EXPERIMENTAL INQUIRY OF PAIRED ANNOTATION AND ONE STAY TWO STRAY IN READING COMPREHENSION OF NARRATIVE TEXT AT GRADE X SMAN 1 KAMPAR

Ummi Rasyidah

Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Imu Pendidikan Universitas Pasir Pengaraian

ABSTRAK

Penelitian ini menjelaskan dan menyimpulkan bahwa eksistensi pengajaran membaca teks naratif bagi siswa SMA dengan menggunakan strategi yang bervariasi telah menyentuh area substantif. Paired Annotation dan One Tray Two Stray, dua strategi pembelajaraan kooperatif telah merekonstruksi pengajaran individual yang selama ini diaplikasikan di sekolah-sekolah. Menurut beberapa ahli, belajar secara berpasangan (Paired Annotation) dan berkelompok (One Stay Two Stray) juga menawarkan outcome yang berbeda ditilik dari kemampuan awal yang dimiliki siswa. Tujuan penelitian ini adalah untuk mengetahui pengaruh strategi pembelajaran dan kemampuan awal terhadap hasil belajar Bahasa Inggris. Penelitian ini menggunakan metode eksperimen dengan desain faktorial 2x2 dan dilakukan di SMAN 1 Kampar, Riau dengan sampel sebanyak 64 siswa. Hasil penelitian ini adalah; (1) Hasil belajar Bahasa Inggris siswa yang diajar dengan strategi pembelajaran Paired Annotation sama dengan siswa yang diajar dengan strategi One Stay Two Stray; (2) Untuk siswa yang memiliki kemampuan awal rendah, hasil belajar Bahasa Inggris siswa yang diajar dengan strategi pembelajaran Paired Annotation sama dengan yang diajar dengan strategi pembelajaran One Stay Two Stray; (3) Untuk siswa yang memiliki kemampuan awal rendah, hasil belajar Bahasa Inggris siswa yang diajar dengan strategi pembelajaran One Stay Two Stray sama dengan yang diajar dengan strategi pembelajaran Paired Annotation; (4) Tidak terdapat interaksi antara strategi pembelajaran dan kemampuan awal terhadap hasil belajar Bahasa Inggris siswa.

Keywords: *Paired annotation, one stay two stray, reading comprehension, narrative text.*

INTRODUCTION

A. Background of the Problem

In Indonesia, the aim of teaching reading in senior high school is conducted based on the reading objectives in English curriculum. Teaching reading comprehension is an essential part of learning for senior high school students. According to School-Based Competence (KTSP) for the first year students in senior high school, the students are required to comprehend five kinds of text genres, descriptive, recount, narrative, news item and procedure. Narrative can be found in the 1st and 2nd semester. It seems that narrative is mostly taught and more important than other types of text.

Despite the importance of teaching strategies and reading comprehension of narrative text, the strategy is still the major reasons why

problems in reading happened to students; the students did not able to respond the teacher' question and they could not able to comprehend the texts after teaching learning process which can be seen in their score. The researcher found several causal factors that affect students reading comprehension related to strategies used in classroom. Two problems are found through observation and the others are found through interview. First, the monotony of strategies caused lack of genuine care when teaching learning process. Second, the strategies are not suitable to the material which may provoke problems. Third, the lack of time to practice can also affect strategies used. Last, media are not supported then the students cannot maximize their tools of learning.

Realizing the facts above, it is necessary for language teacher to foster reading on their students. The teacher should use appropriate methods and appropriate strategies which should be interesting to attract students' attention in teaching learning process. Moreover, reading comprehension requires readers to use a variety of strategies such as Paired Annotation and One Stay Two Stray. These two strategies are cooperative learning. They are seen as an active learning process, because students will learn more through a process of constructing and creating working in pair or a group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. These learning strategies are believed as being able to give chance to students to be involved in discussion. It has courage critical thinking and is willing to take responsibility of his or her own learning.

B. Purposes of the Reserach

This study was done to investigate more the effect of Paired Annotation and One Stay Two Stray strategy on reading comprehension of narrative text. Regarding this purpose in mind, the following alternative hypotheses were formulated:

1. Teaching reading comprehension of narrative text by using Paired Annotation strategy gives different results with teaching reading comprehension of narrative text by using One Stay Two Stray Strategy.
2. Teaching reading narrative by using Paired Annotation strategy gives the same results as teaching reading narrative by using One Stay Two Stray for lower half students.
3. Teaching reading narrative by using One Stay Two Stray gives the same results as teaching reading narrative by using Paired Annotation for upper half students.
4. There is an interaction between the use of Paired Annotation and One Stay Two Stray strategy to the students' initial achievement in comprehending reading narrative text.

C. Review of Related Theory

There is no single definition of reading. A broader definition has given from years to years. Although there is no single standard definition, if one surveys the many definitions that have been proposed, strong similarities between many of the definitions quickly become obvious. In many cases different definitions, suitably interpreted, actually say the same thing but in different words. Some experts define reading and comprehension separately and others

define it as reading comprehension. Hills (2003:64) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Similarly, Maibodi (2008: 42) also states the same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written.

According to Derewianka (1990:40) the basic purpose of narrative text is to entertain, is to gain and build the reader's interest in a story. In accordance with him, Anderson (2000) defines a narratives text is a text that tells a story and in doing so, entertain the audience. The purpose of a narrative text other than providing entertainment can to be making the audience think about an issue, teach them the lesson, or excite their emotion. Narrative deals with problematic events, which lead to a crisis or turning point of some kind, which in turn to find a resolution.

According to Irwin (1986: 175) the procedures of teaching comprehension processes are explication (explaining the process and strategies to the students), modeling (showing sample thought processes), questioning (asking process and product questions in which students' model processes for the teacher) and activities (providing meaningful reading experiences that require that the students use the processes).

Finally, it is obvious seen that in teaching reading comprehension of narrative text, the researcher is able to use its principles. In teaching reading comprehension of narrative text, the researcher should concern on the inference making, comprehension monitoring, understanding text structures which consist of orientation, complication, and resolution. Those are the indicators of reading comprehension of narrative texts.

Many efforts had been carried out by the researchers to improve reading ability. Both from internal factors and external factors have been explored to maximize reading ability. Regardless of these researches, teaching strategies is one of the most effective means of helping students to overcome them. Strategies provide the means to tackle complex problems in more efficient ways and with practice, the strategies lead to skills that become automatic and quick over time.

Realizing the facts above, it is necessary for language teacher to foster reading on their students. The teacher should use appropriate methods and appropriate strategies which should be interesting to attract students' attention in teaching learning process. Moreover, reading comprehension requires readers to use a variety of strategies such as Paired Annotation and One Stay Two Stray. These two strategies are cooperative learning. They are seen as an active learning process, because students will learn more through a process of constructing and creating working in pair or a group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. These learning strategies are believed as being able to give chance to students to be involved in discussion. It has courage critical thinking and is willing to take responsibility of his or her own learning.

Paired annotation is a strategy of reading that designed to help students

read for meaning and relate what they have read to other bodies of knowledge (Falchikov and Blythman, 2001: 27). Paired annotations positively affected learning achievement. Furthermore, Falchikov and Blythman (2001: 27) stated that this strategy allows the students work individually and pairs. Significant effect of this strategy can be achieved because both individual and pair responsibility take into account. Moreover, they explain that students individually identify the key points then as pairs; they compare the key points identified and their reactions to them. Finally, each pairs is required to prepare a composite summary of the whole article or chapter together with agreed annotations. Paired Annotation is not merely about comprehending reading but also combination of reading and writing.

Annotating is a writing-to-learn strategy for use while reading or rereading (O'Donnel, 2004). Annotating a text can be a powerful strategy to comprehend difficult material and encourage active reading. In short, it can be said that annotation is a systematic approach to reading that involves writing symbols on a text while reading. According to Marshall cited by Hwang and Hsu (2011), annotation can be divided into two parts: explicit annotation and inexplicit annotation. The former conveys more explicit meaning than the latter for the original annotator, which conveys the common meaning. Explicit annotation, however, functions as short notes that may combine the inexplicit for interpretation, reflections, or for a visible trace of a reader's attention.

In addition, Millis and Cottell (1998) identified the technique of paired annotations as capable of helping students read for meaning, claiming that the more paired annotations that students undertake, the more skilled they become at identifying the main points in an article.

On the other hand, One Stay Two is considered as an effective strategy in teaching reading. Proven by Surjosuseno (2011), One Stay Two Stray helps students have higher reading achievements than those taught using lockstep technique. This strategy does not only help teachers to be more creative and innovative in varying their teaching but also improve students reading achievements. An additional explanation, One Stay Two Stray is very compatible to enhance students' reading achievement because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group.

One stay two stray is one of cooperative learning strategy. One Stay Two stray was changed from the original One Stray Three Stay (Jacobs et al, 1997:66). Today, a variety of this strategy can be found such as Two Stay Two Stray, One Stay Four Stray and so on. Such changes, to fit circumstances and styles of teaching and learning which differ on amount of members but the responsibilities of the member are same and they also have similar activities.

This strategy is also known as Teams Tour. Kagan (1992); Millis and Cottell, (1998) explained how to conduct Three-Stray, One-Stay strategies in the classroom. Three members of a 4-member team stray (rotate) to an adjacent group while one student stays seated to explain his

team's product to three rotating "strays" from another team.

The other expert, Cuseo (2012: 28) called this strategy as Half-Stay, Half-Stay as the modification of Three-Stay, One-Stray that creates a between-team pairing structure by having one pair of teammates from the home team stay to receive a pair of strays from another team, while the second pair strays from the home team to visit with a pair from another team.

In order to conduct this experiment, the pre-test/post-test was constructed after a thorough review of the techniques of test contraction. This test covered three indicators and five sub-indicators of reading comprehension of narrative text. This test was comprised on 30 multiple choice item test items with 5 questions related to each sub-indicator. The comprehension pretest by six classes students at grade X SMAN 1 Kampar. During this pilot test, homogeneity and normality of the data is the main concern to select the sample.

Seven (7)-lesson plans were prepared for treatment in two calsses. Class X6 was taught by paired annotation strategy and class X2 was given a treatment of one stay two stray strategy. After treatment, the post-test was administered in classes. It is important to note that all the instructions in these classes were delivered by the same teacher.

METHOD

Participants in this study were 64 students at grade X of SMAN 1 Kampar, Riau in 2011/2012 academic year. They were selected from among 230 students in six parallel intact classes by using cluster random sampling. The experimental study used is factorial designs 2x2 where one independent variable is the type of strategy used to treat a sample of grade X students (Paired Annotation vs. One Stay Two Stray) and the other is the level of students' initial achievement (Upper Half vs. Lower Half). To collect the data, the researcher used reading comprehension of narrative text tests. The data were analyzed with t test and two ways Anava unweighted means.

DISCUSSION

For data analysis, t'–test and two ways anava unweighted means were used as statistical tools. To answer the first hypothesis, t'-test is used. The result of t'-test can be seen in the following table:

Table 1.
The Summary of *t-test*

	Strategies	
	Paired Annotation	One Stay Two Stray
Data	$N_1 = 34$	$N_2 = 30$
	$\overline{X}_1 = 73{,}43$	$\overline{X}_2 = 69{,}22$
	$S_1^2 = 9{,}48$	$S_2^2 = 14{,}59$
Value of *t'*	*1,35*	
t table	(p< .05) *1,684*	
Conclusion	Not significantly different	

Table 1. shows that teaching reading narrative by using Paired Annotation strategy gives the same results as teaching reading narrative by using One Stay Two Stray (p<.05).To answer 2nd, 3rd and 4th research questions, the researcher used two ways Anava with unweighted means. This test is appropriate if n in subclasses is not equal and it can analyze the data if n in subclasses were absent during analyzing the data. The results can be seen in the table below:

Table 2.
Results of two ways Anava unweighted means

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimate	F table
Rows	4217,96	1	4217,96= S_r^2	
Columns	780,09	1	780,09= S_c^2	(p<.05)
Interactions	191,51	1	191,51= S_{rc}^2	**4,15**
Within Cells	2066,61	33	2066,61= S_{ic}^2	

$$F_r = \frac{S_r^2}{S_{ic}^2} = 2,04 \quad F_c = \frac{S_c^2}{S_{ic}^2} = 0,38 \quad \boldsymbol{F_{rc} = \frac{S_{rc}^2}{S_{ic}^2} = 0,09}$$

Table 2. shows that there is no difference in teaching reading comprehension of narrative text by paired annotation and one stay two stray strategy whether for lower and higher achievement. There is no interaction between the use of Paired Annotation and One Stay Two Stray strategy to the students' initial achievement in comprehending reading narrative text (p<.05).

1. **Teaching reading narrative text by using Paired Annotation strategy gives the same results as teaching reading narrative by using One Stay Two Stray strategy (-1,684 < 1,35 < 1,671).**

The processes of treatments in teaching reading comprehension of narrative texts were preceded by giving Paired Annotation and One Stay Two Stray strategies. These two strategies are cooperative learning. According to Mcpherson (2012:6), a team can occur anytime there are two or more people working towards a common goal or objective but when cooperative learning conducted in 3-6 students then it called grouping while if only two persons working together named pairing. In short, pair refers to work of two while group refers to work for three and more.

These finding is closely related to Martine (2005) who stated that the use of small group work and pair work activities can turned the students into positive learning experiences because both small group work and pair work, increase students' talking time, allow mimic real English conversations, create a more secure and positive classroom atmosphere and are more fun. Similarly, Matera (2008) stated that pair work and group work give the students far more chances to speak English in the classroom and participate in the lesson much more actively because they are involved in talking to their friends exchanging opinions, practicing new structures

more than listening to their teacher talking.

Moreover, Paired Annotation and One Stay Two Stray are both cooperative learning (Cuseo, 2012). Cooperative learning has for benefits; they are positive independences, collaborative skills, processing group interaction and individual accountability (Jacobs et al, 1997:8-12). Others experts categorise pairing and grouping to the same learning strategy. Wrench, et al. (2009:105) stated that the best size for a learning group will vary, but in most situations the recommended number is two or three. Similarly, a favored group size is ranging between 2-4 members (Cooper, 1996:12).

In addition, Hermionne (2000) stated that the benefit of pair work and group work are perfectly balanced. To support her arguments, she explained that although **working in pairs gives individual students a lot of speaking time and individual speaking time is limited when working in groups, the students will be more motivated since the students competed with their partner.**

2. **Teaching reading narrative by using Paired Annotation same results than teaching reading narrative by using One Stay Two Stray for lower half students** (F_{table} **(2,04 < 4,15) p.<0,5).**

It is mentioned previously that Paired Annotation and One Stay Two Stray strategy give same results in students' achievement. For lower achievement students, the advantages of Paired Annotation and One Stay Two Stray included a higher possibiliby of engancing and individual's preferred learning style, a proportional increase in each student's chance to be actively involved in language use and a greater variety of types of language that students can use.

This finding is supported by Blatchford et al (2012:1) who stated that pair work and group work are a powerful but underused strategy that teachers can use to raise educational attainment, increase active engagement in learning, and improve classroom behavior. They claimed that both pair and group work have raised levels of achievement.

Lower achievement students are often benefits from working in pairs and groups academically through practice and communication when the students help one another work together. It can be achieved through the composition of pairing and grouping since the formation of these two types consist of higher and lower achievement. These could include information-gap activities in which two or more people share information to complete a task; conversation grid activities in which students ask for information from many other students; sorting activities; and problem-solving activities, such as dialogues and role-plays in which students ask for information related to specific contexts (Taylor et al, 2005 :18). Such classes foster a sense of unity at allow stronger students to inspire their lower performing peers to improve.

In addition, Sert (2005:1) found that a variety of advantages of student collaboration in preparing written work since outputs are far more grammatical, include less spelling mistakes, and indicate a higher level of grammatical awareness. Additionally, pair and group-work helps students build positive

interpersonal relationships and create a high level of academic solidarity and confidence.

Martine (2005) stated that in pairing and grouping consist of different level of students' achievement. Then, as a group or pair they share the responsibility for the work. They are also allowed the freedom to come up with answers that reflect their own thinking. This promotes the idea that there is often no correct answer, a very important concept some language learners have a hard time grasping.

Pellowe (1996:3) claimed that students can work productively in pairs and groups. In order to complete a task assigned by the teacher, students in pairs or groups often must negotiate in order to complete the task; they strive with each other to communicate the meaning, find the correct work and determine the best way to complete the task. When students have the freedom to negotiate the meaning and the form of what they are saying to each other, this leads students to the specific areas of their language that nedd development.

3. **Teaching reading narrative by using One Stay Two Stray strategy gives the same results as teaching reading narrative by using Paired Annotation strategy for upper half students (F_{table} (0,38 < 4,15) p.<0,5).**

According to the description of the data above, it could be concluded that teaching reading narrative by using One Stay Two Stray Strategy give the same results as teaching reading narratives by using Paired Annotation strategy for upper half students.

Referring to the finding above, The Association for Educational Communication and Technology (2001) declared that high achieving students benefit by the cognitive restructuring that occurs when providing in-deepth explanation to peers. Moreover, cooperative learning works best in groups of two to five students (Ulmer and Cramer, 2005). Here, the students must take accountably not only to the group but also be responsible for their own learning. Positive interdependence can be developed through individual and group accountability. For cooperative learning to be effective, it is important that students work together to learn material but be tested individually. This is the art of creating positive interdependence. To complete the process the teacher recorded the groups' average test score as an individual student's grade. The accountability is created in two ways: first all team members must do well for themselves, and second, they must do well for the group. It becomes the common goal of the group for everyone to do well on the assessment in order to obtain a higher overall grade.

Generally, Brophy (2000:18) claimed that students often benefit from working in pairs or small groups to construct understandings or help one another master skills. Moreover, he explained that there is often much to be gained by arranging for students to collaborate in pairs or small groups as they work on activities and assignments. Co-operative learning promotes affective and social benefits such as increased student interest in and valuing of subject matter, and increases in positive attitudes and social interactions among students who differ in gender, race, ethnicity,

achievement levels and other characteristics. Co-operative learning also creates the potential for cognitive and metacognitive benefits by engaging students in discourse that requires them to make their task-related information- processing and problem-solving strategies explicit (and thus available for discussion and reflection).

4. There is not any interaction between the use of Paired Annotation strategy and One Stay Two Stray strategy to the students' initial achievement (*F table* (0,09 < 4,15) p.<0,5).

Based on the hypothesis testing, it showed that the students' achievement who are taught by using Paired Annotation and One Stay Two Stray strategies in reading comprehension of narrative texts were not influenced by their initial achievement. It means that upper half students who are taught by using Paired Annotation strategy and One Stay Two Stray Strategy would improve their achievement and so does for lower half students. It means that the dependent variable was not affected purely neither by the independent variable nor the moderator variable. Other factors might influence the students' learning results.

This finding is supported by Solomon (2009:73-76) who stated that any level of initial achievement students who used cooperative learning will contribute positively to the learning outcomes either for high or low initial achievement. Similar to the previous opinion, Slavin (1995:38), explained that interaction between the students and learning progress will happen simultenously in developing students' learning

achievement. This is due to both in pairing and grouping, each member has a responsibility being counted individually and group. It means that high and low achievement will support each other to learn together in learning knowledgeable students who start high and low support each other to obtain the best results for their group.

CONCLUSION

There are meaningful advantages of forming students into pairs and groups for instruction. The study showed that both Paired Annotation and One Stay Two Stray strategy are equally powerful in improving students' reading comprehension of narrative text. After analyzing the data, it can be concluded that (1) there is no difference between teaching reading comprehension of narrative text by using Paired Annotation and One Stay Two Stray Strategy, (2) there is no difference between teaching reading comprehension of narrative text by using Paired Annotation and One Stay Two Stray Strategy, for lower half students, (3) there is no difference between teaching reading comprehension of narrative text by using One Stay Two Stray Strategy and Paired Annotation upper half students, and (4) there is no interaction between the use of Paired Annotation and One Stay Two Stray strategy to the students' initial achievement in reading comprehension of narrative text.

SUGGESTION

There is need for more research that examines Paired Annotation and One Stay Two Stray strategy in relation to different materials and text

genres, IQ, motivation, personality and students' emotional. This is especially the case for reading. Compared to other skills, we know very little about the effectiveness of pairing and grouping for reading in terms of the learning outcomes for students of different ability. Research that thoroughly examines all factors above offers a sound basis for evaluating pairing and grouping effects on students' learning achievements.

Note:
This Article was written from the writer's thesis at Pasca Sarjana of Padang State University guided by Prof. Anas Yasin, M.A. and Prof. Hermawati Syarif, M.Hum

REFERENCES

Anderson. 2000. *Text Types*. Cambridge: University Press.

Blatchford, Peter, et al. 2012. *Improving Pupil Work in Classrooms: The Springss Project*. London: University of London Press.

Brophy, Jere. 2000. *Teaching*. Brussels. PCL, Lausanne.

Cooper, J. 1996. Group formation in cooperative learning: What the experts say. *Cooperative Learning and College Teaching*. Retrieved from on 16th November 2011.

Cuseo, Joseph B. 2012. *Igniting Student Involvement, Peer Interaction, and Teamwork: A Taxonomy of Specific Cooperative Learning Structures and Collaborative Learning Strategies.* Retrieved from **Error! Hyperlink reference not valid.** on Thursday, 15th April 2012.

Derewianka, Beverly. 1995. *Enquiring How Texts Work*. Victoria: Australian Print Group.

Falchikov, Nancy and Blythman, Bargo. 2001. *Learning Together: Peer Tutoring in Higher Education.* New York: Routledgefalmer

Jacobs, George M., et al. 1997. *Learning Cooperative Learning Via Cooperative Learning, A sourcebook of Lesson Plans for Teacher Education on Cooperative Learning.* San Clamente: Kagan Cooperative Learning.

Hermionne, Tara. 2000. Both Pair Work and Group Work Have A Place in ESL Classes. *Busy Teacher*. Retrieved from http://busyteacher.org/4265-pair-work-vs-group-work-whats-better-for-the.html from on 21 Mei 2012.

Hills, McGraw. 2003. *Practical English Language Teaching (1st Ed.)*. New York. The McGraw Hill Company

Hwang, Wu-Yuin and Hsu, Guo-Liang. 2011. The Effects of Pre-Reading and Sharing Mechanisms on Learning with the Use of Paired Annotations. *TOJET: The Turkish Online Journal of Educational Technology, Volume 10 Issue 2*, Retrieved from

http://www.tojet.net/articles/v1
0i2/10223.pdf on 11th
November 2011

Irwin, Judith Westphal. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Prentice-Hall, Inc.

Kagan, S. 1992. *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers, Inc.

Maibodi, Ashraf Haji. 2008. Learning English through Short Stories. *Iranian Journal of Language Studies (IJLS), Vol. 2(1)*. Retrieved from http://www.ijls.net/volumes/volume2issue1/hajimeibodi1.pdf on November 16th 2011.

Martine, Linda. 2005. The Advantages and Disadvantages of using Small Group and Pair Work in the Classroom. *Himeji Dokkyo University Foreign Languages Bulletin*. Retrieved from http://www.tht-japan.org/proceedings/2006/martine35-39.pdf on March 03rd 2012.

Matera, Aneta Gorgon. 2008. Advantages and Disadvantages of Pair Work and Group Work. *Portal Edukacyjny*. Retrieved from http://www.tht-japan.org/proceedings/2006/martine35-39.pdf on 27th April 2012.

Mcpherson, Alice. 2012. *Cooperative Learning Group Activities for Collage Courses; A Guide for Instructors.* Kwantlen: Politechnic University Press.

Millis, Barbara J. and Cottell, Jame Rhem. 1998. *Cooperative Learning in Higher Education: Across the Disciplines, Across the Academy*. Virginia: Stylus Publishing.

O'Donnell, Carol Porter. 2004. Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. *English Journal Vol. 93 No. 5*. Retrived from http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Beyond%20the%20Yellow%20Highlighter.pdf on 20 September 2011.

Pellowe, William R. 1996. Modifying Pair Work Activities to Encourage the Use of English and Communication Strategies: An Action Research Project, *ELTED Journal Vol.2 Issue 1*. Retrieved from http://www.elted .net/ issues/volume-2/pellowe.pdf on 21 Mei 2012.

Sert, Olcay. 2005. A Comparative Analysis of Pair-work and Individual Assignments In two ELT Grammar Classes, *Journal of Language and Linguistic Studies Vol.1, No.2,* Retrieved from http://www.jlls.org/Issues/Volume1/No.2/olcaysert.pdf on 21 Mei 2012.

Slavin, Robert E. 1995. Cooperative Learning Theory: Research and Practice. USA: Allyn and Bacon.

Solomon, Sharan. 2009. Handbook of Cooperative Learning. Yogyakarta: Imperium.

Surjosuseno, Tjahjaning Tingastuti. 2011. "The Effects of "One Stays the Rest Stray" and "Lockstep" Techniques on the Enhancement of Students' Reading Achievements". *Abstract Thesis*. Retrieved from http: // balai bahasa.upi.edu/wp-content/uploads/2011/07/10_Tjahyaning_The-Effects-of -one-stray-final.pdf on 11th November 2011.

Taylor and Bleach. 1984 . Reading English Words Aloud: Will it help or will it not?. *TESOL Journal: Volume 4*, December 2011 Published by the Asian EFL Journal Press Asian EFL Journal Press. Retrieved from http://www.tesol-journal.com/PDF/V4_1.pdf on 16th November 2011.

The Assiciation for Educational Communications and Technology. 2001. The Handbook of Research for Educational Communication and Technology. *AECT*. Retrieved from www.aect.org/edtech/ed1/35-35-09.html on 28 Mei 2012.

Ulmer, Jonathan D. and Cramer, Mary McCart. 2005. Why are Those Kids in Groups? *Agric Educ Mag 77 no6 My/Je 2005*. Retrieved on March 03rd, 2012.

Wrench, Jason S., et al. 2009. *Communication, Affect, & Learning in the Classroom*. San Fransisco: Tapestry Press.