

II. FRAME OF THEORIES

This chapter deals with some theories related to this research and divided into three sections, that is, review of previous relevant research, review of related literature, and theoretical assumption.

2.1. Review of Previous Relevant Research

Based on the so many researches who was investigated about reading comprehension, the writer finds that there were some researches who investigated the techniques or method which was used for reading comprehension and relevant to this research, as follows:

1. A comparative study of teaching reading comprehension through retelling story and translation from fairy tale (Marantina : 2006). She found that teaching reading comprehension through retelling story from fairy tale gives higher result than through translation because retelling in retelling story the students are able to bring them into an interesting situation and enjoyable situation, besides that the students also pay attention for the explanation. But, in translation, the result was lower because the students remain passive and lack of motivation to learn since they just memorize the words which are

taught by teacher and make them become bored in learning English because it does not motivate them.

2. A comparative study of students' reading achievement between those who are taught through short story and those through mini dialogue (Nurmala : 2012). She found that short story gave a better result in improving student's reading achievement because the students more interesting to read story than read a dialogue, and they could find a new story from those short story. So, short story is more effective as teaching material for teaching reading than mini dialogue.
3. Comparative study of reading comprehension achievement between pre-questioning and without pre-questioning (Suzanorita : 2012). She found that teaching reading comprehension with pre-questioning is more effective than without pre-questioning, because the pre-questioning made the students learn enthusiastically and they become good participants in giving response toward the lesson. While without using pre-questioning, the students tent to be passive in teaching and learning process.
4. A comparative study of reading comprehension achievement between students who are taught through reciprocal teaching techniques and those who taught through ordinary (lecture) techniques (Chodija : 2011). She found that there is a significant difference on student's reading comprehension between those techniques as seen from the result of the hypothesis testing which shows that the value of two-tail significance is smaller than 0.05. it also can be seen from the data of student's pre-test and post-test scores of both classes that proved

that teaching reading comprehension through reciprocal teaching techniques is more effective than those who taught through ordinary (lecture) techniques because reciprocal teaching techniques could be more motivate the students to become active in learning process, so they can increase their achievement in reading.

5. Comparative study between reading comprehension taught using authentic advertisement and those who are taught using modified advertisement (Munawaroh : 2009). She found that there is a big influence of the use of advertisement on students' reading comprehension and also there is a significant difference of students' achievement in reading comprehension achievement between the two treatments which proved that students' reading achievement of those taught authentic advertisement is higher than those taught through modified advertisement. It also can be seen from the data of student's pre-test and post-test scores of both classes.

Considering those researches above, the writer thinks that there were other techniques that can be used to compare the student's reading comprehension achievement and to find out the appropriate techniques in teaching reading comprehension. That is, group work and individual work. Therefore, the researcher titled the research "Comparative Study of Student's Reading Comprehension Achievement between Group Work and Individual Work at the First Grade of SMA Negeri 15 Bandar Lampung".

2.2. Review of Related Literature

Considering the review of previous relevant research, the writer is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1. Concept of Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text. Rubin (2002:194) stated that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meanings and verbal reasoning, there could be no reading comprehension; without reading comprehension; there would be no reading.

Reading is a basic life skill. It is one of important skills for students in learning language besides listening, speaking, and writing. Haycraft (1978:8) states that there are two broad skills in mastering a language: *receptive skill*, i.e. listening (understanding the spoken language) and reading (understanding the written language); and *productive skills*, i.e. speaking and writing. As a receptive skill, reading tends to push the students to get a lot of information from the text.

Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. Harris & Sipay (2009:33) says: “It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading”. So, in students’ reading activities, they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

The concept of reading comprehension could be bottom-up and top-down approaches. Harris & Sipay (2009:33) also mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences). Meanwhile Heilman et al (2004:21) states that top-down approach of reading does just that, focusing on what the readers bring to the process. The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. For those reading theorists who recognized the importance of both the text and the reader in the reading process, an amalgamation of the two emerged-the interactive approach. The interactive model (Huff & Heathington : 2007) stressed both what is on the written page and what a reader brings to it using both top-down and bottom-up skills.

According to Mason & Kathryn (2007:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Schmidt & Schick (2009:179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

It is necessary for students of Senior High School to have sufficient reading comprehension. Mikulecky (2004:11) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

Simanjuntak (1988:4) added that the first point about reading process is reading comprehension. Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schema (background knowledge of context) in order to get meaning of printed symbol. Moreover, Gunning (1992:188) stated that comprehension is a constructive, interactive process involving three factors: the reader, the text, and the context in which the text reads.

In reading process, reader utilizes vision, perception, comprehension, and reaction (Brown, 2005:6). Vision is the ability to see the print with sufficient clarity to be able to read; perception is the ability to construct meaning from the information received through the visual sense; comprehension is the intellectual process to construct meaning as an attempt to understand the authors' message from the printed text; and reaction is the emotional touch.

In addition, (Suparman,2012) states that, there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Identifying a Main Idea

The main idea is the most important piece of information for the reader to know about the concept of the paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.

2. Identifying Details

It means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Making/Confirming/ Reference

Reference is the intentional usage of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A anaphoric

reference unit is another units which is introduced later on in the text. Meanwhile, an anaphoric reference is another unit that was introduced earlier on in the text.

4. Making/Confirming/Inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence or passage understand and conclude it logically.

5. Understanding vocabulary

It means comprehend what the words mean. When vocabulary mastery improves, comprehension will be deeper.

In relation with the explanation above, Douglas Bennet (2006:12) categorized comprehension into three level, they are literal comprehension level, interpretative comprehension level, and critical comprehension level. The explanations are as follows:

1. Literal Comprehension Level

Literal comprehension level is level of understanding the ideas and information explicitly stated in the passage. In this level, the abilities needed by the readers are: (1) knowledge of the word meanings, (2) real of the details directly stated or paraphrased in own words, (3) understanding of grammatical clues subject, pronouns, verb, conjunction, and so forth. Finally, the readers are required to recall the main idea explicitly stated and knowledge of the sequence of information presented in the passage.

2. Interpretative Comprehension Level

Interpretative comprehension level is level of understanding the ideas and information not explicitly stated in passage. Inferences are ideas the readers receive then they go beneath the surface to sense relationship, put the facts and ideas together, draw conclusions, and make generalization and also detect the mood of the materials. The abilities needed by readers are: (1) reason with information presented to understand the author's tone purpose and attitude (2) infer factual information, main idea, comparison, cause effect relationship that not explicitly stated in the passage, (3) summarization of the story content.

3. Critical Comprehension Level

Critical comprehension level is level of analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statements automatically when the reader reads the text. In this category, readers need abilities, such as: (1) personally reacting to information in a passage indicating meaning to the reader and (2) analyzing the quality of written symbol of information in the terms of some standards. In other words, readers must be able to differentiate the text, whether it is important or meaningful for them or not and whether it is fact or just opinion.

After all, it comes to the conclusion that reading comprehension is a complex construction process in which reading comprehension ability is needed. Actually, the researcher tries to cover all those level.

2.2.2. Some Factors That Influence Students' Reading Comprehension Achievement

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which come from the reader himself (Douglas Bennet.2006:38). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown (2000:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. Brown (2005:76) defined intrinsic motivation, as follow:

“ones from which there is no apparent reward except the activity itself is define as intrinsic motivation in this case, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.” On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b) Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement. In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a) Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

c) Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

- a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
- b. Teacher question can serve to initiate a chain reaction of students interaction among themselves.
- c. Teacher questions giving immediate feedback about students' comprehension.
- d. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity. Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students.

2.2.3. Types of Reading Text

According to school based curriculum for senior high school, there are five types of text that must be learnt by the students (Schmidt & Schick, 2009:44), as follows:

1. Narrative: it is use to amuse, to entertain and to deal with actual or vicarious experiences in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution. The generic structure of the text is orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), re-orientation (optional).
2. Procedure: it is use to describe how something is accomplished through a sequence of actions or steps. The generic structure of the procedure text is goal, materials (not required for all procedural texts), steps oriented to achieving the goal.
3. Description: it is use to describe a particular person, place or thing. The generic structure of the descriptive text is identification (identifies phenomenon to be described, and description (describes parts, qualities, characteristics).

4. Recount: it is use to retell events for the purposes of informing or entertain. The generic structure of the text is orientation (provides the setting and introduces the participants), events (tell what happened, in what sequence), re-orientation (optional-closure of events).
5. Report: it is use to describe the way things are, with a reference to range of natural, man-made and social phenomenon in our environment. The generic structure of text is general classification (tells what the phenomenon under discussion is), description (tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behaviors, if living; uses, if non natural).

Concerning the types of reading text above, the researcher chose descriptive text as the focus of the research. Because, based on the curriculum, the students of the second year of senior high school at the first semester have to be able to comprehend short text in form of descriptive.

2.2.4. Concept of Group Work

Group work is the work of a small group of any subjects in the learning process in which the students try to learn from one to another doing and discussing something. The useful way of classifying group work activities is to look at the distribution of the information needed to do the activity. The activity of group work is based on the teacher's task. Thus, the teacher can delegate part of his responsibility to his students as an instructor, at the same time the students accept their responsibility for learning. It is just another way of talking about teamwork

for some group work. In this context, working in groups is often presented as a good way of dividing work and increasing productivity.

It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt – the ability to work in group-based environments. Within schools and colleges, working in groups can also be adopted as a mean of carrying forward curriculum concerns and varying the classroom experience - a useful addition to the teacher or instructor's repertoire.

First, while there are some very different ways of defining groups - often depending upon which aspect of them that commentators and researchers want to focus upon – it is worthwhile looking to a definition that takes things back to basics. Here, as a starting point, we are using Barkley's (2005: 2-3) definition of a group as “two or more individuals who are connected to one another by social relationships”. This definition has the merit of bringing together three elements: the number of individuals involved, connection, and relationship.

Second, groups are a fundamental part of human experience. They allow people to develop more complex and larger-scale activities; are significant sites of socialization and education; and provide settings where relationships can form and grow, and where people can find help and support. Humans are small group beings. We always have been and we always will be. The iniquitousness of groups and the inevitability of being in them make groups one of the most important

factors in our lives. As the effectiveness of the groups, that goes the quality of our lives. (Johnson and Johnson 2010: 579). However, there is a downside to all this. The socialization they offer, for example, might be highly constraining and oppressive for some of their members. Given all of this it is easy to see why the intervention of skilled leaders and facilitators is sometimes necessary.

Third, the social relationships involved in groups entail interdependence. As Barkley's wrote, 'it is not similarity or dissimilarity of individuals that constitutes a group, but interdependence of fate. In other words, groups come about in a psychological sense because people realize they are 'in the same boat' (Brown 2005: 28). However, even more significant than this for group process, Barkley argued, is some interdependence in the goals of group members. To get something done it is often necessary to cooperate with others.

Last, considerable insights can be gained into the process and functioning of groups via the literature of group dynamics and of small groups. Of particular help are explorations of group structure (including the group size and the roles people play), group norms and culture, group goals, and the relative cohesiveness of groups (all discussed in what is a group?). That said, the skills needed for engaging in and with group life - and the attitudes, orientations and ideas associated with them - are learnt, predominantly, through experiencing group life. This provides a powerful rationale for educative interventions.

The work in group work is a form of 'working with'. We are directing our energies in a particular way. This is based in an understanding that people are not machines or objects that can be worked on like motor cars (Jeffs and Smith 2005: 70). We are spending time in the company of others. They have allowed us into their lives – and there is a social, emotional and moral relationship between us. As such, 'working with' is a special form of 'being with'.

To engage with another's thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility. (Jeffs and Smith. 2005: 20). It can also be used to increase the students' achievement of reading skill because it gives the students many opportunities to be active in their learning process and create a good relationship between teacher and students, because the teacher function as the facilitator and motivator within the teaching learning process. Regarding to the previous definition, group work in this research is a unit of students which consists of five up to eight persons who come into contact for a purpose of discussing such kind of text and doing a certain work designed by the teacher dealing with the text.

There are several things as the consideration in making group work, such as time, material, the seating arrangement, and member of the group itself. Furthermore, Rao (2008) says there are five factors as the principle of group work:

1. The Learning Goal of Group Work

The goal of making group work in this research is to make the students easier in mastering the types of text.

2. The Task

The teacher gives the students some exercises as their task to measure whether the students understand the text well or not. The task which is given to the students consists of the questions dealing with the text.

3. The Way Information is Distributed

Before the students begin their discussion, the teacher explains everything to the students related to the material, what they should do in their group etc.

4. The Seating Arrangement of The Members of The Group

The students are asked to sit in circle, so that each learner is in equal distance from any other learner.

5. The Social Relationship Between The Members of The Group

The social relationship among the members of the group is one of inequality. It means that the members of the group are mixed between the upper and lower one. As nation states that the social relationship among the member of superior-inferior group is one of inequality.

Working together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Barkley et al. 2005, 16–20). From a

practical standpoint, group work also fosters interpersonal skills highly valued by employers. For instructors, group work can save some preparation time. Although preparing for effective group work does take some planning, it is less time-consuming than preparing a lecture.

It is not difficult to incorporate group activities into the lesson plan, but there are some general rules of thumb about structuring group work so that it has useful outcomes for students. Below are some basic guidelines to consider when designing a group activity, along with several kinds of group work learning techniques.

Group work provides a context in which individuals help each other; it is a technique of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems Rabeya Nasrin Khan (2009). So, it can conclude that group work is the work of a small group of any subjects in the learning process in which the students try to learn from one to another doing and discussing something. In this case, there are so many reasons why we using group work, they are:

1. Groups often come up with more and better solutions than the individual. (Barbara Gross Davis, *Tools for Teaching*, 197.) Group learning is efficient. Teacher can select the best strategies and get to the correct answers sooner.

2. The ability to communicate (and perhaps persuade) is a true test of knowledge and understanding.
3. Students working in small groups tend to learn more and demonstrate better retention than students taught in other instructional formats.

It is also asserted by Caruso & Woolley (2008:86) that group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders. It is also found that group work techniques makes the students interact one another to solve the problem assigned although the individual brings his/her own personality, the students have a single purpose in group in pursuit of which they need each other's help. And the time which is use in group work will be efficient because students can help one another. So, it means that there is a helping from the upper students to lower students in overcoming their problem during teaching and learning process.

2.2.5. The Procedures of Teaching Reading Comprehension by Using Group Work

Group work is one of techniques in teaching learning text where the students divided into small group in working. The students are order to work among four until five students. So, the students in the classroom are involved directly in working. The researcher proposed the procedure modified by Caruso & Wooley

and the procedures of teaching reading text through group work technique are as follows:

Pre Activities

1. Teacher greets the students
2. Teacher checks students' attendance list
3. Teacher tells her experience in spending her holiday at some places in order to stimulate them.
4. Teacher asks the students some questions related the story.

While Activities

1. Teacher distributes descriptive text to the students
2. Teacher asks the students to read the text
3. Teacher asks some questions in order to know whether the students understand with the text or not.
4. Teacher explains the material, descriptive text and generic structure of it to the students.
5. Teacher guides the students to analyze the generic structure of the text.
6. Teacher asks the students to make examples according to their comprehension of descriptive text.
7. Teacher gives a task to the students; tell a story based on the theme given.
8. Teacher divides the students into groups consisting of four or five students.
9. Teacher makes groups and each group consists of low and high students based on their score on the pre-test, so they can work together.
10. Each group chooses a leader who has responsibility in the group.

11. Each group works together in doing the task based on the instruction and discusses it.
12. The teacher controls the group and gives help or suggestion when necessary.
13. After finishing the discussion, the teacher asks the leader of each group to present their answer.

Post Activities

1. The teacher asks the students whether there are difficulties about the topic.
2. The teacher repeats the material before closes the meeting.
3. Teacher assessing the students to do homework to enrich what they have learned in the class.

2.2.6. Advantages and Disadvantages of Group Work

Based on some theories, we can find some advantages and disadvantages of group work technique as follows:

1. Advantages of Group Work Technique

- a) It makes the students help each other if they get difficulties.
- b) It helps students take part in group decision making and to cooperate with other an achieving solution.
- c) It will help the students to work together and share ideas between the low and the high students.
- d) It encourages students to be more involved and to cooperate on the task.
- e) It can build their motivation to learn, especially for the lower students.
- f) It makes the students easier to do the task.

g) It can make the time more efficient because they can work in the limited time.

2. Disadvantages of Group Work

- a) Classroom is noisy. This appears when the classroom group exhibits inappropriate behavior in situation in which there are clearly established norms. For example, the class noisy when the students are expected to be quite and well behaved. Students are loud talking while they are supposed to be engaged in quite work.
- b) Some lazy students will let the others in group work do all of the work and give the result to them, if there is no investigation by the teacher.

2.2.7. Concept of Individual Work

There are so many techniques that can be used in teaching reading comprehension based on their strength and weakness. Besides group work techniques, individual work technique can also be used by the teacher. Sometimes teacher must let the students work on their own rate at their own pace. If we do not let them work on their own pace, we will not be allowing the individual any learning space at all. Ackerman (2010:288) states that individual work is a good idea precisely because students can relax from outside pressure (provide there is no time limit or competitive element) and because they can rely on themselves rather than other people.

In this case, students can think the idea freely. They can explain their ideas without pressures and they get high self confidence in thinking and explain their ideas. Individual work is also frequently quiet. This attribute should not be underestimated. Sometimes teacher need a period of relative silence to reassemble their learning attitude. Dick and Carey (2006:2) state that the students will do the task at their own rate through a prescribed set of material to reach a predetermined set of objectives.

Consequently, the students in order to achieve the objectives of certain subject will be free to find out their own ways because the teacher recognizes the importance of individual differences. In addition, the reason why using this technique is because in individual work the students can edit the tasks for them in the appropriate speed and learning style. The tasks can be assessed individually and the level of details can be adjusted. Each student is challenged to develop their own activities, so that teaching content used to be practiced and reinforced. It can also be provided differently difficult tasks.

In the individual work the teachers provides each student a task, then they will process and settle the task problem by self each student alone. The conditions for individual work are the students' motivation, self-control ability and differentiation. For example, one task will be performed by the students without direct help from outside solutions in individual work. This will develop individual work steps and solutions independently, covered and transferred to other items. Self-confidence, creativity and their own actions are supported by individual

work. Besides that, in giving the assignments or tasks, the teacher provides clear purpose and direction, has the students perform the tasks alone. Ackerman (2010) says that individual will need guidance, attention from teacher and from other students. The major resources and great deal of teacher time may be needed to monitor and assist the students.

From the explanation above, the researcher know that individual work is good to the students to measure their own capability. Because individual work allows students to work at their own speed, allow students to thinking time, in short, to be individuals.

2.2.8. The Procedure of Teaching Reading Comprehension by Using Individual Work

Individual work is one of the techniques in the process of teaching learning English where the students work individually. Dealing with Ackerman's statement of individual work technique, the researcher purposes the procedure of individual as follows:

Pre Activities

1. Teacher greets the students
2. Teacher checks the student's attendance list
3. Teacher tells her experience in spending her holiday at some places in order to stimulate them.
4. Teacher asks the students some questions related the story.

While Activities

1. Teacher distributes descriptive text to the students
2. Teacher asks the students to read the text
3. Teacher asks some questions in order to know whether the students understand with the text or not.
4. Teacher explains the material, descriptive text and generic structure of it to the students.
4. Teacher guides the students to analyze the generic structure of the text.
5. Teacher asks the students to make some examples according to their comprehension of descriptive text.
6. Teacher gives a task to the students; tell a story based on the theme given.
7. Teacher asks the students to do the task individually
8. Teacher moves and controls the students and gives information when necessary.
9. After finishing their work, the teacher asks them to present their task.

Post Activities

1. The teacher asks the students whether there are difficulties about the topic.
2. The teacher repeats the material before closes the meeting.
3. Teacher assessing the students to do homework to enrich what they have learned in class.

2.2.9. Advantages and Disadvantages of Individual Work

After the researcher see the theories of individual work, the researcher find some advantages and disadvantages of Individual Work techniques are as follows:

1. Advantages of Individual Work Techniques'

- a) Students can relax from outside pressure because they can rely on themselves rather than on the other people.
- b) It develops self confidence and student's discipline.
- c) It develops the way of thinking and ability of the students.

2. Disadvantages of Individual Work Techniques'

- a) When the students work individually, only students who have capability in receiving the subject will dominate the classroom.
- b) It is difficult for teacher to see whether they are really working by themselves in looking at their friends' working

2.3. Theoretical Assumption

Based on the discussion above, the writer finds that one of the failures in teaching learning process is the less attention of the teacher to the students especially for lower students. Teacher only teach the material without realize that there are still some students who cannot understand with the material because there is no much time for the teacher to give attention to the whole students. Because of that teaching English Reading comprehension through group work provide the students to have interaction one into another learning's. So, it can help the lower

students to increase their ability in learning reading comprehension by discussing with the member of the group, upper students. While through individual work technique, the students just work individually. And for the lower students, they end to be passive in learning. The writer assumes that teaching reading comprehension by using group work is better than individual work for students' reading comprehension achievement.