

**THE INFLUENCE OF GROUPINGS TECHNIQUE TOWARDS
STUDENTS' READING ABILITY AT THE ELEVENTH
GRADE SMA MUHAMMADIYAH 2
BANDAR LAMPUNG**

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Abstract: The aim of this research was to find out whether Groupings Technique has influence towards students' reading ability. This technique helped the students to find out the information from the passage and helped the students to improve students reading ability. In this research the writer used experimental method. The population was 231 students in 7 classes. There were two classes for the sample, it consisted of 66 students. First class was experimental class and the second class was the control class. The main technique in measuring students' reading ability was multiple choice which consisted of 40 items test. Each item has five option a,b,c,d and e. The score each item was 2.5. in calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that $t_{test} = 8.03$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($8.03 > 1.67 < 2.39$). So, H_a was accepted. It meant that there was significant influence of Groupings Technique towards students reading ability.

Keywords: *Groupings Technique, Reading Ability.*

INTRODUCTION

Reading is important in learning language because without reading we cannot do anything. It is supported by Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. In addition, reading is very necessary for students to determine their learning because reading they have a better chance to succeed in their studies.

Klippel (1985: 20), states that "Groupings technique is a technique of teaching listening, Teaching, speaking and all elements of language where the students have to find their partners work to arrange the scrambled words or sentences to be sentences or paragraphs." It means that this technique includes all elements of language that can be applied from beginner to intermediate level.

Based on the preliminary research at SMA Muhammadiyah 2 Bandar Lampung, the writer found that the student's reading ability needs to be improved. They found difficulties in technique in teaching reading comprehending reading texts. The writer also found that the teacher had never grouping Based on the background of problem above, the writer is interested in improving student's reading ability by using groupings technique in teaching reading. Grouping technique is a technique used in teaching reading in which students are asked to work in the group and arrange the words that are given by the teacher to the sentence because the words are not in the right arrangement. Therefore, the writer proposed a research entities: The Influence of Grouping Technique towards Students' Reading ability at the Eleventh Grade SMA Muhammadiyah 2 Bandar Lampung

With the identification of problems as follows:

1. The students often discourage and lose interest when they find that foreign language studies are like other subjects, learning from the book only without any practice.
2. The students tend to be quite without giving their answers or their opinions.
3. The students are hard to make their questions to the teacher in the reading classes.
4. The students reading need to be improve 5 aspects of reading (Main idea, supporting idea, inference, reference, and vocabulary).

METHOD

This research was quantitative research. The writer used quasi experimental as a research design. In this research, the writer as the researcher used two classes as the sample of the research, the first class was XI MIPA 1 as the experimental class, which was taught through Groupings Technique, and the second class was XI

MIPA 2 as the control class which was taught through conventional technique. The population of this research is the students of the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung, there are seven classes with 231 students. In this research, the writer used two classes as the sample of the research. To get data of students' reading ability the writer used reading test. In this research, the writer used multiple choice test in measure the students' reading ability. The test was multiple choice which consist of 40 items, each item consist of five options: a,b,c,d, and e. the point of each item was 2.5 so, the highest score is 100, and the lowest score is 0. In counting the result of research, the writer used t-test formula. To ensured the validity of the test, the writer used content of validity. It means that the test designed based on the English curriculum at SMA Muhammadiyah 2 Bandar Lampung. In analyzing realibility test, the writer used Product Moment Formula.

RESULT AND DISCUSSION

The Data Normality Test

Based on the calculating above, it was obtained the significance level of 0.05 and also 0.01 that $X^2_{ratio} < X^2_{table} = 6.43 < 7.81 < 11.3$. Since $X^2_{ratio} < X^2_{table}$. Therefore, the criterion was accepted. It means that the data have normal distribution.

The Homogeneity Test of Variance

Based on the data above, F_{ratio} was 1.14 F_{table} at significance level of 0.05 was 1.82 and 0.01 was 2.34. Since $F_{ratio} < F_{table}$, therefore H_a was accepted ($1.14 < 1.80 < 2.34$). It means that the variance of the data in experimental class and control class are homogeneous.

RESULT

Based on the calculating above, it was got $t_{test} 8.03 > 1.67 < 2.39$. Criterion H_0 accepted if $t_{test} > t_{table}$. Therefore, H_a was accepted, it means there was an influence of groupings towards students' reading ability at the eleventh class of SMA Muhammadiyah 2 Bandar Lampung in 2021/2022).

DISCUSSION

Based on data analysis by using t-test and testing of the hyphoteses, the writer got the results that H_a was accepted. It was showed by t_{test} was higher than t_{table} with

significance level 5% and 1% ($8.03 > 1.67 < 2.39$). It means that there was an influence of using Groupings Technique a reading towards students reading ability at the eleventh grade of SMA Muhammadiyah 2 Bandar Lampung in 2021/2022.

Reading is essential skill and so much part of daily life for those of us who live in the literate communicative that much of the time we hardly consider other than the purpose or process involved. It means that reading is a part of our daily activities when we live in the country where people think that education is very important.

Many problems that are faced by students in reading. The writer found that students got difficulties to find the main idea, conclusion, or point from the text. Those problems caused by the students' do not mastery the aspects of reading comprehension. Reading comprehension has five aspects this clarify actually concerned with reading comprehension as they are elaborate (Wulandary, 2020), they are main idea, supporting idea, reference, inference, and vocabulary). The writer concludes that in teaching reading the teacher should teach all aspects of reading above.

The first aspect is main idea. Main idea refers to the "big idea" or the most important idea found in the text (Duffy, 2009:138). In other words, main idea is the content or central topic of the paragraph. To determine the main idea, readers must understand that authors write. In this groupings technique, the students find main idea when the students are asked to read the first stopping point that is in the text has been given.

The second is supporting idea. Supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause, and effect that is related to the topic sentence. In this groupings technique, when the teacher poses some queries to the second stopping point then they discuss to that part, the teacher offers information to fill the gaps that the authors left.

The third is reference. According to Wulandari (Lattulipe in Marsiyah, 2009) reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or

phrases. To avoid repetition usually use pronoun as reference. In this case, the readers must find where the word refers to in the text. In this technique, when the students begin to summarize section by section from the text, the students must comprehend the reference contained in the text, and know the reference are intended for which object or the name of the intended person.

The fourth is inference. When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Wulandari in Beach, 2005). In other words, readers can conclude after reading the text. It is educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observations and what he does not know. In this technique, the students are asked to summarize or recapping the information that students have learned from their readings.

The fifth is vocabulary. Vocabulary is knowledge of words and their meanings. It is very important for everyone who learns language because knowing many vocabularies will help students understanding the text. In this case, the question was usually about the antonym, synonym, and meaning. In this activity when students are having difficulty expressing a response, the teacher will restate the comment to help clarify the comment.

Based on the theory above, the writer conducted that the aspects of reading are very important because students tend to face written text in learning English. They have to understand all the aspects of reading to comprehend the text. Based on the problem above, the writer solved the problems by using groupings technique. Groupings technique is one of strategies that can be used to improve students reading ability. It helps students to focus on their content area reading assignment and understand the information of text.

The writer did a research in two classes namely experimental and control class. Before conducting the research at those classes, students were given reading reading tryout test in order to measure whether or not the instrument of reading valid or can be used. In this case, there was no teaching and learning process. The writer just

gave the instrument of reading in the form of multiple choice test consisted of 40 questions. The result of this test was counted into statistical formula namely product moment formula. It was aimed to know whether or not the instrument gain at least the fair until very high criteria.

After giving the tryout test, the writer conducted a treatment in experimental and control class. But the experimental was the first class that was given the treatment. The writer taught reading by Groupings Technique. There were some meetings in this class. The teaching and learning process followed the procedure of groupings technique.

In the second class, the writer conducted the treatment by using conventional technique in teaching and learning process of reading. Here, the writer taught reading by following the steps of teaching using conventional technique. Conventional technique is a learning model that is commonly carried out in the learning process, which is done by way of educators explaining and students listening. Therefore, the writer followed this in order to see the differences between the technique in experimental class and control class, whether or not the technique applied in experimental class was better than in control class.

The situation in experimental class was good. It means that the students followed the writer's instructions by using groupings technique. The students seemed that there was no confusion during the teaching and learning process.

Meanwhile, in control class the students also followed the teaching and learning process effectively. They got the material clearly even though it seemed that they were bored to follow the instructions. In this class, the students were also taught how to read well and know the main idea, supporting idea, reference, inference, vocabulary.

After conducting the treatment in experimental and control class, then the writer gave reading test in order to measure the students' reading ability after being taught by using groupings technique and conventional technique. The form of test was multiple choice which consisted of 40 questions with the options a,b,c,d and e. In

the end, the writer collected the students' answer sheets in order to count them into some statistical formula. The score of students in control class were lower than in experimental class. The teacher, did the same test to this class. The score of students in reading ability by using multiple choice the highest score in experimental class was 85 while in control class obtained 72.5.

From all the result, the writer concluded that groupings technique was useful in improving students' reading ability. Reading ability was the students' ability in comprehending each sentence in a text or passage. Groupings technique can be used for teaching reading, because this technique allowed students to work with their group. By grouping, they were easier in finishing the task given.

Groupings technique was related to a theory stated by Brown (2001:177) "Group work (groupings) is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. It implies small group work, that is students in groups of perhaps six or fewer". It means that group work is a kind of technique in teaching which allows students to work together with their group. They will work collaboratively in finishing their task. The groupings can be small group which consists of six or fewer.

In the end of discussion, the writer would like to informed that to the readers or the next researcher that groupings technique is a good technique in improved students' reading ability. Because groupings technique provide opportunities for students initiation for give and take. By groupings, the students will more enjoyable in learning. They feel that they are not alone in finishing the material.

CONCLUSSION

There is an influence of Groupings Technique towards students' reading ability at the eleventh class of SMA Muhammadiyah 2 Bandar Lampung in 2021/2022. It can be seen that the result That the result $t_{test} = 8.03$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($8.03 > 1.67 < 2.39$).

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