

COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT TAUGHT THROUGH GROUP WORK AND INDIVIDUAL WORK

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Abstract: The objectives of this research are to find out whether there is significant difference of students' reading comprehension achievement between students who are taught through group work and individual work and to determine which one of those two teaching techniques is better for students' reading comprehension achievement. The research design used true experimental pretest posttest design. Two classes; class X.4 and class X.5 were taken as the sample of the research. Each class consists of 38 students. The result shows that there is a significant difference of students' reading comprehension achievement between students who were taught by using group work and individual work. The significant increase of students' achievement in the experimental class 1 (group work) was ($p < 0.05$, $p = 0.000$) with the increase of mean in pretest and posttest was 19.52 points. Meanwhile, the significant increase of students' achievement in the experimental class 2 (individual work) was ($p > 0.05$, $p = 0.000$) with the increase was only 7.81 points. The researcher suggests that the English teacher should apply group work techniques in teaching reading comprehension as one of the alternative techniques especially because it has been found that the technique can make the students successful in learning reading comprehension.

Keywords: *Group Work, Individual Work, Reading Comprehension Achievement, and Teaching Techniques.*

PERBANDINGAN PENCAPAIAN MEMBACA PEMAHAMAN SISWA DIAJAR DENGAN KERJA KELOMPOK DAN KERJA INDIVIDU

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Abstract: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan pencapaian pemahaman membaca siswa antara siswa yang diajar dengan kerja kelompok dan siswa yang diajar dengan kerja individu dan; untuk menentukan teknik mana yang lebih baik untuk pencapaian pemahaman membaca siswa. Desain penelitian yang digunakan adalah true experimental pretest and posttest. Dua kelas, kelas X.4 dan kelas X.5 telah diambil sebagai sampel penelitian. Setiap kelas terdiri dari 38 siswa. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan terhadap pencapaian pemahaman membaca siswa antara siswa yang diajar secara kerja kelompok dan siswa yang diajar secara kerja individu. Peningkatan signifikan dalam pencapaian pemahaman membaca siswa di kelas eksperimen 1 (kerja kelompok) adalah ($p < 0.05$, $p = 0.000$) dengan peningkatan nilai rata-rata dari tes awal dan tes akhir 19.52 poin. Sementara, peningkatan signifikan pencapaian siswa di kelas experiment 2 (kerja individu) adalah ($p > 0.05$, $p = 0.000$) dengan peningkatan hanya 7.81 poin. Peneliti menganjurkan bahwa guru bahasa Inggris sebaiknya menerapkan teknik kerja kelompok sebagai salah satu alternatif utama karena telah terbukti bahwa teknik tersebut dapat membuat siswa sukses dalam belajar pemahaman membaca.

Kata kunci: *Kerja Kelompok, Kerja Individu, Pemahaman Membaca, dan Teknik Mengajar.*

INTRODUCTION

Reading is a basic life skill. It is one of important skills for students in learning language besides listening, speaking, and writing. Haycraft (1978:8) states that there are two broad skills in mastering a language: *receptive skill*, i.e. listening (understanding the spoken language) and reading (understanding the written language); and *productive skills*, i.e. speaking and writing. As a receptive skill, reading tends to push the students to get a lot of information from the text.

As a matter of fact, many people in Indonesia do not have reading habit, and it also happens to the students in our school. When the researcher conducted the pre-observation in SMA N 15 Bandar Lampung, she found that students had difficulty in comprehending reading texts. It can be seen from their score of reading test that was given by the researcher which shows that their average score is less than 65 which is the standard of teaching criteria (KKM). According to Douglas (2006:38), some factors which cause those problems are; interest in the material (the text), schemata, and ignoring reading material. This situation make the reading comprehension ability of the students in every level of the school was low because most of the students feel bored when the teacher teaches them on reading skill and for this problem, teacher must to do their function as an educator, as facilitator and motivator for their students in the class.

So, as a candidate of English teacher, the researcher must realize that there are at list upper students and lower students in every school. How is the way to make

lower students have some capability with upper students? Since we know that in classroom, teacher cannot give so much attention to the every student. So it becomes the greatest duty for the teacher to find out the appropriate ways to help the lower students better.

Considering those explanations above, the researcher thinks that there are many ways that can be used to finish this problem; one of them is by using group work because group work provides a context in which individuals help each other; it is a technique of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems.

In addition, group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders (Barkeley,2005:16). It is also found that group work techniques makes the students interact one another to solve the problem assigned although the individual brings his/her own personality, the students have a single purpose in group in pursuit of which they need each other's help. And the time which is use in group work will be efficient because students can help one another. So, it means that there is a helping from the upper students to lower students in overcoming their problem during teaching and learning process. And by using this way the students can share their knowledge and they can help each other in how to apply their reading skill.

In other hand, individual work is a good idea precisely because students can relax from outside pressure (provided there is no time limit or competitive element) and because they can rely on themselves rather than on the other people (Ackerman,2010:288). It means the students can enjoy their work given without the limited time and they can do their assignment freely.

Considering those reasons, the writer is interested in carrying out a research on the differences in reading comprehension achievement through the student who are thought through group work and the student who are thought through individual work. In relation with that, the writer wants to find is there any significant different of student's achievement between group work and individual work and to determine which one of those two teaching techniques is better for students' reading comprehension achievement. Therefore the researcher titled the research "Comparative Study of Student's Reading Comprehension Achievement between Group Work and Individual Work at the First Grade of SMA Negeri 15 Bandar Lampung".

RESEARCH METHOD

In conducting this research, the researcher applied true experimental pretest posttest design to prove the hypothesis. This design deals with two groups, one as experimental group one and another one as experimental group two. Each of the group was received pre-test, treatments, and post test. The experimental group one got treatment through group work and the experimental group two got treatment through individual work. The research design is presented as follows:

G1 (random) : T1 X1 T2

G2 (random) : T1 X2 T2

Notes:

G1 : Experimental group 1

G2 : Experimental group 2

T1 : Pre-test

T2 : Post-test

X1 : Experimental group 1 treatment by using group work technique

X2 : Experimental group 2 treatment by using Individual work technique

(Hatch and Farhady, 1982:22)

The population of this research is the first grade of SMA Negeri 15 Bandar Lampung in 2012-2013 academic year. The researcher has determined the sample by using simple random sampling where every individual in population has probability to be chosen as a sample. She chooses one class by using lottery. X.4 class and X.5 class has been selected which consists of 30 students.

The instruments of the research are reading comprehension test to be tried out that has been conducted before the test is administered. This has been expected to measure the validity and reliability of the test. This test is reading comprehension test that consist of 40 questions in the form of multiple choice and has been conducted in 90 minutes. The aim of try-out is to determine the quality of the test used as the instrument of the research, and to determine which item should be revised for the test.

This research was held in six meetings for each classes, both classes was received the same pretest and posttest by using a reading comprehension test. In which, the treatment was conducted for three times for each classes. Then, the data has been analyzed by using Independent Group T-test of SPSS for Window version 17.0 to find out whether there is significant different between the two groups and determining the which one of those two teaching techniques is better for students' reading comprehension achievement.

RESULTS AND DISCUSSIONS

the writer finds that there is a significant difference between both experimental classes that based on the hypothesis testing $p < 0.05$, $p = 0.000$. It proves that H_0 of the hypothesis testing is rejected and H_1 is accepted. This finding confirm the first objective of this research that there is significant difference between group work and individual work on student's reading comprehension achievement. The result can be seen by comparing the gain of students' mean score of both classes as it shows on the following graphic:

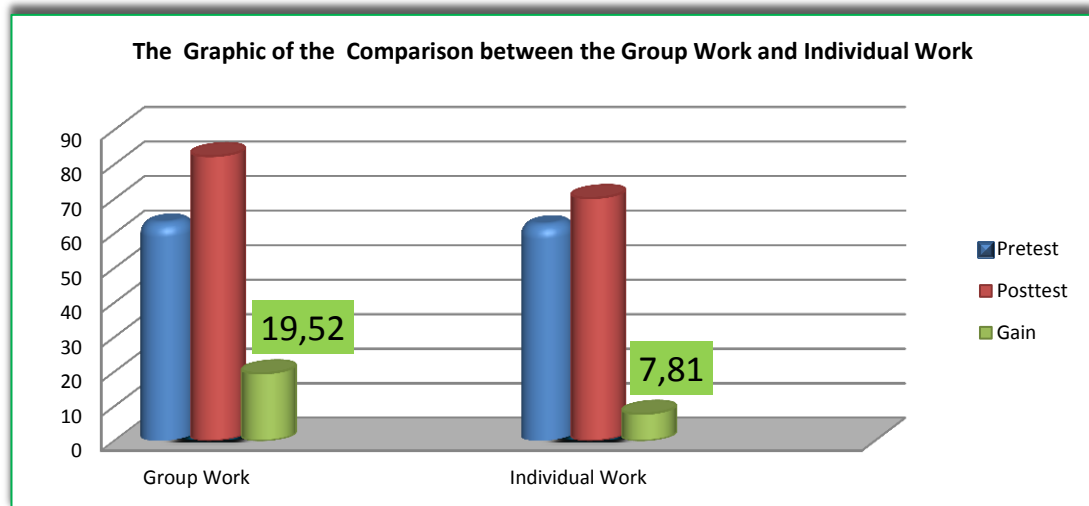


Figure 1: The Graphic of the Comparison between Group Work and Individual Work

Based on the result of the data that shows on the graphics above, it can be seen that In experimental class 1, the gain of students' reading comprehension achievement is 19.52. Meanwhile, in experimental class 2, the gain of students' reading comprehension achievement is 7.81. It means that experimental class 1 gained higher than experimental class 2. In other words, the students who have taught through group work technique have higher achievement compare to the students who have taught through individual work technique.

This finding confirms the second objectives of this study that group work technique is better than individual work technique for student's reading comprehension achievement. This might be because in this study, group work makes the students interact one another to solve the problem assigned although the individual brings his/her own personality, the students have a single purpose in group in pursuit of which they need each other's help. And the time which is use in group work will be efficient because students can help one another. It is

also proved by Caruso & Woolley (2008:86) who states that group work is a process in which members working cooperatively rather than individually, formulate, and work toward common objectives under the guidance's of one or more leaders. So, it means that there is a helping from the upper students to lower students in overcoming their problem during teaching and learning process.

In applying group work technique on learning reading comprehension, the researcher still got difficulties that the class got noisy since this technique needs discussion in solving their problems with the reading text. In this case, the researcher could not stop the noisy because the students need to talk with each members of the group to discussing the task given. Besides that, in performing group work technique in the third meeting the students got difficulty in getting the point of instruction because they had own text that was different with the others so the teacher made the task clearly defined and each group well organized.

Meanwhile, in teaching reading comprehension taught through individual work, the researcher also got difficulties. The teacher still needed to give an explanation after presenting the material. This happened because the students could not ask the others about the problem that they had faced and shared their ideas. So the students who have low capability could not do the task well and needed much time to do the task. Besides that, It is difficult for researcher to see whether they are really working by themselves or in looking at their friends' working. And tt the end of the class, it was found that there were many students who could not finish the task. So, it becomes the teacher duties to give more attention for them.

As Ackerman (2010:238) who states that individual need guidance, attention from the teacher and from other students because individual work requires the students to work at their own rate in order to measure their own capability to be individuals.

CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis and presenting the result, the conclusions and suggestions are presented in the following sections:

Conclusions

Having conducted the research at the first grade of SMA Negeri 15 Bandar Lampung and analyzed the data, some conclusions were given as follows:

1. There is a significant difference of the students' reading comprehension achievement before and after being taught through group work and individual work at the first grade of SMA Negeri 15 Bandar Lampung. It can be seen from the comparing the increasing score on the pretest (62,95) to the posttest (82,47) of the experimental class that gained 19.52. It is higher than the increasing score of the pretest (62,45) to the posttest (70,26) in experimental class 2 that gained 7.81. And the differentiation result from both classes was 11.71. It means that the use of group work produced higher result of students' achievement than individual study in reading comprehension achievement. In other words, group work technique is appropriate to develop the students' reading comprehension achievement.

2. Students who are taught through group work become more active than those who are taught through individual work because if they found difficulties, they can discuss with the member of the group directly. They tend to be active in the teaching learning process, because they are forced to solve the tasks that are given by the teacher together and it can also improve students' knowledge by sharing the ideas within their group. It also shows that through group work, the ability of the lower students could be increased significantly. So, it can be said that group work technique is better than individual work technique for students reading comprehension achievement.

Suggestions

Some suggestions that the writer would like to propose based on the conclusion are as follows:

1. The teacher should be able to find and choose an appropriate technique in teaching English, especially in teaching reading comprehension. Group work technique and individual work technique are two of the a lot of techniques which have been proved appropriate to be applied in teaching reading comprehension although group work gives better result for the students. Therefore, group work and individual work can be used as the supplementary technique in teaching reading comprehension.
2. In group work, the students discuss the task or problems of the text that they have read. Therefore, the teacher should prepare the material as good as possible and give clearly defined task. Besides that, the teacher also should ask

the students to bring a dictionary in order to help them if they get difficulties during the learning activities.

3. In group work, if the students are not well guided, they will make some noise. Therefore, the writer suggests that the teacher should help the students by answering their questions if they don't understand while they have discussion. And the teacher can control the students' work by moving from one group to the others.

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