



The Description of Teaching Reading Comprehension through Group Work and the Students' Achievement at Eighth Grade of SMP Negeri 2 Gido in 2022/2023

Trisman Lumbu¹, Adieli Laoli², Yasminar A. Tel³, Elwin P. Zebua⁴

¹Email: trismanlumbu3@gmail.com

²Email: adielilaoli@gmail.com

³Email: yannaqueencer@gmail.com

⁴Email: elwinpiarawanzeb@gmail.com

¹²³⁴Universitas Nias

Corresponding Author: trismanlumbu3@gmail.com

Receive: 19/01/2024

Accepted: 28/02/2024

Published: 01/03/2024

Abstract

Reading is one of the basic communicative skills to get information in the text. Reading comprehension is established to understand the meaning of the words, sentences, and paragraph sense relationship among ideas as it is. Teaching reading comprehension is a learning process that teaches students to understand a text more easily. In this learning process, the teacher gives instructions to students to form groups. Each group consists of four to five students. Students achievements in teaching reading comprehension are based on the structure of the text determined by the students. Therefore, the objectives of this research were to describe and to find out how the teacher teaching reading comprehension through Group work and Students' Achievement at the eighth grade of SMP Negeri 2 Gido in 2022/2023. The method used in this research was descriptive qualitative. Data were obtained from observation checklist which were analyzed using the group work by the teacher and from interviews every student in classroom at the eighth grade students. After carrying out the analysis, it shows that the students' results in group work show that students are able to work together to understand the reading text, share the knowledge they each gain with their group friends. So they need the good method to encourage them to study effectively. And then the student achievement in teaching reading comprehension is that students are able to analyze the social function of the text and students are able to determine the structure of the text.

Keyword: Teaching Reading Comprehension, Group Work, Students' Achievement

Introduction

Reading is one of the most common and compulsory activities that students and teachers have to do all the time. They are required to read various types of text with different purposes dealing with their assignment and other academic tasks. Reading is one of the most important skills

that need to be comprehended well. As it can be seen now, the more modern technology world has, the more use of international language is needed. The use of English keeps increasing, so does the reading skill. Reading holds an important role as it is furthermore by reading students will enlarge their vocabulary directly. It will be so much

easier for everyone who has a good skill in reading, since they are able to understand the development of knowledge, science, and technology.

The purpose of reading depends on the purpose of each readers. For students, the purpose of reading can be for pleasure, for information and for understanding. To reach the purpose of reading, students must be study hard and the teacher should be use the appropriate method or technique in learning activities. Reading comprehension necessary be taught with seriously since children in beginning level of education. Basically, teaching reading in school is to give student's knowledge and ability in order to mastery and comprehension of literature content.

However in the reality, many students could not be able to reach the following purpose above. Based on the researcher pre-research findings, it was found that students eighth grade in SMP Negeri 2 Gido have many reading problems. First, students did lack of vocabulary which made them difficult to understand the text. The second, the students were not able to infer the content of reading text. The third, the students did not able to find the main idea from their reading text. And then, the teachers method did still not overcome the students problem.

In teaching English, especially in teaching reading comprehension to the students, a strategy is needed to replace the old method or technique that is taught with a little talk about the English language text, and the students were given the task to translate the text which most students find it difficult to understand the meaning of the text. One of the strategies is used by the teacher in teaching reading comprehension through group work. And two of strategies is used by teacher in teaching reading comprehension through students achievement.

According to Homby (1994:93 in Sundari (2015:5) achievement is a thing done successfully, especially with afford and skill. Therefore it can be concluded that the

achievement is successful in teaching particular goal, status and standard, especially by effort, skill, courage. Learning achievement has success for their aspect in reading. The students hopefully are able to get the good score in reading comprehension in the text.

Based on the problem above, the researcher would like to do the research on the group work is used by *a teacher* to teach *students especially* in teaching reading comprehension so that the level of students' achievement in reading skills can be better. Strategy in teaching has a very important role in the learning process and group work and students achievement strategy that is expected to make students able to master reading. So, students' problems in reading skills can be solved.

The method of the research is descriptive research. Descriptive research is about describing how reality is. According to Gall, Gall, & Borg (2007) in Nassaji (2016:129) that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. A lot of descriptive research is trying to describe reality according to a systematic approach rigorously followed. Usually it is based on theoretical considerations and is dependent on the objective of the study as well. The descriptive qualitative research is a research tends to describe a phenomenon of human experiences in natural setting. Therefore, observations and interviews will be conducted to collect qualitative data from the participants in SMP Negeri 2 Gido.

Research Method

The approach used by the researcher to conduct the research is using inductive approach with the aim of finding the meaning that originate the facts with an approach to make observation, recording all facts holistically scientific with the observed problem. The qualitative research approach, we have selected the five research approaches proposed by Creswell and Poth

(2018): narrative, phenomenology, grounded theory, ethnography, and case study. Identifying a research approach in qualitative research is critical for presenting a qualitative research paper, thesis, or dissertation as a sophisticated and structured study, which is mostly admired by the reviewers or supervisors. Creswell (2009) in Ngatmini & Yumrohtun (2021) state, “descriptive qualitative research is exploring and understanding the meaning of individuals or groups ascribe to the social or human problem.” If you are still in doubt regarding the necessity of research approaches, we are describing two scenarios (adopted from Creswell & Poth, 2018) for your understanding.

1. First scenario: There is a researcher who does not adopt a specific approach to qualitative research he or she is using. However, the study can be simple and might be limited to data collection using face-to-face interviews. He or she might have presented the data by thematic analysis; however, the analysis is not systematic or organised, and those themes are not presented chronologically.
2. Second scenario: A researcher has selected a specific approach to qualitative research, for example, phenomenological research approach. In this regard, in the method section of the study, he or she has provided a detailed explanation of the meaning of such an approach, how it informs, the procedure, and why it is being used. As a result, the results from this study are clear, chronological, and specific.

The location of the research was in SMP Negeri 2 Gido. It is located in Somi village, Gido Subdistrict. The researchers have conducted the research at the eighth grade of SMP Negeri 2 Gido as the subject of the research that consisted of one class especially at VIII-A class. The students at

the eighth grade of SMP Negeri 2 Gido consisted of 29 students.

The researchers did the research by the agreement of the headmaster of SMP Negeri 2 Gido. The subject of the research is the students at the eighth grade of SMP Negeri 2 Gido (VIII-A) which consisted of 29 students. The researchers chose this class because the students had difficulty in reading comprehension. During conducting the research, the researchers were helped by the English teacher of SMP Negeri 2 Gido. The English teacher was as the teacher-collaborator of the students’ and the researchers’ activity. The researchers got help from the English teacher in order to observe the researchers’ and students’ activities during teaching-learning process in the classroom.

The instrument of collecting is the researcher herself and the reading textbooks. Because, in the qualitative research the primary instrument is the researcher (Ary, et al: 2010) and then the researcher use some instruments like book that be reference and journal, all of those instruments the researcher will give her explanation and description about the phenomena. The researcher to used of research in teaching reading comprehension for students in the collecting data. The first observation is a techniques that can used for qualitative research, the researchers used observation to record all the activities in class to provide real and valid data. in addition, it will used to avoid bias in collecting the data so that the data cannot be manipulated, observation of this research are used to get natural data that occur in learning process. The second interview is used to know more about teaching reading comprehending on the text through group work as well as to contribute answer from questionnaires, interview provides an opportunity for the researchers to know the reading comprehension of students in the way of think of respondents and ask investigations questions to explore ideas in this study.

Result and Discussion

In teaching reading comprehension there are some techniques that can be applied to achieve the aims of the reading. One of them is to recognize theories of reading which enable students to comprehend their reading fully. The competence of theories of reading perhaps will help students to find out the main idea of the text, to understand the hidden messages, and to retell the story in their own sentence. Based on the writer's experience in teaching practice, most of the students had problem in reading comprehension because it is very complex process. The students had difficulties to comprehend the text and it caused them lazy to read, therefore they had low scores on the text questions.

Reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

a. The Teaching Reading Comprehension through Group Work

Regarding the theory from Gay and Airasian (2000:11) "Descriptive research used to describe, investigate, and study cause effect. Descriptive research is the research involving collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists". In this research, the researcher was analyzing the observation sheet which was filled in by the researcher when conducting direct observations of the English teacher. Data were collected by researchers using an instrument in the form of observation sheets. Observations made by the researcher were unobtrusive observations. Driscoll (2011:160) says that in unobtrusive observation, we do not interact with participant but rather simply record their behavior.

Based on the results found by the researcher from the observation activities that have been carried out on English teachers at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023. Group work is observed as an essential issue that provides comprehensible input. A foreign language learner who says "I can read words but I don't know what they mean" is not, therefore, reading, in this sense. It is merely decoding the written symbols. Here comprehensible input stands for that input which they can understand. Text comprehension involves the construction of an integrated and coherent representation of a text's meaning. Therefore, we might predict a relation between a reader's ability to comprehend text and their ability to produce a structurally coherent narrative. The researcher explained that for teaching reading comprehension through group work it could be applied to students in class VIII-A. By the observations of researchers in the classroom, there is enthusiasm for students to read because each of them works together to share opinions.

Whereas based on the data about the students' responses to the interview aimed to know the things that affect ability in students' problem in reading comprehension, there were different answers from the students. The answers from each student in the interviews indicated that all students in class VIII-A liked and were interested in teaching reading comprehension through group work. According to them, by working in groups we can collaborate with groups on what we still don't understand and we are active in communicating with the group, sharing the knowledge we get and motivating each other.

From the data findings above, researchers can say that students like and are interested in reading comprehension when teachers use group work to help them understand the text they are

studying and make it easier for them to study the reading or text.

b. The Students' Achievement in Reading Comprehension through Group Work

According to Samsu Somadayu (2011: 19) in the reading process, readers use several types of understanding, namely literal understanding, interpretative understanding, critical understanding, and creative understanding. According to Dalman (2014: 91-92) that reading with literal comprehension is reading the reading text and understanding the contents of the reading regarding what is mentioned in the text. According to Safi'ie (Samsu Somadayu, 2011: 21) interpretive understanding is understanding what the author means in the reading text. According to Soedarso (Samsu Somadayu, 2011: 23) states that critical reading is a process carried out by readers to understand the content of the reading, understand the facts and be able to interpret what is in the reading material. In other words, in the reading process, readers want to find the main idea, know the facts and be able to make conclusions.

Based on the results that researchers found from the scores for each group that researchers carried out in class VIII of SMP Negeri 2 Gido in 2022/2023. The first group work obtained a reading comprehension level with a score of 65% which could be classified as enough able with the predicate C. The second group work obtained a reading comprehension level with a score of 67% which could be classified as enough able with the predicate C. The third group work obtained a level of understanding reading with a score of 51% can be classified as not enough able with the predicate D. The fourth group work obtained a level of reading comprehension with a score of 76% can be classified as enough able with the predicate C. The work of the Fifth group

obtained a level of reading comprehension with a score above 61% can be classified as not enough able with the predicate D. The work of the Sixth group obtained a reading comprehension level with a score of 69% can be classified as enough able with the predicate C. The work of the Seventh group obtained a level of reading comprehension with a score of 71% can be classified as enough able with the predicate C. The researcher explains that teaching reading comprehension through group work can be applied to students in class VIII-A. According to the researcher's calculation of scores in the class, each group can have enough students to read and understand the text because each of them works together to convey their opinions.

From the data findings above, researchers can say that students' achievements in reading comprehension when teachers use group work in teaching reading comprehension can be shown in the results of the assessment rubric for each group. in the assessment rubric, you can determine the value of each group. Based on the assessment rubric, there are four aspects of assessment in reading comprehension in group work. Firstly, students' ability to understand the content of the text in group work with a maximum score of 30%. Second students' abilities work together to understand and determine the structure of the text in groups with a maximum score of 30%. third is the ability of students to work together to interpret difficult words and verbs used in the text with a maximum score of 20% fourth, the ability of students to read spelling and punctuation rules in the text together in groups with a maximum score of 20%. So from these four aspects of the assessment rubric, the total score is 100%. For the conversion of students' reading comprehension scores in group work from a scale of 0-100% in the following order <-65% based on the

classification of Not Enough score with the predicate D, 65-78% based on the classification of Enough score with the predicate C, 78-89% based on the classification of good score with predicate B, and 89-100% based on the classification of very good score with predicate A.

Conclusion

Composition with research results from checklist observations and interviews, the researcher explained that there were 7 groups formed in the class with 4 students in each group. With the results of the observation checklist for each group in the class, the researcher conveyed the understanding of the students in the group. Then the results of the interview sheets from the fifteen students who were interviewed, most of their answers were the same. They responded that in group work we liked, were interested and we also easily understood the text because we could work together to learn. Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between text and reader. And then the student achievement in teaching reading comprehension is that students were able to analyze the social function of the text and students are able to determine the structure of the text. Teaching reading comprehension through group work conducted by researchers in class VIII-A at SMP Negeri 2 Gido is a total of 29 students. The researcher has carried out the application of teaching based on the stages of approach and describe. Based on the results of research that students like and are very interested in them if group work is applied in class.

References

- Anney, Vicent N., (2014). *Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria*.
- Azis, A., & Darmayani, R. (2014). *The Effects of Pre-question Strategy on the Reading Comprehension Achievement of the Second Grade Students at SMA Negeri 1 Bantaeng*. Exposure, 3(1), 1-15. Accessed on August 26th, 2021.
- Basaran, Mustava. (2013). Reading Fluency as an Indicator of Reading Comprehension. *Education Sciences : Theory and Practice*, 13(4), 2287-2290. Dumlupinar University.
- Bentara, Prama (2015). *Comprehension and English Reading Comprehension*. Buku Pedoman Penulisan Skripsi, 2017, IKIP Gunungsitoli.
- Cooper, J. D. (2019). *Improving Reading Comprehension*. Boston. Houghtonmifflin Company.
- Creswell, J. W. (2012). *Educational Research Planning, conducting , and evaluating quantitative and qualitative research*. Boston: Pearson.
- Creswell, Jhon, 2014. *Research design : Qualitative, Quantitative, and Mixed method Approach (4th ed.)*. California.
- Dornyei, Zoltan, 2007. *Research Methods in Applied Linguistics*. Oxford: University Press.
- Gay, Lorraine R., Mills, Geoffrey E., Airasian, Peter W. 2012. *Educational Research: Competencies for Analysis and Applications (10th Ed.)*. Pearson, New York.
- Harmer, Jeremy. 2020. *The Practice of English Language Teaching*. New York. Longman, Inc.
- Hatch, Amos, 2002, *Doing qualitative research in education settings*, State University of New York Press, Albany.
- Jhonson, Susan, and Rasulova, Saltanat, 2016. *Qualitative Impact Evaluation: Incorporating Authenticity into the Assessment of Rigour*.
- Khoiriyah, Diayatul. (2015). *Exploring the Levels of Comprehension in the*

- Reading Passages in Some Selected Reading Textbooks for Junior High School.
- Prabowo, A. B., & Alfiyanti, A. (2013). *An Analysis of Teachers'questioning Strategies During Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang*. ETERNAL (English Teaching Journal), 4(1). Accessed on August 26th, 2021.
- Rahmat, Agus. (2017). Small Group Discussion Toward Students' Reading Comprehension of SMA Negeri 11 Bulukumba. *Journak of English Language, Literature, and Teaching*, 1(2), 18-44.
- Rosnaningsih, A., & Wulandari, W. (2017). *The Effect of Group work Technique on Students' Reading Comprehension*. Journal of English Language Studies, 2(1). Accessed on August 26th, 2021.
- Royer et. al., and Taglieber et.al. (1983). *Pre-question strategy*, (online), http://muttaqinhasyim.wordpress.com/Group_work/ Accessed on September 13th, 2021.
- Singer. 2019. *Theoretical Models and Process of Reading*. Barkeley. University of California.
- Thomas, David R., (2006). *A General Inductive Approach for Analyzing Qualitative Evaluation Data*. University of Auckland.
- Ulatifah, Annisa Tul, and Nuardi (2018). The Effect of Using Group Work Technique on Students' Reading Comprehension. *Indonesian Journal of Integrated English Language Teaching*, 4(1), 172-178. Islamic University Sultan Syarif Kasim of Riau, Indonesia.
- Waliyudin, W., & Annisah, A. (2018). Group work Strategy on Reading Comprehension Achievement At The Fourth Semester of English Program Study STKIP Taman Siswa Bima. *Jurnal Pendidikan Bahasa*, 8(1), 1-5. Accessed on August 26th, 2021.
- Yansyah, Ecal Ade. (2011). *The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of Man 1 Pekanbaru*. Islamic University of Sultan Syarif Kasim Riau Pekanbaru.