

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

THESIS

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

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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

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.

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 take 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 self-directed 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 decision-making. 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

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

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

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 One 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.

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