

THE EFFECTS OF GROUP WORK IN READING SKILL  
OF EIGHT GRADE STUDENTS AT SMP NEGERI  
1 PANTEE BIDARI

THESIS

Submitted By :

MUTIA RAHMI

The Student of English Department  
Tarbiyah Faculty  
Student No : 140800164



STATE COLLEGE OF ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
2013 M / 1434 H

THE EFFECTS OF GROUP WORK IN READING SKILL  
OF EIGHT GRADE STUDENTS AT SMP NEGERI  
1 PANTEE BIDARI

THESIS

Submitted By :

MUTIA RAHMI

The Student of English Department  
Tarbiyah Faculty  
Student No : 140800164



STATE COLLEGE OF ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
2013 M / 1434 H

**THESIS**

**Submitted to The Tarbiyah Faculty STAIN Zawiyah Cot Kala Langsa  
as a Partial Fulfillment of the Requirements for Sarjana  
Degree S-1 in Teacher Education**

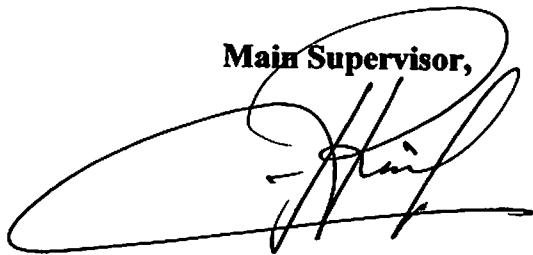
**By:**

**MUTIA RAHMI**

**The Student of English Department  
Tarbiyah Faculty  
Reg. No: 140800164**

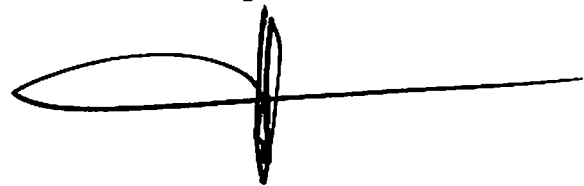
**Approved by :**

**Main Supervisor,**



**Drs. RAZALI MAHMUD, MM**

**Co Supervisor,**



**MHD. RASYID RITONGA, MA**

**It has been defended in Sidang Munaqasyah in front of The Council  
Of Examiners for Thesis and has been Accepted as a partial  
Fulfillment of the requirement for Sarjana  
Degree (S-1) in Teacher Education  
Of Tarbiyah Faculty**

**On :**

**Monday, May 13<sup>th</sup>, 2013 M  
Rajab 4<sup>th</sup>, 1434 H**

**At**

**Meurandeh – Langsa  
The Council of Examiners**

**Chairman,**



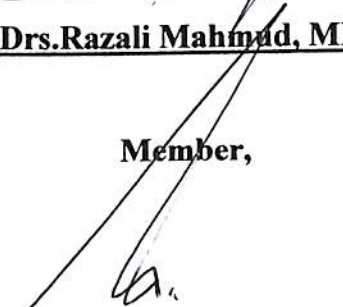
**Drs. Razali Mahmud, MM**

**Secretary,**



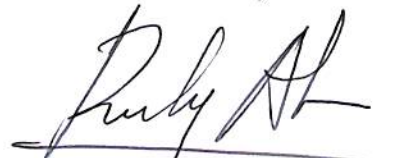
**Mhd. Rasjid Ritonga, MA**

**Member,**



**Dr. Muhammad Abu Bakar, MA**

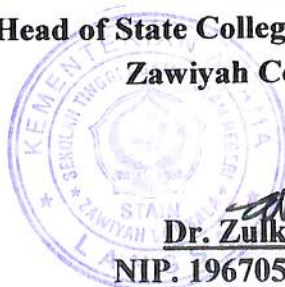
**Member,**

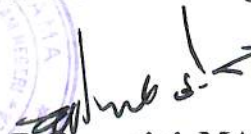


**Ruly Adha, MS**

**Certified By :**

**The Head of State College of Islamic Studies (STAIN)  
Zawiyah Cot Kala Langsa**



  
**Dr. Zulkarnaini, MA**

**NIP. 19670511 199002 1 001**

## ACKNOWLEDGMENT



In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the worlds, who has given the health and strength to the writer in completing this thesis. May Allah's peace and blessing be upon His final Prophet and Messenger, Muhammad, his family and companions.

This thesis is presented to the English Department of Tarbiyah Faculty of STAIN Zawiyah Cot Kala Langsa as a partial fulfillment of the requirement for the Degree of first strata. It is a great honor for the writer to make acknowledgement of indebtedness, and convey her sincere gratitude to Razali Mahmud, MM, and Muhammad Rasyid Ritonga, MA, who have patiently given valuable advice and guidance to finalize this thesis. A lot of thanks are also to all of lecturers of STAIN Zawiyah Cot Kala Langsa, especially to the lecturers of English Department who have guided her during her study.

In addition, the writer also would like to express her warm thanks to her beloved father and mother for their love, and a lot of thanks for the supports from her husband; and to all of her relatives who always give her support either materially or morally.

Furthermore, the deepest thank to all teachers of SMP Negeri 1 Lhoknibong-East Aceh, especially to English teacher, who allow her to do research. Finally, the writer thanks to all of her friends at English Department of 2007 Academic Year that always support and help her in completing this thesis.

**May Allah Bless and Show us the right path.**

**Langsa,**

**2013**

**Writer**

## CONTENTS

<b>ACKNOWLEDGMENT</b> .....	i
<b>CONTENTS</b> .....	iii
<b>LIST OF TABLES</b> .....	v
<b>LIST OF APPENDIXES</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Study.....	1
B. The Problem of The Study.....	4
C. The Objectives of The Study.....	4
D. Significance of the Study.....	4
E. Hypothesis.....	5
F. Terminologies.....	5
1. Group Work Activity.....	6
2. Reading Skill.....	6
<b>CHAPTER II: REVIEW OF LITURATURE</b>	
A. Nature of Reading Skill.....	8
B. The Kinds of Reading.....	12
C. Purpose of Reading.....	14
D. The Processing of Reading.....	16
E. The Description of Group Work Activity.....	17
F. Learning Reading By Using Group Work Activity...	19
1. Sensitizing.....	19
2. Skimming.....	20
3. Scanning.....	21
1. Before the Discussion Group.....	22
2. During the Discussion Group.....	23
a. The Teachers' Role.....	23
b. The Students' Role.....	23
3. After the Discussion Group.....	24
G. The Advantages and Disadvantages of Group Work – Activity.....	24
1. The Advantages of Group Work Activity.....	24
2. The Disadvantages of Group Work Activity.....	25
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. Research Design.....	27
B. Research Procedure.....	28
C. Population and Samples.....	29
D. Data Collection Techniques and Variable.....	30
1. Data Collection Techniques.....	30
2. Variable.....	31

E. Techniques of Data Analysis.....	32
<b>CHAPTER IV: DATA ANALYSIS</b>	
A. Location of the Study.....	35
B. The Teachers.....	36
C. The Students.....	36
D. Data Collection.....	37
E. Analysis of the Data.....	39
1. The Analysis for Experimental Class.....	39
2. The Analysis for Control Class.....	43
F. Examining the Hypotheses.....	48
<b>CHAPTER IV: CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions.....	51
B. Suggestions.....	51
<b>BIBLIOGRAPHY.....</b>	<b>53</b>
<b>APPENDIXES</b>	
<b>AUTOBIOGRAPHY</b>	



## **LIST OF TABLES**

<b>Tables</b>	<b>Page</b>
4.1 The English Teacher of SMP Negeri 1 Pante Bidari .....	36
4.2 The Distribution Number of Students of SMP Negeri 1 Pante Bidari...	36
4.3 The Students Score of Pre Test and Post Test of Experimental Class...	37
4.4 The Students Score of Pre Test and Post Test of Control Class .....	38
4.5 The Distribution of Mean Score and Standard Deviation of the Pre- Test of Experimental Class.....	41
4.6 The Distribution of Mean Score and Standard Deviation of the Post- Test of Experimental Class.....	42
4.7 The Distribution of Mean Score and Standard Deviation of the Pre- Test of Control Class.....	45
4.8 The Distribution of Mean Score and Standard Deviation of the Post- Test of Control Class.....	46

## **LIST OF APPENDIXES**

1. **Appointment Letter of The Supervisor**
2. **Recommendation Letter of Conducting Research From Tarbiyah STAIN Zawiyah Cot Kala Langsa**
3. **The Letter of Recommendation of Conducting Research From SMP N 1 Lhoknibong – East Aceh**
4. **The Test Items (Pre-Test and Post-Test)**
5. **Lesson Plan**
6. **List of T-Table**

## ABSTRACT

This thesis entitled “*Effect of Group Work Activity in Reading Skill of Eight Grade Students at SMP Negeri 1 Pantee Bidari*”. Reading is a process in which everyone’s minds translate printed symbols into the ideas that the author is trying to tell or communicate to him. Therefore, many students face problems in reading comprehension, they do not understand a reading text because of the limitation of their vocabulary, classroom condition and teaching techniques, which influence students in improving their reading skills, it is also the problems of eight year students of SMP N 1 Pantee Bidari. Group work activity is hoped to be useful for the student in improving their ability in reading skill, where the student can learn and drill the material with their friend in groups. The research problem of this study were: How the application of group work activity help the students of eight grade students at SMP Negeri 1 Pantee Bidari in reading skills?, and does the group work activity effect the students’ achievement in reading skills of eight grade students at SMP Negeri 1 Pantee Bidari? The objective of this study were to investigate whether the application of group work activity can help the students of eight grade students at SMP Negeri 1 Pantee Bidari in mastering reading skill, and to investigate whether the group work activity effects the students’ achievement in reading skills of eight grade students at SMP Negeri 1 Pantee Bidari. The hypotheses of this study were: the group work activity effects the students’ achievement in reading skills of eight grade students at SMP Negeri 1 Pantee Bidari ( $H_a$ ), and the group work activity does not effect the students’ achievement in reading skills of eight grade students at SMP Negeri 1 Pantee Bidari ( $H_o$ ). This study used quantitative approach where the systematic scientific investigation of quantitative data explained a phenomenon using number. The population of the study was eight grade students of SMP Negeri 1 Pantee Bidari, and the sample of study were class VIII/2 as experimental group and class VIII/3 as control group. The techniques in collecting data of this thesis were teaching experimental, and test. Then, the result of the study showed that there was a significant difference between pre-test and post-test for experimental and control groups after applying group work activity. The value of t-test of post-test for both groups was 4,85 with the significant level of 5% and 1%. The degree of freedom was 70. Based on the data found, it clearly show that  $t_{table} (5 \% = 2,000) < t_{test} = 4,85 > t_{table} (1\% = 2,660)$ . It means there was any significance differences between experimental and control group in the post test. It means ( $H_o$ ) rejected and ( $H_1$ ) as the hypotheses in this research were accepted well so that it can be said that the group work activity effects the students’ achievement in reading skills of SMP Negeri 1 Pantee Bidari. It can be proved by the post test’s score of students in experimental class was higher than the score of post test of control class.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading as one of the four language skills plays very important role to everyone who wants to increase their knowledge. By reading the scientific book one will be able to know theories, concepts, models and the like. Boer and Dallman cite: “The ability to read is of great practical value to everyone. It is known that reading is a process in which everyone’s minds translate printed symbols into the ideas that the author is trying to tell or communicate to him. It is read a printed material because we want to understand whatever the writer wants to say.”<sup>1</sup>

Basically, reading is a thinking process. It is not to understand the passage or the sentences, word by word only, but, it is a way of grasping on the part of the reader. A reader must not only see and identify the symbols in front of him, but also he must be able to interpret what he reads. It also can be said that reading is the act of constructing meaning while transacting with text. Just as we use information stored in schemata to understand and interact with the world around us, so do we use this knowledge to make sense of print.<sup>2</sup>

Reading is not an easy to develop. We need many kinds of techniques to understand or comprehend what we have read. Students will never read efficiently

---

<sup>1</sup>Boer, John J. and Dallman, Martha, *The Teaching of Reading* (New York: Holt, Rinehart and Winston, 1960), 2.

<sup>2</sup>Martha Rapp Ruddel, *Teaching Content Reading and Writing* (USA: John Wiley & Sons, Inc, 2005), 30.

unless they can adapt technique to their aim when reading. Grellet states that reading is a constant process of guessing and what one finds in it.<sup>3</sup>

Moreover, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Of course, reading also an activity with has purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

In addition, Tinker and McCullough in Ariandi stated that a reader today is taught to read for some purposes through many kinds of materials in order that he can understand what he reads.<sup>4</sup> Moreover, reading is absolutely needed for those who wish to search for further knowledge. Thus, the most important thing in reading activity is that how the students comprehend the message in the passage implicitly and explicitly. If the students have a good mastery in reading comprehension, it will be easy for them to study at university or apply for a job.

But, in fact, many students may get problems in reading comprehension, they do not understand a reading text because of the limitation of their vocabulary, classroom condition and teaching techniques, which influence students in improving their reading skills. An English teacher has an important role to cope

---

<sup>3</sup>Francoise Grellet, *Developing Reading Skill, A Practical Guide to Reading Comprehension Exercise* (New Direction in Language Teaching, Cambridge University Press, 1986), 7.

<sup>4</sup>In Eka Ariandi, *A Study between Sex Differences and Students' Achievement in Mastering Reading Comprehension* (Banda Aceh: IAIN AR-RANIRY Darussalam-Banda Aceh. Unpublished Thesis, 2009), 1.

with those factors above by mastering or preparing the material that will be presented to limit exposition of this research, the writer would like to focus only on the teaching technique.

In organizing a classroom, an appropriate technique could motivate the student to study more active and help increase their ability in mastering reading skill. The teacher must have some techniques used in teaching reading to encourage the student's motivation to read the English texts. The progress the knowledge in the field of language teaching has effected on the existence of some new techniques. Jacobsen mentioned "A classroom field with group of student working on project is certainly apt to be noisier than one that has children involved in individual seatwork. For instance, group work is one of the techniques to apply communicative approach in teaching English."<sup>5</sup>

The technique of group activity is one of way to create student to be active in learning reading. Students work together to solve the problems. All members of group are important of making solutions in answering the reading text given to them. They are hoped to have a good cooperation. The teacher, as an initiator and instructor of learning process, sets student working in small group.

In addition, group work activity is hoped to be useful for the student in improving their ability in reading skill, where the student can learn and drill the material with their friend in groups. They also can spend a short time finding out the idea in the text and make conclusion from the text into their civil language they can discuss it with their friend to understand before answering the question

---

<sup>5</sup>Jacobsen, David and Donal Kauchak and Karoline Dulany, *Principles and Practice of Language Teaching Reading* (Columbus: Charles E. Merrill Publishing Company, A Bell Howel Company, 1984), 211.

given based on the text. Based on the background, the writer proposes title "*The Effect of Group Work Activity in Reading Skill of Eight Grade Students at SMP Negeri 1 Pantee Bidari*".

### **B. The Problems of The Study**

Based on the background of the study, the research problems of this study can be formulated as follows:

1. How the application of group work activity help the students of Eight Grade Students at SMP Negeri 1 Pantee Bidari in reading skills?
2. Does the group work activity effect the students' achievement in reading skills of Eight Grade Students at SMP Negeri 1 Pantee Bidari?

### **C. The Objectives of The Study**

Based on the problems of study, the objectives of this study are:

1. To investigate whether the application of group work activity can help the students of Eight Grade Students at SMP Negeri 1 Pantee Bidari in mastering reading skill.
2. To investigate whether group work activity effects the students' achievement in reading skills of Eight Grade Students at SMP Negeri 1 Pantee Bidari.

### **D. Significance of the Study**

The findings of this study are expected to give beneficial contributions to both teacher and students, and also for the school. For the students, it is expected that the group work would makes the students easier in learning activities,

especially in reading skill. Beside, the implementation of the technique here is also applied to help the students to be able in mastering reading text.

To the teacher, this study is expected to give theoretical and practical contribution to the teaching of English in term of reading comprehension of the second grade students at SMP Negeri 1 Pantee Bidari. The theoretical contributions are related to the effectiveness of group work technique in increase the students' ability in reading comprehension.

In addition, related to the practical contribution, the application of group work activity is expected would provide them a reference to make students easier and enjoy the learning process and enrich the English teachers' techniques in teaching English, especially in teaching reading.

For the school, the result of this study can be used as a comparative in increasing the students' ability in reading skill so that it can increase the school out put in scoring of English subject.

### **E. Hypotheses**

The research is conduct based on the hypotheses below:

**Ha= the group work activity effects the students' achievement in reading skills of Eight Grade Students at SMP Negeri 1 Pantee Bidari.**

**Ho= the group work activity does not effect the students' achievement in reading skills of Eight Grade Students at SMP Negeri 1 Pantee Bidari.**



## F. Terminologies

There are several terms that need further explanation in this writing as the operation of basic concepts. The terms are:

### 1. Group work activity

The phrase *group work activity* consists of three words. *Group* is a small assemblage of persons or things have some relations.<sup>6</sup> *Work* is use of bodily or mental power to make something, and *activity* means active in doing something or thing to be done.<sup>7</sup>

In this writing, group work activity is one of techniques to apply communicative approach in teaching English. Meyers and Jones mention, “Designing informal small-group activities is a relatively easy way to begin creating an active-learning classroom. Small group can be just the right ticket for many active-learning task, such as lecture summaries, classification of reading assignment, and problem solving.”<sup>8</sup>

Based on the explanation above, the writer emphasized here that the group work activity is the technique used in teaching reading to the eight grade students of SMP Negeri 1 Pantee Bidari. Each group has five until six members. They are given a text to discuss and answer the questions.

---

<sup>6</sup>*The New Oxford Illustrated Dictionary*, (Oxford University, 1987), 603.

<sup>7</sup>*Oxford Learners Pocket Dictionary* (New Edition) (Oxford University Press, 2003), 477.

<sup>8</sup>Meyers, Chet and Thomas B.Jones, *Promoting Active Learning Strategies for the College Classroom*, (Oxford University Press, 1993), 59.

## 2. Reading skill

The word *reading* derives from *read* and suffix-ing and makes it as gerund. "Reading is the action or practice of one who has read..."<sup>9</sup> In addition, reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.<sup>10</sup>

Based on the above definitions, reading can be defined as the ability of the reader in understanding reading text and can give the explanation conform to the text. The writer gave short reading texts of intensive texts to the students entitled *Bongo The Orangutan* and *Buggy Races* in the pre-test and post test. The text in the pre-test consists of five lines, besides the text of the post test is about nine lines. The purposes of it are to practice the students to understand the text and to answer the question correctly.

---

<sup>9</sup>*The New Glarier Webster International Dictionary of the English Language*, (New York: Lexian Publication, Inc, 1975), 759.

<sup>10</sup>Cakir, Abdulrahit. "Teaching Reading Skill." Retrieved from: <http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatareadingski ls.htm> (accessed on November 21<sup>st</sup>, 2012, on 08.30 p.m.).