IMPROVING STUDENTS’ READING SKILL USING GROUP WORK TECHNIQUE.

(A Classroom Action Research at Eight Grade Students’ of SMP N 3 Mojolaban in 2015 / 2016 Academic Years)

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ABSTRACT

The aims of the study are: (1) to know the use of Group Work Technique improve student’s reading skill at eighth E grade students of SMP N 3 Mojolaban in 2015/2016 academic year. (2) to find out that Group Work Technique can be useful for the student’s reading skill at eighth E grade students of SMP N 3 Mojolaban in 2015/2016 academic year.

The researcher used Classroom Action Research. This research was conducted to eight grade students of SMP N 3 Mojolaban from February 2016 until April 2016. The subject of the research was the eighth grade students which consisted of 31 students. The researcher took two cycles. In cycle 1 and cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and test (pre-test and post-test). And in the analyzing the data, the researcher used quantitative and qualitative data.

Based on the result of the study, there were some improvements in the students’ reading skill. The students’ mean score of Pre-test was 51,81, it improved to 64,65 in cycle one and improved to 78,77, in cycle two.

In teaching and learning English, especially Reading skill, the teacher should choose a good technique in teaching and learning English. It is necessary to create students motivation and attention during teaching and learning English, so the students could be got more score in English lesson. Group Work Technique is a good technique to improve students’ reading skill.

Keywords: Reading Skill, Group Work Technique, Classroom Action Research.
1. Introduction

Language was an intimate part of social identity. The status of a language in a society, whether native or second language further shapes the social climate for language study. People used language to communicate with the other people. Language also as communicate with each other to exchange the ideas or information. One of language which was used to communicate is English. There were speaking, reading, writing and listening. Reading was one important part in learning English.

Reading is a process of getting information from written words. Reading is not a simply process of getting the meaning of the printed speech. It involved skills of the visual recognition of word. Reading was the process of receiving and interpreting information encoded in language form via the medium of print (Urquhart & Weir (in Grabe, 2009: 14). Through reading teaching and learning could develop the students’ competence in understanding and receiving English accurately and quickly.

Working together in groups also gave students the opportunity to learn from and teach each other. Group Work could save some preparation time. Although preparing for effective Group Work did take some planning, it was less time consuming than preparing a lecture. It was not difficult to incorporate group activities into lesson plan, but there were some general rules of thumb about structuring Group Work, so that it had useful outcomes for students. Group Work is when children work together on group task, they often provide information, prompts, reminders and encouragement to other’s requests for help or perceived need for help (Gillies and Ashman (2003:11)

There were some procedures of Group Work Technique: (1) Encouraging and supporting others especially weaker members, (2) Holding the group together in difficult moments, (3) Questioning others to invite participation, (4) Expressing doubt in a way which invites others to comment, (5) Trying to express a half formulated idea in a way which encourages others
to join, (6) Summarizing progress in a tentative way and slowing the pace to make the group more reflective or spending it up to test more ideas. (Biott (in Galton and Williamson 1992: 26)

Based on the explanation above, the researcher wanted to conduct an action research entitled “IMPROVING STUDENTS’ READING SKILL USING GROUP WORK TECHNIQUE” (A Classroom Action Research at Eighth Grade Students of SMP N 3 Mojolaban 2015/2016 Academic Year)

Based on the background above, the researcher formulates the problem as follows : (1) Could the used of Group Work improve students reading skill at eighth E grade students of SMP N 3 Mojolaban in 2015/2016 Academic Year?. (2) How far could Group Work be useful for eighth E grade students of SMP N 3 Mojolaban in 2015/2016 Academic Year?

2. Research Methodology

Action Research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practice and the situation in which these practices were carried out. (Kemmis and Mc Taggart ( in Cohen et,al,2000: 227). The approach was only action research it was collaborative, through the critically examined action of individual group members.

Based on Kemmis and Mc Taggart (in Hopkins, 1993: 43) the procedure of each step could be explained as follows:

1. Identifying Problem and Planning

The activities in this step were:

a. Conducting pre observation toward the teaching and learning taught by English teacher.

b. Preparing materials, making lesson plan, and designing the step in doing the action.
c. Preparing list of students name and scoring.
d. Preparing the media as teaching aids.
e. Preparing test, consist of pre-test and post-test.

2. Implementing the Action

The Implementation of plans, in general, the steps are as follows:

a. Giving pre-test.
b. Reviewing the last lesson.
c. Teaching reading using Group Work Technique.
d. Giving post-test.

3. Observing

Observation is one of technique to collecting the data. The researcher observes the students when teaching and learning activities. The result of observation is discussion as the data.

4. Reflecting

The result of observation is analyzed. After the data observation step, it discusses on the observation sheets, and the researcher evaluates the teaching learning process. The researcher makes an evaluation after all to find the weaknesses of the activities that have been carried out in improving students’ reading skill using Group Work Technique.

5. Revising the Plan

Based on the weaknesses of the activities that have to carry out in improving students' reading skill by using Group Work Technique, the researcher will revise the plan for the next cycle.

In this Classroom Action Research, the techniques of collecting the data were test and non-test. They were:

1. Test

Test is a method of measuring a person’s ability, knowledge or performance in given domain (Brown (2007:53). In this research, the
researcher would use pre-test and post-test. Pre-test would be used to know
the abilities of the students before they get action. And post-test would be
used to measure the improving of the student’s ability after they get action. In
this research the researcher used multiple choices as the type of the Pre-test
and Post-test in measuring the student’s reading skill.

2. Non-Test
   a. Observation

   Observation is a main stay of Action Research. Most of researcher has
first come across classroom observation. “Observation is put, namely to
establish objective and concerning what goes on in most classroom, or in a
range of classroom.” (Wallace (1998: 104). Here, observation gave the
attention directly in something with eyes. In this research, the researcher
observed activities of teacher and students during teaching and learning
process in the class. The researcher also collected the data or some
information.

   b. Interview

   Interview that are not of used survey type, on the other hand, can be quite
free-wheeling and open-ended so the term interview can cover quite a wide
range of interaction from something like a spoken questionnaire at the one and
of the scale to something very like a conversation between professionals at the
others (Wallace (1998: 126). Here, interview was seeking information from
the other person. It meant that the researcher used the interview to know
condition or situation from the teacher and students about English teaching
and learning process. The interview was held at the beginning and the end of
the research.

   c. Documents

   Examining documents could help researchers to complement other.
Documentation was the objects which we attend to get information and the
object were paper, place and sheets or people. The researcher recorded all of
activities in class during teaching and learning process using photos students’
activities.

The researcher used two kinds of technique of analyzing. They are
qualitative and quantitative:

1. Quantitative data analysis

In analyzing the data, the researcher used the pre-test and post-test. The
mean of the pre-test could be calculated with the formula as follows:

\[ x = \frac{1}{N} \sum_{i=1}^{N} x_i = \frac{1}{N} \sum_{i=1}^{N} y_i \]

In which:

\( X \) = means of pre-test

\( Y \) = means of post-test

\( N \) = the number of sample

The t-value could be calculated with the formula as follows:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N - 1)}}} \]

Where:

\( T \) = the t-value for non-independent means

\( D \) = the difference between the paired score

\( \bar{D} \) = the means of the differences

\( \sum D^2 \) = the sum of the squared differences score

\( D \) = the number of pair

(Ary; Jacob; and Razaviech. 1979: 162)
2. Qualitative data analysis

In this research the researcher used qualitative data analysis. The researcher used interactive model of data analysis. Miles and Huberman (1994: 33) described the interactive model data analysis, they are:

a. Data Collection

Data collection is all the data that is collected during the research, such as: the data about the school situation, the data about the students’ ability, the data about the teacher especially the English teacher, etc.

b. Data Reduction

“Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions” (Miles and Huberman (1984: 33). So in this step, the researcher collected the data and the data reduction / transforming process continues after fieldwork, until a final is complete.

c. Data Display

Data display is the second element or level in Miles and Huberman's (1994: 33) model of qualitative data analysis. This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action-based on that understanding.

d. Conclusion Drawing and Verification

From the beginning of data collection, the classroom research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows and prepositions. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or to verify these emergent conclusions. This step was very important to be done in order to get good research conclusion.
3. Result of Study and Discussion

a. Result of the Research

In this Classroom Action Research, there were 2 cycles that used by the researcher. They were: cycle 1 and cycle 2. Every cycle consisted of 2 meeting. The researcher did the action of the research to improve the students’ reading skill in recount text by using Group Work Technique. The researcher collaborated with the English teacher at SMP N 3 Mojolaban. The aims of the research were, to improve students’ reading skill using Group Work Technique in the eighth grade students’ at SMP N 3 Mojolaban in the academic year of 2015/2016; and to find out Group Work Technique could be useful for the student’s in teaching and learning process of reading skill at SMP N 3 Mojolaban. Before the researcher started the implementation of Group Work Technique, the researcher did the observation which included class observation,
interview, document analysis, field notes, and pre – test. Firstly, the researcher interviewed the students’ during teaching and learning process.

b. Discussion

Group Work Technique was the best strategy to help the students in teaching and learning reading skill. The Group Work Technique made the students' were more interested, in the students’ were more actively to discuss with the other friends. And the technique could be more fun change the atmosphere in teaching and learning reading process to be more fun. The researcher used reading skill in recount text by using Group Work Technique. By using this technique, the students’ reading skill could be improved significantly.

<table>
<thead>
<tr>
<th>The mean of pre-test</th>
<th>The mean of post-test 1</th>
<th>The mean of post-test 2</th>
<th>T-value of post-test 1</th>
<th>T-value of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>51,81</td>
<td>64,65</td>
<td>78,77</td>
<td>11,44</td>
<td>14,29</td>
</tr>
</tbody>
</table>

Table 1.5 The Result of the research

The improvement meant score of pre-test, post-test 1 and post-test 2. The mean score of pre-test was 51, 81, the mean score of post-test 1 was 64, 65, and then the mean score of post-test 2 was 78, 77. Based on the result of the analyzing used t-test, the result of test between pre-test and post-test 1 was 1, 28. And the result of pre-test and post-test in cycle 1 was compared with db = (n-1) = (31-1) = 30. The t table in significance 5% = 2,030. It could be concluded that t₀ < t table was significance 5% (1, 28 < 2,030). Then the result of analyzing used t-test between post-test 1 and post-test 2 was 4,91 and the result of post-test 1 and post-test 2 was compared with db = (n-1) = (31-1) = 30. The t table was significance 5% = 2,030. It could be concluded that t₀ > t table was significance 5%
%( 4, 91> 2,030). It means that there was significance from teaching and learning reading skill using Group Work Technique.

4. Conclusion

Based on the research of teaching and learning English Reading using Group Work Technique in recount text to the eighth grade students, especially 8E at SMP N 3 Mojolaban, the used of Group Work Technique to teach English could improve students’ reading skill. They looked enjoy and happy when discussing the text. With the Group Work Technique, the students made a group in pairs when they did some assignments. Then they could disscuss about assignment together. The improvement of the students’ reading skill was reflected from the increasing score. The improvement of students’ reading skill were : (1) finding the main idea, (2) finding references, (3) finding detail information and (4) finding the antonym and synonym in the text. The improvements of students’ reading skill was showed by the increasing of student’s mean score through pre-test, post-test 1 and post-test 2. The score of pre-test was 51.81 while the score of post-test was 64.65, in cycle 1, and the score of post-test was 78.77 in cycle 2. The mean score of post-test 2 was higher than the KKM (*Kriteria Ketuntasan Minimum*) that is 76. So the results of the research showed that Group Work Technique could improve students’ reading skill of VIIIE grade students at SMP N 3 Mojolaban in academic years 2015/2016.
REFERENCES

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