THE EFFECT OF SYNDICATE GROUP METHOD ON THE EIGHTH GRADE STUDENTS' ABILITY IN READING NARRATIVE TEXT

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Abstract
Studying as group is more fun, they can share the problem in the studying. The researcher using syndicate group method and designed a research to know whether any significant difference in the achievement between students who were before and after using syndicate group method in teaching reading narrative text.. The researcher uses the pre-experimental design, with one group pre-test post-test design. The subjects of this research are the eighth grade students of SMPN 1 Karangrejo in the academic year 2021/2022. The population of the research consists of 367 students. The researcher will apply syndicate group method in the class. The result of post-test was computed by using Paired Sample T-test formula. The researcher used SPSS 21.0 for windows to calculate the formula of Paired Sample T-test. The researcher analysed the data using two-tailed test; the table Paired Sample T-test showed that significant value is $0.000 < 0.05$ and t count $> -$ t table. It means that Hypothesis is received.the researcher concluded that the students achieve better score in reading narrative text after they are taught using syndicate group method. the researcher draws the conclusion that syndicate group method is effective to raise students' ability in reading narrative text.

Keywords: Syndicate Group Method, Reading, Narrative Text

Introduction
Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Elizabeth, 2003: 6). Based on the statement, Reading is an activity with a purpose. A person may read in order to gain information of verify existing knowledge, or in order to critique a writer's ideas of writing style. Reading is also an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letter, words, sentences and paragraph that encode means.

There are many problems faced by student in understanding the reading. Some of them do not understand the meaning of the words, meaning that they are lack in vocabulary. Some of them think that reading is boring activity with constant rule, reading and answering the question based on the text. That is why student feel bored when they come to the reading task. Based on that statement, an English teacher must be creative in teaching reading in order not to make student bored with the material and one of the way is giving a chance to the student to do the interesting

activity which they like of course which has relation with the material given. "In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives" as written by elizabeth (2003: 15).

According to Syllabus of K13 there are 2 types of text will be taught in the eighth grade students in second semester, they are narrative and recount text. So, this research is focused in reading narrative text. In this research the writer conducts an experimental research. He uses the method namely is syndicate group in teaching reading narrative text.

Syndicate learning (tutor-less small group) is a form of peer learning involving small groups of 5 to 6 students working in semi-independent (tutor-less) groups towards the achievement of a collective goal or task (Lohe, 2014: 48). Surgenor (2010) stated this is the term used to describe activities undertaken by groups of students working to a brief under their own direction. They can be asked to undertake internet or literature searches, debate an issue, explore a piece of text, prepare an argument, design an artefact or many other tasks. To achieve productively, they will need an explicit brief, appropriate resources and clear outcomes. The syndicate group method is interesting, it is method focused on group it means to get good teamwork and discussion between one of student with other student in the solve the problem.

Based on the explanation above, the writer conducts the study entitled "The Effect of Syndicate Group Method on the Eighth Grade Students' Ability in Reading Narrative Text . This study was conduct at SMP Negeri 1 Karangrejo Tulungagung in Academic Year 2021/2022"

Method

The research design of this research is a quantitative research. (Daniel 2004: 1) states that quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable (Ary, 2002: 24). The manipulated variable is called the experimental treatment or independent variable. The observed and measured variable is called the dependent variable. The researcher would compare the two sections based on student's exam score and the final grades they received in the course (dependent variables). If test scores and final grades were significantly higher in the section receiving on-line feedback (treatment)contributed to increase learning. Sample is a partly or representative of the population that examine. As know by sample of researcher when we planned to generalization result of research sample (Arikunto, 2008: 152). In this study the writer decide to make among the eighth grade students (8H) class of SMP Negeri 1Karangrejo which consist of 34 students. The researcher collects the data from students of SMPN 1 Karangrejo. The data is intended to perform hypothesis testing and answering statement of the problem. Before the researcher calculated one sample *T-test* to answer the research question, the researcher calculated the validityand reliability of instrument. The researcher used SPSS 21.0 for windows to knowthe result of validity, and reliability. Finally, the researcher used paired sample *T- test* to answer the research question. As the researcher stated previously, this

research is intended to observe the effect of using syndicate group method in teaching of reading narrative text. In order to get the data of the students' achievement, the post test is used. The post test is distributed at the end of the experiment. It is intended to know students' achievement scores in reading narrative text.

Test Procedure

The tests consist of 25 questions. The students must write the correct answer. The score for all 1, so all score are 100. The formulations as follow:

1. Pre-test

Pre-test is a test which is done to measure the students' ability in the first time. Pre-test is done before treatment process. The researcher took the score to get first information. The group got once pre-test.

2. Treatment

After giving a pre-test, the researcher gives the treatment to the students. The researcher applied the technique or treatment using Syndicate group method. The researcher gave explanation about syndicate group method. Here the steps of treatment.

Table 1 Procedure of Syndicate Group Method.

No	Steps	Teacher Activities	Students Activities
1.	Opening	Greeting	• Answer greeting • Brainstorming
2.	Main teaching	• Introducing the material about narrative text • Giving explanation about narrative text • Giving explanation about syndicate group method • Give the order for the students to making a group • Give the material for each group • Tell every group to present their result of discussion • Give more explanation	• Pay attention • Listening the explanation from the teacher • Making a group • Read the text • Disscussion • Present the result of disscussion
3.	Closing	• Thinking and Leave talking	

3. Post-test

Post-test is a test which is done after teaching process. Because the researcher only uses one class, so the group got one post-test.

The scoring of the test was carried out objectively by adding up the number of the right answer. Then, the total correct answer was divided by the total items and the last multiple the result by 100. The following is the figure of the formula.

The students must choose the correct answer. The score for each items is 1, so all score are 25. The formulation as follow:

Scoring Formula :

$$\text{Score} = \frac{Obtained score}{maximum score} \times 100$$

$$\text{Score} = \frac{25}{25} \times 100 = 100$$

From the explanation the total score equals to 100.

Findings and Discussion

This phase presented the data gathered from each activity. These activities covered data acquired from pre-test and post-test after treatment. The aim of the activities was to know whether the students would have a good changing in their learning after getting the treatments or not. The post-test presented the result of students' responses toward the teaching and learning reading process conducted after using syndicate group method. This analysis was aimed to find out the the effect of syndicate group method in reading narrative text

There was only one group in this study. The one group is the H Class eighth grade students of SMP Negeri 1 Karangrejo Tulungagung in academic year 2021/2022. The researcher gave post-test with the same question form for one class above. The question form for pre-test and post-test will be computed the validity and reliability value by using SPSS 21.0. After computing the validity and reliability value of the instrument, the researcher considered to print 25 question items in the form. Time that was given to the students for doing the test was around 45 minutes. The Group consists of 34 students and the highest score in this group before using syndicate group method treatment is 88 and the lowest score is 68. Then, the highest score after using syndicate group treatment is 92 and the lowest score is 76. The researcher compared the final scores between before and after using syndicate group method as treatment. The data was tabulated below:
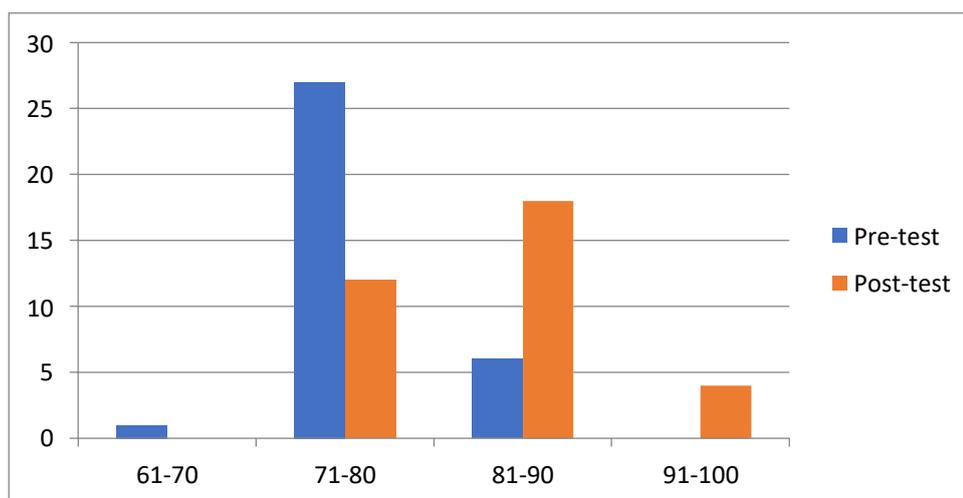
Table 2: The Comparison Score of Pre-test and Post-test

No.	NAME	Test Result Pre-Test	Post-Test		No.	NAME	Test Result Pre-Test	Post-Test
1	A M	72	80		18	K P T H S	84	92
2	A B N I	72	80		19	L K	76	84
3	A R F	76	76		20	M S K Q	76	88
4	A S P N	76	80		21	M N	76	80
5	A M	76	84		22	M L R	76	84
6	A	84	92		23	N S A T P	80	88
7	A J T	72	84		24	N S	80	84
8	B A	72	76		25	N A W	84	88
9	D A R	76	84		26	N Y A	80	88
10	D	84	80		27	P P	84	92
11	D C	72	80		28	P A I	80	88
12	E T S	76	88		29	R N P	80	84
13	E E	72	80		30	R Q K	88	92
14	E F	72	76		31	S D N	68	76
15	F A E S	80	84		32	W N	80	84
16	I L	76	84		33	Y W A	76	80
17	J A P B	72	84		34	Z	80	84

Table 3 Result and comparison the frequency data distribution

No	Interval	Before Absolute Frequency (F)	Relative Frequency (f%)	No	Interval	After Absolute Frequency (F)	Relative Frequency (f%)
1.	91-100	0	0	1.	91-100	4	11,76
2.	81-90	6	17,65	2.	81-90	18	52,94
3.	71-80	27	79,41	3.	71-80	12	35,30
4.	61-70	1	2,94	4.	61-70	0	0
	Total	34	100 %		Total	34	100%

The table showed that frequency data distribution, in the before student got a treatment there is 1 student (2,94%) in interval 61-70 and there is no student in interval 91-100, but after they got treatment there is no student in interval 61-70 and there are 4 students (11,76%) in interval 91-100. Raising frequency also happenin interval 81-90, before they got a treatment there are 6 students (17,65%) and after they got a treatment there are 18 students (52,94%). From explanation above the researcher conclude that students achieve better score in reading narrative text after they are taught using syndicate group method.

Graphic 1 The Comparison frequency of Pre-test and Post-test

As stated previously, the researcher makes formula of hypothesis, the hypothesis stated the students achieve better score in reading narrative text after they are taught using syndicate group method. For hypothesis testing, the researcher calculated with paired sample t test. According Sujarweni (2014: 103) ifSig < 0.05 the hypothesis is received and, if Sig > 0.05 the hypothesis is rejected, and according Sujarweni (2014:103) if –t table < t count < t table the hypothesis isrejected and if t count < -t table and t count > t table the hypothesis is received. The result of calculation paired sample t test using SPSS 21.0 for windows is as follow :

Table 4 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-6.471	3.413	.585	-7.662	-5.280	-11.054	33	0.000

Based on the table 4, output paired sample t test shows the result of compare analysis with using T-test. The result of test showed that significance is 0.000. So that 0.000 < 0.05, and t table in table t (df=n-1:two side(0.025)) = 2.03452 and t count is -11.054. So that, -11.054 < -2.03452. The researcher concluded that the hypothesis is received.

In this research, the researcher discusses about the student achievement after taught using syndicate group method in teaching of reading, Fosnot and Perry (2005) indicated that English reading materials could be learned through social interaction by undergoing re-definition and reconceptualization of the materials to become internalized. Reading skills are enhanced in a learning environment where learners interact and use language for socially constructing meaning. (Zoghi, Mustapha, Massum, 2010). Syndicate group is included of cooperative learning. Practically employed cooperative learning helps learners participate in reading lessons effectively, create an abundant and healthy English learning environment, make language learning more meaningful, and increase acquisition (Bolukbas, Keskin, Polat, 2011). Based on the findings of the research, it was indicate that the using of syndicate group method is effective in teaching reading narrative text to the students. In conclusion, reading can be taught by using syndicate method which that is included of cooperative learning.

So, based on the explanation above, the using syndicate group method was affective in teaching reading narrative text. The syndicate group method was effective to increase in reading skill, it was saw from the increase score post-test students which was more higher than score pre-test after the researcher using syndicate group method.

It means that the students achieve better score in reading narrative text after they are taught using syndicate group method text at SMP Negeri 1 Karangrejo in academic year 2021/2022.

Conclusion

Based on the result of research finding and discussion , the researcherconclude that students' achievement in reading skill by using syndicate group method is significant different from students who were taught before and after usingsyndicate group method in teaching reading narrative text at SMPN 1 Karangrejo in academic year 2021/2022. Firstly, syndicate group method focused on group it means to get good teamwork and discussion between one of student with other student in the solve the problem and most of the students are interested with this way. Secondly, syndicate group method gives freshness and variation to the students learning experience. So, those reasons make syndicate group method moreeffective to use as a media in teaching learning of reading narrative text. It concludes that the students achieve better score in reading narrative text after they are taught using syndicate group method.
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