

IMPLEMENTING PAIR WORK TECHNIQUE TO IMPROVE STUDENTS'  
READING ABILITY ON DESCRIPTIVE TEXT AT THE ELEVENTH  
GRADE OF SMA NEGERI 1 AMANDRAYA

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**Abstract**

Reading is one of important skill of language for students. Based on the data obtained in preliminary study, some of the students of eleventh grade in SMA Negeri 1 Amandraya could not reach the Minimum Competence Criterion (MCC) of English subject which is 65 created by the school. This research was aimed at improving students' reading ability on descriptive text by implementing Pair Work Technique. The subject of this research was 11<sup>th</sup> Grade which consisted of 22 students. The instruments of collecting the data were observation paper and test. This research conducted through classroom action research that consisted of two cycle. The result of the test in cycle I, students who passed was 9 or 41% while the students who failed was 13 or 59% with the average score was 63. Therefore, cycle I was unsuccessful, so the researcher continued in cycle II. In the cycle II, the students who passed was 18 or 82% while the students who failed was only 4 or 18% with the average score was 72. Based on the result of the research, it could be concluded that the students' reading ability on descriptive text was improved through implementation of pair work technique, then the technique was applicable in teaching reading. Therefore, researcher suggested to the English teacher to apply Pair Work Technique in teaching reading, for the students, pair work technique is usefull and helpful in reading comprehension. It is expected that for the next researcher, this research can be a source or reference in doing research.

**Key Words:** *Reading; descriptive text; pair work technique*

**Abstrak**

Membaca merupakan salah satu keterampilan terpenting dalam berbahasa. Berdasarkan data yang diperoleh pada studi awal, ada beberapa siswa kelas 11 SMA Negeri 1 Amandraya tidak mencapai Kriteria Kompetensi Minimum (KKM) dimana KKM pada mata pelajaran bahasa Inggris adalah 65. Penelitian ini bertujuan meningkatkan kemampuan membaca siswa pada materi deskripsi text dengan mengimplementasikan pair work technique. Responden pada penelitian ini adalah kelas 11 yang terdiri dari 22 orang. Instrumen pengumpulan data adalah lembar observasi dan tes. Jenis penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Hasil pada siklus satu ada 9 orang atau 41% siswa yang mencapai KKM dan 13 orang /59% siswa yang tidak mencapai target KKM dengan nilai rata-rata 63. Untuk itu, peneliti melanjutkan pada siklus dua. Hasil dari siklus dua menunjukkan bahwa, siswa yang mencapai KKM ada 18 orang atau 82% dan yang tidak

mencapai KKM ada 4 orang atau 18%. Berdasarkan hasil penelitian, dapat disimpulkan bahwa kemampuan membaca siswa pada text deskripsi meningkat melalui penerapan pair work teknik. Untuk itu, peneliti menyampaikan beberapa saran. Pertama kepada guru bahasa inggris supaya menerapkan teknik pair work dalam pengajaran membaca, kepada siswa supaya mengimplementasikan teknik tersebut didalam proses membaca karena sangat bermanfaat dan membantu. Kemudian kepada peneliti selanjutnya supaya penelitian ini menjadi acuan dalam melakukan penelitian dimasa yang akan datang.

**Kata Kunci:** Membaca; teks deskripsi; teknik kerja pasangan

## A. Introduction

Language is a human tool of communication. It is an important aspect that cannot and never be separated from human life, because it has become the main tool of human's communication. (Brown, 2002:60) stated "Language is used for communication. It is a way to understand other people's thoughts, feelings and idea". As a medium of communication, language has an important role, because through language, people can interact, and express ideas, feelings, and opinion. One of those is English.

Brown. H. Douglas (2002:21) states that, English has become the international language for communication and interaction around the world. As a global language, English plays an important role in the world, because English is one of the international language which have a great influence in human life dealing with the developing of science and technology. In Indonesia, especially in education field, English is one of compulsory subject that should be taught to the students of preliminary school up to college, it is included in indonesia education curriculum. By learning English, students are expected to be able to communicate in English. English language education has an important role in human life and mostly expected for everyone, especially for

students to learn because it is the tool of communication, interaction and the human's tool for survival.

Based on researcher's experience at *Pengenalan Lapangan Persekolahan II* at the eleventh grade IPS2 of SMA Negeri 1 Amandraya, the researcher found that most of the students' reading ability still lacked and the average score of student especially in reading is lower than Minimum Competence Criterion (MCC), where the Minimum Competence Criterion (MCC) of English subject is 65. It is caused by the students lack of vocabulary mastery, difficult to pronounce word, limited reading English activity, and worried of making mistakes in reading text. Based on the problem above, the researcher intends to overcome the problem by selecting and implementing a certain technique. By implementing a good technique, it will help the students to be interested in learning English reading. The technique must be interesting and enjoyable so that through an appropriate technique for the students, the difficulties in English reading, especially in their vocabulary, comprehension, reading speed, decoding, the lack of confidence can be improved.

Pair work technique is the students working together in pair. According to Brown. H. Douglas (2002:47) "Pair work is a cooperative learning in which students

work together to achieve goal successfully." It means that pair work technique, the students are a "team" whose players must work together in order to achieve goal in reading successfully. It increases the students motivation, concentration, and help student to have a chance to think how to read more quickly, accurately, appropriately and competitively.

Based on the explanation above, the researcher conducted a research entitled "**Implementing Pair Work Technique to Improve Students' Reading Ability on Descriptive Text at the Eleventh grade of SMA Negeri 1 Amandraya**".

### **Definition of reading**

Reading is a process which is carried and used by the readers to get the message of the written text. According to Brasell and Rasinski (2008) "Reading refers to the ability to comprehend or make meaning from written text". It is a complex activity that involved both perception and thought. Reading consists of two related process word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. The activity is done by the readers as they want to get information and knowledge from the text. Reading plays one of the important major roles in the study of foreign language training Nikambayeva (2013:6). In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text.

### **The Purposes of Reading**

The purpose of reading is very important for the readers. Knowing why you are reading greatly increase your chances of understanding the material. According to Tarigan (2005:9-10) there are some purposes of reading, namely:

1. Reading for details or fact. It is aimed to find out the discoveries already made by the figure done, what happened to the special figure or to solve problem made by the researcher.
- 2) Reading for main ideas. It is used to know why the topic so interesting the problems are arose from the story, the experience of the figure, and making up the summary of what the figure has done to obtain his goal.
- 3) Reading for sequence or organization

It is used to know what happened to every parts of the story or text, from the beginning up to the end.

- 4) Reading for inference. It is to know why the figure feels as the way, what the researcher show to the readers, why the figure get change, qualities that they have and make them fail or success.
- 5) Reading to evaluate. It is to know wheter or not the figure get changes, how his life is successful with a certain measure whether or not the reader wants to do as the figure do.
- 6) Reading to classify. It is used to know the unfamiliar evidence, something technique about the figure.
- 7) Reading to compare or contrast

It is used to know the way that the figure gets change, how his life different from the one that the readers recognized how the two stories have similarities.

### **The Types of Reading**

Patel (2008:117) stated that, there are four types of reading: reading aloud, silent reading, intensive reading and extensive reading.

#### 1) Reading Aloud.

Reading aloud is reading by saying the words. It means that in reading aloud the students must make a sound out of everything he/she read, this also becomes the basic for helping in speaking English well. The aims of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels.

#### 2) Silent Reading

Silent reading is a system that does not make a sound or move lips. It means that, in reading silently students do not make a sound or move their lips, students read something in their heart and this also helps students to read fast, easily and smoothly, helping students understand and increase their vocabulary.

#### 3) Intensive reading

Intensive reading is text reading or passage reading. It means that, Intensive reading is the part that becomes the basic for explaining the difficulties of structure and for expanding students' vocabulary and idiom knowledge in reading.

#### 4) Extensive Reading

In extensive reading, students are reading in quantity without bothering to check every unknown words structure.

### Teaching Reading

Teaching reading is the process of giving, showing or doing learning activity and material to the students in the reading classroom. Sadoski (2004:104) stated that, the explicit teaching of comprehension involves a specific instructional sequence that begins with teacher control then gradually moves to the reader control. This method would begin in the teacher-controlled comprehension cell (center) and gradually move toward the reader-

controlled comprehension cell (center right). This instructional sequence typically includes:

1. Introduction—the skill is defined, demonstrated through examples, and its relevance and limitations discussed by the teacher.
2. Guided practice—students engage the skill in appropriate texts with guidance and assistance from the teacher.
3. Gradual transfer of responsibility—the teacher initially models the skill and guides the students' efforts, but gradually releases responsibility to the students, perhaps over a series of lessons.
4. Independent application and integration—students are given the opportunity to apply the skill in independent reading and to integrate it with other aspects of comprehension.

The explicit teaching of comprehension skills is common, practical, and has many proponents, but it also has limitations. Based on the theories above, it is concluded that there are instructional sequences in designing teaching reading, that help the researcher as a teacher, to teach reading and make the reading classroom achievement can be effectively. And in this research, the researcher used 'Pair Work' technique to perform a teaching reading in the classroom, where the students are divided in pairs, and working together as a team to achieve goal successfully.

### Descriptive Text

Descriptive text is a text which describes a particular object like a place, thing and person. According to Hayati

(2010:7) "Descriptivetext is a text which says what a person or a thing is like." It means that descriptive text is a text which tells, presents and gives explanation about the certain object; people, animal, thing or place. Description is the part of the paragraph describes the character.

- 1) Generic structure of descriptive text :
  - a. Identification
  - b. Description
- 2) Language features :
  - a. Using simple present tense
  - b. Using action verbs
  - c. Adverb phrase
  - d. Using special technical terms.
  - e. Passive voice
  - f. Noun phrase
  - g. General and abstract noun
  - h. Using conjunction and cause-effect.

**Table 2.1**  
**Example of Descriptive Text**

<b>Identification</b>	<i>Natural Bridge National Park is a luscious tropical rainforest.</i>
<b>Description</b>	<i>It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in he shadow of the Lamington Nationl Park.</i>  <i>The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.</i>  <i>Picnic areas offer toilets, barbecues,</i>

*shelter sheds, water and fireplaces; however, overnight camping is no permitted.*

Source: Linda and Peter (1994:209)

### Pair Work Technique

Pair work is classroom activity in which the whole class is divided into pairs. Moon (2000:53) defines pair work as strategy to organize students in ways that will maximize opportunities for learning. It means that students cooperate with their pairs to accomplish task and reach its aim. Pair work is students are working, discuss and do collaborative in learning and must work together in order to achieve goal succesfully. According to Watcyn (2002:10) pair-work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help each other as much as possible. In addition, (Harmer 2001) "in pair work, students can practice language together study a text, research language or take part in information-gap activities". It means that the students in pair will be encouraged to be active to study and practice together to achieve a goal.

Pair work is one for cooperative learning. According to Brown. H. Douglas (2002:47)) "pair work is cooperative learning that students work together to achieve goal successfully." It means students in pairs will be cooperated with each other to do a specific topic or instruction from teacher to achieve the goal succesfully.

Based on the definitions above, the researcher concluded that pair work is one of cooperative learning that students work together to accomplish task and reach its aim by practicing together in pair to achieve the goal of reading ability successfully.

### Advantages of Pair Work Technique

There are some advantages of pair work technique. (Harmer 2001:116-117) stated the advantages of pair work technique are:

1. It dramatically increases the amount of time in reading for every students gets in the class.
2. It allows students to work and to interact independently without the necessary guidance of the teacher.
3. It allows teachers time to work with one or two pairs while the other students continue working.
4. It recognizes the old maxim that "two heads are better than one", and in promoting cooperation helps the classroom to become more relaxed and friendly place.
5. It is relatively quick and easy to organize.

### Procedure of Pair Work

The implementation of technique for learning should be based on procedure of technique itself. (Harmer 2001)) explains the procedures used in teaching reading. He divides the procedure into three sub-units: before, during and after activity.

#### a) Before

- Students are divided into pairs following "engage-instruct-initiate" sequence.
- In "engage" step, researcher should firstly involves students in the activity

then gives the motivation for students, then how they do the activity. Next, researcher puts them into pairs while informs them that something "new" we are going to learn.

- In "instruct" step, researcher explains the material briefly, and students are asked to describe his/her friends as the learning material image, then asks them to read material in pair cooperatively.
- Then, in "Initiate" step, researcher makes sure that students are ready and knowing the role, and then starting the activities.

#### b) During

- Teacher stands at the front or the side, pay attention and keep eyes on what is happening during activity.
- Teacher goes around watching, listening and help students who have difficulties to specific pairs.

#### c) After

- Teacher gives opportunities for students to discuss their performance and ask question to the teacher where necessary.
- When pairs stop working together, teacher need to organize constructive feedback and correction after students' performance.

## B. Research Methodology

### Research Design

This research used Classroom Action Research (CAR) design. According to Burns (2010:5) "Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process." It means that the central idea of the action part of action

research is to intervene in deliberate way in the problematic situation in order to bring about changes, even better, improvements in practice. Greenwood (2007:3) stated that, action research is social research which carried out by researcher that encompasses a professional researcher or stakeholders who are seeking to improve the participants' situation. It means that action research is one of the way to analyze and improve the situation aims to get a change to be better.

### **Procedures of Action Research**

This research was carried out to the students at Eleventh grade IPS2 of SMA Negeri 1 Amandraya with 22 Students as research subject by using classroom action research design. This research was conducted in accordance with theory by Burns (2010:8) there are four steps in each cycle for doing classroom action research, they are planning, action, observation and reflection. The implementation of the action procedure consist of;

#### **1. Planning**

Planning was the first activity which conducted by researcher. It consisted of the arranging of syllabus, lesson plan, teaching material, observation paper and test.

#### **2. Action**

Action was the classroom activity that carry out by researcher to achieve the teaching-learning goal.

#### **3. Observation**

Observation was activity which was done by researcher to observe the effect of action to collect the data related to the classroom achievement.

#### **4. Reflection**

Reflection was the last part of each cycle. It explored the result of the observation result, analyzing, evaluating the data to be improved for the next activity.

### **Research Instrument**

#### **1. Observation Paper**

Observation paper was given to the teacher collaborator who helped the researcher to observe the students activity and the researcher activity during teaching-learning process. The observation paper for students was used as a tool to know the students activity during teaching reading process by using pair work technique, while the observation paper for the researcher was used as a tool to know wheter the researcher used teaching steps correctly that was suitable with the lesson plan that had been provided.

#### **2. Test**

Test was an instrument to know the students performance with the purpose to measure the students capability in English reading after they were taught with certain material. The kind of the test was multiple choice test. The test consisted of twenty items and each right answer per item was scored 5 and wrong answer was scored 0.

### **Data Analysis**

There were two ways used by the researcher in analyzing the data of this research;

#### **1. Qualitative Data**

Qualitative data was the data from the students activity during teaching and learning process in observation paper form. This data is

analyzed by using theory of Huberman (2014:31:33), that consist of data condensation, data display, drawing and verifying conclusions.

**a. a) Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and or transforming the data that appear in the full corpus of written-up field notes or transcription.

**b) Data Display**

Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something-either analyze further or take action based on that understanding.

**c) Drawing and Verifying Conclusion**

Drawing and verifying conclusion is the third stream of analysis activity. From the start of data collection, the the data should be analyzed and interpreted what things mean by noting patterns, explanations, causal flows, and proposition.

**1. Quantitative Data**

The quantitative data was data which sourced from the test of the students' reading ability. In analyzing the test, the researcher employed the reading scoring rubric by Steven (1984:60) that there are four reading elements to be measured, they are vocabulary, comprehension, reading speed, and decoding. Furthermore, the major areas for language-testing research has been test methods; their validity, reliability and factor effecting their use (Alderson, 2000:85). It means that

language testing is used to measure students' capability in reading material then to have validity and reliability of the test.

To know the score, the data will be analyzed by using the following formula (Sudjana 2005:67) as follow:

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

Where :

- $\bar{X}$  = Average Score
- $\sum x$  = The total score of students
- N = Amount of Student

After researcher get the average score of the students' ability, the researcher checked the Minimum Competence Criterion (MCC). If the average score of the students' ability in reading is lower than MCC, it is unsuccessful. While when it is higher than MCC, it is successful.

To determine the percentage of each degree of students' ability in reading by using the formula of (Sudijono, 2008:43) as follow:

$$\text{Percentage} = \frac{\text{Frequency}}{\text{Total respondent}} \times 100\%$$

Where :

- Frequency = Students' score
- Total respondent = Total of students

**C. Research Finding and Discussion**

The location of the research is SekolahMenengahAtas (SMA) Negeri 1 Amandraya. It is located in TuindraoSatu village, AmandrayaSubdistrict. The total number of the teacher in that school



constisted of 32 persons and the students consisted of 246 persons. The English teacher in that school is Mr. LiberiusHalawa, S.Pd and also as teacher collaborator in doing this research. In addition, the researcher conducted this research based on the agreement of the headmaster of SMA Negeri 1 Amandraya. After researcher got the agreement of the headmaster, this research was conducted. The subject of this research was Eleventh Grade IPS2 that consisted of 22 persons. This research was designed in Classroom Action Research (CAR). The implementation of the research follows the steps below:

- a. Planning, involved the preparation of syllabus, lesson plan, teaching material, observation paper and test.
- b. Action, in doing teaching-learning process by using pair work technique.
- c. Observation, done by observer during teaching and learning process, where the observer observed the students' motivation, action and creativity in following lesson, and the improvement of students' reading ability through pair work technique. The the observer also observed the researcher whether all of the activities was done or not based on the lesson plan.
- d. Reflection, this step was done after observation and evaluation result. It was aimed to analyzed the observation result and to identify the students' weaknesses and improvement.

The teacher collaborator of this research was the English teacher in that school. In observing the students' and researcher's activities, the teacher collaborator used observation paper for the students' and researcher' activities which prepared by the researcher.

Cycle I consisted of two meetings. The first meeting was done on Saturday, January 29<sup>th</sup> 2022 and second meeting was done on Monday, January 31<sup>st</sup> 2022 and then the test was done on Tuesday, Februari 1<sup>st</sup> 2022 at eleventh grade of SMA Negeri 1 Amandraya.

### **Observation Paper Result of researcher in cycle I**

Based on the data analysis in the first cycle of meeting I, the researcher did 13 (fourteen) activities or 65% and did not do 7 (seven) activities or 35% from the total 20 (twenty) activities observed. In the second meeting, the researcher did 11 (elevent) activities or 73% and did not do 4 (four) activities or 27% fom the total 15 (fifteen) activities observed. Some of undone activities were; the researcher did not give motivation and involve students, did not convey the indicators and learning objectives, did not give opportunity for students to ask some questions related to the material, did not give positive feedback to the students, and some others weakneses which effected result. Therefore, in the end of cycle I, researcher prepared students by telling some weakneses as reflection to be improved at the next cycle.

### **Observation Paper result of Students' Activities in Cycle I**

Based on the data analysis showed that, there was 64% activities were done and 36% activities were undone in the first meeting of Cycle I. Furthermore, in the second meeting of cycle I, the students' observation result showed that there was 78% done activities and 22% undone activities. Based on the students' observation paper showed that, some of the

students did not pay attention, did not listen the researcher instructions, the students did not ask questions related to the material, did not perform their reading comprehension result with his/her partner, did not listen to the conclusion from the researcher about the material. This situation showed that teaching learning process was not effective.

### **Result of Test in cycle I**

Based on the table above, it showed that total of students who passed Minimum Competence Criterion (MCC) was 9 students or 41%, while 13 students or 59% students who failed. The total score gained in this cycle was 1385 with the average score was 63. It means that the result of cycle I was not achieved the target and the teaching learning process was not successful. Therefore, the researcher conducted the cycle II.

### **Reflection of cycle I**

In the end of meeting in cycle I, the researcher gave a test to measure the students' reading ability. After analyzing the result of students' reading performance, the average score of students was 63. There were 9 or 41% of students who passed the MCC and 13 or 59% got failed. The average score gained was 63, and can be classified in low level and did not achieved the MCC, where the MCC was 65. It means that at the cycle I, many students failed or not success in reading, and the students' reading ability was far from expectation. It was caused by some factors, they were:

First, based on the students' observation paper, the students did not do some activities, from first and second meeting. The undone activities were the students did not pay attention, the students

did not ask some questions related to the material, perform their understanding about the material together with pair, did not listen to the conclusion about the material. This problem was caused by the researcher did not motivate the students about the material and the students still adjusting with the technique of learning that was implemented, especially the pair work technique.

Second, based on the researcher's observation paper, it showed that there were some activities undone by researcher. The undone activities were the researcher did not stimulate the students about the material, did not convey the indicators of learning and learning objectives, did not give the students opportunity to ask some questions related to the material, did not give positive feedback to the students, did not make conclusion about the material and did not ask students to prepare themselves for the next meeting. It was caused by the researcher still adjusting again to the class situation.

Third, the students' achievement was very low and many students did not achieved the Minimum Competence Criterion (MCC) where MCC was 65. Based on the students' test result, showed that there were some students' weaknesses in reading such as their vocabulary mastery and reading comprehension. This problem made them gained the low score and could not achieve the MCC.

### **Observation result of Researcher's in Cycle II**

First meeting of cycle II, the researcher did 16 (sixteen) activities or 84% and undone activities were 3 or 16% activities from total 19 (nineteen) activities observed in first meeting. While in the

second meeting, the researcher done 13 (thirteen) or 93% activities and undone activity was 1 (one) or 9% from the total 14 (fourteen) activities.

### Observation result of Students' in Cycle II

the first meeting of cycle II, the total activities done was 78% and total of undone was 22%. Furthermore, in the second meeting of cycle II, the students' observation result showed that there was 88% done activities and 12% undone activities.

### Test Result in Cycle II

Based on the students' test result, there were 18 or 82% students who passed the MCC and there were 4 or 18% students who did not passed the MCC. The total score gained in this cycle (Cycle II) was 1590 with the average score was 72. In this cycle, students' score and the students reading ability had been improved. Therefore, researcher stopped to do the research.

### Reflection of Cycle II

After conducting the cycle II, the researcher reflected the students' reading ability by evaluating the result of the test and observation papers. The result of cycle II showed that the teaching learning process was successful in conducting the Classroom Action Research (CAR). It caused by the researcher implemented the Pair Work Technique well in teaching reading, and the students follow the course, working together, discussing cooperatively and delivered opinion or their comprehension well. Based on the students' test result, there were 18 (eighteen) or 82% students

who passed MCC and there were 4 (four) or 18% students who were not passed the MCC and the average score was 72. It means that the students got improvement.

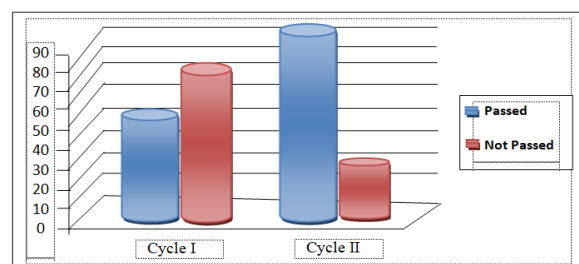
Based on the explanation above, it can be concluded that the students ability in reading skill was improved through implementing Pair Work Technique, and it can be concluded that this technique was applicable in improving the students reading ability.

## Research Finding and Discussion

### Research Finding

After conducting the research which is consisted of two cycles and for each cycle consisted of two meetings with teaching material were 'Describing People, Describing Place and Animals' by implementing Pair Work Technique at Eleventh Grade of SMA Negeri 1 Amandraya, which consisted of 22 students, based on the research finding, the students have improvement in their reading ability on Descriptive Text. The students' improvement can be seen in the following graphic.

**Graphic 4.1**  
**The Result of Students' Improvement in Cycle I and II**



Source : The students test result and improvement from cycle I up to cycle II

## Discussion

The process of teaching reading in this research was done by implementing pair work technique. After the researcher did the research, the result has been found, through observation paper and test. Based on the observation result, it showed that activities observed were well done by both researcher and students. Based on the result of the test, the students got improvement in each cycles. Therefore, the students' problem found previously had been handled by implementing Pair Work Technique.

The finding showed that pair work technique improved students' ability in English reading. It could be seen from the students test result in two cycles. Although the average score of students in cycle I was 63 with 9 (nine) students who passed MCC from 22 students, but could be improved in cycle II. The average score in cycle II was 72 with 18 (eighteen) students who passed the test. It caused by the researcher did the procedure of the technique well, also the students join the process of teaching reading, did the activities in the process of learning well and performed their comprehension directly during the teaching-learning ongoing.

The result of this technique showed that pair work technique was suitable in teaching reading skill. Through this technique, it trained the students to learn actively and shared their knowledge to each other. The learning process become enjoyable and students were active, because the students read material cooperatively with their friend in pair. Furthermore, the students become more confidence to perform their reading comprehension well.

It caused by through this technique, the students have time to understand the content together before they performed it. By working together students could do collaboration in reading and got the content of the text.

Based on the result, this research described that pair work technique could improve students' reading ability on descriptive text in the case of vocabulary mastery, pronunciation, grammatical and comprehension.

## D. Conclusion Conclusion

Based on the result of the research, it could be concluded that the students reading ability on descriptive text was improved through implementation of pair work technique. Teaching reading by using pair work technique enable students to learn cooperatively where student could work or study collaboratively, help each other to comprehend the text given, mutually support each other in pair to reach the goal. Students enjoy and have more creative in pair, because they did the studying together with friends in pairs. In addition, pair work technique could lead students into effective and interest classroom atmosphere. Thus, this technique provide students motivation and self confidence in learning English reading skill.

## Suggestion

Based on the conclusion above, the researcher would like to deliver some suggestions as following :

1. For the English teacher, it is suggested to apply the pair work technique in teaching-learning process in the classroom or out side of classes because this technique was suitable and makes students active in working.

2. For the students, pair work technique is useful and helpful for students to work together with pair or friends, can help each other, support each mate and do the working in reading cooperatively.
3. For further researchers are suggested to apply the pair work technique in the next research to get more information about this technique. This research can be a reference for the next researchers who do the research with the same technique. Not only in reading skill, but also in another skills such like; speaking, writing and listening skill.

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