TEACHING READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING GROUP WORK STRATEGY

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Abstrak: Penelitian ini difokuskan pada pengajaran pemahaman membaca teks deskriptif dengan menggunakan strategi kerja berkelompok. Tujuan-tujuan research ini adalah untuk menemukan benar atau tidaknya pengajaran pemahaman membaca teks deskriptif dengan menggunakan strategi kerja berkelompok bisa meningkatkan pemahaman membaca teks deskriptif dengan signifikan pada kelas sebelas di SMA Negeri 1 Senakin dalam tahun akademik 2012/2013 dan juga untuk menemukan keefektifannya. Metode penelitian ini adalah penelitian bersifat percobaan dengan satu kelompok desain pretest dan posttest. Contohnya adalah kelas "XI A" dari 4 kelas yang tersedia di sekolah tersebut. Data yang diperoleh dari menggunakan tes objektif dan dianalisa oleh t-test dan rumus mengukur keefektifan.

Kata kunci: Pemahaman, Membaca, Group Work, Teks Deskriptif

Abstract: This research focused on teaching reading comprehension on descriptive text by using Group Work strategy. The research purposes are to find out whether or not teaching reading comprehension on descriptive text by using Group Work strategy can significantly increases reading comprehension on descriptive text of the eleventh grade students of SMA Negeri 1 Senakin in Academic Year 2012/2013 and to find out its effect size. The research method is a pre experimental research with one group of pretest and posttest design. The sample is class "XI A" out of 4 classes available in the school. The data were collected by an objective test and analyzed by t-test and effect size formula.

Key words: Reading, Comprehension, Group Work, Descriptive Text

Reading is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. "Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill" (Patel & Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written form.

Patel and Jain (2008: 113) state that reading is not only the source of pleasure and information, but also extending someone's knowledge. However, reading is

useless without comprehension. Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said to have comprehension in reading if understands content of reading and all of information explicitly and implicitly by using knowledge and reasoning to understand the idea of the author. Therefore, reading comprehension is required.

Based on the English syllabus of eleventh grade in the second semester, students are expected able to comprehend recount and descriptive texts. Nevertheless, many students had problem in comprehending the text, especially occurred in SMA Negeri 1 Senakin. The students got difficulty particularly on descriptive text. Descriptive text is a form of writing that tells what someone or something is like. Based on the writer's experience as the English teacher of SMA Negeri 1 Senakin, most of the eleventh grade students did not pass the minimum adequacy criteria (SKM) used at school in comprehension of descriptive text that is 70.

The students had poor skills in vocabulary. They are lacking of ability to guess the meaning from the context. It was because they were lack of vocabulary, so they did not master the vocabularies in the text. The students were lazy to find each meaning of word in dictionary and remembered it by themselves. This matter affected to other reading component such as specific information (supporting details) and main idea.

The lacking of ability in vocabulary made the students got trouble in identifying specific information (supporting details) in the text. They got trouble in identifying information which was described such as location, characteristic, physical appearance, and another thing. It made them were difficulty in grasping main idea. However, they had to understand all of information to conclude main idea.

Related to the facts above, teacher must be able to find and then apply the teaching and learning condition that can make students encourage becoming more active in the classroom. In this case, the writer proposes a teaching strategy that is called Group Work strategy.

According to Douglass (1995:11) indicates that "Group Work is a collection if individuals who are interdependent with one another and share some conception to achieve their aims by members working more cooperatively together and all having some degree of insight into the purposes for they are working"

Based on the explanation above, the writer wanted to conduct a pre experimental research on the eleventh grade students in SMA Negeri 1 Senakin in Academic Year 2012/2013. In pre experimental research, the writer chooses group work strategy by considering the difficulties that faced by students in reading comprehension on descriptive text. And also the writer wants to know the effectiveness that strategy if it applies in SMA Negeri 1 Senakin especially in teaching reading comprehension on descriptive text.

METHOD

In accordance with the problems, the appropriate method to be used in this research is experimental method. Cohen, Manion, & Morrison (2000:210) say, "The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they

are interested." This method manipulates variables and measures the affect of the manipulation on other set of variables.

The designing form of the experimental method which the writer chooses is pre experimental designs. The writer uses one kind of pre experimental designs, namely the one-group pre-test post-test design. Cohen, Manion, & Morrison (2000:213) represented the one-group pre-test post-test design as below:

O_1	X	O_2

The design is illustrated as follows:

1. Apply O_1 that is pre-test in the form of written test to measure the students' reading comprehension on descriptive text before giving treatment.
2. Apply X that is the treatment; which is teaching reading comprehension on descriptive text by using K-W-L (Know-Want to know-Learn) strategy.
3. Apply O_2 that is post-test in the form of written test to measure students' reading comprehension on descriptive text after giving treatment.

The result of pre-test post-test of students will be counted. The writer will measure the result of both tests to investigate whether Group Work strategy is effective or not in teaching reading comprehension especially on descriptive text.

The population in this research is the second semester of eleventh year students of SMA Negeri 1 Senakin in academic year 2012/2013. There are four classes of eleventh year students of SMA Negeri 1 Senakin in academic year 2012/2013. Then, the researcher uses purposive sampling in this research. The researcher only takes one class that considered necessary to be given the treatment. As Cohen, Manion, & Morrison (2000: 103) says, Purposive sampling the sample has been chosen for a specific purpose." English Teacher of eleventh grade students in this school also suggested taking sample from XI A 1 class which consists of 35 students.

In this research, the writer applies measurement technique in collecting the data. Measurement technique is a technique to collect the data of research which purpose in collecting quantitative data; in the form of score or achievement. It is intended to measure the students' achievement or score before and after the treatment. Based on the measurement technique, the tools for gathering the data in this research is in the form of written test, especially objective test. The form of objective test is multiple choice test with four option of which only one is correct by choosing the appropriate answer whether a, b, c, or d based on the text that had given. Thirty multiple choice items are considered being adequate enough for this measurement. And from scoring point of view, each item is scored 1. Therefore, the highest score is 30 and the lowest score is 0.

In making test items, first the writer takes the texts from some websites. And then the writer makes questions from the texts that have already taken. Each text has different topic but in generally descriptive text. The test that have constructed will be administered to students as sample of the research.

The writer tries out the thirty test items before it is administered to collect the data on students' reading comprehension on descriptive text. The thirty test items carried out in the eleventh class of XI A.

The researcher gave the try out first to "XI B" before giving the pre-test to"XI A." She did it in order to know the reliability of the test. The researcher calculated reliability coefficient by using Kuder Richardson (KR_{21}) formula. The reliability of the test is "0.72". Based on reliability coefficient, the result of reliability test categorized as "good for a classroom test." Thus, the test is reliable to collect the data. The reliability calculated by using the formula that will be used to measure the reliability of the test is the Kuder Richardson Formula 21 (KR21).

$$KR_{21} = 1 - \frac{M\,(K - M}{K(s^2)}$$

(Gronlund 1980, p. 141)

Where:

KR_{21} = Kuder Richardson reliability coefficient.

K = the number of items in the test.

M = the mean of the test.

s = the standard deviation of test scores

In order to get standard deviation used formula as follow:

$$s = \sqrt{\frac{\sum \chi^2 - \frac{(\sum \chi)^2}{N}}{N - 1}}$$

(Ary et al, 2010, p. 177)

Where:

s = standard deviation

$\sum \chi^2$ = sum of the squares of each score

$(\sum \chi)^2$= sum of the score squared

N = number of pairs

In order to get students' mean score used formula as follow:

$$\bar{X} = \frac{\sum X}{N}$$

(Best & Kahn 1998, p. 343)

Where:

$\bar{X}$ = mean

Σ = sum of

X = scores in a distribution

N = number of score

The criteria used to classify reliability of the test score are as follow:

Reliability	Interpretation
.90 and above	Excellent reliability
.80 - .90	Very good for a classroom test
.70 - .80	Good for a classroom test
.60 - .70	Somewhat low
.50 - .60	Suggests need for revision of test
.50 or below	Questionable reliability

Adopted from Scorepak, Office of Educational Assessment, University of Washington

Index of Difficulty is simply shows how easy or difficult the test items based on students' answer. The formula of Index of Difficulty as follow:

$$FV = \frac{Correct\ U + Correct\ L}{N}$$

(Heaton 1975, p. 176)

Where:
FV = index of difficulty (facility value)
Correct U = correct answers of upper group
Correct L = correct answers of lower group
N = number of scores

The criteria used to classify index of difficulty of the test item are as follow:

Index of difficulty	Qualification
> 0.85	Easy (E)
0.51 – 0.84	Moderate (M)
< 0.50	Hard (H)

Adopted from Scorepak, Office of Educational Assessment, University of Washington

In determining the number of upper group and lower group, the researcher took one third of the total sample who took the try out test. Since the total sample was 35 students, so the number of upper group and lower group was 11 students. Only the upper and lower groups were involved in this calculation. The example of the calculation is as follow:

As it was gained in item 1 Correct U = 10, Correct L = 6 and N = 22

$$FV = \frac{11 + 6}{22}$$

FV = 0.77

The index of difficulty shows 0.77 means the test item is qualified "Moderate".

Discrimination index indicates the extent to which the test items discriminate between upper and lower group of students. Good test items item should discriminate between those who score high on the test and those who score low. The formula of discrimination index as follow:

$$D = \frac{\text{Correct U} - \text{Correct L}}{\frac{1}{2}N}$$

(Heaton 1975, p. 176)

Where:
D = discrimination index
Correct U = correct answers of upper group
Correct L = correct answers of lower group
½N = a half number of scores

The criteria used to classify the discrimination index of the test item are as follow:

Discrimination index	Qualification
>0.30	Good (G)
0.10 - 0.30	Fair (F)
< 0.10	Poor (P)

Adopted from Scorepak, Office of Educational Assessment, University of Washington

As it was gained in item 1 Correct U = 10, Correct L = 6 and $_{1/2}N = 11$

$$D = \frac{11 - 6}{11}$$

$$D = 0.45$$

The percentage of discriminating index shows 0.45 means the test item is classified "Good".

From the analysis of the index of difficulties and discrimination index, the researcher obtained the following data:

Index of difficulties (FV)	Discrimination index (D)
4 items are easy (E)	22 items are good (G)
26 items are moderate (M)	8 items are fair (F)

In conclusion, based on the analysis of the index of difficulties and discrimination index, the test items were ready to be used in collecting the data.

After collecting the data, the researcher analyzed it by using statistical method in order to see students' achievement of teaching reading comprehension

on descriptive text by using Group Work strategy. *T-test* is used to analyze the significance of treatment

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

(Ary et al 2010, p. 177)

Where:
t = t ratio
$\bar{D}$ = average difference
Σd = different scores squared, then summed
$(\Sigma D)^2$ = difference scores summed then squared
N = number of pairs

The mean of different, $\bar{D}$, is found by dividing sum of all D scores by number of pairs (Ary et al 2010, p. 176).

The purpose of the data analysis is to know the effectiveness of Group Work strategy in teaching reading comprehension. To do so, the writer will use the effect size calculation. The effect size will be applied to analyze the differences degree of the effectiveness of the treatment given influence to the group. The formula is as follow:

$$d = \frac{t}{\sqrt{N}}$$

Where:
d = effect size
t = t ratio
N = number of pairs

The result of effect size categorized as below:

d of .80	Large
d of .50	Medium
d of .20	Small

Adopted from Burns (2000, p. 170)

FINDINGS AND DISCUSSION

a. Findings

After conducting a research in teaching reading comprehension on descriptive text by using Group Work Strategy to the elventh grade students of SMA Negeri 1 Senakin in Academic Year 2012/2013, the researcher got the substantial data for the sake of the research findings.

To answer the research problems, the researcher analyzed the data that obtained through written test. The researcher conducted pre-test and post-test. The pre-test shows the result of the students' score before the treatment was conducted and the post-test shows the result of the students' score after the entire treatment process.

Analysis on the Significance of Treatment

To find out the significance of treatment, the researcher applied the t-test. The computation is as follow:

$$t = \frac{17.35}{\sqrt{\frac{12343.95 - \frac{(589.9)^2}{34}}{34(34-1)}}}$$

$$= \frac{17.35}{\sqrt{\frac{12343.95 - \frac{348076.40}{34}}{34(33)}}}$$

$$= \frac{17.35}{\sqrt{\frac{12343.95 - 10237.54}{1122}}}$$

$$= \frac{17.35}{\sqrt{\frac{2106.42}{1122}}}$$

$$= \frac{17.35}{\sqrt{1.88}}$$

$$= \frac{17.35}{1.37}$$

$$= 12.66$$

From the result of the above computation, the calculation of t-test indicates 12.66. First, the degree of freedom or df = N-1 (the number of the students who take the test – 1) is determined. Since they are 34 students who took the test in this research, then df = 33. The value of observed t is checked to see whether the difference is significant at the 0.05 levels. Based on this computation result, the t-test score was higher than t table. The calculation of t-test indicates "12.66" which was higher than t table at 0.05 with the degree of freedom 33, which is "2.035".

Analysis on the Effectiveness of Treatment

The researcher described the findings of significance effect of the treatment in order to see how effective the use Group Work strategy in increasing students' achievement in reading comprehension on descriptive text, the researcher used the formula of effect size. The computation of the effect of the treatment can be seen as follows:

$$d = \frac{12.66}{\sqrt{34}}$$

$$= \frac{12.66}{5.83}$$

= 2.17 (larger than 0.8 is categorized large)

Based on the above result, the effectiveness of teaching reading comprehension on descriptive text by using Group Work strategy is categorized as large with *d* is 2.17 larger than .80.

The result of Reliability Test

No	Students' Code	X	X^2
1	S1	25	625
2	S2	25	625
3	S3	25	625
4	S4	24	576
5	S5	24	576
6	S6	24	576
7	S7	23	529
8	S8	23	529
9	S9	22	484
10	S10	22	484
11	S11	22	484
12	S12	22	484
13	S13	21	441
14	S14	21	441
15	S15	20	400
16	S16	20	400
17	S17	20	400
18	S18	19	361
19	S19	18	324
20	S20	18	324
21	S21	18	324
22	S22	17	289
23	S23	16	256
24	S24	16	256
25	S25	15	225
26	S26	14	196
27	S27	14	196
28	S28	13	169
29	S29	12	144
30	S30	12	144
31	S31	11	121
32	S32	11	121

33	S33	10	100
34	S34	10	100
35	S35	9	81
	N = 35	$\sum X = 636$	$\sum X^2 = 12410$

The Result of Level Difficulties and Discriminating Power of the Test Items

Items	U	L	U + L	FV	IQ	U – L	D	IQ
1	11	6	17	0.77	M	5	0.45	G
2	10	6	16	0.72	M	4	0.36	G
3	9	6	15	0.68	M	3	0.27	F
4	9	5	14	0.63	M	4	0.36	G
5	9	5	14	0.63	M	4	0.36	G
6	10	6	16	0.72	M	4	0.36	G
7	10	7	17	0.77	M	3	0.27	F
8	9	5	14	0.63	M	4	0.36	G
9	10	7	17	0.77	M	3	0.27	F
10	11	8	19	0.86	E	3	0.27	F
11	10	6	16	0.72	M	4	0.36	G
12	10	6	16	0.72	M	4	0.36	G
13	10	6	16	0.72	M	4	0.36	G
14	10	6	16	0.72	M	4	0.36	G
15	11	6	17	0.77	M	5	0.45	G
16	11	8	19	0.86	E	3	0.27	F
17	9	5	14	0.63	M	4	0.36	G
18	9	5	14	0.63	M	4	0.36	G
19	9	5	14	0.63	M	4	0.36	G
20	10	6	16	0.72	M	4	0.36	G
21	9	5	14	0,63	M	4	0,36	G
22	10	7	17	0.77	M	3	0,27	F
23	10	6	16	0,72	M	4	0,36	G
24	10	6	16	0,72	M	4	0,36	G
25	11	8	19	0,86	E	3	0,27	F
26	10	6	16	0,72	M	4	0,36	G
27	9	5	14	0,63	M	4	0,36	G
28	10	5	15	0,68	M	5	0,45	G
29	11	8	19	0,86	E	3	0,27	F
30	10	5	15	0,68	M	5	0,45	G

Note:

U = upper group
L = lower group
FV = index of difficulty
D = discrimination index
IQ = item of qualification
P = poor
F = fair
G = good

E = easy

M = moderate

Students' Score in Pre-Test

No	Students' Code	Total Appropriate Answer	Students' Score	Category
1.	S1	20	66.67	NP
2.	S2	18	60.00	NP
3.	S3	24	80.00	P
4.	S4	22	73.33	P
5.	S5	21	70.00	P
6.	S6	17	56.67	NP
7.	S7	17	56.67	NP
8.	S8	18	60.00	NP
9.	S9	20	66.67	NP
10.	S10	18	60.00	NP
11.	S11	22	73.33	P
12.	S12	20	66.67	NP
13.	S13	18	60.00	NP
14.	S14	20	66.67	NP
15.	S15	21	70.00	P
16.	S16	15	50.00	NP
17.	S17	19	63.33	NP
18.	S18	19	63.33	NP
19.	S19	18	60.00	NP
20.	S20	18	60.00	NP
21.	S21	21	70.00	P
22.	S22	22	73.33	P
23.	S23	17	56.67	NP
24.	S24	20	66.67	NP
25.	S25	21	70.00	P
26.	S26	20	66.67	NP
27.	S27	18	60.00	NP
28.	S28	17	56.67	NP
29.	S29	18	60.00	NP
30.	S30	22	73.33	P
31.	S31	21	70.00	P
32.	S32	21	70.00	P
33.	S33	21	70.00	P
34.	S34	22	73.33	P
	Total of Students' Score		2220.01	
	∑X1		65.29	

Note : NP = Not Passed

P = Passed

The Result of Students' Score in Post-Test

No	Students' Code	Total Appropriate Answer	Students' Score	Category
1.	S1	24	80.00	P
2.	S2	27	90.00	P
3.	S3	28	93.33	P
4.	S4	25	83.33	P
5.	S5	24	80.00	P
6.	S6	25	83.33	P
7.	S7	19	63.33	NP
8.	S8	24	80.00	P
9.	S9	27	90.00	P
10.	S10	20	66.67	NP
11.	S11	30	100	P
12.	S12	25	83.33	P
13.	S13	24	80.00	P
14.	S14	26	86.67	P
15.	S15	25	83.33	P
16.	S16	19	63.33	NP
17.	S17	29	96.67	P
18.	S18	24	80.00	P
19.	S19	23	76.67	P
20.	S20	28	93.33	P
21.	S21	23	76.67	P
22.	S22	24	80.00	P
23.	S23	26	86.67	P
24.	S24	25	83.33	P
25.	S25	26	83.33	P
26.	S26	24	80.00	P
27.	S27	23	76.67	P
28.	S28	21	70.00	P
29.	S29	26	86.67	P
30.	S30	25	83.33	P
31.	S31	29	96.67	P
32.	S32	27	90.00	P
33.	S33	25	83.33	P
34.	S34	23	80.00	P
	Total of Students' Score		2809.99	
	∑X2		82.64	

Note : NP = Not Passed
P = Passed

The Students' Interval Score of Pre-test and Post-test

No	Students' Code	Pre-test (X_1)	Post-test (X_2)	$D(X_2 - X_1)$	D^2
1	S1	66.67	80.00	13.33	177.69
2	S2	60.00	90.00	30.00	900.00
3	S3	80.00	93.33	13.33	177.69
4	S4	73.33	83.33	10.00	100.00
5	S5	70.00	80.00	10.00	100.00
6	S6	56.67	83.33	26.66	710.75
7	S7	56.67	63.33	6.66	44.35
8	S8	60.00	80.00	20.00	400.00
9	S9	66.67	90.00	23.33	544.29
10	S10	60.00	66.67	6.67	44.49
11	S11	73.33	100	26.67	711.29
12	S12	66.67	83.33	16.66	277.55
13	S13	60.00	80.00	20.00	400.00
14	S14	66.67	86.67	20.00	400.00
15	S15	70.00	83.33	13.33	177.69
16	S16	50.00	63.33	13.33	177.69
17	S17	63.33	96.67	33.34	1111.55
18	S18	63.33	80.00	16.67	277.89
19	S19	60.00	76.67	16.67	277.89
20	S20	60.00	93.33	33.33	1110.89
21	S21	70.00	76.67	6.67	44.49
22	S22	73.33	80.00	6.67	44.49
23	S23	56.67	86.67	30.00	900.00
24	S24	66.67	83.33	16.66	277.55
25	S25	70.00	83.33	13.33	177.69
26	S26	66.67	80.00	13.33	177.69
27	S27	60.00	76.67	16.67	277.89
28	S28	56.67	70.00	13.33	177.69
29	S29	60.00	86.67	26.67	711.29
30	S30	73.33	83.33	10.00	100.00
31	S31	70.00	96.67	26.67	711.29
32	S32	70.00	90.00	20.00	400.00
33	S33	70.00	83.33	13.33	177.69
34	S34	73.33	80.00	6.67	44.49
Total		$\sum X1 = 65.29$	$\sum X2 = 82.64$	$\sum D = 589.98$	$\sum D^2 = 12343.95$

b. Discussion

From the data analysis, the students' ability in descriptive text significantly increases by using Group Work strategy in teaching reading comprehension. This

strategy was helpful for the researcher in making students' understanding of reading comprehension became clear.

In the research, the researcher conducted the treatment to the research sample. The researcher conducted one meeting that focused on teaching reading comprehension on descriptive text by Group Work strategy. In the treatment, the researcher explained about descriptive text-based and how to apply Group Work strategy. Then, she divided them into small group discussion heterogeneously. At first, some of groups still confused about how to apply this strategy. It happened because this strategy was new for them. But with the step by step and detail explanation from the researcher, they started to understand in applying Group Work strategy. Many students were active during teaching and learning process. At the end of the treatment, the writer asked the students. Many students said that Group Work strategy helped them to understand the implied meaning of the text. Then, it made students to develop their thinking on descriptive text-based.

After the treatment, the researcher conducted the post-test. It was used to identify the students' ability after the treatment. Then, researcher calculated the mean score of post-test by dividing the total score of post-test with the whole number of research sample that is 34 students. The mean score of post-test was 82.64. It showed that the students' mean score of pretest had improved from pre-test to post-test, 65.29 to 82.64.

Then, the researcher analyzed the significance of students' interval score of pre-test and post-test by using t-test formula. Based on the computation, the result showed that the t-test score (12.66) was higher than t table (2.035) at 0.05 with the degree of freedom (df) = N-1 (34-1). It means that the use of Group Work strategy in teaching reading comprehension on descriptive text had different significant result between pre-test and post-test.

Furthermore, the researcher computed the effectiveness of the treatment by using the formula of effect size. As above computation, the effectiveness of the treatment was 2.17 larger than .80 and categorized as large effect on the treatment. Based on both result, the hypothesis of this research has been answered, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

In conclusion, based on the findings, theoretical, and related studies proved that the use of Group Work strategy was categorized as largely effective and significantly increases students' ability in teach reading comprehension on descriptive text to the eleventh grade students of SMA Negeri 1 Senakin in Academic Year 2012/2013.

CONCLUSION

Related to the explanation on the findings and discussion, it can be concluded Group Work strategy was effective for the students' reading comprehension on descriptive text on the eleventh grade students of SMA Negeri 1 Senakin in academic year 2012/2013. Finally, the researcher hopes the result of this research can be a reference for the English teacher to enhance their strategies in teaching, in order to help their students comprehend the text, especially descriptive text.

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