The Influence of Group Work toward the Students' Reading Comprehension

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Abstract

The objective of the research is to investigate whether the students who are taught by Group work in reading narrative text have better reading comprehension than those taught by Traditional Teaching strategy. This study implemented to the second grade students of Wahid Hasyim Malang in The Academic Year of 2018/2019. This study was conducted to know the effectiveness of Group work strategy on students' reading comprehension in reading narrative text.

This study used a quantitative research because it involved analysis of numerical data and used statistical analysis. This research was quasi-experimental (pre-test and post-test). The researcher applied this design because the students have been already organized into classes, so they were selected without random assignment. The researcher can only take two different classes. Class VIII A was experimental group that consist 31 students and class VIII B was control group that consist 31 students. Students of experimental group was taught by Group work strategy in reading narrative text and the students of control group were taught by Traditional Teaching. The instrument used in this study is the multiple choices test. The test was divided into pre-test and post-test. The test was used to know the students' reading comprehension toward Group work strategy.

From this research, it can be concluded that the students who are taught by Group work strategy in reading narrative text have better reading comprehension than those taught by Traditional Teaching strategy. It indicates that Group work strategy is more effective than Traditional Teaching strategy in reading narrative text. The hypothesis testing stated that the Group work strategy gave significant effect on students' reading comprehension in reading narrative text at second grade of junior high school students in SMP Wahid Hasyim Malang in The Academic Year of 2018/2019.

Keywords: Group work, reading comprehension, reading, narrative text.

INTRODUCTION

Reading is a basic life skill. It is an important elements in language skill. Reading is the connector for someone to know something important or some knowledges in book and other texts. Reading is the bridge between the reader and the writers' idea. People can read anything that they liked. of course it would make people become more interest. Then, people can read anywhere as long as they feel comfortable.Reading is the process for someone to sketch out the meaning of a text, word by word and connecting the words into sentences or phrases. By reading one can recognize words and word groups.

Based on Nunan (1991: 64), reading is a decoding process of a series in written symbols into their aural. In another hand, Harmer, (1998: 70) stated that reading is an activity of understanding the meaning of words, seeing the words' pictures which are painted, and understanding the argument. The students who master reading are able to determine the text interpret the message of the author, catch many information explicitly and implicitly, no many words, conclude main idea from the text and understand the reference.

Based on the researcher's observation at SMP WAHID HASYIM MALANG, when the researcher gives the students some texts for examining they could not distinguish between the main idea and supporting sentence in reading. As the result, they got difficultiesin identifying the explicit and implicit information of the text, as the example, while teacher asked about "who are the character in the text?", They would answer it by putting long answer whereas the correct one was they needed to put the name who included in the story. Then the student's activities in learning and teaching

process were low, it was proved by fact that the students just listening, writing and doing the teacher's tasks.

The students faced difficulties to understand where the word or the sentence refer to, and they were difficult to find out the implicit and explicit imformation in the text. And more, the students were difficult to take the conclusion from the text.

Those occurred problem that found by reseacher in SMP WAHID HASYIM MALANG influenced by many factors, for example; the less of medium or tool that using in study reading, then the weather little bit hot where the students can not concentrate during the study, or sometimes they feel tired when the schedule of study english put in the last time. So, related to the problem the reseacher try to use Group Work as the other way in teaching and studying reading. This method hoped were able to solve students difficulties in study reading, because students are able to mix and pair with their friends and then share the difficulties of material or subject that they found during learning process.

Group Work in this research is compared with the traditional Teaching as the second approach for knowing that are there any effects Group Work both approaches have the different uniqueness that make them interesting. **Group Work** here makes the students more productive and creative in working the assignments together, and teacher easy to control the students in solving the problem.

And **Traditional Teaching**, is a monotonous way, it makes a bit interaction between teacher and students, because it makes little chance for students in giving questions and arguments to teacher. This is lecturer model teaching, in other words the

teacher may speak alone in classroom. In this approach the teacher easy to control the students, because the class is silent during classing process.

METHOD

This research used quasi experimental research design. The researcher had access to arrange two classes; one as experimental and control group. Here, Group Work is treated for experimental group and Traditional Teaching in control group. Both experimental and control group were given pre-test and post-test. The pre-test in this study was used for determining how to analyze post-test after treatment. Pre-test from both groups were compared, to see a significant mean difference level of the two groups. If P> .05, the post-test from the two groups after treatment will be analyzed using a t-test for independent samples, but if P <.05, then the post-test will be analyzed by ANCOVA.

In this study, the researcher taught reading narrative text to the experimental group by using Group Work strategy meanwhile in other group, control group, the researcher taught reading narrative text by using traditional teaching strategy. Then, posttest was administered to determine the significant of the treatments.

FINDING AND DISCUSSION

Statistical Finding

Based on the data, the researcher that the mean of experimental group in post test is 71.61 and mean of control group is 65.93. Standard Deviation for post-test of experimental group is 5.71 and Standard deviation of control group is 7.12. The standard error mean of experimental group is 1.026 and the standard error mean of control group is 1.280.

To know the effect of group work strategy toward students' reading comprehension in reading narrative text, the hypothesis was tested. to test the hypothesis the researcher determined the level of significant 0.05 and computed the analysis of t-test by using SPSS 20.

The result shows that the computed t-value is 3.461. The mean difference is 5.67742 and standard error difference is 1.64062. Level of significant two tailed was .001 which is lower than .05 (two tailed). The result was .001 < .05. It meant that the Post-test result of experimental group and control group were different. It was conducted that the students who are taught by group work strategy in reading narrative text have better comprehend than those taught by Traditional teaching strategy.

Based on finding, it can be concluded that group work is important in improving the students' reading comprehension. Besides, group work was appropriate for all grades and could be successfully used with materials in all content areas.

CONCLUSION AND SUGGESTION

After doing this study, the researcher concludes that the students who are using Group work strategy in reading narrative text have better comprehend than those using Traditional Teaching strategy. It indicates that Group work strategy is more effective than Traditional Teaching strategy in reading narrative text. The hypothesis testing stated that Group work strategy given significant effect on students' reading. It was proved from the computed t-value was higher than t-value in t-table. The result of t-value was 3.461and t-value in t-table was 2.000. So, the students who are taught by

Group work have better comprehension in reading narrative text that those taught by Traditional teaching strategy.

In this study, the researcher gives suggestion for teacher, students, and future research. The teacher must explore themselves, more objective in develop learning strategy that can improve students' understanding. Achievement, and arise the students' motivation especially in reading activity. The student must be more active in learning activities and be more confident to deliver their idea in class discussion. The researcher suggests for the future researcher to conduct the same research that emphasizes in specific aspect of reading comprehension. So that, it can give much contribution to others who are interested to develop learning strategy.

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