

Reading Assignment: Group Work, Impacts on Students' Reading Comprehension

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Abstract

The objective of the research was to know the differences between the ninth grade students of SMPN 1 Rajeg in reading comprehension used group work technique and those used conventional method. The research was conducted to the ninth grade students of SMPN 1 Rajeg which consist of two classes as sample, IX.G as experiment class and IX.J as control class. The IX.G used group work technique in teaching reading comprehension while IX.J used conventional method. The methodology of the research was quasi experimental design and quantitative method. The data of this research were collected by giving the test (pre-test and post-test) to the sample. The collected data were analyzed by using t-test formula. It was used to test hypothesis to know whether there is difference in reading comprehension between the students given group work technique and those given conventional method. The result of the data analysis showed that t_{score} was 4.78 higher than t_{table} 1.99 with 5% of significant level. The data t_{score} was higher than t_{table} ($4.78 > 1.99$). It was mean that H_1 was accepted while H_0 was rejected. It also means that there was significance of students' reading comprehension between students in experiment class who were taught by group work technique and the students in control class who were taught by using conventional method at SMPN 1 Rajeg.

Keyword: Group Work Technique, Reading Comprehension

INTRODUCTION

English is one of the international language that used by most of people in the world to communication. Some people use English as foreign language or second language to communicate in many different kinds of social situation. English has became one of important subject in Indonesian schools. This subject is given from Junior High School up to Senior High School.

In learning English, a learner is expected to master the four basic language skills, such as speaking, listening, reading, and writing. One of the skills in English subject is reading that also has an own passion to make the students really more learn about English, because reading is the most important foreign language skills.

According to McDonough and Shaw (2003, p.89) “Reading is clearly one of the most important; in fact, in many instances around the world people may argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for the own specialist subject but may never have to speak the language; such cases are often referred to as English as a library language”.

Reading always comes along with comprehension. Abidin (2012) states that reading comprehension can also be defined as the process that doing the reader to get information, message, and the meaning contained in reading text. It means reading comprehension is a process to get information from reading text. Comprehension in reading becomes important because it makes the reader have understood what they read and get some information of the text.

Reading is activity to get some information and also can help people to get new knowledge. But, in fact students have low activity to read. As in the researchers’ personal experiences, reading is monotonous activity in the process of learning. For example, when the teacher delivery subject there is no response from students and the material is not interesting to read. That is why the students are passive and bored to do that. To increase the students’ reading activity, the teacher should use the appropriate technique in order to attract their interest. One of the appropriate techniques is group work assignment.

From the study of Meng (2010) “Group work is a cooperative activity: four students, perhaps with a topic, are doing a role-play or solving a problem. In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement”. It means group work is a cooperative activity in language teaching to make students active in discussion to giving them opinion.

The strength of group work techniques with other techniques is by using group work students’ language skills will be more honed, because students are given a freer space. The students also feel comfortable when they interact with other students, and can improve students’ learning motivation. With a sense of comfort when they learn automatically will affect their learning motivation. In addition to improving motivation, students also have a sense of responsibility because when they express an opinion then the student must be able to maintain that opinion.

Based on the curriculum of junior high school which recommended by the government, there are many categories of text type which have to be mastered by the students at junior high school. One of the texts is procedure text. Wardiman, Jahur and Djusma (2008) states “Procedure text is a text that gives some clues of how to do something through a series of actions” (p.134).

The researchers considered that group work assignment can be alternative technique for students when doing reading comprehension in achieving their academic success later. The researcher took a quasi-experimental research design to get the evidence about whether group work can effect students’ reading comprehension of procedure text.

Based on the background above, the researchers would identify the problem by following question “Is there any significant effect of using reading assignment: group work in teaching reading comprehension?”

RESEARCH METHOD

This research was quantitative research by using quasi experiment design where there are experiment and control group. The design of the research is call non-equivalent controlled design. Riadi (2014, p.14) show the design of the research nonequivalent as follow:

Table 1. Nonequivalent control group

Group	Pre-test	Treatment	Post-test
Experiment	Ye	X	Y''e
Control	Yk	-	Y''k

- Ye : Pre-test given in experimental class.
Yk : Pre-test given in control class
X : Technique learning using group work technique.
Y''e : Post-test given in experimental class
Y''k : Post-test given in control class

Based on the table above, the researchers gave a pre-test and post-test in the both classes. In the first meeting, they gave reading comprehension test to the students, it called pre-test. After teaching and learning reading comprehension group work technique, they gave test reading of procedure text for students, it called post-test. To saw the influence of this technique to the student reading comprehension achievement, the researchers compared students' post-test score in control class and experimental class to saw weather there are students obtained score before and after the treatment.

RESULTS AND DISCUSSION

The researchers analyzed the data after finishing field research about The Effect of Reading Assignment: Group Work on the Ninth Grade Student's Reading Comprehension at SMPN 1 Rajeg. This research was conducted in two classes there are class IX.G consist of 41 students as an experiment class with group work technique in teaching reading comprehension and class IX.J consist of 43 students as a control class in teaching reading comprehension without group work technique.

The researchers obtained the result of the students' score experiment and control class. The researchers held field research to observe the teaching- learning process and they got the data from pre-test and post-test. The pre-test was given before the lesson began and the post-test was given after treatment.

In this chapter the researchers compare the achievement of pre-test and post-test, to know whether using group work technique or not in reading comprehension of procedure text. The score will be calculated and analyzed.

Firstly, the researchers showed the students score from both experiment and control class.

Table 2. The students' scores of Experimental Class

N0	PRETEST	POSTTEST
1	40	55
2	55	70
3	75	95
4	65	80
5	70	85
6	45	65
7	45	65
8	60	75
9	55	75
10	70	85
11	55	75
12	75	95
13	45	60
14	55	75
15	50	65
16	50	65
17	55	75
18	55	75
19	55	75
20	60	80
21	60	80
22	60	80
23	65	85
24	70	85
25	60	80
26	55	75
27	60	80
28	55	70
29	55	75
30	35	55
31	60	80
32	70	90
33	60	75
34	75	95
35	55	70
36	50	70
37	40	55
38	50	65
39	75	90

40	50	70
41	50	70
TOTAL	2345	3085

Based on the result of comparison between the score of pre-test and post-test in experiment class, it can be identified the pre-test that the highest score was 75 and the lowest score was 35 and from post-test the highest score was 95 and the lowest score was 55.

The score of students' reading comprehension in pre-test was obtained through testing in the form of multiple choices. From the data of students' reading comprehension of the experiment class obtained score range from 35 to 75, the average score is 57.1, median is 57.1, mode is 56.3, standard deviation is 9.83, and variant is 96.63.

And the score of students' reading comprehension in post-test was obtained through testing in the form of multiple choices. From the data of students' reading comprehension of the experiment class obtained score range from 55 to 95, the average score is 75.5, median is 75.8, mode is 75.8, standard deviation is 10.26, and variant is 105.27.

Table 3. The students' scores of Control Class

NO	PRETEST	POSTTEST
1	55	65
2	50	60
3	40	50
4	70	75
5	60	70
6	55	65
7	55	65
8	60	70
9	40	45
10	55	65
11	45	50
12	75	85
13	75	85
14	50	55
15	60	70
16	75	80
17	70	75
18	55	60
19	55	60
20	45	50

21	60	70
22	60	70
23	45	50
24	55	65
25	55	65
26	50	60
27	50	60
28	60	70
29	60	65
30	50	60
31	55	65
32	40	45
33	70	80
34	55	65
35	55	65
36	70	75
37	60	70
38	55	65
39	60	70
40	30	40
41	35	45
42	55	65
43	65	75
TOTAL	2395	2760

Based on the result of comparison between the score of pretest and posttest in control class, it can be identified the pretest that the highest score was 75 and the lowest score was 30 and from posttest the highest score was 85 and the lowest score was 45.

The score of students' reading comprehension in pre-test was obtained through testing in the form of multiple choices. From the data of students' reading comprehension of the control class obtained score range from 30 to 75, the average score is 55.3, median is 55.1, mode is 54.4, standard deviation is 10.27, and variant is 105.47.

The score of students' reading comprehension was obtained through testing in the form of multiple choices. From the data of students' reading comprehension of the control class obtained score range from 40 to 85, the average score is 63.8, median is 64.29, mode is 64.4, standard deviation is 11.14, and variant is 124.1.

In analyzing the data, the researchers use normality test and homogeneity test and the researcher use comparative technique where the researcher compares the experiment and control class. This technique is useful to prove statistically whether any significant difference between the two variables, there are teaching reading

comprehension of procedure text using group work technique and using conventional method.

In normality test, the researchers used Chi-square (X^2), it was aim to know whether distribution normal or not. The formulation of Chi-square (X^2)

$X^2_{count} < X^2_{table}$ sample distribution normal

$X^2_{count} > X^2_{table}$ sample distribution not normal

From the normality test of pre-test of both classes, the result of normality test of pre-test can be looked at the table below:

Table 3. Normality Test of Pre-test

Class	N	X^2_{count}	X^2_{table}	Criteria	Conclusion
Experiment	41	3.2699	12.592	$X^2_{count} < X^2_{table}$	Normal
Control	43	1.747	12.592	$X^2_{count} < X^2_{table}$	Normal

From the table Chi-square for $\alpha = 0.05$ and $dk = 7 - 1 = 6$, it was obtained $X^2_{table} = 12.592$. The pre-test data of experiment class is normal, because $X^2_{count} < X^2_{table}$ ($3.2699 < 12.592$). And for the pre-test data of control class also normal, because $X^2_{count} < X^2_{table}$ ($1.7470 < 12.592$).

Table 4. Normality Test of Post-test

Class	N	X^2_{count}	X^2_{table}	Criteria	Conclusion
Experiment	41	3.6664	12.592	$X^2_{count} < X^2_{table}$	Normal
Control	43	3.1685	12.592	$X^2_{count} < X^2_{table}$	Normal

From the table Chi-square for $\alpha = 0.05$ and $dk = 7 - 1 = 6$, it was obtained $X^2_{table} = 12.592$. The post-test data of experiment class is normal, because $X^2_{count} < X^2_{table}$ ($3.6664 < 12.592$). And for the post-test data of control class also normal, because $X^2_{count} < X^2_{table}$ ($3.1685 < 12.592$).

Based on the result of pre-test, the variant of the homogeneity test for testing the data which obtained from is homogenous or not. The computations of homogeneity use the Fisher formula. The complete of this test can be seen as follow:

Table 5. Homogeneity Test of Pre-test

Class	$\sum (x_i - \bar{x})^2$	$\sum x_i$	$\sum x_i^2$	$\sum x_i^3$	F_{count}	F_{table}	Result
Experiment	4002.44	1	6.63	0	.08	.69	Homogeneity
Control	4529.07	3	105.47	41	1.08	1.69	Homogeneity

From the data above, the researcher found that value F_{count} is 1.08 and the value of F_{table} is 1.69 It means $F_{count} < F_{table}$ ($1.08 < 1.69$). It can be describe that value of F_{count} is smaller than F_{table} . Then, it can be assumed H_0 is accepted and then both of group are homogeneity.

Table 6. Homogeneity Test of Post-test

Class	$(x-x)^2$	N	S ²	DK	F_{count}	F_{table}	
Experiment	4297.5616	41	105.27	40	1.06	1.69	H
Control	4796.5123	43	124.1	41	1.06	1.69	H

From the data above, the researcher found that value F_{count} is 1.06 and the value of F_{table} is 1.69 It means $F_{count} < F_{table}$ ($1.06 < 1.69$). It can be describe that value of F_{count} is smaller than F_{table} . Then, it can be assumed H_0 is accepted and then both of group are homogeneity.

The hypothesis test purposed to know the effect of reading comprehension of procedure text can be accepted or cannot be accepted based on the data of reading comprehension procedure text outcome from the post-test experiment class and control class in ninth grade students of SMPN 1 Rajeg as the subject of the research.

Based on data analysis pre-test, the data is normal and homogenous with the sample $n_1 = n_2$, so to the test hypothesis using t-test polled variance.

In the test on pre-test class, the hypothesis is as follows:

$H_0 =$ There is no difference in learning reading comprehension of procedure text between the control class and experiment class.

$H_1 =$ There is difference in learning reading comprehension of procedure text between the control class and experiment class.

By using a significance level of 5%, then the test criteria are:

$t_{count} < t_{table}$ so, there is no difference in learning reading comprehension of procedure text between the control class and experiment class.

$t_{count} > t_{table}$ so, there is difference in learning reading comprehension of procedure text between the control class and experiment class.

From the calculation be found the following data as follows:

Table 7. Hypothesis Test of Pre-test

Class	N	X	S	S ²	T_{count}	T_{table}
Experiment	41	57.20	10.38	100.061	0.67	1.99
Control	43	55.70	10.00	107.835		

Based on the table above it is shown that the t_{count} is smaller than t_{table} ($0.67 < 1.99$). So, H_0 is accepted and H_1 is rejected. It means there is no difference in learning reading comprehension of procedure text between the control class and experiment class before giving a treatment using group work technique.

Based on data analysis post-test, the data is normal and homogenous with the sample $n_1 = n_2$, so to the test hypothesis using t-test polled variance.

In the t-test on pre-test class, the hypothesis is as follows:

H_0 = There is no significant effect between the students who learning reading comprehension of procedure text through group work technique with the students are using conventional method.

H_1 = There is significant effect between the students who learning reading comprehension of procedure text through group work technique with the students are using conventional method.

By using a significance level of 5%, then the test criteria are:

$t_{count} < t_{table}$ so, there is no significant effect between the students who learning reading comprehension of procedure text through group work technique with the students are using conventional method.

$t_{count} > t_{table}$ so, there is significant effect between the students who learning reading comprehension of procedure text through group work technique with the students are using conventional method. From the calculation be found the following data as follows:

Table. 8. Hypothesis Test of Post-test

Class	N	X	S	S ²	T _{count}	T _{tabl}
Experiment	41	75.24	10.37	107.44	4.78	1.99
Control	43	64.19	10.69	114.20		

Based on the table above it is shown that the t_{count} is bigger than t_{table} (4.78 > 1.99). So, H_0 is rejected and H_1 is accepted. It means there is significant effect between the students who learning reading comprehension of procedure text through group work technique with the students are using conventional method.

The result of per-test and post-test above shows that the value of pre-test there was no difference in student learning outcomes significantly between the experiment class and control class. Where the average values obtained experiment class is 57.1 while the average of the control class is 55.3. Then the experiment class students' ninth grade increase after treated. From the analysis of post-test have shown that there are differences in the average value of significant post-test between the experiment class and control class, where the average of the experiment class was 75.5 while the average of the control class was 63.8. The average difference caused by the experiment class was given lesson by using group work technique while in control class was given lesson by using conventional method.

The t-test count been found and the result is 0.67 for the pre-test, and the t_{table} is 1.99 The post-test count is 4.78 and t_{table} is 1.99 So, in order to find the answer that the research is significant or not, the t-test count is compared with the t-table value. The result of statistic calculation of pre-test indicates that $t_{count} < t_{table}$ (0.67 < 1.99). The result of statistic calculation of post-test indicates that $t_{count} > t_{table}$ (4.78 > 1.99) is significant. It can be concluded that H_0 is rejected and H_1 is accepted. It means that the students were taught reading comprehension of procedure text using group work technique is more effective to use.

The result above is also supported by theory of Meng (2010) group work is a cooperative activity: four students, perhaps with a topic, are doing a role-play or solving a problem. In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement. It means group work technique can improve students' reading

comprehension and make students more active to express their idea and giving them opinion to solve the problem. Teaching reading comprehension of procedure text using group work technique in experiment class get better score than control class.

In this research, the researchers used group work technique to teach reading comprehension. Group work technique was effective to improve students' reading comprehension and the students to be more interested in learning English.

Based on the explanation above, the researchers concluded that there is significant effect using group work technique in teaching reading comprehension at SMPN 1 Rajeg.

CONCLUSION

Based on the research finding, it could be concluded that the use of Group work technique as a technique in teaching reading comprehension was effective. It was proved by the obtained score of t-test. The t-test showed that t_{count} 4.78 was higher than t_{table} 1.99. It means that H_1 was accepted and H_0 was rejected. Therefore, the t_{count} was higher than the t_{table} , there was any significance difference in the achievement between students in class IX.G who were taught reading comprehension using group work technique and students in class IX.J who were taught reading comprehension without using group work technique. The average score of experiment class was 75.5 and the average score of control class was 63.8. It means that the experiment class was better than the control class.

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