A COMPARATIVE STUDY BETWEEN PAIR WORKS AND GROUP WORKS TO STUDENTS’ ABILITY IN ANALYZING NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 BRINGIN IN THE ACADEMIC YEAR OF 2012 / 2013

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan Islam (S.PdI.) in English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga

Arranged By:
ROKHIMATUL KHAMIDAH
11308011

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
2014
DECLARATION

“In the Name of Allah the Most Gracious and the Most Merciful”

Hereby the writer fully declares that the graduating paper is made by the writer herself, and it doesn’t contain materials written or has been published by other people and other people’s ideas except the information from the references.

The writer is capable to account for this graduating paper if in the future, it can be proved of containing others’ ideas, or in fact, the writer imitates the others’ graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, 05 Maret 2014

The writer

Rokhmatul khamidah
11308011
ATTENTIVE COUNSELOR NOTES

Case : Rokhimatul Khamidah’s Graduating Paper

Dear

The Head of State Institute for Islamic Studies Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Rokhimatul Khamidah’s graduating paper entitled “A COMPARATIVE STUDY BETWEEN PAIR WORKS AND GROUP WORKS TO STUDENTS’ ABILITY IN ANALYZING NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 BRINGIN IN THE ACADEMIC YEAR OF 2012 / 2013

"I have dedicated and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.
GRADUATING PAPER

A COMPARATIVE STUDY BETWEEN PAIR WORKS AND GROUP WORKS TO STUDENTS’ ABILITY IN ANALYZING NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 BRING IN THE ACADEMIC YEAR OF 2012 / 2013

Arranged by:

ROKHIMATUL KHAMIDAH

NIM. 11308011

Has been brought to the board of examiners of English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga in July 17th 2014 and hereby considered to completely fulfill the requirement for the degree of S1 Kependidikan Islam.

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Dr. Rahmat Hariyadi, M.Pd
NIP 19670112 199203 1 005
MOTTO

“Act!!! If you want to find and get value something for you”
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My beloved father and mother (Mr. Asmu’i and Mrs. Suharni). They are the best parents ever.
2. My beloved husband (Mr. Muh Arwani). He always give me motivation to finish this paper.
3. My elder brother (Taufiq).
4. All of my best friends of TBI A’08.
5. The readers who is reading my graduating paper.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb.

In the name of Allah, the most gracious, the most merciful, the Lord of universe. Alhamdulillahirabbi’alamin, everlasting thanks to Allah. The writer must be deeply grateful to Allah, His blessing. Because without His helping the writer should not be able to finish the paper.

Our blessing and praises to go to our prophet Muhammad who brings us from the darkness to the lightness.

This paper is presented to English Department of State Institute for Islamic Studies (STAIN) Salatiga in partial fulfillment of requirement for the degree of Educational Islamic Studies (S.Pd.I). It is important for the writer to thank to people behind this paper. However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institute. In this moment, the writer would like to thank to:

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7. All of my friends who have helped me to finish this paper.

Wassalamu’alaikum Wr. Wb.

Salatiga, 05 Maret 2014

The writer

Rokhimatul Khamidah

113 08 011
ABSTRACT

Rokhimatul Khamidah (113 08 011) " A COMPARATIVE STUDY BETWEEN PAIR WORKS AND GROUP WORKS TO STUDENTS’ ABILITY IN ANALYZING NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 BRINGIN IN THE ACADEMIC YEAR OF 2012 / 2013

The aims of this research are; to know the difference of pair works and group works to ability in analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/201; and to know the significant difference of pair works and group works to students’ ability in analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

This is a quantitative research with experimental method. The writer gives the students pre test before treatment and post test after treatment. The students’ average score of experimental group before treatment is 57,31 and the students’ average of control group is 57,67. Then, the result of the t-test above, the pre test shows – 0,6 then the result is compared with the t – table with 1% of significant level 57 shows 2,65. After giving different treatment, the students were given post test. The students’ average score of experimental group after treatment is 76, 97 and the students’ average score of control group is 76,83. Then the result of t – test, the post test shows 5,14. It is compared with the t – table 1 % of significance 57 shows 2,65

Based upon the analysis, it can be seen that the result of t – test is lower than t – table. It means that there is no different and significant different of pair works and group works students’ ability in analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013. After treatment, the students’ score of experimental group is higher than control group. The t – test score, is also higher than t – table. It means that there is difference and significant difference of pair works and group works to students’ ability in analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

Key word: pair works, group works, narrative text
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CHAPTER I

INTRODUCTION

A. Background of the Study

Comprehending narrative text is a big problem for the second year students of SMP Negeri 1 Bringin. They still have difficulties in understanding and analyzing the text. Narrative text is one kind of texts which is taught in Junior High School. This is an imaginative story that has the function to entertain people. This text contains written or spoken story and sequence of events that connects one and another. The purpose of the text is to entertain, create, stimulate emotions, motivate, give and teach readers. That narrative text usually contains a moral value. There are many kinds of narrative stories around us, such as fairy tale, myth, legend, fable, science fiction, etc.

In the pre–research, the writer found some problems which are faced by students of SMP Negeri 1 Bringin in understanding English matter. These problems relate with vocabulary and grammar. According Kasihani (2010; 43) vocabulary is a collection of words that is owned by a language and gives meaning when we use the language. Charles C Fries (1967; 1) say that mastery of a language is taken to mean the ability to use or even to understand all the words of a language. Vocabulary is one of the
main elements of language, when students will master a language they also must understand the words and the meaning.

Kasihani (2010; 43) also add grammar or structure is the rules of language patterns that must be followed if they want to learn a language. In dictionary, grammar is rules for forming words and making sentences. We can also define grammar as the rules and explanations which deal with the forms and structure of words (morphology), their arrangement in phrase and sentences (syntax), and their clarification based on their functions (parts of speech). Thus, grammar is used to know the pattern of forming sentences.

For students of SMP Negeri 1 Bringin vocabulary and grammar or structure of the sentences is main problem in analyzing a text, including narrative text. Whereas, in analyzing narrative text, mastering vocabulary and grammar is very badly needed by students, because when they lack in mastering vocabulary and grammar of the sentences it cause them difficult to understand and analyze the texts. Mastering vocabulary and grammar relate with the use of language style and sentence structure of the text. Nevertheless, they have not understood what a narrative text and narrative story is, and cannot differ between narrative texts with others.

Narrative text is different with others. It contains fiction, non-fiction, fairy tales, or folklore. In addition to entertaining, narrative text is also used to teach, inform, and change of mind or behavior of the reader. The text is built by optimizing the style of language. It can generate
connotations or no real meaning which can enrich insight and imagination of the reader and participate in the interpretation or appreciate to the story. The use of language style is the ability or expertise to write the words. Often, the use of the style is assorted with diction. Precision in the choice of words, phrases, or specific clause is to deal with a particular context or situation. In narrative text, events are organized chronologically. Those events build a plot or storyline. In the plot, narrative always there is peak problem or climax of the story that followed by resolution. Another characteristic relate language feature of the text. In this text, the main character of the story is in individual and many uses action verbs. The main tense is past form and uses linking verb refers to the time. Dialogue is often included in the text to further animate the story and the tense may change. Sometime it uses descriptive language. It is used to create the readers imagination in order to the readers enjoy with the story and can pick the information and moral value of the text.

In addition, the writer also interviewed with the English teacher to get more information about the characteristics of the students. She said that the students are still complicated to understand and analyze the text. She argued that it is caused by lacking vocabulary and grammar. Lacking vocabulary and grammar causes them difficult in translating a text. They do not understanding the contents and main idea of the text. Of course, it causes them cannot analyze a narrative text well. They have not understood what a narrative text and narrative story are, and cannot differ
between narratives with other text. Actually, in analyzing a narrative text, there are some aspect of narrative text which is knew and mastered by the students, such as the definition, purpose, grammatical structures, language feature, and content or message of the text. If they do not mastery the vocabulary and grammar which build the text, they cannot analyze the matters of the text.

In the research, the writer also uses pre – test to know students’ ability in analyzing text. The result of the pre – test can be seen by students’ score. The distribution of the score is complete. Some students get high score, but some students get low score. But, the range of the students in class A and class B is relative same. The condition of these classes is also relative same. Among of them, there are students attending seriously and try to asking some question if they do not understand in material which is explained, so that there are interaction between students and teacher. But, the others do not like that. They choose to make a noise by talking with other or disturbing her/his friends. In the class A and class B, there are the students who is less talk and decide to keep silent and just listening to the teacher, just some of them there are who do not attend and talk with others.

Based on this condition, the teacher needs to apply a technique of teaching – learning which can help students learn well in the classroom. Pair work and group work are the techniques that can be applied in the classroom. In pair work, the learners work together in pairs. One of the
main motivation is to encourage pair work in English language is to increase the opportunities for learners to use English in classes. They can write dialogue, predict the content of reading text, or compare note on what they have listened or seen.

In group work, learners learn in a small group. A group consists of 4 – 6 students. Working together in pairs or groups also gives students the opportunity to learn from and teach each other. In addition, to expose students is by different approaches and ways of thinking. Working with other students in group can promote a sense of belonging that combats the anonymity and isolation that many students experience at a large campus. Some students may initially be reluctant participated in-group work, so sharing the reasons for group work with students can help to convince the reluctant ones.

Working together in groups can help students feel that they are part of a community. They come to know each other’s as individual and friend, because adult students come with widely differing skills and backgrounds. In a class there are always weak and strong students. By working in pairs or groups students can learn from one another a lot. It is very important because they have same opportunity to participate together in their learning. They can appreciate each others. Because when learner interacting each other, they sense a level of control in their language learning which lends itself to building confidence and increasing language skill in the classroom.
Based on the phenomena above the writer interest in conducting the research entitled: “A COMPARATIVE STUDY BETWEEN PAIR WORKS AND GROUP WORKS TO STUDENTS’ ABILITY IN ANALYZING NARRATIVE TEXT OF THE SECOND YEAR STUDENTS OF SMP N 1 BRINGIN IN THE ACADEMIC YEAR OF 2012 – 2013”.

B. Limitation of the Study

In this research, the writer would like to make the limitation of the study. In order to the focus and the result of this research will be valid. This research is a case study. The result of this study is just applicable in SMP Negeri 1 Bringin, because it can be different with other schools in the similar case.

This study is concerned on comparison of students’ ability of pair and group works to analyzing narrative text in Second Year Students’ of SMP Negeri 1 Bringin in academic year 2012 – 2013. The focuses of this study are differences of students’ ability and the significant of pair and group works activities in the classroom to analyzing narrative text. To know the result of students’ ability in analyzing narrative text, the writer uses an experimental research to investigate the study.

The writer chooses two heterogenic classes to know the significant of this research. The writer hopes the measure of the students’ ability will
give contributions to their English Teacher in teaching and learning process.

C. Problem of the Study

Based on the background of the study, the writer formulates the statements of the problems as follow;

1. Is there any different between pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013?

2. Is there any significant difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013?

D. Objective of the Study

Some of the objectives of the study as follow;

1. To know the different between pair works and group works to ability to analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

2. To know the significant difference of pair works and group works to ability of pair and group works to analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.
E. Significant of the Study

1. Theoretically

Pair works and group works are the techniques of cooperative learning. Learning in groups promotes learner autonomy by allowing making their own decisions in the group without being told by teacher. Learning together also allows learner to work with a wider range of individuals than pair works and group work do. It recognizes the old maxim that “two heads are better than one”, and in promoting cooperative helps the classroom to become a more relaxed and friendly place.

2. Practically

Practically, learning in small groups is more effective because it consists of more than two people. Personal relationships are usually less problematic. There are also greater chances of different opinion and varied contributions than pair work. They can work with their friends. It can be more active in discussion because they can share and accomplish their suggestions. Teacher can control to the students’ activities in groups easily.

F. Literary Review

In this research, the writer reviews several research conducted by the previous researchers as composition. The first related research is Devi Anggiyana (2012) that conducted a study entitled “Teaching Speaking
Using Pair Work Technique at Second Grade Students of SMP N 1 Parongpong”. It purposes to find out whether or not the use of pair work technique can improve the students’ speaking ability.

The second related research is Syamsudin entitled “A Contribution of Pair and Group Work Activities to Improvement of Students’ Speaking Performance”. The research was held in Senior High School 2 Maros. The purposes of this research are to investigate whether the pair and group work activities can help and facilitate on the students’ speaking performance. The second is to recognize the effectiveness of pair and group work in improving the students’ speaking performance. And then, it is to find out the attitude of students toward the use of pair and group activities in learning English.

The third related research is Elissa Kaye Polley (2007) that conducted a study entitled “Learner Perceptions of Small Group and Pair Work in The English Second Language Classroom: Implications of Conditions in Second Language Acquisition”. The relevance this study has to the field of Second Language Acquisition is in the confirmation that learner perceptions do play a vital role in their participation in small group/group work activities. The extent of the relationship between learner perceptions of small group or pair work and participation is evidenced in this research and needs to expand upon. When learner perceptions are positive, there is a motivation to participate and these results in the increase confidence and fluency of the learner. These perceptions confirm
what the interactional results show in that there are benefits to working in small group or pair work in terms of group work creating conditions conducive to Second Language Acquisition.

These researches are as literary review by the writer, because she assumes that those researches will help the writer to carry out and finish her research. The third study has similarities and differences matter with the writer’s. The similarity is the researches applying pair and group works or activities of English language learning in the classroom. Nevertheless, from the researches there is different, especially in the purpose of the study.

The first research is done by Devi Anggiayana. She used pair work in speaking classroom. This research is to know the relationship between the pair work with how to improve speaking ability. The second is by Syamsudin. He also implements pair and group work in speaking matter. The purpose of this research is to know whether pair and group help and improve student in speaking performance. The third is by Ellisa Kaye Polley. This research is done in The English Second Language classroom. However, this study more emphasis small and pair work in learner’s perspective toward language acquisition which is English as Second Language. The purpose of her research is to know the benefits of applying pair and group work in The English Second Language Classroom. Besides that, it is to know whether pair and group work give positive impact
toward learners’ condition in the classroom and improve their motivation to second language acquisition.

While, the writer’s research is comparative study which compare two types of students’ grouping in English classroom, pair work and group work. This research is done in SMP Negeri 1 Bringin toward the second year students’ in academic year 2012 – 2013. The purpose is to know the differences of students’ ability in analyzing narrative using two different treatment, pair work and group work. These treatments are implemented toward two different classes.

G. Clarification of Key Terms

1. Students’ Ability

According Oxford Dictionary, ability is skill or power. Ability means the power to do a thing; skill; the powers of the mind. Skill mean that ability to do something well; to able to do something. Ability means the state of being able to do something; someone’s level of skill at doing something. In this case, students’ ability means that the students able to do something. Students’ ability in English language is the students able to understand and communicate or interact using English language in written or oral.
2. Pair Work

Pair work is a situation which enables two learners to work independently and interactively without teacher involvement.

Harmer (2001; 116) said that in pair work students can practice language, study a text, research language or take part in information – gap activity.

3. Group work

Group work is some students, four until six students (more than two students) work learning or doing assignment. Harmer (2001; 117) says that small groups of around five students provoke greater involvement and participation than larger groups.

4. Narrative text

Narrative text is a text contains fiction or nonfiction story, fairytale, folklore (Iwuk. 2007; 80). Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. A narrative text has three elements or general structures; orientation, complication, and resolution.

5. Narrative Analysis

In analyzing narrative text, there are some techniques that can be used, skimming and scanning. Skimming is a reading technique which
read the overall view of the text. Scanning is the technique to find specific information.

H. Hypothesis

Hypothesis is the problem estimate or answer proposed of problem statements. In this research, the writer has hypothesis as follows;

1. There is a difference between pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

2. There is a significant difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

I. Research Paper Organization

In order to make clear research, the research paper is organized by the following paper organization.

Chapter I consists of background of the study, limitation of the study, problem statements, objective of the study, significant of the study, literary review, clarification of key term, hypothesis, and research paper organization.

Chapter II is underlying theory that elaborates the theoretical review; learning, writing, narrative text, and hypothesis research. Learning consists of definition of learning, theories of learning, learner and learning
style, managing class, and grouping students. Writing consists of definition of writing, approaches the students writing, types of writing text. Narrative text consists of definition of narrative text, grammatical structure of narrative text, and types of narrative text. Hypothesis research consists of definition of hypothesis and kinds of hypothesis.

Chapter III is research method. It presents the research approach, type of the research, object of the research, method of collecting data, method of data analysis, and statistical hypothesis.

Chapter IV discusses about data and discussion. In this chapter, the writer explains the description of the data analysis and the result of the research.

Chapter VI is enclosure. In this chapter will give conclusion and recommendations of this study.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. Learning

1. Definition of Learning

Learning is a process of getting knowledge. No one ever stops learning in his/her life. Through learning, the human will be competent and skillful. Hilgrad and Bower (in Baharudin Esa and Nur Hayati; 2008; ) say that “to learn” means 1) to get knowledge, comprehension, or mastery through experience or study, 2) to fix in mind or memory, to memorize, 3) to acquire through experience, 4) to become in form or find out. According Gagne (in Isjoni; 2007; 50), learning is an active process and suggest that teaching involves facilitating active mental process by students.

Learning is basic to human existence and fundamental to education. It is the base of operations for study of psychology and essential to understanding the human mind. It is the base of operation for study of psychology and essential to understanding the human mind.

Thorndike (1913) in George M. Gazda and Raymond J. Corsini (1980; 1) called learning “a series of changes in human behavior”. Anderson and Gates described learning as a process of adaptation of responses to situations. Still in the same book, Thorpe (1956) considered learning as the process which manifests itself by adapting
changes individual behavior as a result of experience. These opinions, concern learning is as a process changing thought and behavior based on experiences.

Investigation in contemporary dictionary point out that learning process is mastering or acquiring knowledge to a subject or skill by learning, experience, or instruction. The concept of learning brings us to the definition of a number of sub-fields within the discipline of psychology: the process of acquisition, perception, memory system (storage), short and long term memory, remembering, learning styles and strategies conscious and unconscious, the theory of forgetting, a boost with reward and punishment, as well as the importance of exercise.

Learning is an activity which is very important to increase knowledge, competency, and skill through experience and exercises. It is an activity and process that will be passed by every child. Each of them has different character that can influences ability or competency in learning process. They try to understand the information that have gotten then keep in mind. A child can learn from everything, everywhere and everyone, including friends.

2. Theories of Learning

a. Definition of Learning Theories

Learning theories is effort to describe how human learn, so that can help us to comprehend the complexity inherent process of
learning. It is concern to how someone influences the others in order to learning process occurred. Learning theories is prescriptive, that is the purpose of learning theories is to appoint the appropriate method or strategy of learning which appropriate in order to gets optimal achievement. According Wilfred (2009; 28), there are three functions of learning theories which is also to define of learning theories; 1) learning theories is the approach to some knowledge fields. It is a way to analyze, discuses, and research the learning; 2) learning theories attempt to summarize a gathering of knowledge about laws of learning to a small space; 3) learning theories, creatively try to explain what learning is and why learning is occurred as like that.

According Patrick (in Margaret, 1998; 6), the functions of learning theories are; 1) as frameworks to research; 2) gives frameworks for organizing certain grains of information; 3) to state the complexity of events that simple apparently; 4) reorganizing the previous experience.

A theory is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience.

It can be concluded that Learning theories are conceptual frameworks that describe how information is absorbed, processed,
and retained during learning. Learning theories attempt to produce main insight which is one of the purposes of science and forms of another’s scientific activities.

b. The Nature of Learning Theories

There are many ways to classify learning theories. Various theories of learning have been suggested, and these theories differ for a variety of reasons.

1) Behaviorism theory

This learning theory-oriented learning outcomes that can be measured and observed. Repetition and training is used in order to the desired behavior can become a habit. The expected result of the application of this theory is the formation of a desired behavior. Desired behavior gets positive reinforcement and inappropriate behavior gets negative awarded. Evaluation or assessment based on the behavior looks. In this theory the centered learning is not teachers or lecture, but a brief instruction followed examples by themselves or through simulation.

2) Cognitive theory

According to this theory, the learning process will learn best when learning materials are adaptable (continuous) appropriately and harmoniously with the cognitive structure that has been owned by the student. In this theory of knowledge
is built in an individual through a process of continuous interaction with the environment. This learning process is not running in pieces or separate, but continually and thoroughly. In this theory, the teachers are not the primary source of learning and not adherence students charged in reflection on what was ordered and carried out by the teacher. Evaluation of learning is not the result but the success of the students in organizing his experience.

3) Humanistic theory

According to humanistic theory, the purpose of learning is to humanize humans. Study abroad process is deemed successful if the students have understood their environment and themselves. Students in the learning process should strive to gradually he was able to achieve self-actualization as well as possible. This study seeks to understand the theory of learned behavior from the point of view of the perpetrator is not from the point of view of the observer. The role of the teacher in this theory is as a facilitator for students while teachers provide motivation, students' awareness of the meaning of life. Teachers facilitate learning experiences to students and assist students to acquire learning objectives. Students act as the main actors who interpret the process of their own learning experience.
4) Constructivism theory

According to this theory the problems raised from internal inducement, the problem appeared to be constructed from the knowledge that reconstructed by the students themselves. This theory is very believable that students are able to find their own problems, develop their own knowledge through thinking skills and the challenges it faces, finish and make the whole experience realistic concepts and theories in a single building intact.

5) Gestalt theory

In the view of gestalt theory a student acquires knowledge through sensation or information by looking at the overall structure then reconstruct again in so that simple structure easier to understand.

3. Learner and Learning Style

Student is a unique. They have different characteristic each others. According Richard and Charles (1994; 144 – 149) in Soan Haji research (2008; 37) explains its characteristics as follow;

a. Phantoms Students

These students may not often be noticed or heard in classroom, although they are generally good students who work steadily on classroom task. They participate actively in learning process.
b. Task Oriented Student

These students are generally highly competence and successful in completing the academics tasks. They have more motivations, and very enjoy with the instructional. Seldom have they needed the teacher helps.

c. Social students

These students play a high value on personal interaction. However, they have competence in accomplishing classroom tasks. But, they tend to value socializing with their friends more than completing the class assignment.

d. Dependent Student

These students need teacher support and guidance more to complete the class task. They often depend on their learning has been successful and it not how to the problem.

The methodologist Tony Wright in Harmer (2001; 42) describes learner styles within a group;

a. The enthusiast

It is type of student who looks to the teacher as a point of reference and concerned with the goals of the learning goals.

b. The oracular

The oracular students also focus on the teacher but are more orientated towards the satisfaction of personal goals.
c. The participator

The participator students are they who tend to concentrate on group goals and group solidarity.

d. The Rebel

These are the student is referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction on his or her own goals.

In the same book, Keith Willing quoted in Skehan about the learners’ style in language learning, he produced the following description:

a. Converges

These are students who are by nature solidarity; prefer to avoid groups, and who are independent and confident in their own abilities. Most importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

b. Conformists

These are students who refer to emphasize learning about language over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classroom, doing what they are told. A classroom of conformists is one which prefers to see well-organized teachers.
c. Concrete learners

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language as communication rather than language as a system. They enjoy games and group works in class.

d. Communicative Learners

There are languages uses oriented. They are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack. They are much more interested in analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.

4. Managing Classes

When teaching a large class, you need to consider how you will arrange the students during class activities. While there is a time and place for individual work, in classes with more than one student, group and/or pair work. There is no limit to the way in teachers make groups students in a classroom.

According Harmer (2001; 114) there are four types of student grouping are common in the classroom. These types are;

a. Whole-Class Teaching

It is still the common teacher – student’s interaction of learning – teaching in the classroom. The students sit in rows and listen to the
teacher who stands in front of them to give explanations of the subject matters.

b. Students on their own

The opposite of whole – class grouping is students learn in their-own. They work in a pattern of individualized learning.

c. Pair Work

It is student grouping which are two students learn and work together. Typically two students sitting next to each other do something together. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well structured task. Harmer (2001; 116) said that in pair work students can practice language, study a text, research language or take part in information – gap activity.

d. Group Works

In general it is possible to say that small groups of around five students provoke greater involvement and participation than longer groups. It is consists of 4 until 6 students each group. They can work and discuss together to do assignment.

5. Grouping Students

a. Pair Works

1) Definition of Pair Works

Pair work is a situation which enables two learners to work independently and interactively without teacher
involvement. Pair work, typically two students sitting next to each other do something together. This could range from discussing the answer to a comprehension question to working for several minutes on a complex and well structured task. Since only two students are involved, it is not easy for either of them to switch off. So pair work is also quite effective in keeping students actively involved in learning tasks.

2) Advantages and Disadvantages of Pair Work

(a) Advantages of Pair Work

Pair work is therefore a valuable method to implement in EFL classrooms, and it has many advantages. Harmer (2001; 116) says that in pair work students can practice language together, study a text, research language or take part in information – gap activities. They can write dialogue, predict the content of reading texts, or compare notes on what they have listened to or seen. Pair work is a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading.”

By face two face between two people, pair work can increase the amount of speaking time any one student gets in the class. It also allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learning independence.
Besides that, the teacher can give help students when some of them having a problem in material without disturb other students’ activities. It allows the teachers to work with one or two pairs while the other students continue working.

Pair work is better than personal/individual. It recognize the old maxim that two heads are better than one and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get students to make decision in pairs (such as deciding on the correct answers to questions about a reading text), we allow them to share responsibility rather having to bear the whole weight themselves.

In addition, Harmer (2001;116) states that pair work allows students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is self-important for the atmosphere of the class and for the motivation it gives to learning with other. In the last statement, Harmer (2001) also defines pair work is relatively quick and easy to organize. So, the students have enthusiasm in their study.

Another advantage of pair work is that it gives learners more opportunities to use the language. It is valuable in providing more opportunities for children to get more language exposure. Hence, students in pairs get the chance to interact frequently with the language and to express their ideas.
Pair works help students build positive interpersonal relationships and create a high level of academic solidarity and confidence.

(b) Disadvantages of Pair Work

However, there are some possible problems in the use of pair work tasks. Besides the advantage, pair work also has some disadvantages. According to Harmer (2001; 116) there are some problem occurred in pair work activity. It is frequently very noisy because they have to discuss with their partner, some teachers and students dislike this situation. Teacher in particular worries that they will lose of their class.

Students in pair can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of “misbehavior” are greater with pair work than in a whole class setting.

Pair work is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with other learner who may be just as linguistically weak as they are.

At the last, the actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.
Another possible disadvantage is that working in pairs can be problematic when some students interact with peers who are linguistically weaker than them. However, I believe that teachers can organize the pairs in a balanced way so each student will get the benefit, and through monitoring, this situation could be avoided.

Pair work could lead to misbehavior and may distract students from effective learning. This issue could be avoided through implementing tasks that engage students fully, and that make the activity meaningful for them.

(c) Organizing Pair Work

Wendy A. Scoot and Lisbeth H. Ytreberg (2003; 15 – 16) give explanation how to organize pair work and group work. They explain the formation of the students.

- Let pupils who are sitting near each other work together.
- Establish a routine for pair work, so that when teacher say “Now work in your pairs”, pupils know expected of them.

  The routine depends on classroom arrangement.
- Do not let the pair work continue until everyone has finish the project. Pair work means that everyone in the class is occupied, but not all pairs finish at same time.
- If do not have an even number of pupils in the class, let one group work as a three.
Go through what you want pupils to do before you put them into their pairs.

b. Group Works

1) Definition of Group Works

When the activity at some stage in a lesson calls for discussion or active collaboration among a group of students, a number of such groups are formed and each given a relevant task to work on. This is called Group Work. Groups of 4 to 6 are typically used, but there is no fixed rule regarding size. The group should be large enough to ensure that a number of different voices are heard, but not so large that some are left out. As a general guide we could say that the nature of the activity should determine the size of the groups.

According Harmer (2001; 117) says they are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. The activity may demand it, or we may want to divide the class into teams for some game or preparation phase.
2) Advantages and Disadvantages of Group Work

(a) Advantages of Group Work

Group work provides more opportunity for practice, an increased variety of activities is possible, increased student creativity. The use of small group work is posited to have a number of advantages over individual practice.

Harmer (2001; 117) says define the advantages and disadvantages of group work. Like pair work, it dramatically increases the amount of talking for individual students. Nevertheless, it is unlike pair work because there are more than two people in the group, the personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work.

In addition, Harmer (2001; 117) also says that it encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. Furthermore, the students were prepared to evaluate each other’s performance both positively and negatively whereas in a bigger group a natural tendency for self-effacement made this less likely.

In the same book, Harmer (2001; 117) state that it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by
the teacher. Although we do not wish any individuals in groups
to do completely passive, nevertheless some students can
choose their level of participation more readily than in a
whole-class or pair work situation.

Daniel Muijs and David Reynolds (2011; 65) say that the
main benefit of small group work seems to lie in cooperative
aspects it can help foster. One advantage of this lies can make
to develop of pupils, social skills. Working with other pupils
may help them to develop their empathic abilities, by allowing
them to see others’ viewpoints which can help them to realize
that everyone has strengths and weaknesses. Trying to find
solution to a problem in group also develops skills such as the
need to accommodate others’ views.

In another saying Daniel and David also copied
O’Donnell (2006) pupils can provide each other with
scaffolding in the same way the teacher can during
questioning. The total knowledge available in a group is likely
to be large that that available to individual pupils. Small group
work can also help them students to restructure their own
thinking through talking to others, talk being an important part
of the way students develop their thinking, and help them to
understand their own strengths and weaknesses better.
(b) Disadvantages of Group Work

While the group work can be a powerful teaching and learning technique, it does have a number of disadvantages which mean that it needs to be used in conjunction with, and not as a replacement of individual practice.

In his book, Harmer (2001; 117) also give some define about disadvantage of group work. As a learning which a group consists of some people, pair is likely to be noisy and it causes some teachers lose control, and the whole – class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities. Another problem is not all students enjoy it since they would prefer to be the focus of the teachers’ attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

Moreover, individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate. Groups can take longer to organize than pairs; beginning and ending group work activities-especially where people move around the class – can take time and be chaotic.

(c) Organizing Group Works

- Starting by having teaching groups – groups which to teach separately from the rest of the class.
➢ Introducing self – reliant groups which are given something to do on their own, the teacher only giving help when needed.

➢ Start with just one group and tell what the purpose clearly.

➢ Go through the process with all the groups before let the whole class work in groups at the same time.

c. Procedures of Pair Work and Group Works

Harmer (2001; 122) explains the procedures for pair work and group work;

a. Before: giving instruction what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved.

The important thing about instructions is that the students should understand and agree on what the task. To check that they do teacher may ask them to repeat the instruction or in monolingual class, to translate their first language.

b. During: while students are working in pairs or groups teacher have to observe and give helping to the groups. Teacher can stand at front or the side of the class (or the back or to be stuck or anywhere else in the class) and keep eye on what is happening, nothing who appears to be stuck or disengaged, or about to finish.
An alternative procedure is go to round the class watching and listening to specific pairs and groups. In this position, the teacher can tune in to a particular pairs or groups from some distance away. They can decide whether to go over and help that pair or group.

c. After: when pairs and groups stop working together teacher need to organize feedback. Teacher wants to let them discuss what occurred during the group work session and where necessary add their assessments and make correction.

B. Writing

1. Definition of Writing

   According Jupp and Milne (1982; 5) we write in order to communicate and communication presupposes that we have and audience and that we have something we want to say to that audience. They added writing is as a means of encouraging students to express themselves to say in writing how they see and experience the world around them.

2. Approaches to Student Writing

   There are a number of different approaches to the practice of writing skills both in and outside the classroom. The teacher need to be aware of different roles and should assume for writing activities.
a. Process and Product

In the teaching of writing teacher can focus on the product of that writing or on the writing process. When concern on the product, they should only interest in the aim of tasks and in the end product. The student can practice their writing tasks and finish it by following order; check language use (grammar, vocabulary, linkers), check punctuation (and layout), check spelling, check the writing by unnecessary repetition of words/information, decide on the information for each paragraph, note down various ideas, select the best ideas for conclusion, write a clean copy of the corrected version, and write out a rough version.

b. Writing and Genre

Students can study texts in genre they are going to be writing before they embark on their own writing. Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and context in which their writing will be read, and by whom.

c. Creative writing

The term creative writing suggests imaginative tasks such as writing poetry, stories and plays. The teacher can set up imaginative task as routine assignments, and then he should correct it so that the student can produce the appropriate language. While
students are writing a simple poem about someone the care about, or while they are trying to construct a narrative or tell stories of their childhood, they are tapping into their own experiences.

d. Writing as a cooperative activity

Group writing allowed the teacher to give more detailed and constructive feedback since she was dealing with a small number of group rather than many individual students. Writing in group, whether as part of long process or as part a short game like communicative activity, can be greatly motivating for students, not only writing activities but research, discussion, peer evaluation and group pride in a group accomplishment.

e. Using computer

A computer screen frequently allows students to see their writing more objectively. It has advantage of greatly enhancing the participation of individuals when they are working with their colleagues in pairs or groups.

f. The roles of the teacher

The teachers need to deploy some rules when students are asked to write;

(1) Motivator.

In writing tasks, they will be to motivate the students, creating the right conditions for the generation of ideas, persuading
them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

(2) Resource

During extended writing tasks, the teacher should be ready to supply information and language where necessary. They need to tell students that they are available and be prepared to look at their works as it progresses, offering advice and suggestions in a constructive and tactful way.

(3) Feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written.

3. Types of Writing Text

In English there are several types of text or commonly referred to as genre. Genre classification in English is affected by several things, including: Objectives author wrote the text, the function of the text, the structure of language (generic structure) is used, the characteristics of which language is used in the text.

Types of text studied English as the primary learning material in English subjects to high school. Most of the time when studying English types of text spent to discuss Generic Structure and Language Features is used as material that composes a text. Features Generic
structure and language is what made the difference in any type of existing English text.

There are 13 kinds of texts in English that we know that starting from Narrative, Recount, Procedure, Report, Analytical Expository, Hortatory Expository, Explanation, Descriptive, Discussion, New Item, Review, Anecdote, and Spoof. But basically the text in the English text is divided into 3 main types:

a. Narration

Narration is story writing. When we want to write a narrative paragraph, we will write about events in the order that happen. In other words, we use time order to organize its sentences. In the model narrative paragraph, the writer used time order to tell what happened first, what happened next, what happened after that, and so on. The words and phrases is used to show time order is called time order signals. Type the text that belongs to the group of this text is Narrative Text, Recount Text, anecdote and News Items Text. All types mentioned above belong to the Narrative text which serves to tell an event and inform readers about an event.

b. Description

Oshima and Hogue (2007; 61) also define descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can image the object, place, or person in his or her mind. A
description usually follows a pattern of organization that called spatial order. It is the arrangement of things in space. Type the text that belongs to the group of this text is Report Text, Descriptive Text and Explanation Text which text type is more emphasis on the depiction of something and tends to use words that connote describing thing.

c. Argumentation

Type the text that belongs to the group of Argumentative Text is Analytical Exposition Text, Hortatory Exposition Text, and Discussion Text which text type is more emphasis on the reasons for supporting or breaks an assumption or a phenomenon that occurs.

C. Analyzing Narrative Text

1. Definition of Narrative

   Narrative text is a genre of written text. Genre is specific style that used in written, art, film, or music. Genre of the text is particular text type or style of writing. Genre is as a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture.

   Narrative text is a text which contents imaginative story. Narrative text contains fiction, non-fiction, fairy tales, and folklore. The purpose of narrative text is to entertain and attract the attention of
the reader. But the narrative text can also be used to teach, inform and change the readers thought or behavior (Iwuk, 2005 ; 80). According to the English dictionary means (1) a spoken or written account of connected events: a story, (2) the narrated part of a literary work, as distinct from dialogue, (3) the practice or art of narration.

Narrative text can be a real story, a fantasy, or a combination of both. Which includes narrative text are a fairy tale, mystery, scientific fiction, horror, adventure, fables, myths, legends, historical stories, ballads, and personal experience. In the plot, narrative text there is always the problem peak/climax of the story, followed by a settlement. The social function of narrative text is to entertain or amuse.

2. Grammatical Structure of Narrative Text

When the students study about narrative text, they must be able to analyzing some structures of the text. For this structure, the reader/students know the part of story in the text. From the grammatical structure of narrative text are following;

a. Orientation (beginning or introduction)

It introduces the main characters, setting and time. The opening paragraph introduces characters / participants of the story and sets the scene (it answers the questions who, when, what and where). This part of the story is critical for the reader to connect or feel involved with the story. In the orientation, students can know who is/are the main character and where or when the story was happen.
The time/period in narrative text is not specific and the reader cannot know the date or year happened. This paragraph usually is opened with; once upon a time, one day, a long time ago, long — long time ago, a hundred ago, etc.

b. Complication (middle)

In this paragraph show the problem happens among the characters.

It is about the problems which involve the main characters in the story developed.

c. Resolution (ending)

Resolution is ending paragraph which the problem is dissolved. It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

3. Characteristics of Narrative Text

There are some characters of narrative text which differ this text with others. The specific characteristic of this text contain imaginative story of the writer.

The language features in narrative text are;

a. Specific characters

b. Using time words; connective conjunction such as then, before, after that, a few moments later, etc, and temporal conjunctions such as; once upon a time, one day, long time ago, many years ago, etc.

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c. Past Tense; simple past tense, past perfect, past continuous, past perfect continuous, or past future continuous.

4. Kinds of Narrative Text

a. Narrative – Adventure

Typically, it is a recount or retelling of a series of exciting events leading to a high impact resolutions. Building excitement as the hero faces and overcomes adversity is an important element, so more complex structures such as flashbacks are less common. The story can take place in any setting where there is the potential for adventure through a danger or threat.

b. Narrative – Mystery

The purpose of this type is to intrigue and entertain. Structure is often chronological, even in a longer narrative, but complex structural techniques are sometimes used for effect.

Settings are often places the main character is unfamiliar with. Different cultures often share views about the kinds of settings that seem mysterious (deep, dark forests, old, uninhabited places, lonely rural landscapes).

c. Narrative – Science Fiction

The purpose of this text is to entertain and, sometimes, to speculate about the future. Science Fiction typically includes detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance. Description
is important to convey imagined settings, technology, processes and characters.

d. Narrative – Fantasy

The purpose is to entertain and to fuel the imagination. The generic structure is may simply be a basic chronological narrative set in a fantasy world but some fantasy narratives extend the ‘fantastic’ element to the structure as well. Imagery plays an important role in helping to describe places and things the reader has never seen.

e. Narrative – Historical fiction

The purpose of this narrative is to entertain and, sometimes, to inform. The generic structure is about something that has already happened in the past so a series of events is usually the underlying structure. Historical fiction requires a historical setting but can also be an adventure or a mystery. It can also give a fictionalized account of real events or additional, fictional detail to things that really happened.

f. Narrative – Contemporary fiction

The purpose is to entertain and sometimes to create empathy with familiar characters. The generic structures of contemporary settings are often familiar ones. This type of narrative includes school stories, things that happen in the home or in local settings that children either know themselves or recognize. Stories therefore
often reflect children’s own experiences, are often personal and structured as a recount.

g. Narrative – Stories which raise dilemmas

This text is to entertain and to explore issues or dilemmas. The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with.

h. Narrative – Traditional tales

Traditional or ‘folk’ tales include myths, legends, fables and fairy tales. Often originating in the oral tradition, examples exist in most cultures, providing a rich, culturally diverse resource for children’s reading and writing. Many of these stories served an original purpose of passing on traditional knowledge or sharing cultural beliefs.

1) Fairy tale. Typically features are such folkloric characters as fairies, goblins, elves, troll, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are Cinderella, Snow white, Pinocchio, Beauty and the beast.

2) Fable. It is a story that teaches a lesson, often using animal characters that behave like people. A fable is a short
allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings, for example; The Ants and the Grasshopper, The Smart Parrot, The Story of Monkey and Crocodile.

3) Myth is an ancient story often meant to explain the mysteries of life or nature. Myths are symbolic tales of distant past (often primordial times) that concern cosmology (the origin and nature of the universe), may be connected to belief systems or ritual, and may serve to direct social action and values. Such as, the Queen in Southern Sea, Gatotkaca, Srikandi, etc.

4) Legend. A legend is a narrative of human actions that are perceived by both teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are Sangkuriang, Malin Kundang, The Legend of Tangkuban Perahu, The Story of Toba Lake.

5. Technique of Analyzing Narrative Text

In analyzing narrative text, some techniques that can be used are skimming and scanning. Skimming is to determine the main idea of the text and main idea of each paragraph, scanning is to determine the
located the each grammatical structure of the text (orientation, complication, and resolution).

Skimming is quickly running one’s eyes over a text to get the gist of it, to know how it is organized. This is the technique of rapid reading designed to identify the major ideas and relationships discussed in an article. Skimming is therefore a more complete activity which needs an overall view of the texts and implies reading competence.

Scanning is quickly going through a text to find particular piece of information. This is a technique used to utilize specific facts or ideas related to a pre determined goal.

The technique to analyzing the generic structure is by mapping the main idea of each paragraph. There are some steps to make mapping.

a. Identify the main character and setting to determine orientation paragraph.

b. Identify the problem that occurred to find the complication paragraph. This paragraph can be consisted of some paragraph.

c. The paragraphs that tell about the main characters find ways to solve the problems is resolution paragraph.

D. Hypothesis Research

1. Definition of Hypothesis

Hypothesis is the problem estimate or answer proposed of problem statements. According Arikunto (2010; 43 - 44) hypothesis is as a temporary answer to research problems, until it is proved by
found data. In a research, the writer has to find the problem solutions by collect much information. In order to focuses to research problem, the researcher has to organize the alternative answer and explanation to the problems. Then, the writer searches information by research to strengthen and finds the evidences.

2. Kinds of Hypothesis

According Arikunto (2010; 47) there is two kinds of hypothesis.

a. Null Hypothesis \((H_0)\)

\(H_0\) is hypothesis which explains that there is no correlation between variables. It is also called statistical hypothesis, because usually it is applied to in research that use statistical. \(H_0\) state that there is no difference between two variables.

b. Alternative Hypothesis \((H_a)\)

Alternative hypothesis is also called as hypothesis research. It states that there is correlation between the variables, or there is the difference between two variables or groups. This hypothesis is an answer to a problem at the level of theoretical truth.
CHAPTER III

RESEARCH METHODOLOGY

D. Research Approach

This is a quantitative approached research. A quantitative study consistent with quantitative paradigm is an inquiry of a social or human problem, based on testing of a theory composed of variables, measured with numbers, and analyzed with statistical procedure, in order to determine whether the predictive generalizations of theory hold true.

Quantitative approach recommends the researcher should make distance and be independent to object being research. Quantitative approach is divided into two kinds: surveys and experiments. In these extremes, a researcher attempts to control and select a systematic sample and be objective in assessing a situation. Quantitative research is a process of finding out a knowledge that uses the numeric data as instrument to analyze explanation what we will know (Kasiram. 2010; 172). The following definition, taken from Aliaga and Gunderson (2002) in Muijs (2004; 1), describes quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Let us go through this definition systematically. The first element is explaining phenomena. This is a key element of all research, be it quantitative or qualitative. When we set out to do some research, we are
always looking to explain something. In education this could be questions like ‘why do teachers leave teaching?’, ‘what factors influence pupil achievement?’ and so on.

The specificity of quantitative research lies in the next part of the definition. In quantitative research, we collect numerical data. It is closely connected to the final part of the definition: analysis using mathematically based methods. In order to be able to use mathematically based methods our data have to be in numerical form (Daniel Muijs. 2004; 1 – 2).

The type of this research is a comparative research. It is a research which has a purpose to know differences of conditions in two place whether both of which have different conditions or not. Charles C. Ragin and Claude Rubinson (2009; 14) say that researchers compare the relative effect of variable across cases; they compare cases directly with one another; and they compare empirical cases with counterfactual cases. The set theoretical orientation of comparative research invokes a case – oriented perspective; sets are composed of elements (case) and comparative research is the analysis of how cases in one set relate to cases in another set.

This research compares pair work and group works to ability in analyzing a narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013. This research is an experimental research. According Suharsimi Arikunto (2010; 207) experimental research is a study to know whether there is or there is no the effect of
something that is imposed on the subject. This study attempts to examine whether there is a causal relationship. The way is to compare one or more of the experimental group treated with one or more comparison group who did not receive treatment. There are two types of research experiments, true experiment and quasi-experiment.

According Sumadi Suryabrata (1995; 29), the purpose of true experimental research is to investigate the possibility of a causal relationship to each other by imposing one or more experimental groups one or more treatment and compare the result with one or more control groups which imposed treatment. While, the purpose of quasi experimental research is to get the information that is estimation of information that can find by experiment in a condition which cannot control and manipulate all of relevant variables.

According Arikunto (2010; 207–208), there are some characteristics that to be requirments of true experimental research; 1) eliminate the conditions that influence the subject in experiment, 2) there is the control group as comparer group, 3) before experiment is done, the condition of groups (experimental and control group) is same, 4) if the subject if human, the status of groups did not influence the research, so that the researcher have to control the varians.

However, if the requirments is not completed so the research is not pure and then it is called quasi experimental research.
In this study, researchers used true-experiment research. The purpose of this research is to know the students’ ability in analyzing narrative text of SMP Negeri 1 Bringin in the academic year of 2012 – 2013. In this research, the researcher would compare two types of students’ group that are given different treatment in teaching learning process. The first group is the pair group and the second students’ group is group work.

The use of different treatments are to prove that there is a difference of analyzing narrative text between the students who learn in pair work and in groups work in their teaching learning process.

The procedures of this research are first, all groups, the experimental and the control group were given the same test, namely pre – test. Through this test, the writer knows their basic competence before getting different treatments. And to know the result of the different treatment, they were given a post – test. Then, the data were analyzed to get the conclusion of this research by using t – test analysis.

E. Population and Sample

1. Population

The population of this research is the second year students’ of SMPN 1 Bringin in the academic year of 2012 - 2013. The number of population is 240 students. They are divided into 7 learning groups or classes.
They have a family background that is almost the same. They generally come from villages in the Bancak and Bringin which have similarities in terms of the geographic area, which is still largely rural area of rice fields. Most of their parents work as farmers or farm laborers. Nevertheless, they still have a concern for the education of their children. Educational backgrounds of their parent are also good. They graduated from elementary school, junior high school, or senior high school.

As for the students also have an educational background which is not much different. They are mostly graduates from SD/MI in the two districts. Students who are enrolled in this school are correctly selected through a national exam results and not all students who enroll acceptable. So, they have good basic skills. Though, they have different characteristics personally.

2. Sample

In this research, the writer chooses samples or students of two classes taught by Miss Arum. It is to facilitate the writer in the research. There are 59 students chosen as the sample of the research. It is divided into 2 groups or classes; class A and B. Class A is as an experimental group given treatment by group work learning technique in analyzing narrative text. Therefore, Class B is a control groups given treatment by pair work learning technique.
F. Sampling Technique

In this research, the sample is representative. To get representative sample, the researcher also uses sampling technique. The technique is random sampling. According to Sutrisno Hadi (1981; ), random sampling is taking sample randomly without prejudice. The random sampling in this research is restricted random sampling or conditional random sampling. This random sampling is not random sampling toward individual, but random sampling to sub – population of individuals, group populations, area populations, or cluster populations.

In deciding the sample, the writer uses raffling. The procedures of the raffling are:

1. Making list of sub – populations.
2. Giving code to each sub – populations.
3. Writing the code in papers.
4. Rolling the papers.
5. Put inside the paper to the glass, and then shake it.
6. Take 2 roll of the paper.

G. Method of Collecting Data

For collecting data that is needed, the writer uses some methods of data collection, they are:
1. Test

Test is a series of question or exercise and the other instruments which is used to measure skill, intelligent knowledge, comprehension or talent which is had by individual or group (Arikunto, 2010; 193).

Lyle Bachman and Andrian Palmer (1996; 23) give assume the primary purpose of a language test is to provide a measure that we can interpret as an indicator of an individual’s ability. The two measurement qualities, reliability and construct validity are thus essential to the usefulness of any language test. Reliability is a necessary condition for construct validity, and hence for usefulness. However, reliability is not a sufficient condition for either construct validity or usefulness.

There are some kinds of tests, one of them is achievement test. It is a test, which is used to measure achievement of someone or subject after learning something. This test is given after a subject learns an item. The researcher uses a test to get information and data that is needed. In this research, the researcher uses multiple choices test. This test contains reading and grammar comprehensions. Practically, this test will be done by 2 parts.

a. Pre – test, it is the test done before giving treatment.

b. Post – test, it is the test done after giving treatment.
2. Interview

The writer also interviews to the teacher. Interview is a dialog that is done by interviewer to get information from subject. It is to know about general condition and ability of the overall populations or students of second grade in English Learning. This interview will be considerate by the researcher to determine the class, which will get treatments.

3. Observation

In psychology, observation is observing, including concern to object by instrument of senses. The researcher does observation. The data that is got from this activity will be used by the researcher to know the condition when the treatment is done. So that it will be addition of data which is used to make conclusions.

4. Documentation

This method is designed to get more data to perceive the nature and extent of the significant interrelated elements. It is also to know about the condition of school environment, they are:

1) List of sample names
2) Score of students’ English achievement of the fifth year.
3) General situation of SMP N 1Bringin

H. Research Procedure

This research consists of three steps applied in teaching learning process. They are pre test, treatment, and post test.
1. Pre test

Pre test is the test done before giving treatment. In this test, the researcher uses 25 multiple choices items, 10 numbers for complete a text with the correct verb, and 5 numbers for essay items.

2. Treatment

In this research, the researcher gives different treatment for two different classes. Class A is as an experimental group uses group work in learning process. While, Class B as a control group uses pair works in learning process.

3. Post test

Post test is the test is done after giving treatment. The purpose of this test is to measure the significance of the difference of pair work and group work to students’ ability in analyzing narrative text. The procedures of giving post test were equals pre test procedures.

Table 3.1 The Procedure of the Research

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre – test;</td>
<td>1. Pre – test;</td>
</tr>
<tr>
<td>a. The researcher comes to the class and explains the purpose of the research.</td>
<td>a. The researcher comes to the class and explains the purpose of the research.</td>
</tr>
<tr>
<td>b. The researcher distributes the test question sheets.</td>
<td>b. The researcher distributes the test question sheets.</td>
</tr>
</tbody>
</table>
c. The teacher explains the way of doing the test.
d. After the students finish answering the test, they collect the sheets.
e. Scoring.

2. Treatment;
   a. The researcher enters to the class and starts the teaching learning process by giving a little orientation about the material that is narrative text.
   b. The researcher explains the material about narrative text.
   c. The researcher asks the students to mention the examples of narrative text that they have known.
   d. The researcher divides the students into groups; each
group consists of two students.

e. The researcher gives narrative text to each group, then asking them to analyze the purpose, grammatical structure, and language features of the text cooperatively with his/her pair.

f. After all they finish their work; some of them explain the result of the discussion.

3. Post test, the procedures of post test were equals pre test procedures.

group consists of 5 – 6 students.

e. The researcher gives a narrative text to each group, then, asking them to analyze the text. They have to analyze the purpose, grammatical structure and language features of the text.

f. After all they finish their work some of them explain the result of their discussion.

3. Post – test, the procedures of post test were equals pre test procedures.

I. Method of Data Analysis

In analyzing the data, the writer uses technique of data analysis. To analysis the data found, the researcher used inferential statistic. In experimental research there are two different groups (experimental group
and control group) which given different treatment in learning process.
The technique that used to test the difference of mean score of two groups
is t – test. It is to check the affectivity of the treatment. By t-test, the
researcher will know the differences of mean of two groups (Arikunto.
2010; 364). In this research is also use degree of freedom (df) to cross
check between t – test and t – table.

In order to test the hypothesis, the relevant data were analyzed.
Mean, standard deviation and variance of pre-test scores were obtained. T
-test was applied to measure the significance of the difference between the
means of the two groups. To calculate the coefficient of correlation
between odd and even items of post-test scores of the participants
Spearman Brown Prophecy formula was used.

There are some steps to analyze the data as counting the average of
group A, then counting the average of group B by using the formula;

\[
M = \frac{\Sigma fx}{N}
\]

Explanation :

\(M\) = average of score

\(\Sigma fx\) = sum of students’ score

\(N\) = the number of students
The next step is to count the standard deviation of group A, then to count the Standard Deviation of group B. After that, the researcher accounts the coefficient of the mean difference by using the formula as follow:

\[
\begin{align*}
t_0 &= \frac{\text{Ma} - \text{Mb}}{\sqrt{\frac{\sum X_a^2 - \sum X_b^2}{(\text{Na} + \text{Nb} - 2)} \left(\frac{1}{\text{Na} + \text{Nb}}\right)}} \\
\end{align*}
\]

Explanation:

Ma = the average of group A (experimental group)
Mb = the average of group B (control group)
\(\sum X_a^2\) = Standard Deviation of group A
\(\sum X_b^2\) = Standard Deviation of group B
Na = the numbers of subject in group A (experimental group)
Nb = the numbers of subject in group B (control group)
t_0 = coefficient of the mean difference

Then the result will be consulted with t – table. But, before consulting with t – table the researcher have to determine the degree of freedom (df) by using formula:

\[
df = \text{Na} + \text{Nb} - 2
\]
Explanation:

\[ \text{df} = \text{degree of freedom} \]
\[ N_a = \text{the number of group A} \]
\[ N_b = \text{the number of group B} \]

The researcher choose 1 % of the significant degree, it means that the researcher is still willing accept conclusion of research though of population there are 1 % which is inappropriate with the conclusion. If the result shows that \( t_0 \) equal \( t - \) table, it means that there is a significant difference between the two groups. If the result shows that \( t_0 \) is less than \( t - \) table, it means that there is no significant difference between them (Suharsimi Arikunto: 2005; 392).

J. Statistical Hypothesis

Based on the research methodology explained above, the writer formulates the statistical hypothesis as follow;

1. There is no difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

2. There is no significant difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013
A. Data Presentation

The writer found some data from pre and post test of students. The data will be presented in the following table:

1. Pre test score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Yoga W</td>
<td>70</td>
<td>1</td>
<td>Ahmad Khotibul U</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Alan Ari N</td>
<td>53</td>
<td>2</td>
<td>Akmalia F N M</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Ari Nur Cahyono</td>
<td>63</td>
<td>3</td>
<td>Arief Nur A</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Arif Wahyu Satria</td>
<td>53</td>
<td>4</td>
<td>Arif Afandi</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Diah Safitri Rahayu</td>
<td>57</td>
<td>5</td>
<td>Asif Nur Ismah</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>Elsa Nurun Nisa</td>
<td>60</td>
<td>6</td>
<td>Dadang Muh A S</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Emilia Benazir A</td>
<td>50</td>
<td>7</td>
<td>Dewi Ratna K</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>Fachtur Budi S</td>
<td>53</td>
<td>8</td>
<td>Erfanda Rega A</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Faris Imam S</td>
<td>45</td>
<td>9</td>
<td>Fajae Dwi A</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Gilang Bagaskara</td>
<td>57</td>
<td>10</td>
<td>Fera Damayanti</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>Istiqomah</td>
<td>47</td>
<td>11</td>
<td>Imam Khanafi</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>Janatul Ma’wa</td>
<td>67</td>
<td>12</td>
<td>Imam Safi’i</td>
<td>43</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Age</td>
<td>No.</td>
<td>Name</td>
<td>Age</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>13</td>
<td>Jeti Fani L</td>
<td>47</td>
<td>13</td>
<td>Khalimun Nangim</td>
<td>53</td>
</tr>
<tr>
<td>14</td>
<td>Miftahul Khoiri</td>
<td>57</td>
<td>14</td>
<td>Lutfiani Devi P</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>Mohamad Fahrur</td>
<td>53</td>
<td>15</td>
<td>Melinia Ningrum</td>
<td>63</td>
</tr>
<tr>
<td>16</td>
<td>Muhamad Rifky K.</td>
<td>63</td>
<td>16</td>
<td>M. Badarudin</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>Muhamad Rofi’i</td>
<td>60</td>
<td>17</td>
<td>M. Mabrari</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Soleh</td>
<td>70</td>
<td>18</td>
<td>Mustichatul U</td>
<td>63</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Wahyu</td>
<td>50</td>
<td>19</td>
<td>Ngaini F</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Neni Nur A.</td>
<td>70</td>
<td>20</td>
<td>Nisaul Khasanah</td>
<td>67</td>
</tr>
<tr>
<td>21</td>
<td>Nick Sadewo K.D.E</td>
<td>47</td>
<td>21</td>
<td>Nova Tri H</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>Nisa AuliaA.</td>
<td>70</td>
<td>22</td>
<td>Nur Sodiq</td>
<td>57</td>
</tr>
<tr>
<td>23</td>
<td>Novanda Senja R.A</td>
<td>47</td>
<td>23</td>
<td>Panggih S</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>Purwa Jayanti</td>
<td>75</td>
<td>24</td>
<td>Putri A S</td>
<td>57</td>
</tr>
<tr>
<td>25</td>
<td>Silvyani Choirun</td>
<td>63</td>
<td>25</td>
<td>Siti Nadiroh</td>
<td>60</td>
</tr>
<tr>
<td>26</td>
<td>Sintiya W.</td>
<td>43</td>
<td>26</td>
<td>Siti Mubasiroh</td>
<td>57</td>
</tr>
<tr>
<td>27</td>
<td>Tri Utami</td>
<td>63</td>
<td>27</td>
<td>Sholikul H</td>
<td>50</td>
</tr>
<tr>
<td>28</td>
<td>Ulfa Musafaziroh</td>
<td>67</td>
<td>28</td>
<td>Taranetta V A</td>
<td>63</td>
</tr>
<tr>
<td>29</td>
<td>Yulianto A.N</td>
<td>53</td>
<td>29</td>
<td>Uswatun Khasanah</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>Vivi W</td>
<td>57</td>
</tr>
</tbody>
</table>
2. Post Test

Table 4.2 Post Test Score of Experimental Group and Control Group

<table>
<thead>
<tr>
<th>Class A (experimental group)</th>
<th>Class B (control group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Name</td>
</tr>
<tr>
<td>1</td>
<td>Ahmad Yoga W</td>
</tr>
<tr>
<td>2</td>
<td>Alan Ari N</td>
</tr>
<tr>
<td>3</td>
<td>Ari Nur Cahyono</td>
</tr>
<tr>
<td>4</td>
<td>Arif Wahyu Satria</td>
</tr>
<tr>
<td>5</td>
<td>Diah Safitri Rahayu</td>
</tr>
<tr>
<td>6</td>
<td>Elsa Nurun Nisa</td>
</tr>
<tr>
<td>7</td>
<td>Emilia Benazir A</td>
</tr>
<tr>
<td>8</td>
<td>Fachtur Budi S</td>
</tr>
<tr>
<td>9</td>
<td>Faris Imam S</td>
</tr>
<tr>
<td>10</td>
<td>Gilang Bagaskara</td>
</tr>
<tr>
<td>11</td>
<td>Istiqlomah</td>
</tr>
<tr>
<td>12</td>
<td>Janatul Ma’wa</td>
</tr>
<tr>
<td>13</td>
<td>Jeti Fani L</td>
</tr>
<tr>
<td>14</td>
<td>Miftahul Khoiri</td>
</tr>
<tr>
<td>15</td>
<td>Mohamad Fahrur</td>
</tr>
<tr>
<td>16</td>
<td>Muhamad Rifky K.</td>
</tr>
<tr>
<td>17</td>
<td>Muhamad Rofi’i</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Soleh</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Wahyu</td>
</tr>
<tr>
<td>20</td>
<td>Neni Nur A.</td>
</tr>
<tr>
<td>21</td>
<td>Nick Sadewo K.D.E</td>
</tr>
<tr>
<td>22</td>
<td>Nisa Aulia A.</td>
</tr>
<tr>
<td>23</td>
<td>Novanda Senja R.A</td>
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<tr>
<td>24</td>
<td>Purwa Jayanti</td>
</tr>
<tr>
<td>25</td>
<td>Silvyani Choirun</td>
</tr>
<tr>
<td>26</td>
<td>Sintiya W.</td>
</tr>
<tr>
<td>27</td>
<td>Tri Utami</td>
</tr>
<tr>
<td>28</td>
<td>Ulfa Musafaziroh</td>
</tr>
<tr>
<td>29</td>
<td>Yulianto A.N</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Data Analysis**

This research is a quantitative research. The researcher used statistical method to analyze the data. The data used was pre test and post test scores. In this research, the researcher used the data to analyze central tendency and t-test analyzes, and then comparing t-test with t-table.

Central tendency is a statistical explanation used to represent the distribution of sample or population. The score represents all of distribution scores being researched. There are three particulars of central tendency, that are mean, median, and modus.
In this research, mean was main position beside the others. Mean is an average of division between sum of students’ score and total numbers of respondent or samples.

The formula is:

\[ M = \frac{\sum fx}{N} \]

1. The analysis of pre – test

a. Central Tendency Analyzes

The writer used distribution of pre test score to calculate the mean (average) of students in pre test.

Table 4.3 Distribution of Pre – Test Score

<p>| Class A (Experimental Group) |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>X</th>
<th>F</th>
<th>Fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41 – 45</td>
<td>43</td>
<td>2</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>46 – 50</td>
<td>48</td>
<td>6</td>
<td>288</td>
</tr>
<tr>
<td>3</td>
<td>51 – 55</td>
<td>53</td>
<td>5</td>
<td>265</td>
</tr>
<tr>
<td>4</td>
<td>56 – 60</td>
<td>58</td>
<td>5</td>
<td>290</td>
</tr>
<tr>
<td>5</td>
<td>61 – 65</td>
<td>63</td>
<td>4</td>
<td>252</td>
</tr>
<tr>
<td>6</td>
<td>66 – 70</td>
<td>68</td>
<td>6</td>
<td>408</td>
</tr>
<tr>
<td>7</td>
<td>71 – 75</td>
<td>73</td>
<td>1</td>
<td>73</td>
</tr>
</tbody>
</table>

\[ \sum f = 29 \quad \sum fx = 1662 \]
Mean (Mb) = \( \frac{\sum fx}{\sum f} \)

= \( \frac{1662}{29} \)

= 57.31

Class B (control group)

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>( X )</th>
<th>( F )</th>
<th>( Fx )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36 – 40</td>
<td>38</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>41 – 45</td>
<td>43</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>3</td>
<td>46 – 50</td>
<td>48</td>
<td>5</td>
<td>240</td>
</tr>
<tr>
<td>4</td>
<td>51 – 55</td>
<td>53</td>
<td>3</td>
<td>159</td>
</tr>
<tr>
<td>5</td>
<td>56 – 60</td>
<td>58</td>
<td>9</td>
<td>522</td>
</tr>
<tr>
<td>6</td>
<td>61 – 65</td>
<td>63</td>
<td>5</td>
<td>315</td>
</tr>
<tr>
<td>7</td>
<td>66 – 70</td>
<td>68</td>
<td>5</td>
<td>340</td>
</tr>
<tr>
<td>8</td>
<td>71 – 75</td>
<td>73</td>
<td>1</td>
<td>73</td>
</tr>
</tbody>
</table>

\( \sum f = 30 \) \( \sum fx = 1730 \)

Mean (Ma) = \( \frac{\sum fx}{\sum f} \)

= \( \frac{1730}{30} \)

= 57.67
Based on the distribution of pre test scores of control group and experimental group, the writer got the average of students’ score of pre test. In experimental group, the average score of students was 57,31. While, the average score of students in control group was 57,67. The average of students in experimental group is lower than the average of students in control group.

b.  $t$ – test

The results of pre test will be compared with $t$ – test. It is to help the researcher in analyzing the significant difference of pair work and group to students’ ability in analyzing narrative text before giving treatment. To calculate $t$ – test, the researcher will compare the scores of pre test of control group and experimental group.

Table 4.4 The Comparison Score of Pre Test

<table>
<thead>
<tr>
<th>No</th>
<th>Xb</th>
<th>Xb – Mb = Xb</th>
<th>Xb²</th>
<th>No</th>
<th>Xa</th>
<th>Xa – Ma = Xa</th>
<th>Xa²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>12,69</td>
<td>161,04</td>
<td>1</td>
<td>60</td>
<td>2,33</td>
<td>5,43</td>
</tr>
<tr>
<td>2</td>
<td>53</td>
<td>- 4,31</td>
<td>18,58</td>
<td>2</td>
<td>53</td>
<td>- 4,67</td>
<td>21,81</td>
</tr>
<tr>
<td>3</td>
<td>63</td>
<td>5,69</td>
<td>32,38</td>
<td>3</td>
<td>67</td>
<td>9,33</td>
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<td>18,58</td>
<td>29</td>
<td>47</td>
<td>-10,67</td>
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<td>0,45</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ΣN</th>
<th>ΣXa²</th>
<th>ΣXb²</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>2270,39</td>
<td>2270,39</td>
</tr>
<tr>
<td>30</td>
<td>1968,25</td>
<td></td>
</tr>
</tbody>
</table>

The results of the comparison:

\[
Ma = 57,31 \\
Mb = 57,67 \\
\Sigma Xa^2 = 2270,39 \\
\Sigma Xb^2 = 1968,25 \\
Na = 29 \\
Nb = 30
\]

to \[= \dfrac{Ma - Mb}{\sqrt{\dfrac{(\Sigma Xa^2 - \Sigma Xb^2)}{(Na + Nb - 2)}} \left(\dfrac{1+1}{Na + Nb}\right)}\]

\[= \dfrac{57,31 - 57,67}{\sqrt{\dfrac{(2270 - 1968,27)}{(29 + 30 - 2)}} \left(\dfrac{1+1}{29 + 30}\right)}\]
Based on the comparing score of pre test of control group and experimental group, the writer calculate t – test. The result of t – test is – 0,6.

c. Comparing t- test and t-table analysis

After getting t – test value, the writer compared the test value with t – table. The result of t – test, pre test shows – 0,6. Then, it is compared with t – table. The t – table with 1% of significance 57 shows 2,65.

2. The Analysis of Post – test

a. Central Tendency

The writer use distribution of post test score to calculate the mean (average) of students in post test.
### Table 4.5 Distribution Score of Post Test

Class A (experimental group)

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>X</th>
<th>F</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>56 – 60</td>
<td>58</td>
<td>2</td>
<td>116</td>
</tr>
<tr>
<td>2</td>
<td>61 – 65</td>
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<td>3</td>
<td>66 – 70</td>
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<td>4</td>
<td>71 – 75</td>
<td>73</td>
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<td>5</td>
<td>76 – 80</td>
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<td>81 – 85</td>
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<tr>
<td>7</td>
<td>86 – 90</td>
<td>88</td>
<td>6</td>
<td>528</td>
</tr>
<tr>
<td>8</td>
<td>91 – 95</td>
<td>93</td>
<td>2</td>
<td>186</td>
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<tr>
<td>9</td>
<td>96 – 100</td>
<td>98</td>
<td>1</td>
<td>98</td>
</tr>
</tbody>
</table>

\[\sum f = 29 \quad \sum fx = 2232\]

Mean (Mb) = \[\frac{\sum fx}{\sum f}\]

\[= \frac{2232}{29} \]

\[= 76.97\]
Class VIII B (control group)

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>X</th>
<th>f</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>56 – 60</td>
<td>58</td>
<td>3</td>
<td>174</td>
</tr>
<tr>
<td>2</td>
<td>61 – 65</td>
<td>63</td>
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<td>252</td>
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<tr>
<td>8</td>
<td>91 – 95</td>
<td>93</td>
<td>1</td>
<td>93</td>
</tr>
</tbody>
</table>

\[ \Sigma f = 30 \quad \Sigma fx = 2155 \]

\[
\text{Mean (Ma)} = \frac{\Sigma fx}{\Sigma f} = \frac{2155}{30} = 71.83
\]

Based on the distribution of post test scores of control group and experimental group, the writer got the average of students’ score of post test. In experimental group, the average score of students was 76.97. While, the average score of students in control
group was 71.83. The average of students in experimental group is higher than the average of students in control group.

b. t – test

The results of post test will be compared with t – test. It is to help the researcher in analyzing the significant difference of pair work and group to students’ ability in analyzing narrative text after giving treatment. To calculate t – test, the researcher will compare the score of post test of experimental group and control group.

Table 4.6 The Comparison Score of Post Test

<table>
<thead>
<tr>
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<th>Control group</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>11</td>
<td>73</td>
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<tr>
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<tr>
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<td>60</td>
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<td>14</td>
<td>73</td>
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<tr>
<td>29</td>
<td>67</td>
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</tr>
</tbody>
</table>

\[ \sum X_{b} = 3102.49 \quad \sum X_{a} = 2284.17 \]
The results of the comparison:

\[ \begin{align*}
    \text{Ma} &= 76.97 \\
    \text{Mb} &= 71.83 \\
    \sum \text{Xa}^2 &= 3102.49 \\
    \sum \text{Xb}^2 &= 2284.17 \\
    \text{Na} &= 29 \\
    \text{Nb} &= 30
\end{align*} \]

to

\[ \sqrt{\frac{\text{Ma} - \text{Mb}}{\left(\frac{\sum \text{Xa}^2 - \sum \text{Xb}^2}{\text{Na} + \text{Nb} - 2}\right)\left(1 + \frac{1}{\frac{\text{Na} + \text{Nb}}{2}}\right)}} \]

\[ = \frac{76.97 - 71.83}{\sqrt{\left(\frac{3102.49 - 2284.17}{29 + 30 - 2}\right)\left(1 + \frac{1}{\frac{29 + 30}{2}}\right)}} \]

\[ = \frac{5.14}{\sqrt{\left(\frac{818.3}{57}\right)\left(\frac{59}{870}\right)}} \]

\[ = \frac{5.14}{\sqrt{\left(14.36\right)\left(0.07\right)}} \]

\[ = \frac{5.14}{\sqrt{1.01}} \]

\[ = 5.14 \]
Based on the comparing score of pre test of control group and experimental group, the writer calculate $t$ – test. The result of $t$ – test is 5.14.

c. Comparing $t$ – test and $t$ – table

While, in the post test the result of calculation shows 5.14.

Then, this result is compared with $t$ – table. The $t$ – table with 1 % of significance 57 shows 2.65.

C. Discussion

In this part, the writer would like to discuss the data that have found. The data is used to know whether there is difference and significance different of pair work and group work to students’ ability in analyzing narrative text of the second year students of SMP N Bringin in the Academic Year of 2012 – 2013. Pre test and post test are the main data that used to answer the problem statements of this research. Pre test is the test that giving before treatment. And post test is the test that giving after treatment. These tests is given for two group with different treatment of grouping technique in learning process, pair work and group work. Pair work is grouping technique which the students learn together in pairs. While, group work is grouping technique which a group consists of 5 – 6 students who learn together in the classroom.

Learning process is begun by giving pre test to the control group (pair work) and experimental group (group work). This test is to know the
ability of students in analyzing narrative text before giving treatment. The next step is giving treatment. There are two difference treatments for two different groups, control group and experimental group. The procedures of the treatments are explained in chapter III of this thesis. After the treatment is done, the next step is giving post test. It is to know whether there is increasing students’ ability in analyzing narrative before giving treatment and after giving treatment.

Pre test and post test scores is used to calculate the average of students achievement. It use mean formula. If the average of test is different, it means that there is different of pair work and group work to students’ ability in analyzing narrative text. But, if the result is same, it means that there is no different of pair work and group work to students’ ability in analyzing narrative text. Then, the pre test and post score of these groups is compared. In this comparing, the writer uses the scores of pre test and post test and their means. The result of mean and comparison scores is used to calculate t – test. The result of this t – test is compared with t – table. The t – table is with 1 % of significance 57.

Comparing t – test and t – table value is to know whether there is significance different of the grouping techniques (pair work and group work) to students’ ability in analyzing narrative text before and after giving different treatment. If the t – test value is lower than t – table, it means that there is no significance different. But, if t – test value is higher
than t – table, it means that there is significance different of pair work and group work to students’ ability in analyzing narrative text.

Meanwhile, based on the distribution of pre test, the mean (average) of control group show 57,67. And, the mean (average) of experimental group shows 57,31. It shows that the students’ ability in analyzing narrative text was relative same (there is no different ability), because the difference is very small. Based on this result, can be stated that $H_0$ is received and $H_a$ is rejected. It means that there is no difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013.

Then, the groups (experimental group and control group) were given different technique. The result of the treatment can be seen in post test score. In the distribution of post test, the mean (average) of control group is 71,83. And the mean (average) of experimental group is 76,97. Based on this test, $H_0$ is rejected and $H_a$ is received. Because the average score of experimental group is higher than control group. It is seen that there is difference of the average of students score in control group with group work. It means that before and after giving different treatment there is difference of pair work and group work to students’ ability in analyzing narrative text of the second year students of SMP N 1 Bringin in the academic year of 2012 – 2013.
While, to know whether there is or there is no significant difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013 the writer compares the score of pre test and post test. The writer calculate t – test. The result of t – test, pre test shows – 0,6. Then it is compared with t – table. The t – table with 1 % of significance 57 shows 2,65. The t – test value is lower than t – table. Based on this test, H₀ is received and Hₐ is rejected. It means there is no significance different, because based on the calculation the t – test (t – empiric) value is lower than t – table. It shows that the students’ ability before giving treatment was relative same.

In the post test, the result of calculation in t – test shows 5,14. Then, this result is compared with t – table. The t – table with 1 % of significance 57 shows 2,65. Based on this test, H₀ is rejected and Hₐ is received, because the t – test value is higher than t – table. It means that there is significance different of pair works and group works.

Therefore, it can be concluded that before the students giving the different treatment, the students’ ability in analyzing narrative text is relative same. And to prove the theoretical research, the writer gave different treatment to the students. The result shows that there is significance difference of pair work and group work to students’ ability in analyzing narrative text of the second year students of SMP N 1 Bringin in the academic year of 2012 – 2013.
Based on the research, shows that the group works is better than pair work in analyzing narrative text for the second year students of SMP N 1 Bringin in the academic year of 2012 – 2013. Because of the member in group work is more than pair work. So that, the chance of getting knowledge and increasing in group work is more than pair work. They can help each other and learn with more people in the group.
C. Conclusion

Based on the previous theoretical reviews and data analysis, the write makes some conclusions of this research as follow based on;

1. Differences of pair works and group works

   Based on the data analysis, the research conclude that before there is difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013. It is proved by calculating students score in pre test and post test using mean formula.

   The pre test score of students in control group (using pair work) is relative same than students’ score in experimental group (using group work). Because the average of students’ score in control group is 57,67. And the average of students’ score in experimental group is 57,31. So that, H₀ is received and Hₐ is rejected because the result show that there is no difference. It means that before giving treatment, there is no difference students’ ability between two groups (experimental group and control group).

   In the post test, the post – test score of students in control (using pair work) is also lower than students’ score in experimental group
(using group work). Because the average of students’ score in control group is 71.83. And the average of students’ score in experimental group is 76.97. So that, $H_0$ is rejected and $H_a$ is received because the result show that there is different of average scores. It means that after giving treatment, there is difference students’ ability between two groups (experimental group and control group).

Based on the average scores of pre test and post test can be concluded that there is different ability of student before and after giving different treatment in analyzing narrative text. Before giving treatment, the students’ ability was relative same. But, after giving treatment there is different ability between experimental group and control group. The students’ ability of the experimental group is better than the control group.

2. The significant difference

Based on the data analysis, this research conclude that there is significant difference of pair works and group works to ability of analyzing narrative text of second year students of SMP N 1 Bringin in the academic year of 2012/2013. It is proved by calculating students score in pre test and post test using $t$ - test formula.

The result of calculation using post – test, the $t$ – test shows $5.14$. It is compared with $t$ – table which using $1\%$ of significance $5.7$. The $t$ – table shows $2.65$. So that, $H_0$ is rejected and $H_a$ is received because the result show that there is significant difference. After
giving treatment, there is difference students’ ability between two groups (experimental group and control group). It is mean that there is significant difference of pair work and group work to students’ ability in analyzing narrative text.

D. Suggestions

In this chapter, the writer also would like to propose some suggestions that hopefully would be used for English teaching learning.

1. For the teacher
   a. The teacher has to considerate the different characteristics of students and applies the suitable teaching learning strategy and technique based the characteristics.
   b. The teacher has to manage the class and create the comfortable atmosphere in English teaching learning process.
   c. The teacher gives motivation to students, so that they can be more motivated in English learning.
   d. The teacher explain the important learning English as international language.
   e. The teacher gives more opportunity for students to develop their English skills.
   f. The teacher can be facilitator toward students to develop cooperative skills in a work group.
   g. Giving reward and educated punishment for students’ work.
h. The teacher teaches and grows respected attitude each other.

2. For the student
   a. The students have motivation in English learning, because it is one of international language.
   b. The students have to manage their time in learning process, and take advantage of that learning process.
   c. They have to develop their English skill.
   d. They have to more active in the classroom.
   e. The students have to brave in exploring their creativity, particularly in English language, and others field generally.
   f. They have to respect and motivate each others.
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