ABSTRACT

THE USE OF MIXED-ABILITY GROUPING IN ONLINE CLASSROOM TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

This study is intended to investigate the effectiveness of mixed-ability grouping in students' reading comprehension. This study purposed to find out students' reading comprehension before using mixed-ability grouping in online classroom, to find out students' reading comprehension after using mixed-ability grouping in online classroom, and to find out a significant difference before and after using mixed-ability grouping into students' reading comprehension in online classroom.

This research applies a quantitative method as a research approach with pre-experimental research design. The research was conducted at MTs. Manba'ul Huda Bandung. The participants of this research were 32 of the ninth-grade students in the 2021/2022 academic year. The data is collected by using pre-test and post-test.

The result of this research found that there was a significant difference before and after using mixed-ability grouping into students' reading comprehension in the online classroom. It was proven from t-test data that the t-count (5,26) was higher than the t table (1.55). It means that the mixed-ability grouping method used in the class can significantly improve students' reading comprehension of narrative text.

In conclusion, the mixed-ability grouping method can give an improvement to students' reading comprehension, especially in narrative text. It means that the mixed-ability grouping method in narrative text is effective to improve students' reading comprehension.