
THE INFLUENCE OF USING GROUP WORK AND READING ATTITUDE TOWARDS READING COMPREHENSION ACHIEVEMENT

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Abstract

This study was to investigate the influence of using group work and reading attitude towards the eleventh grade students' reading comprehension achievement on narrative text. The population of this study was the eleventh grade students at Senior High School Puspita Air Kumbang. The sample was 60 students taken by using cluster random sampling. In carrying out of the research, the writer used an experimental method; factorial design. The writer distributed pretest, posttest, and attitude questionnaire in collecting the data. Then, in analyzing the data the writer used t-test and two-way ANOVA. The result of this study analysis indicated that; first, there was significant influence of group work technique towards the eleventh grade students' reading comprehension achievement between those who had positive attitude and those who had negative attitude. Second, there was significant influence of conventional teaching technique towards the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude. Third, there was significant influence of group work technique and conventional teaching technique towards the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude. Forth, there is significant interaction effect of group work technique and reading attitude towards the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude.

Keywords: *Group Work, Raeding Attitude, and Reading Comprehension*

Introduction

In this era of technology and globalization, reading becomes the most important skills to develop knowledge beside listening, speaking and writing skills. It provides access to information due to the fact that it can give valuable knowledge to the readers who want to find the information. Most of the sources of information are

shown in the internet, books, journals, TV and newspapers. Reading is very important, because by reading students can get a lot of information from the text. It will have them improve their knowledge. Reading is the activity of using text to create meaning. It means that if in the activity there is no meaning, so there is no reading taking place (Johnson, 2008:3)

Besides, there are four skills that must be mastered by the students, they are listening, speaking, reading and writing. Reading is one of the most important language skills that should be taught in a school. It refers to the students' ability to understand the content of the text because it has the purpose. According to Sukrianto and Triono (2010:92), Reading is an activity with purpose. Reading appears to be a dynamic process and it involves reader's activity to enhance their vocabulary and level of information (Hussain et.al 2011:15). Furthermore, reading is also one of literary skills which lead us to broadly and intelligently see the world.

Zalyadi (in Dedy,1991:10) states that "Narrative is a story which tells about action or human experience based on the development of time and the moral message of its own as well." From the explanation above, the writer will like to conduct a research entitled "The Influence of Using Group Work and Reading Attitude Toward the English Grade Students Reading Comprehension Achievement on Narrative Text at Senior High School Puspita Air Kumbang" and limit the problem on the influence of using group work and reading attitude towards the eleventh grade student's reading comprehension achievement on narrative text at Senior High School Puspita Air Kumbang of Banyuasin.

Literature Review Concept of Group Work

According to Hammer (2007:117), "Group work is possible to say that small groups of around five students provoke greater involvement and participation than larger group." Furthermore, he states group work is a cooperative activity. In group

work, students discuss a topic, do a role play, and solve a problem. Students should participate equally.

Concept of Reading Attitude

Spolsky (1969: 271) states that students' attitude towards the English language is the total sum of the students' feeling, prejudice or fear about the learning English as the second language. According Mclead (1991: 98-99), that attitude is the psychological states acquired by the individual over a period of time as result of one's experiences, these attitudes influence one to act in certain ways.

Concept of Reading Comprehension

According to Gibhard (in Dedi, 2012:34) succesful readers read the passage comprehensively, it means the readers read the passage to understand the meaning of a passage. Reading activity is based on previous experience with the topics, our familiarity with its main concept and our general knowlegde of how language works.

Narrative

Writing English is one of skills that to improve their writing achievement, in learning process according. In other expert, Keraf (2007:136) says that narrative asa story tells or describes an action in the past time clearly, so narrative is tried to answer the question. In other hand, according to Grace and Sudarwati (2007:154) the purpose of narrative text is to entertain the reader with story a deals with complication or problematic events.

Methodology

This study conducted factorial design as the method of the research which modified of pretest-posttest control group design, and it divides into two groups, the first group is as the experimental group and the other one is as a control group.

In this study, the writer took the population of State Senior High School Puspita Air Kumbang Banyuasin in the academic year of 2017/2018. The total number of the students as the population was 96 students and the sample of the study was 30 students where it was experimental and control group. A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). A test was given to the sample of the study before and after the treatment and the writer used the pre-test and post-test and questionnaire whether in experimental and control group. Furthermore, the writer also determined the level of learner's motivation whether the learner who had high, middle, and low motivation in learning narrative writing by using the interval score of motivation.

Based on the explanation above, the writer analyzed questionnaire by using correlate between the score of each items correlate significantly with total score by using SPSS 22 towards student's reading attitude. Furthermore, the writer applied several statistical analyses: Kolmogorov-Smirnov, Levene to test the homogeneity, paired samples t-test and spearman rank correlation, and used two-way anova.

Based on the table 5 above, In line with, the writer found the differences between pretest and posttest in the experimental group. It was found that the mean score of pretest score in their attitude was 73.30 and the mean score of posttest was 85.58. Not only the mean score but also in other statistics such as the std. error of mean score was 1.123, the median score was 72.60, the mode score was 66, the std. deviation score was 6.148, the variance score was 37.802, the range score was 23, the minimum score was 63, the max score was 86, and the sum score was 2211.

Not only in the pretest but also in the posttest score the writer also found the result. It was found the std. error of mean score was 0.880, the median score was 85.80, the mode score was 86, the std deviation score was 4.820, the variance score was 2.3232, the range score was 17, the minimum score was 76, the max score was 92, and the sum score was 2567. It means that the posttest score was higher than

pretest score.

Table 6

**Statistics of Pretest and Posttest Score with Their Attitude in
the Control Group**

| | | Pre_test | Post_test |
|--------------------|---------|----------|-----------------|
| N | Valid | 30 | 30 |
| | Missing | 0 | 0 |
| Mean | | 57.31 | 81.07 |
| Std. Error of Mean | | 1.309 | .862 |
| Median | | 57.75 | 80.85 |
| Mode | | 63 | 79 ^a |
| Std. Deviation | | 7.172 | 4.722 |
| Variance | | 51.433 | 22.293 |
| Range | | 30 | 17 |
| Minimum | | 43 | 73 |
| Maximum | | 73 | 89 |
| Sum | | 1719 | 2432 |

a. Multiple modes exist. The smallest value is shown

Based on the table 6 above, in the control group the writer also obtained the differences between pretest score and posttest score in the control group. The writer found that the mean score was 57.31, the std. error of mean score was 1.309, the median score was 57.75, the mode score was 63, the std. deviation score was 7.172, the variance score was 51.433, the range score was 30, the minimum score was 43, the max score was 73, and the sum score was 1719 in the pretest score.

Meanwhile, in the posttest score the mean score was 81.07, the std. error of mean score was 0.862, the median score was 80.85, the mode score was 79, the std. deviation score was 4.722, the variance score was 22.293, the range score was 17, the minimum score was 73, the max score was 89, and the sum score was 2432.

Interpretation

First, the application of group work technique is effective to improve students' reading comprehension. It was found that p-output (0.00), it is significant.

So, H_0 was rejected while H_a was accepted. Second, conventional teaching technique was effective to improve students' reading comprehension. It was found that p-output (0.00), it is significant. So, H_0 was rejected while H_a was accepted. Third, group work technique and conventional teaching technique were effective to improve student's reading achievements between negative attitude and positive attitude taught group work and conventional teaching technique It was found that p-output (0.00), it is significant. So, H_0 was rejected and H_a was accepted. Fourth, research problem number four shows that there is an interaction effect of group work and reading attitude towards reading comprehension. It was found that p-output (0.02), it is significant. So, H_0 was rejected and H_a was accepted.

Conclusion

In line with the findings, the conclusions are stated as follows:

1. Research problem number 1 shows that group work technique was effective to improve the eleventh grade students' reading comprehension achievement between those who had positive attitude and those who had negative attitude of senior high school Puspita Air Kumbang.
2. Research problem number 2 shows that conventional teaching technique was effective to improve the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude of senior high school Puspita Air Kumbang.
3. Research problem number 3 shows that group work technique and conventional teaching technique were effective to improve towards the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude of senior high school Puspita Air Kumbang
4. Research problem number 4 shows that there was a significant interaction effect of

group work technique and reading attitude towards the eleventh grade students' reading comprehension achievement between those who have positive attitude and those who have negative attitude of the senior high school Puspita Air Kumbang. In line with the findings, the writer would like to offer some suggestions to the teacher of English because this research also can be an alternative teaching since it has shown that the teaching of reading using group work can develop the student's reading skill achievement in narrative reading. Besides, the teacher also must focus on the organization and language use since they were very poor in reading especially in narrative reading. Not only for the teacher of English but also for another researcher, the other researchers must conduct similar study using more samples where there are still many unexplained factors to the students, and investigated group work in narrative reading achievement.

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