussing, planning and deciding a solution can illustrate the process of productivity. The product of group work is not only the task-result, but also in learning English, the process of producing language thoroughly through group process.

## b) Problem-Solving

The cooperativeness in group process make students learns how to help another to solve a problem. Considering with student ability, group work stimulates their reflective thinking and furnishes a guide for organizing ideas. It builds proper attitudes of considering all data accurately and objectively and testing the conclusion carefully. When students are working on a problem, the solution of it is the goal of their activity.

[^27]According to Hartlay (1997), one obvious possibility is to take philosophy on which techniques like brainstorming are based and break down the problem-solving process into discrete stages. It stage is addressed in turning the right order. A typical order is: ${ }^{52}$

- Describe the need
- Define goal and criteria
- Identify constraints
- Generate alternative solutions
- Select best overall solutions
- Implement the chosen solution
- Evaluate its effectiveness


## c) Demonstrating Idea or Theory

The social sciences were designed to repeat the research experiments, which had led to the idea in the first place. Group process in discussion session can lead the exchange idea among members of a group.

## D. Technique for Applying Group Work

## 1. Procedures in Managing Discussion

Performing discussion activity should employ several procedures that would be advantageous to deal with democratic process. When teacher applies

[^28]group work technique, must initiate a good way to keep discussion process conducive for learning and student practices. So, they have to know actually what their responsibility toward group discussion.

Similarly, the issue must be presented regarding to student interest and knowledge. That is, all members can give much participation and contribution to the topic. It must be a profitable advice that students sometimes must have turned to decide what they want to discuss.

## 2. Procedures in Managing Role-Play

The application of role-playing at least involves four main aspects to establish an efficient and effective activity. These aspects must be taken into account for giving further information about the work students must do and further preparation for the play.
a. Offering Problems of the Play

Teaching procedure in role-playing must present the problem of the play as underlying aspect. The teachers can get sources from the dialogue. For the first procedure, he can describe and define the background of the story and the main point of conflict as well the message in that such story.

The dialogue is an effective device for contextualizing new items of language; especially it is accompanied by visual sequence that illustrates each utterance or exchange. It is an easy task for students to identify the
problem of the dialogue. Then, as Byrne (1976) stated that language expression is quite clear to illustrate the purpose of its usage. ${ }^{53}$
b. Managing Situation of the Play

These are several principles in constructing situation that the teacher must take into account such as follows:

1. Structuring situation to fit the specific learning outcomes you wish the group members to achieve except when the basis is on spontaneous suggestions from the group.
2. Giving the actors freedom to explore personality and methods of the character.
3. Defining the situation closely.
4. Making the situation resemble situation the group members actually see or describing a situation in enough detail for everyone to envision the same circumstances surrounding it. ${ }^{54}$

Those several ways in constructing situation of the act help the teachers to design situation to fit the objectives and learning outcomes they are most anxious to achieve. It offers the best guarantee that outcome desired will be produced.

Actually, conducting role-play in the group process deals with the activities of the role-play itself. Joyce and Weil (1980) suggested:

[^29]"The role-playing activity consists of nine steps, they are: (1) warm up the group, (2) select participants, (3) prepare observers, (4) set the stage, (5) enact, (6) discuss and evaluate, (7) reenact, (8) discuss and evaluate, (9) share experiences and generalize. ${ }^{55}$

Each of these steps or phases has a specific purpose that contributes to the richness and focus of the learning activity. Together, they ensure that a line of thinking is pursued throughout the complex of activities, and that the discussion afterwards is not simply a collection of diffuse reactions, though these are important too.

## 3. Procedures in Setting up Group Session

Learning session should take several points as follows to work effectively in creating educational events through small group approach. Reynolds (1994) stated that teacher will require following skills such as: ${ }^{56}$
a) Controlling

The skills of beginning to set up the teaching or learning event; being clear about objectives, outcomes and various options and consequences, approach to contract building with parties involved.

Teachers as the leader of the whole class activity are apt to give more information, and make more interpretations about a situation so that

[^30]they can be easy in controlling students. Among other personal traits that appear to enhance a leader's effectiveness are: ${ }^{57}$

1. Self-confidence
2. Ability to manipulate students
3. Ability to satisfy the needs of students
4. Great personal persistence
5. Strong motivation to attain a group goal.
b) Designing

The skills of putting together a group learning experience; considerations before the events of the factors that will help or hinder the development of the required climate, awareness of the effects of timing, programmed sequence and physical setting on the learning.
c) Preparing

The skills of selecting and producing teaching aids and materials require for the session; communicating correct information prior to the event to other staff, parents, and students, getting the best out of the physical environment.
d) Managing

The skills involved in working with small groups, face to face; awareness of options in, and effect of, different classroom strategies and

[^31]techniques; the skills of beginning and ending sessions; ways of copying with group members whose behavior produces difficulty; the skills of building trust; choosing the most appropriate teaching style; awareness of using the dynamic groups at work; producing and maintaining the most conducive learning climate, having options to deal with a range of possible eventualities.
e) Following up

The skills of attending to issues or items needing attention other group sessions; following up action plans or group decisions; reorganizing work done; contracting individuals where necessary; giving feedback to those outside the group who may be affected by the work of the group.
f) Evaluating

The skills of establishing in a range of ways how effective one is being in achieving ones teaching objectives, how much students are learning or how they perceive the value of otherwise of the work; assessing the effects on other staff or the system as a whole.

## E. Activities of Group Work Learning

The group activities occur in various which sufficient and comfortable for facilitating students to interaction process. The reason of it is that small group activity should involve student interaction with others and do anything as much as possible with their group based on learning outcome. There were a significantly
greater number greater number of student's pedagogical moves, social skills behaviors and rhetorical acts in group than in teacher-fronted classroom.

## 1. Discussion

Sharing opinion and information about something will be advantageous for students to increase their knowledge especially in reading skill. The particular topic can gear them to usage of appropriate word choices. So, the discussion activity provides students opportunities to develop their creativity by fixing different information dealing with one main decision.

As Larzadibal et al. (1978) stated that discussion is used to designate group classroom activities in which teacher and students cooperatively consider certain topics or problems. ${ }^{58}$ It implies that performing an interesting discussion should take account of topics or problems. Teacher must choose issue or facts regarding to students comprehension and ability. The more recent issue is the more effective to get the discussion within interesting atmosphere.

There are several types of discussion with their certain characteristics of group activity such as panel forum, round table, and debate forum. Each type can be applied with such special topics or problems concerning with the difficulty level and time allocation.

[^32]
## a. Panel Forum

Larzadibal et al. (1978) stated that a panel is direct, conversational discussion among small group of experts or well-informed lay persons. Students speak as audience to interchange of idea in panel session. ${ }^{59}$ Actually, this activity tries to discuss a problem for the benefit of an audience. That is, students must present different points of view to find out agreement of that controversial issue.

## b. Round Table

According to Larzadibal et al. (1978), round table is a small discussion group stated face to face around table without a larger audience. Their discussion type is different from debate and panel forum regarding with situation, which is in an informal social gathering and procedure, which allows members to express their idea anytime. The members should understand that they are not coming to hear a speech but their own talking. ${ }^{60}$

Gage and Berliner (1984) stated that when teacher organized their students into small groups, the students were more often 'engaged' in the assigned task than when the teacher had the students working in a large group. ${ }^{61}$ In this case, the seating arrangement also affects time on task. Thus,

[^33]table seating with pupils facing each other across the table resulted in less time on task than did a row arrangement with children sitting on the same side of the table facing in the same direction.
c. Debate Forum

Debate is a discussion on the same problem toward different beliefs for arriving at different conclusion. ${ }^{62}$ Students can develop their thought in making different perception about the problem by adopting and rejecting other opinion based on the reasonable reason.

Debate is more formal discussion, and then the participants should have a prepared speech for against a proposition. The purpose of the meeting is to present an analysis of a problem and a fair presentation of the arguments for or against it.

## 2. Solving-Problem

Solving problem is the purposeful activity that will remove a difficulty or perplexity through a process of reasoning. ${ }^{63}$ Group work, which involves in solving problem discussion, can develop independence and initiative. This activity encourages them to think for themselves and thereby develops self-reliance. Success in solving problem give them confidence.

[^34]As a result of that, students tend to look their own solutions and are able to tackle whatever difficulties they meet. Students can also build proper attitudes among which is scientific attitude of considering all data accurately and objectively and testing the conclusion carefully.

## 3. Role-Play

Group learning can be realized by conducting role-playing for using language in certain situation. It probably helps students to understand language expression to communicate with others and increase their language skills include reading skills. That is why learning activity might be achieved effectively through practice within role-playing, with governs students to improvise freely within the context of situation. Role-playing itself is the spontaneous acting out of problems or situation. ${ }^{64}$

While Joyce and Weil (1980) stated that the role-playing is not likely to be successful if the teacher simply tosses out a problem situation, persuades a few children to act it out, and then conducts a discussion about the enactment. ${ }^{65}$ It refers that the benefits of role-playing depend on the quality of the enactment and also depend on the students' perception of the role-play as similar to a real life situation. Children do not necessarily engage effectively in role-playing or role-analysis the first time they try it.

[^35]Many have to learn to engage in role-playing in a sincere way so that the content generated can be analyzed seriously.

## F. The Advantages of Applying Group Work for Teaching Reading

Group work technique provides students effective activity related to the learning outcome. The application of group work in learning activity can stimulate creativity of developing thoughts and abilities. In the same manner as stated by Chaudron (1988) that there was significantly greater number of students' pedagogical moves, social skills behavior, rhetorical acts in group work than in a teacher-fronted. ${ }^{66}$

In the other hand, Gage and Berliner (1984) stated that small-group teaching is useful in fostering the ability to do critical thinking in the appraisal of ideas. To achieve this objective, students must learn to support their opinions with reasoning based on facts, definitions, concepts, and principles. Another prime objective of such teaching is to foster the student's participation in discussions. ${ }^{67}$ In this kind of assemblage one student could talk to another, who could then respond. Other students could also enter into the discourse. And the teacher usually hovered over the whole complex interaction, performing the role of chairperson, guide, initiator, summarizer, and referee.

Ultimately, the application of teaching insists that there is something new and different in classroom situation and learning circumstances. That is,

[^36]employing a technique is not merely arbitrary for teaching process. In teaching reading, the application of teaching technique determined learning outcome such as students' ability to understand text, to identify the main idea of each paragraph, making summary, etc.

The advantages of group work technique in teaching and leaning reading activity are as follows:

## 1. Developing Ability of Understanding Text

Group work can help students to understand text easier because they can do task together and exchanging ideas each others. It governs them to recognize reading ability generally in sharing information and exchange process. In this case, students able to understand text, identify the main idea of each paragraph, define the message of the text, etc.

## 2. Developing Ability of Thinking Creatively

Students try to define and explore a problem of the task design, which is given to them. They will execute discussion cooperatively to accumulate arguments from the members for reaching the majority judgments as the solution.

Group process may arrive at decision through referring to the facts and evidences, that is, they find themselves in applying problem solution approach practically toward their exploration of discovering solution.

## 3. Developing Interpersonal Ability

Applying group work is sufficient to practices the theory, simulation and discussion in small group. Students spontaneously improve their personal ability toward interaction process each others. Accidentally, they will behave as sufficient as needed to group process. When students are joined with group work, they accommodate themselves to group situation by adapting their personality to contribute the activity. They will grow their sense of selfreliance, self-confidence, self-directed activity and self-directed discovery.

## CHAPTER III

## RESEARCH METHOD

The writer arranged following research methods of conducting qualitative study upon classroom research. These methods were profitable for planning investigation procedures on the site and establishing data collection by means of applying research instruments to the relevant sources. Thereby, the study could arrive solutions based on significant data collection.

## A. Research Design

The writer conducts observing classroom behavior such as teacher attitude in teaching process and student behavior in learning activity. Thus, it applies qualitative method to establish observation on social action at classroom activity illustrated in students' behavior when they are engaged in interaction among students in learning process. In this study the researcher will be accompanied by the English teacher who teaches in that class during the implementation of the group work technique in reading skill. Then, the writer describes data gained from the observation. The data will be an indicator whether or not group work that students' applied will help them to increase their reading skill.

Actually, the main purpose of this study is to describe the process of teaching and learning in reading class. This classroom research interprets the effective activities for learning reading skill of English by applying group work technique.

## B. Research Subject

- The subject of this study is the English teacher of X. 4 class of MAN Pamekasan. Somehow, teachers had great opportunities in teaching process, especially in applying group work technique by which students are taught.
- Another subject in this study is regular class at the first year students of MAN Pamekasan. Practically, in this case, the writer observes intensively students’ behavior in learning process within group work.


## C. Setting of the study

The data of this study will be taken from the first grade of the students at MAN PAMEKASAN which is located on Jalan KH. Wahid Hasyim 28 Pamekasan.

The researcher chooses this school as the object of his research for some reasons. First, this school has become a favorite school of other state Islamic senior high schools in Pamekasan regency. The favorite school means that the school becomes an example to be followed by other Islamic schools at the same level in the aspects of teaching and learning process, teachers' profile, teaching facilities, school's achievements and school management and administration as well as its quality. Second, this school is located near the highway so it easy to reach. Third, considering that the English teacher of this school had been implemented the group work before. So, it makes the researcher easy to conduct his classroom observation.

## D. Research Instrument

- Observation

The researcher observes the teaching and learning activities occurred in classroom. He executes observation by observing teaching reading process directly in the real situation; that is, the more attention was addressed to identify participants in both teaching and learning process. Observation takes place from the beginning to the end of teaching reading process for accumulating data on learning process within group work in class activities. Thereby, he can gather data about teacher's attitude toward group work technique and students behavior illustrated in their participation among group members.

- Reading Assessment

In this research, the writer will use a progress assessment to evaluate students' reading ability. Assessment is important in teaching and learning process in order to know the efficiency and effectiveness of group work in reading skill. The progress of the students' reading ability will be known from the result of the analysis and scores of composition of reading text. It is used to know the students' achievement after implementing group work technique in teaching reading. The texts for the assessments are adapted from some English books.

## E. Data Collection

The writer collects data occurred in several following steps:

The first is the writer observes school situation. Then, the consideration is made upon the relevant sources for allowing data collection procedure toward appropriate schedule and required data

The second is the writer establishes data collection procedures for gathering information about study patterns by such procedures as; observation and reading assessment.

The third step is accompanying classroom activity by taking place in teaching reading process in order to get self-experience in applying group work technique. The writer tried to identify teacher attitude and student behavior toward interaction process within group learning.

## F. Data Analysis

In this study the writer conducted analysis to identify collected data for asserting study pattern. Before analyzing data, the writer organized data into two categories based on group work technique for teaching and learning process included teaching reading skill using various group activities and managing group work involved structuring and setting up group session.

The first, analyzing the whole data based on group work technique in teaching and learning reading process. The second, classifying the data based on group work activities in teaching reading. The third, taking some required data randomly, which involve teaching and learning reading within group work application, then discussing the data in detail.

## CHAPTER IV

## FINDINGS AND DISCUSSION

English teacher at MAN Pamekasan applied group work in teaching reading of English. The English teacher knew that group activity helped her to organize students doing reading task through group interaction. She argued students learnt to work easier within group process and started to solve their problem altogether.

Teaching process using group work stimulates interaction and communication among students. Learning English through group work governed students to be active along group process. It was illustrated in discussion process, which becomes the inherent characteristic of group work along group session.

Teacher allowed students to discuss their task together and trained them to share with others in achieving the result. That is, this situation made students to be self-directed in managing their group learning. Teaching reading using group work was not programmed intensively and regularly. Teacher mostly applied this technique for every two meeting or three meeting. According to the need of this study, English teacher's experience in teaching reading on applying this technique was quite helpful in gaining decision of the application of group work in the teaching of reading.

## A. Group Work in Teaching Reading

The application of group work dealt with two points; namely, group preparation which focused on grouping students into small groups and the process of managing group session that focused on teaching process using group work.

## 1. Structuring Group Work

As the first preparation for conducting group work, teacher organized and structured group work certainly regarding to composing group members, time allocation, and the setting. This process was important to ensure the effectiveness of group activity in carrying competitive, cooperative and communicative interaction. Actually, organizing group work was established before students had to work with group. That is, structuring group work was quite profitable to consider student ability in mixing them into a heterogeneous composition.

There are some aspects relating to structuring and organizing group work for achieving a good atmosphere for learning process.

## a. Group Composition and Size

The teacher composed group members regarding to their ability. She tended to choose students and organize them into a group by fixing them according to differential ability. Students in one class must be in the different level of ability. That is, teacher conducted grouping by mixing group members consisted of low-ability, mid-ability and high-ability students. She suggested that it can help them to help each other through group activity and trained them to teach and learn by themselves in group work climate.

Actually, composing students according to their differential ability was feasible to get them into conducive climate for learning together.

Students will learn from others and help others in correcting and teaching about something. That was the reason of why group members should be formed in fixed-ability.

Students will usually feel interesting in discussing a thing or task with others when there is heterogeneous situation which exist in process of getting what they do not know from others and telling what they know to others. This situation can help students to get cooperative interaction in doing the task with group work and competition in increasing their reading ability after knowing others competence.

Regarding to group size, teacher organized small groups that consisted of four or five students. It was reasonable for involving them to finish the task without spending much time and make teacher easier to control them. As an example, teacher gave task design of reading by asking them to answer questions based on the text, find the main idea of each paragraph, getting particular vocabularies and making summary. The teacher decides group size according to what they were going to make within group learning.

Basically, the number of members in each group was related to the difficulty of the task students had. Generally, small group consisted of seven to four or five persons. It dealt with student involvement in establishing group activity and varying group roles that meant that students worked effectively and cooperatively with some students by sharing the task and
discussing with various members, which could govern them to find multiple opinions. Reasonably, students felt easy in doing their task together within group work because they can share and attained decision after discussing it with others.

The extent of group members could create effective and cooperative participations when group members were divided into pairs and three people in doing particular task. Thereby, group could organize an efficient work for attempting achievement. The number of group reflected the opportunity for students to practice their language with others.

## b. Grouping Procedure

Teacher composed students into small groups by composing them according to the presence list randomly. It was easy way and less time consuming for grouping session. So, students could do the work together as soon as possible concerning to time allocation. Regarding to making interesting way of learning, teacher also executed procedure by assembling a game and allowing questions about students preference of something, students' opinion about something, etc. this way become a warming up activity for the first time before students entering group session.

In varying group members, teacher should regard with changing group members for every group session. It helped students to avoid boredom in working with the same persons. As a result, students found new learning climate and stimulated them to different situation within group work. In
addition, grouping procedure could be maintained by allowing students to get their own group members under the principle of composing fixed-ability students handled by teacher.

Sometimes, students were allowed to get their own group members. It considered that students known well about their partner characteristics after experiencing in group work. In this case, teacher still controlled grouping as far as group consisted of mixed-ability students and varying group members. It basically ensured the cohesiveness of learning situation during group process.

## c. Time Allocation

Teacher mostly performed group work in teaching reading for almost a half period of time allocation. It referred to the needs of giving feedback, reviewing group process and giving new materials. So, they spent about 30 to 45 minutes for group session. Time allocations for group work were variants according to the difficulty of task design and group activity. Group work that required discussion and presentation needed much time in covering all groups to have chance in performing presentation in front of the class.

Teacher managed this time allocation for only group process and the rest time was used for opening session to introduce materials and organizing group work and closing session for discussing and reviewing materials and
group process. Usually, teacher performed group session for half period of meeting.

## 2. Using Particular Group Activity to Particular Reading Material

Group work application in teaching reading with the usage of sufficient group activity to reading materials. The usage of particular group activity to reading materials was defined according to teacher's experience in applying group work in teaching reading. The basic reason of group work application was to give students opportunity to improve their ability in reading skill.
a) Panel Forum

Teacher performed reading material of a short story. In this case, teacher asked students to analyze text concerning to the topic and main ideas and to answer questions according to the text. The teacher used this activity in order to develop student ability in reading related to taking note, identifying message and main idea.

The teacher adjoined several questions that covered all students to have their participation in presentation session. This activity required presentation to the class as whole for the main activity. Consequently, teacher maintained varying task or text for each group to give different point for students to deliver in presentation session.

## b) Round Table

Teacher design task from a text by asking students to read and understand it by discussing with their group friends. The teacher added several questions according to the text to give more activity for students to involve in participating group process.

The teacher asked students to answer questions according to the text, identify the main idea of each paragraph, define the message and the topic of the text. Practically, the teacher felt easier to control group because students in group work appear their participation and activeness by their self-confidence.

## c) Debate Forum

Students had this activity after discussing text in small group. They were engaged in analyzing and understanding the text, define the message. The important activity is that students asked to find out the solution of some problems that containing in the text related to factual life which happened in the students' environment. In this case, students must prepare the solution for debating session in the whole class among groups. Practically, there is any problem in this debate forum that is done by students such as silent as long session.

## 3. Task Design for Group Work Assignment

Design a task for group work dealt with giving students interaction and involvement fully during group session. Teacher usually modified exercise items that covered all members of group to have their part for group process. In this case, teacher often toke task from students worksheet which stimulated students to get interaction and gain more learning outcomes upon working out task design.

Teacher usually established task designing in the form of analyzing text, letter, and short story. Teacher modified group assignment by distributing text to analyze the true and false statements, to answer questions according to the text, to analyze the true and false statements relating to the text, to practice taking note, to make summary, etc.

This session can be handled by applying group discussion on the result of the task for final session in front of the class. Sometimes, teacher performed solving-problem for reading class by analyzing the topic and main ideas and identifying the true or false statement relating to the text. Then, they performed presentation to deliver their final result to discuss together with the whole class.

## 4. Managing Group Session

The teacher actually performed group session by assembling task which seemed easy to discuss and important to students to experience with it
by themselves. During group session, teacher observed and controlled group process in order to ascertain that students made a cooperative and participative attitude. However, teacher executed group session generally involved lecturing for the first time in giving direction about what students should do, allowing students chance to do their task with group and reviewing materials and results and closing lesion.

Actually, students still felt in pressure with the presence of teacher along their group process. They thought that they were supervised in making bearings upon group process. Whatever, teacher role was important in maintaining conducive learning atmosphere. That is, teacher gave attention to students who produces difficulty and miss behavior, which could disrupt other students.

## a) Getting Started

Teacher began group session by describing and explaining the materials, which students should know and do with group work. In this case, teacher started teaching reading by clarifying the general topic of the text, letter, and short story. This was presented by lecturing style in front of the whole class.

In this stage, teacher also determined what students must do with the task within group work and the kind of group activity, which was suitable with the material. It was considered important to get student opinion about
what kind of activity they preferred to have for their activity. Modeling of opening session like offering students a chance to decide what group activity they wanted can stimulate their interest as the first step in getting students' attention to the teaching and learning process.

Occasionally, teacher decide seating condition as following step concerning to space and group activity. They sometimes asked students to move chairs in circle for each groups. This situation helped students to focus their attention to give participation effectively. Another consideration of structuring class management was that teacher could control and focus to indicate shared learning.

## b) Climate-Building

Regarding to making a good climate for learning, the teacher used sufficient group activities to the materials and observed students behavior toward group interaction. She mad various ways in keeping group process going effectively such as giving students freedom to get decision on distributing task to group members, helping students who found difficulties with the task, etc.

This condition could create comfortable situation for students to discuss on their way as long as the time they had. Sometimes, discussion process caused noise along group process. That is, teacher could not ignore this situation, which could disturb group process. Here, she toke account of
physical setting to avoid uncomfortable atmosphere because of group discussion and movement. As matter of that, it was profitable for teacher to give directions about students' movement toward group activity and had strategy in participating group without interfering learning situation.

Furthermore, the task should be in appropriate with group activity. The reason was that students could gain learning outcomes as much as possible by doing the task through group work. Here, teacher usually executed discussion and solving-problem for teaching reading materials by designing particular task. It was quite helpful to allow students opportunity for understanding text within discussing in group work. Basically, students made positive climate toward their group learning when they found that the task and group activity was quite relatively appropriate.

## c) Leadership Behavior

When the teacher led group work, she played a significant role as controller. Here, the teacher performed her part as teacher only in the session of structuring group work and closing session. Leadership of the teacher had great impact on bringing group session effectively. Eventually, their role was important for controlling student interaction and solving problems that might arise within group process.

The most important aspect in leadership was that teacher could be an example for students to use language especially the way of how to answer
some questions related the text. The teacher as controller of group sessions toke account of student attitude in interacting with their group. In this case, they discussed together for the first time before entering group session about the consequences of group process and how students and teacher should behave during group session.

In the other hand, she also asked one of students to be responsible to group process. Group leader was required in structuring and programming group agenda such as sharing task to each group member and programming discussion agenda. So, it could train them to be self-confident and selfdirected on their learning activity. Furthermore, group leader was interchangeable for every student to have this experience. So, students could find a new situation toward different leader for every group session.

## d) Observation of Group

The teacher as controller maintained observation of the way of student participation, student influence, individual style, and decisionmaking. She eventually found group interaction was the most difficult aspect to create. It happened when group interaction to do the task not in cooperative climate. That is, teacher should find out the strategy in establishing active participation among group members. She seemed to address directly to student who produces inactive participation by giving feedback to get their response for discussion or give comments about this
problems in the closing session as reviewing group process students have made.

Another important aspect to observe was the influence of one student to group process. The teacher gave attention to students who usually dominated their group along group work in order to avoid domination of one student and get the next most heterogeneous group composition by investigating student behavior within group work. It was quite profitable to control domination in student participation. Beside of knowing the extent of student participation and composing more heterogeneous group members, she could reduce possibilities of inactive participation and less confidence from other members.

## e) Coping with Difficult Members

When students performed interaction and involvement, the teacher usually found some of group members produce difficulties and miss behavior such as disruptive, silent, talkative, dominant, etc. here, teacher's control was quite significant for avoiding irrelevant situations because of these behaviors.

Actually, the teacher established strategy by getting approach to students who produced difficulty and telling him/her about the problem immediately. Sometimes, the teacher addressed him/her directly in front of other group during group session. This was practically disrupted and
disturbed learning climate. So that, the most effective strategy is that the teacher got approach to group which got this problem and asked anyone of them to say through or she gave a comment in closing session by discussing about should actually students do with group activity.

In general, students produced difficulty with the task and materials such as they thought it would better to keep silent than do anything. This condition could also happen when there was a dominant or talkative member which interrupts other participations. So, the teacher took account of group composition as the main factor of group cohesiveness. However, this way was only to minimize less cooperation and participation upon group members.

During group activity, sometimes students became silent and withdrawn. It was caused by task was difficult or too tired for making assignment. That is, the teacher followed up this situation by giving opinion or participating group to stimulate group discussion. She also gave direction about how to do the task by explaining the way or strategy to answer the questions. The attention to the group could support them to keep on doing or discussing the task.

Otherwise, a student who was talkative or dominant among other members could arise less cooperative and participative interaction. Other students responded this situation with silent, less confident and withdrawn
with group process. In this case, the teacher gave direction to particular member in order to stimulate him/her to say in discussion of group work.

## f) Closing a Session

This session maintained reviewing the materials, discussing the result, reinforcement and feedback and comment for group process. When group finished their work, the teacher occasionally discussed the materials or topics students have just learnt after each group finished. Here, she evaluated whether students made participation or not by allowing some questions about the task to the class as whole. In this session, the teacher also reviewed group result by offering feedback about the result and giving reinforcement to what students need relating to their difficulty encountered to group process.

Relatively, the teacher connected the result and process for giving comment to what students should make for participation and involvement toward group process. Then, the teacher illustrated the positive and negative features students made during group activity, which could interrupt learning process with group work and what attitudes students should execute for achieving learning outcomes and developing ability of reading.

## 5. Group Stages in Learning Session of Reading

The teacher performed group work involved four stages for student involvement within group process. Practically, group process involved
included planning stage, developmental stage, and concluding and evaluating stage. In this case, group stages became the main activity of teaching reading process in performing teaching using group work technique.

Students performed group stages after the teacher organized and structured group work. These stages maintained student involvement in distributing task to group members, group discussion, presentation and achieving group solution. Actually, group stages were established for every group activity to learnt different materials.

## B. The Most Effective Group Activity for Teaching and Learning Reading

There were several group activities established in teaching reading at MAN Pamekasan. The teacher mostly argued that round table was the most effective activity regarding to group cohesiveness, learning outcomes, and managing group session.

## 1. Group Cohesiveness and Cooperativeness

Students found themselves comfort to learn reading comprehension with relax when they executed round table to discuss a material with group. The extent of group number, which each group consisted of four to five persons, determined group interaction in an effective way because each member of group had significant part in keeping discussion in progress.

Students were invited to participate group process when they sat face-to-face to share and exchange ideas about the task or problem.

There was little movement in group session. Group process incorporated student to joining discussion along group session in order to attain final solution. It was feasible for students to control group members in order to give their participation and to help others who got difficulty with the task. Regarding to miss behavior, students could give big contribution to control and avoid disruptive attitude, which came from group member.

## 2. Learning Outcomes

Learning with round table maintained students to obtain improvement not only in reading ability, but also in speaking skill, enrichment in vocabularies as they were engaged in group work to discuss particular topic. In this case, students were able to solving-problem and doing reading task easier by discussing and exchanging ideas in group work. However, round table was quite effective activity regarding to the group movement and agenda. So, students could get as much learning outcomes as possible without making tiring activity.

## 3. Managing Group Session

Students were controlled fully by the teacher and group members in round table activity. It was reasonable because the teacher could investigate students who produced difficulty easily by observing group progress and
student interaction along discussion process. The number of group member and space enable them to manage group session effectively. Furthermore, student-seating position helped the teacher to contact group directly when she produced problems with task or group members. Similarly, students could control their group progress. Group members could control each other immediately because they were situated in face-to-face seating position and discussed together without moving away from group.

Regarding to starting and closing session, the teacher could organize and structure group work after planning group session. Actually, teacher only explained material and instructions of the task in starting session and then students performed discussion sequentially. Then, the teacher gave review and reinforcement to materials and group result in closing session. It did not take a lot of explanation because teacher just discussed together about the result and they believed that students have known about the materials or topic as the teacher described it in lecturing session or starting session before students entering group discussion.

## C. The Impact of Group Work Technique for Students Reading Ability

To investigate the impact of group work technique for students' ability of reading skill, the writer used progress assessment of the students' scores of reading task in every meeting. The writer got students' scores from the teacher in the last observation then analyzes the data from the scores deeply and seriously.

Reasonably, the writer used the scores of the students in each meeting in order to know about the progress of the students' ability to understand text. From the progress assessment, the writer found that students' scores got improvement in every meeting of teaching and learning process of reading using group work.

Beside got the data from the progress assessment of students' scores, the writer also used observation of whole class activities concern with group work processing of reading to know the students' difficulties in learning reading through group work. From the observation, the writer defined that the big obstacle in teaching reading using group work was their low vocabulary competence, and less participation on group work because the students thought that there was smart student in the group, so they gave the work to him/her. So, to overcome this problem the teacher asked students to find out the difficult word before reading. Sometimes, the teacher asked students to translate the text, that is, one paragraph for each group by discussing with their group members.

In the other hand, the teacher asked student to speak up in group discussion by giving a question to be answered, that is, to overcome students' less participation. In the classroom, the teacher control group fully to improve students' participation.

After investigate the data from students' scores and observation, the writer defined that, this technique actually gave positive impact for increase students' ability of reading. It is very helpful to the students in understanding the text by discussing with their group members in group process. And of course, it helped
students to increase their ability in answering questions according to the text, identifying the main idea of each paragraph, etc.

## D. Discussion

This point is discussed the whole activity of teaching and learning processes during the implementation of group work. In applying this technique, the writer got some findings, such as the lack of students' vocabulary and less participation in group discussion.

Based on the progress of students to understand text in each meeting, the writer concluded that students' reading progress showed the development in every meeting. It was proven by the scores of their reading task they had gotten. That is, in the first meeting, there were two students who got 80 point, four students got 75 point, ten students got 70 point, seven students got 65 point, four students got 60 point, and three students got 55 point.

The second meeting was held on 20 May 2009. According to the students' task collected by the teacher, students' scores was better than the first meeting because there was one student who got 90 point and two students got 85 point, which there was nothing get it in the first meeting. And then, there were nine students who got 80 point, six students got 75 point, ten students got 70 point and two students got 65 . In this meeting, there was nothing students who got 60 and 55 point like in the first meeting.

The next meeting was held on 25 May 2009. The students' scores in this meeting more developed than the second meeting. That is, there was one student who got 90 point, four students got 85 point, eight students got 80 point, eight students got 75 point, and nine students got 70 point. Meanwhile, in the last meeting (which was held on 27 May 2009) the students' scores progress generally rising up than before. In this case, there was 0ne students who got 95 point which was nothing get it before, three students got 90 point, four students got 85 point, eleven students got 80 point, seven students 75 point, and four students got 70 point. In the third and the fourth meeting, there was nothing student who got 65 point because the lowest point was 70 .

## CHAPTER V

## CONCLUSION

According to the research problems, literatures on group work technique for teaching and learning process of reading skill, research method, and after analyzing the finding on group work application at the setting, the writer can make decision on this study about the application of group work in teaching reading and also the suggestions for developing teaching and learning reading process.

## A. Conclusion

The writer categorized conclusion of this study into three major points based on the problem of study which mentioned in chapter 1. They are (1) the use of group work in teaching reading, (2) the effective group activity for teaching and learning of reading and (3) the impact of group work for students' reading ability.

## 1. The Use of Group Work in Teaching Reading

The writer concludes several points related to the application of group work in teaching and learning process of reading including:

1. Teacher performed group work for reading subject by varying group activities to stimulate student interest in learning reading skill.
2. Task design for group assignment could be varied to give students learning outcomes as many as possible within group work.
3. Teacher could evaluate students' achievement using group work by assembling particular task design and she also could review materials by distributing task for students to do with group work.

## 2. The Most Effective Group Activity for Teaching and Learning of Reading

The writer defined that the most effective group activity is round table among other group activity. The round table activity provided cohesive participation and cooperative interaction reflected in group work setting. Otherwise, the teacher can give a lot of learning outcomes by varying task design and instruction for group to achieve. Furthermore, round table is quite simple to apply without making a lot of preparation and executing a tiring activity. So, it is easy to manage group session and control group toward round table activity.

## 3. The Impact of Group Work for Students' Ability of Reading

According to the data from students' scores and observation, the writer concluded that, group work technique actually gave positive impact for increasing students' ability of reading. It is very helpful to the students in understanding the text by discussing within group process. Absolutely, group work helped students to increase their ability in answering questions according to the text, identifying the main idea of each paragraph, define the topic of the text.

## B. Suggestions

Regarding to investigation on the field and conclusion on the study, the writer has good willing for offer some suggestions for developing teaching and learning quality especially in reading skill and completing research on group work. That is, the suggestion partially dedicated to teachers in teaching reading or other skills through group work. The writer respectfully offers some suggestions regarding the use of group work for performing effective and efficient learning activity. It involved the application of group work, student interest and English materials that associate to learning outcomes and student achievement in English competence. They are as follows:

1. Teachers should plan and program group work intensively before applying in the classroom. So, they can evolve interesting task designs, which is adequate to accommodate students' activity to learning objectives. Either, students are able to make a well preparation to undertake learning within group work.
2. Teachers should be creative in creating and functioning media to stimulate student interest and make a meaningful learning activity through group work session.
3. Teachers should give different tasks to each group that enables students to get many learning outcomes at one group work session. They can take groups result and give information of their result to others.

## REFERENCES

Abbort, Gerry. 1981. Comprehension and Reading: in Teaching of English as International Language, a Practical Guide. (Glasow: William Cilon Son).

Akers, Lane and Sheila H Gillams. 1990. Educational Psychology: A Developmental Approach. (Singapore: McGraw Co).

Alberty, Harold B. and Elsie J. Alberty. 1965. Reorganizing the High Curriculum, Third Edition. (New York: Macmillan Co).

Ammer, A.A. 1997. The Effect of the Teacher's Reading Aloud on the Teaching Reading Comprehension of EFL Students. (ELT Journal).

Baron, Robert S. and Norbert L. Kerr. 2003. Group Process, Group Decision, Group Action. Second Edition. (United States of America: Open University Press).

Bustos, Alicia S. and Ampora Larzadibal S. et al. 1978. Principles and Methods of Teaching. Second Edition. (Quezon City. Manila: Alemar-Phoenix Publishing House. Inc.).

Byrne, Don. 1976. Teaching Oral English. (Essex: Longmann Group Ltd).
Cahyono, Bambang Yudi. 1997. The Questioning Skills of Reading Teachers. In Cahyono B.Y (Ed). Pengajaran Bahasa Inggris; Teknik, Strategi dan Hasil Penelitian. (Malang: Penerbit IKIP Malang).

Callahan, Joseph F. and Leonard H. Clark. 1982. Teaching in the Middle and Secondary School. (New York: Macmillan Publishing Company).

Chaudron, Craig. 1988. Second Language Classroom: Research on Teaching and Learning Cambridge. (New York: Cambridge University Press).

Cole, Peter and Lorna Chan. 1990. Methods and Strategies for Special Education, Sydney. (Australia: Prentice Hall).

Depdiknas. 2003. Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah. (Jakarta: Depdiknas).

Ellis, Donald G. and B. Aubrey Fisher. 1994. Small Group Decision Making Communication and the Group Process. Fourth Edition. (United States of America: McGraw-Hill, Inc.)

Freisberg, H. Jerome and Amy Driscoll. 1992. Universal Teaching Strategies. (Ally and Bacon).

Gage, N.L. and David Berliner C. 1984. Educational Psychology. Third Edition. (United States of America: Houghton Mifflin Company).

Good, Thomas L. and Jere Brophy E. 1984. Looking in Classroom. Third Edition. (New York: Harper and Row Publishers. Inc).

Harmer, Jeremy. 2007. The Practice of Language Teaching. Fourth Edition. (London: Longmann).

Harras, Kholid and Lilis Sulistianingsih. 1998. Materi Pokok Membaca 1. (Departemen Pendidikan dan Kebudayaan).

Harris, J Albert, and Edward R Sipay. 1980. How to Increase Reading Ability. Seventh Edition. (New York: Longman Inc.)

Hartley, Peter. 1997. Group Communication. (United States of America: Routledge)
Joyce, Bruce and Marsha Weil. 1980. Model of Teaching. Second Edition. (United States of America: Prentice-Hall International, Inc.)

Kelly, Patricia R and Nency Farnan. 1990. Practicing what We Teach in Reading Education Program. (Journal of Reading).

McDonough, Steven H. 1988. Psychology in Foreign Language Teaching. (London: George Allen and Unwin).

McNergrey, Robert N. and Carol A. Carrier. 1981. Teacher Development. (New York: Macmillan Publishing Co. Ltd.)

Moore, David W, J.E. Readence and R.J. Rickelman. 1989. Pre-Reading Activities Content Area Reading and Learning. (New York: International Reading Association).

Nuttal, Cristine. 1996. Teaching Reading Skill in Foreign Language. (London: Macmillan Henimann).

Rahmiati. 1995. The Development of English Course Material for Students at the Medical School of Brawijaya University. (Malang: Unpublished Thesis; IKIP Malang).

Reynolds, Michael. 1994. Group Work in Education and Training. (London: Kogan Page Ltd.)

Sabrina, Nayla. 2004. Improving the Reading Skill of Senior High School Students. (Surabaya: Unpublished Thesis: UNESA).

Singer, Robert N. 1980. Motor Learning and Human Performance; an Application to Motor Skills and Movement Behaviors. Third Edition. (New York: Macmilan Published Co. Inc.)

Sonka, Amy L. 1979. Reading has to be Taught, Too. (English Teaching Forum).
Tay, Mary W.J. 1979. Teaching Reading Comprehension: A 'skill' Approach Guideline for Teaching Reading Skill. (Singapore).


[^0]:    ${ }^{1}$ Harris, J Albert, and Sipay, Edward R., How to Increase Reading Ability, (New York: Longman Inc. 1980), Seventh Edition, P. 01

[^1]:    ${ }^{2}$ Depdiknas, Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah, (Jakarta: Depdiknas, 2003), P. 11
    ${ }^{3}$ Mcnergrey, Robert N., and Carrier, Carol A., Teacher Development, (New York: Macmillan Publishing Co. Ltd, 1981), P. 23

[^2]:    ${ }^{4}$ Singer, Robert N., Motor Learning and Human Performance: An Application to Motor Skills and Movement Behaviors, (New York: Macnillan Published Co. Inc, 1980), P. 26

[^3]:    ${ }^{5}$ Alberty, Harold B., and Alberty, Elsie J., Reorganizing the High Curriculum, (New York: Macmillan Co, 1965), P. 329
    ${ }^{6}$ Chaudron, Craig, Second Language Classroom: Research on Teaching and Learning, (New York: Cambridge University Press, 1988), P. 107

[^4]:    ${ }^{7}$ McDnonough, Steven H., Psychology in Foreign Language Teaching, (London: George Allen and Unwin, 1988), P. 93

[^5]:    ${ }^{8}$ Depdiknas, Op.cit., P. 11

[^6]:    ${ }^{9}$ Ellis, Donald G., and Fisher, B. Aubrey, Small Group Decision Making Communication and the Group Process, (United States of America: McGraw-Hill, Inc., 1994), Fourth Edition, P. 5
    ${ }^{10}$ Chaudron, Craig, Second Language Classroom: Research on Teaching and Learning, (New York: Cambridge University Press, 1988), P. 107

[^7]:    ${ }^{11}$ Harris, Albert J, Effective Teaching of Reading, (New York: David Mackay Company, 1962), P. 09
    ${ }^{12}$ Sabrina, Nayla, Improving the Reading Skill of Senior High School Students, (Surabaya: Unpublished Thesis: UNESA, 2004), P. 05

[^8]:    ${ }^{13}$ Callahan, Joseph F., and Clark, Leonard H., Teaching in the Middle and Secondary Schools, (New York: Macmillan Publishing Co., Inc., 1982), P. 245
    ${ }^{14}$ Harris, Albert J, Op.cit., P. 10
    ${ }^{15}$ Depdiknas, Op.cit., P. 11

[^9]:    ${ }^{16}$ Harras, Kholid, and Lilis Sulistianingsih, Materi Pokok Membaca 1, (Departemen Pendidikan dan Kebudayaan: 1998), P. 13
    ${ }^{17}$ Ibid, 13
    ${ }^{18}$ Sonka, Amy L., Reading has to be Thought, too, (English Teaching Forum, 1979)

[^10]:    ${ }^{19}$ Harras, Kholid, and Lilis Sulistianingsih, Op.cit, P. 13

[^11]:    ${ }^{20}$ Sonka, Amy L., Op.cit., P.
    ${ }^{21}$ Tay, Mary W.J., Teaching Reading Comprehension: A 'skill' Approach Guideline for Teaching Reading Skill, (Singapore, 1979), P. 8

[^12]:    ${ }^{22}$ Harmer, Jeremy, The Practice of English Language Teaching, (England: Longman, 2007), Fourth Edition, P. 289

[^13]:    ${ }^{23}$ Abbort, Gerry, Comprehension and Reading: in Teaching of English as International Language, a Practical Guide, (Glasow: William Cilon Son, 1981), P. 95

[^14]:    ${ }^{24}$ Moore, David W., Readence, J.E., and Rickelman, R.J., pre-reading activities content area reading and learning, (New York: International Reading Association, 1989), P. 2
    ${ }^{25}$ Nuttal, Christine, Teaching Reading Skill in a Foreign Language, (London: Heinemann, 1996), New Edition, P. 154

[^15]:    ${ }^{26}$ Moore, David W., Readence, J.E., and Rickelman, R.J., Op.cit, P. 13

[^16]:    ${ }^{27}$ Abbort, Gerry, Op.cit., P. 95

[^17]:    ${ }^{28}$ Ammer, A.A., The Effect of the Teacher's Reading Aloud on the Teaching Reading Comprehension of EFL Students, (ELT Journal: 1997), P. 43
    ${ }^{29}$ Nuttal, Christine, Op.cit., P. 79
    ${ }^{30}$ Kelly, Patricia R., and Farnan, Nency, Practicing what We Teach in Reading Education Program, (Journal of Reading, 1990), P. 131
    ${ }^{31}$ Ibid, P. 262

[^18]:    ${ }^{32}$ Rahmiati, The Development of English Course Material for Students at the Medical School of Brawijaya University, (Malang: Unpublished Thesis; IKIP Malang, 1995), P. 48
    ${ }^{33}$ Nuttal, Christine, Op.cit., P. 129
    ${ }^{34}$ Abort, Gerry, and "others", Op.cit., P. 96

[^19]:    ${ }^{35}$ Cahyono, Bambang Yudi, The Questioning Skills of Reading Teachers, In Cahyono B.Y (Ed), Pengajaran Bahasa Inggris; Teknik, Strategi dan Hasil Penelitian, (Malang: Penerbit IKIP Malang, 1997), P. 31
    ${ }^{36}$ Nuttal, Christine, Op.cit., P. 167

[^20]:    ${ }^{37}$ Kelly, Patricia R \& Farnan, Nency, Op.cit., P. 267
    ${ }^{38}$ Cahyono, Bambang Yudi, Op.cit., P. 31

[^21]:    ${ }^{39}$ Freisberg, H. Jerome, and Driscoll, Amy, Universal Teaching Strategies, (Ally and Bacon, 1992), P. 270

[^22]:    ${ }^{40}$ Mcnergrey, Robert N., and Carrier, Carol A., Teacher Development, (New York: Macmillan Publishing Co. Ltd., 1981), P. 329
    ${ }^{41}$ Ellis, Donald G. and Fisher, G. Aubrey, Small Group Decision Making Communication and the Group Process, Op.cit., P. 308
    ${ }^{42}$ Reynolds, Michael, Group Work in Education and Training, (London: Kogan Page Ltd., 1994), P. 24

[^23]:    ${ }^{43}$ Singer, Robert N., Op.cit., P. 02

[^24]:    ${ }^{44}$ Mcnergrey, Robert N., and Carrier, Carol A., Op.cit., P. 331
    ${ }^{45}$ Alberty, Harold B., and Alberty, Elsie J., Op.cit., 344

[^25]:    ${ }^{46}$ Joyce, Bruce, and Weil, Marsha, Model of Teaching, (United States of America: Prentice-Hall International, Inc., 1980), Second Edition, P. 25
    ${ }^{47}$ Cole, Peter and Chan, Lorna, Methods and Strategies for Specials Education, (Sydney, Australia: Prentice Hall, 1990), P. 323
    ${ }^{48}$ Ibid, P. 323

[^26]:    ${ }^{49}$ Singer, Robert N., Op.cit., P. 507
    ${ }^{50}$ Baron, Robert S., and Kerr, Norbert L., Group Process, Group Decision, Group Action, (United States of America: Open University Press, 2003), Second Edition, P. 207

[^27]:    ${ }^{51}$ Ellis Donald G., and Fisher, B. Aubrey, Op.cit., P. 310

[^28]:    ${ }^{52}$ Hartley, Peter, Group Communication, (United States of America: Routledge, 1997), P. 143

[^29]:    ${ }_{54}^{53}$ Byrne, Don., Teaching Oral Englsh, (Essex: Longmann Group Ltd., 1976), P. 23
    ${ }^{54}$ Ibid, P. 135

[^30]:    ${ }_{5}^{55}$ Joyce, Bruce, and Weil, Marsha, Op.cit., P. 246
    ${ }^{56}$ Reynolds, Michael, Op.cit., P. 118

[^31]:    ${ }^{57}$ Akers, Lane, and Gillams, Sheila H., Educational Psychology: A Developmental Approach, (Singapore: McGraw Co., 1990), P. 508

[^32]:    ${ }^{58}$ Bustos, Alicia S., and Larzadibal, Ampora S. et al., Principle and Methods of Teaching, (Quezon City, Manila: Alemar-Phoenix Publishing House, Inc., 1978), P. 125

[^33]:    ${ }^{59}$ Ibid, P. 126
    ${ }^{60}$ Ibid, P. 132
    ${ }^{61}$ Gage, N.L., and Berliner, David C., Educational Psychology, (United States of America: Houghton Mifflin Company, 1984), Third Edition, P. 495

[^34]:    ${ }^{62}$ Ibid, P. 130
    ${ }^{63}$ Ibid, P. 79

[^35]:    ${ }^{64}$ Ibid, P. 134
    ${ }^{65}$ Joyce, Bruce, and Weil, Marsha, Op.cit., P. 246

[^36]:    ${ }^{66}$ Chaudron, Craig, Op.cit., P. 107
    ${ }^{67}$ Gage, N.L., and Berliner, David C., Op.cit., P. 486

