

THE DESCRIPTIVE ANALYSIS OF THE STUDENTS' ABILITY IN READING COMPREHENSION THROUGH GROUP WORK AT THE TENTH GRADE OF SMA NEGERI 1 GIDO IN 2021/2022

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Article history: received 12 October 2022; revised 24 October 2022; accepted 04 November 2022

DOI: <https://doi.org/10.33751/jhss.v6i3.8168>

Abstract. Group work is one of the strategies that promotes participation and interaction among people who work together within a group. Working with other students in groups can promote a sense of belonging. Working together in groups also gives students the opportunity to learn from and teach each other. Students often learn better from each other than they do from teacher, and how teacher implemented group work through: planning, implementation, report and reflections. However, based on the observation the students were not able to find main idea, getting detail information, locating reference, making inference and finding the meaning of vocabulary in reading a text. So, the researcher conducted a research design by using descriptive qualitative method, Where the focus of the research were to analyze how the teachers implemented group work and described the students' ability in reading comprehension of narrative text. Furthermore, the informant of the research was class X-IIS-3 in SMA Negeri 1 Gido which consisted of 15 students. The data of the research were the students' test of narrative text and observation of English teacher. After conducting the analysis of students' narrative text, the result showed there was 1 (6%) student who were in very good category, while 2 (13%) students who were in good category. Then there were 4 (27%) students who were in adequate category, 5 (33%) students who were in less category and there were 3 (20%) students who were in fail category. Furthermore, the result of observation and showed that the student's ability was influenced by the level of cognitive intelligence, motivation in reading, lack of vocabulary, and student's interest. Finally, the researcher recommendations was the students' had to learn and practice more so they were able to get a better future result in reading comprehension.

Keywords: group work; descriptive analysis; reading comprehension; narrative text

I. INTRODUCTION

Reading is one of the four language skills that should be mastered by students. Mastering reading can improve the other language skills, such as listening, speaking and writing. Reading is also one of the most important activities for students to gain knowledge and to get their need for information [1]. According by Dalman in Ahmad [2] Reading is an activity or cognitive process that seeks to find various information is in writing. This means that reading is a thought process for understanding the content of the text read. Therefore, reading is not just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than reading is an activity understand meaningful symbols/signs/writing so that message conveyed by the author can be accepted by the reader. Reading comprehension deals with interactive strategies when the students must use their brains and the text for making meaning. In syllabus of 2013 curriculum of SMA Negeri 1 Gido states that reading is included as one of the skills that should be taught to the students. In the syllabus the core competence that must be achieved is: understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as

well as apply procedural knowledge in the field of study specific according to their talents and interests to solve problems. Based on the preliminary research on 16 th October 2021 in SMA Negeri 1 Gido especially at the tenth grade, there were many problems that the researcher found in the field. There were many students who had less ability in reading especially in narrative text. They were unable to obtain the idea of what is author saying in the text so they can not build the meaning from the text and can not answer the questions in the text correctly, they were unable to make inferences from the text. Delivery of lessons and management of learning resources used by teachers to support the creation of the learning process effective and efficient learning". Based the problem above the researcher used a group work strategy. According Davis in Sukmawati [3] "Group work is one of the strategies that promotes participation and interaction among people who work together within a group. Working with other students in groups can promote a sense of belonging. Working together in groups also gives students the opportunity to learn from and teach each other. Students often learn better from each other than they do from teacher.

According Zaini in Leob [4], that reading is a written communication in which the readers are communicating with the writer of the reading materials. It means that, reading is a kind of communication between two or more people, such as

the writer can share the information with the readers then the readers are communicating with the writer of the reading material to get the information or knowledge. Aini [5] state, "comprehension always directed and controlled by the needs and purposes of the readers. Therefore, the readers cannot read with good comprehension if the subject of the text is one who does not know and has not real interest in it". Comprehending is more than just recognizing and understanding the words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. The comprehension process on understanding of words and how those words are used to create meaning. Furthermore, according Marzona [6] "Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during the after a person reads a particular piece of writing"

Richards [7], state the level of reading comprehension can be classified in to four levels, as follows:

1) Literal Comprehension

The readers do not need to infer the meaning from the text since its stated explicitly in the text. The reader only recognize and understands the author's main idea and details.

2) Inferential Comprehension

The types of reading is to discover the information which is not clearly stated in a passage, however the reader has to use his experience and intuition by inferring

3) Critical Comprehension

It is reading to see differences between the information in a text with the reader's knowledge and value. Readers need to identify the purposes of reading texts as well as reviewing what they already know about the topic. Then readers are expected to apply the reading skill related to information given in the passage so that they are able to make judgement

4) Appreciative Comprehension

Reading to get emotional or other kinds of valued response from the text is called appreciative comprehension. It is based on deeper understanding and even emotional reaction to author's language, ideas, imagination and values.

Dennis in Gilakjani [8] states that some factors affect reading comprehension skill. In the following section, these factors are elaborated in detail. One factors to learner's reading comprehension is the complexity of the texts. This factor is influenced by the reader's strength and fluency in language and their comprehending of its applications and different meanings. The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. The third factors is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on reader's reading than reading for enjoyment. The fourth factor is interest and motivation. Learner's interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating

on their comprehension. The fifth factors was related to decoding or word recognition speed. Readers who have problem in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. The last factor is concerned with the medical problems. Poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older.

Suparman [9] states, "There are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply. They are the main idea, supporting detail, inference, and vocabulary". These aspects will be described as follows:

1) Main Idea

Main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic.

2). Supporting Detail

Identifying supporting detail means that we should look for the information that relevant to the goal in mind and ignore the irrelevant one.

3). Reference

Reference is the intentional use of one thing to show something else in which one provides the information necessary to interpret the other. Findings reference means that the reader should interpret and determine one linguistic expression to another

4) Inference

The inference is good guess or conclusion drawn based on the logic of passage. Drawing inference means that the readers imply the sentences' meaning, then, conclude it logically

5) Vocabulary

Readers no often knowing or understanding the whole vocabulary they read. They will find new vocabulary while they are reading. The readers often read the next sentence to guess the meaning from the context.

Habib [10] says, "Reading Comprehension test may subsume activities such as: gap filling, short questions, multiple choice questions, true or false questions, and yes-no questions". In doing the research, the researcher choosed the multiple-choice test because it is appropriate assessment in getting the students' ability in reading comprehension. As Damanik and Zaini [11] says that "Multiple choice question consist of stem and options. These options contain the key answer which is the right answer and the distracters" In doing this evaluation, the researcher provides 20 items of questions and there are four options answer for each item that is only one the correct answer expected to be chosen by the students. In giving the students' score, the researcher adjusts it on their answers, the right answer is scored 1 (one) in each question and the wrong one is scored 0 (zero).

Narrative text talks about the real fact or even imagination or story which is based on the real experience. The social functions of this text is to amuse or entertain the readers or listeners as well as to deal with actual or imaginative experiences in different ways. Anderson in Marzona [6] says that narrative text is English text type that has a purpose to entertain the reader or listener. Furthermore

Yuliana [12] states “Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that is real. Narrative text also is a spoken or written text communicate a message, which is used to interpret its meaning in the story”

Group work is a method of teaching which is able to make the students interested to learn. Group work consists of students who work together in groups to achieve the instructional goal. According Davis in Sukmawati [3]” Group work is one of the strategies that promotes participation and interaction among people who work together within a group. Meng in Garvin [13] says “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 language then they are in a whole-class arrangement”. It means group work is a cooperative active in discussion to giving them opinion. Michael in Sukmawati [3] say that social interaction in group work, when structured effectively, can encourage students to work together to achieveth objective learning. Group goals hel create a team spirit and encourage or motivate students to help each other, which in turn gives them as take in one another’s success.

II. RESEARCH METHODS

This research method uses a descriptive method with a qualitative approach. According to Moleong [14] qualitative research is a research procedure that produces descriptive data in the form of written/oral words from the people being observed. This type of qualitative research is also interpreted as data collected in the form of words, pictures, and not in the form of numbers. Sources of data are all the information of a person who is used as a respondent or comes from documents either in the form of statistics or in other forms for the intended research purposes (Sugiyono [15]). The sources of data in this study were school principals, vice principals for curriculum, vice principals for community relations, and heads of administration.

Data collection techniques used are interviews, observation and documentation. The data that has been obtained is then processed using a qualitative descriptive technique. Basically, data analysis is an attempt to clarify and systematically organize data which is the result of observations, research documents and interviews as outlined in field notes. The data analysis technique used in this study used an interactive model that data analysis in qualitative research consisted of 4 stages: first data collection, second data reduction (data reduction) and third data display, fourth, conclusion drawing. the researcher conducted a research design by using descriptive qualitative method, Where the focus of the research was to analyze how the teachers implemented group work and described the students’ ability in reading comprehension of narrative text. Furthermore, the informant of the research was class X-IIS-3 in SMA Negeri 1 Gido

III. RESULTS AND DISCUSSION

Based on the research design, the researcher conducted the observation to the teacher in the implementation group work for the students. In conducting the observation, the researcher used observation sheets to find out how the teacher did group work steps in class. The researcher conducted the field notes to maximize the data collection based on the observations made by teacher in how to implement group work in the classroom. Monday, February 14 2022 at 09.00-10.45 WIB. MB (researcher) had the opportunity to carry out class observations in order to complete the data that will be used in working on the thesis. MB went to class X-IIS and checked the school grounds. On the day in this case, JZ (teacher) teaching in class X-IIS for English subject. Class X-IIS has 15 students. The activity was for observing the English teacher (JZ) when teaching. Before starting the lesson, JZ made sure that all students were quiet all and ready to accept lessons or not, then JZ opened lesson by greeting students before starting the lesson. JZ greeted students by saying “Good Morning everybody.” And “how’s life today? At the beginning of the session, JZ gave reminder to students about the material to be discussed is in the form of Narrative text. In the pursuit process using the group work model. Based on group work steps in whilst teaching the first the teacher must place students in appropriate group was done proven by the teacher who divided the students into appropriate groups and the teacher placed the students in a way to balance out the students who were able and those who could not. The teacher must place students in appropriate group was done as the teacher divided each student in the group fairly by mixing students so that those who were able were not only in one group but teacher divided fairly. Next, the teacher must place students in appropriate group was done as before teacher into explaining the material, the teacher explains what the purpose of the group. The purpose of the group of forming a group, among others, was to complete group individual tasks using discussion or collaboration methods, so that here a group had the same goals as the goals of its members. Furthermore, The teacher explained the assignment clearly and provide handout was done as the teacher explained what students did in groups or gives instructions to students by providing text to discuss in the discussion. The teacher stated a time limit for the group work was done as the teacher time limit in conducting group. The teacher assigns roles the groups to encourage equal participation undone because the teacher did not determine who was the leader of the group in the discussion but it was the students in each group who did it.

In the implementation session the teacher must circulate among the groups to check on student progress was done because during the learning process the teacher always went to around in each group so that students were able to focus on listening to the teacher explanation of material and occasionally the teacher asked questions to each group. In the Report and Reflection session The teacher brought the class together was done as the teacher guided and directed students in doing their every job, so the teacher become a guided in every students activity. Next, The teacher brought the class

together was done as the teacher became the director and leader in the classroom as well who gave assignments to students. The reflect on the group work and students learning and incorporate what you have learned into you planning for the next class was done because before ending the meeting the teacher asked and evaluated students about today’s material and the teacher asked what they were going learn next week. In the Post Test session, The teacher asked whatever the students have problem in teaching learning process was done as the teacher asked students if there were problems in material and gave students the opportunity to asked questions about today’s material. The teacher made a conclusion about material was done because the teacher concluded the material presented that day. And the last The teacher closed the lesson was done because JZ closed the learning session with saying “Because of the bell rang, we stopped our lesson today by saying good morning” and see you next meeting.

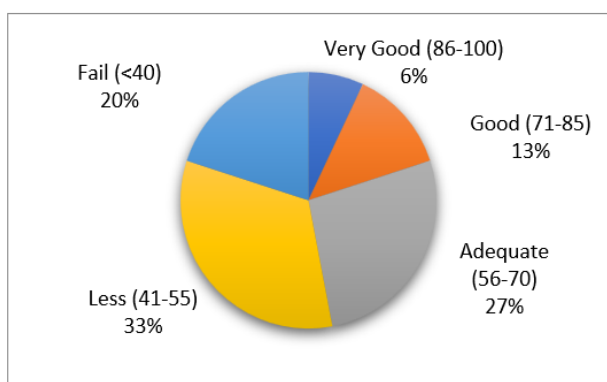


Figure 1. The Result of the Test

Based on the graphic above, it was shown that most of the students were less and fail in comprehending narrative text. There was 1 (6%) student get score of 86-100 (very good), while 2 (13%) students got a score of 71-85 (good). Furthermore, there were 4 (27%) students got a score of 56-70 (adequate), 5 (33 %) students got a score of 41-55 (less) and there were 3 (20%) students got score < 40 (fail). It was proven that the students had the lack ability to comprehend narrative text. However, there were still a small number of students who understood the narrative text.

The Analysis & Interpretation of the Research Findings

a. Implementation of Group Work

Based on the results of observation where teacher carried out group work implementation through planning, implementation, report and reflection. Planning the group work was a crucial stage in conducting group work. It involved the teacher to arrange the group work and to lead students to work in groups. The first stage in planning phase was selecting appropriate activity. Based on the observation, the teachers did not specify a specific form of group work, such as simulation, opinion exchange, etc. However, those teachers formed the students to work in groups in order to produce an narrative text based on the topics given. An

interesting point was that how the teachers used simple form of group work but it worked well since it was appropriate to the goals of teaching and learning processes.

b. The Students’ Ability in Reading Comprehension

Reading Comprehension or comprehension is the ability to understand and interpret what is read. In order for individuals to accurately understand written material, they must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. All comprehension revolves around the reader’s ability in finding and determining main idea, determining supporting detail, understanding vocabulary, making reference, and making inference.

Based on the data the explanation of the research findings, There was 1 (7%) student got score of very good category followed by 2 (13%) students got a score of good category. The data proved that the students were able to follow the material of reading comprehension test well. From the percentage, the students were assumed had common ability level in reading comprehension particularly in narrative text material. Furthermore, there were 4 (27%) students got a score of adequate category, this amount proved that the student ability in reading comprehension in a standard level were satisfying enough. Meanwhile 5 (33 %) students got a score of less category and there were 3 (20%) students got score of fail category, proving that the students were not able to follow the reading test and fail to gain satisfied score. The data proved that students’ had the lack ability to comprehend a narrative text.

The Research Findings versus Latest Related Researches

The first latest related research by Chusna 2018. A Descriptive Study on Teaching Reading Comprehension on Recount Text Based on Curriculum 2013 at Eighth Grade Students of Mts N 2 Karanganyar in Academic Year 2017/2018. In research, she focused on English Grammar and Reading Comprehension. The findings of the research are (1) The English teaching process that used of English teacher to teach the students in eight grade students at MTs N 2Karanganyar in VIII I and VIII B class was scientific approach; (2) The strategy used by the teacher are: pre-reading, while reading and post-reading; (3) The method used by the teacher in teaching are Direct Method (DM), Grammar Translation Method (GTM) and discussion; (4) The English teacher used 2 kinds of materials. Those materials are Buku Pendamping Bahasa Inggris” (LKS), and the teacher take from internet; (5) There are four problems faced by the teacher such as limited student’s vocabulary knowledge, lack of student’s fluency, managing the class, the different students’ competence, and lack of student’s activity. In the research, the researcher focused on finding out the The Descriptive Analysis of students’ ability in reading comprehension through group work at the tenth grade of SMA Negeri 1 Gido in 2021/2022. In research the researcher focused in how the teacher’s in implementing the Group Work with Pre-teaching, Whilst-Teaching, and Post Teaching. These steps is planning,

implementations, report and reflection. And how students' ability in reading comprehension explanation of the research findings, There was 1 (7%) student got score of very good category followed by 2 (13%) students got a score of good category. Furthermore, there were 4 (27%) students got a score of adequate categories, this amount proved that the students' ability in reading comprehension in a standard level were satisfying enough. Meanwhile 5 (33 %) students got a score of less category and there were 3 (20%) students got score of fail category, proving that the students were not able to follow the reading test and fail to gain satisfied score.

The Research Findings versus Theories

There were been a lot of research in field which focused how the teacher's implement group work, such as research from abroad is done by Suardhani [16] the steps of group work are follow: form a group whose member are 2 and 3 heterogeneously, the teacher present lesson, the teacher gave assignment to each group, the teacher evaluation and make conclusion. Supriadi [17] says the steps to implementations group in classroom is: planning, action, observing, reflecting. Based on the theory above, when compare with the findings of the researcher, it was clear that there are differences between the findings of the theory and the findings of the researcher, there are several procedure that can be used in the group work method, including:

In this planning, the teacher must place students in appropriate group, use assignments that require group interaction, explain the purpose of the group work, explain the assignment clearly and provide handout, state a time limit for the group work, assign roles the groups to encourage equal participation. In this implementation teacher must circulate among the groups to check on student's progress, teacher sit in on group discussion, remind students of the time remaining to complete the task. Report and Reflection, Teacher bring the class together and ask groups to share their work and teacher reflect on the group work and students learning and incorpote what you have learned into your planning for the next class. Rozimela [18] also said reader interacts dynamically with the text when he tries to extract the meaning. In this process, various kinds of knowledge are being used, linguistics knowledge and syntactic knowledge and schematic knowledge. Based on the theory above, When compared with the findings of the researcher, it was clear that there were differences between the findings of the theory and the findings of the researchers, and in the research, the researcher was found the aspects of reading comprehension, namely determine main idea, locating reference, make inference, getting detail information and understanding vocabulary.

IV. CONCLUSION

Based on the research results from the test and observation, the students of class X-IIS in SMA Negeri 1 Gido how the teacher's implements the group work to the tenth-grade students of SMA Negeri 1 Gido in 2021/2022 by: planning, implementation, report and reflections. Reading

comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during the after a person reads a particular piece of writing. Although there were still a small number of students who comprehends the narrative text. There was 6% student got Very Good category, while 13% students got good category. Furthermore, there were 27% students got Adequate category, 33 % students got Less category and there were 20% students got Fail category. Suggestion, For the English teacher in SMA Negeri 1 Gido, it is substantial to improve the way of teaching English, particularly to improve how implement group in the classroom and in handling the reading comprehension material to the students. The frequency of practice must be increased, various topics are needed to be given to the students and better classroom managements are needed to be advanced for better results. For the students who had the lack ability in reading comprehension, hopefully it will increase by learning, practice more and read a lot of textbooks so that reading comprehension will be improved and have the ability to understand, such as; guessing meaning from context, and other students were not able to understand the message of the text and they failed in answering questions related to the text. As to the next researchers, they are expected to do better researches concerning the topic in this research, in the future.

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