Nominal Group Technique as Elevating Discourse Analysis in Reading Comprehension

Didik Hartanto[1], Widya Caterine Perdhani[2], Dita Grace[3], Athaya Salsabila Fernanda[4], Aminatul Muchlishoh[5]

[1,2,4,5] Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya
Jl. Jalan Veteran, Ketawanggede, Lowokwaru, Kota Malang, Indonesia

[3] Sekolah Pascasarjana Pendidikan Bahasa Inggris, Fakultas Sastra,
Jl. Ambarawa No.5 Gedung D14-18, Sumbersari, Kec. Lowokwaru, Kota Malang, Jawa Timur

Email: caterine_widya@ub.ac.id[2]

Abstract: *In grasping L2 on receptive skills, a student needs reading comprehension to analyze text. Any text has to digestby helping discourse analysis in comprehending reading. This article has an interest in using discourse analysis to upgrade reading comprehension. The challenge here does not stop with the individual. Teaching and learning reading take time for a number of students. One of the purposes of this article is to give nomina group technique to comprehending students' discourse analysis in reading text. Nomina Group Technique (NGT) applies for students in giving their opinion in reading comprehension with large group. By applying NGT, the students are more confident in constructing any reading text. Moreover, the NGT and discourse analysis benefit learning and take a short time to accumulate comprehension. The L2 students are feeling more practical and courageous and confident to comprehend reading texts*
Keywords: *Nomina Group Technique, Discourse Analysis, Reading Comprehension*

Abstrak: Dalam pengembangan pemerolehan bahasa kedua untuk keahlian menerima, seseorang pembelajar membutuhkan pemahaman bacaan dalam menganalisis teks. Berbagai macam teks yang harus dipahami dapat diperoleh dengan menggunakan analisis wacana dalam pemahaman bacaan. Artikel ini memiliki ketertarikan dalam penggunaan analisis wacana untuk mendalami pemahaman bacaan. Tantangan yang dibuat tidak hanya fokus pada individu. Pengajaran dan pembelajaran dalam membaca membutuhkan banyak waktu khususnya analisis wacana dalam teks membaca. Teknik Kelompok Nomina (NGT) dapat diaplikasikan untuk para pembelajaraan dalam memberikan opini dalam membaca komprehensif di kelompok besar. Dengan mengaplikasikan NGT , para pembelajar menjadi lebih tertarik dari membuat teks membaca. Lebih lanjut, NGT dan analisis wacana memiliki manfaat dalam pembelajaran dan memiliki waktu yang secukupnya dalam mengakumulasi pemahamaan. Para pembelajar bahasa kedua memiliki arah lebih praktis dan juga berani memahami dalam pemahamaan bacaan.
Kata kunci: Teknik Kelompok Nomina, Analisa Wacana, Pemahaman Bacaan

1. INTRODUCTION

Reading, as a receptive skill, enhances the ability to comprehend the acquired language. Most second language learners struggle with reading comprehension because it is a prerequisite for a deeper understanding of their second language. One technique to enhance reading comprehension is to use discourse analysis. Discourse analysis enhances reading comprehension for L2 learners by providing sufficient text and social context. Through the use of discourse analysis in reading, we expect L2 learners to gain a deeper understanding of the language.

In this paper review, reading comprehension does not only matter in a casual style

(vocabulary or single sentence), which is less linked to society. In lying relevant literature, we want to give a flavor using discourse in reading by using the Nomina Group Technique (NGT). Recently, scholars have employed the Nomina Group Technique (NGT) in large- scale academic research, particularly to explore issues before understanding them based on the context.

When it comes to improving reading comprehension among larger participants, implementing NGT is highly beneficial. NGT offers every participant a contribution by voting (McMillan et al., 2016; Søndergaard et al., 2018; Wiggins et al., 2020). This scheme is ideal for reading comprehension in large masses since reading comprehension is not constantly understood by everyone at the same level within a short time. To teach reading comprehension, students are ideally getting discourse analysis that is not only based on text but also on social context. To effectively utilize discourse analysis in reading, this paper will provide NGT strategies to enhance the L2 reading skills of students.

Reading Comprehension for L2 condition

Reading comprehension faces increasingly complex challenges, especially in the digital era where there is a lot of information but it is often presented briefly and lacking in depth. Duke Pearson, Strachan, & Billman (2021) state that reading comprehension is a complex process that requires readers to actively construct meaning by integrating their background knowledge, inferring implicit ideas, and critically evaluating the text. Harvey and Goudvis (2007) state that reading comprehension goes beyond merely extracting meaning from a text; it involves critical thinking, making inferences, and engaging with the material on a deeper level. According to Snow and Matthews (2016), Reading comprehension is an active process where meaning is created by connecting new information with existing knowledge, inferring implied ideas, and critically evaluating the material. This skill helps us understand the world around us through books, articles, or other writing. According to Williams (2018) in everyday life, the ability to understand and evaluate text well helps us think critically and make better decisions. Reading also sharpens our feelings and makes us understand better what other people feel. This highlights that reading comprehension is a deep intellectual process that is more than just knowing the meaning of words.

Research on reading comprehension faces several challenges. One of the main challenges is the variety of definitions and models for reading comprehension. Researchers have difficulty determining whether comprehension includes only precise meaning or involves critical analysis and interpretation of context. In addition, measuring reading comprehension is difficult because standardized tests often only assess precise abilities such as remembering details, while assessing in-depth comprehension is difficult. Individual variances in comprehension, such as varying degrees of expertise and experience, can challenge researchers trying to develop broadly applicable models of understanding. Kintsch & van Dijk, (1978) stated that the difficulty in defining reading comprehension lies in the fact that it is not a single skill, but a complex series of cognitive processes that interact with the reader's knowledge and experience, as well as the text itself. Everyone reads and understands texts in different ways, depending on the knowledge and experience they have, so it is difficult to create a comprehension model that applies to everyone. According to Nation (2001), L2 readers often experience obstacles in understanding texts because they have not mastered the vocabulary needed to understand meaning in different

contexts. Limited vocabulary hinders their ability to understand the meaning of words in different contexts, which ultimately hinders their overall understanding of the text. Stanovich (2009) has differences in ways of thinking, prior knowledge, and reading techniques between individuals that cause large variations in reading comprehension. This makes it difficult to create models and assistance methods that work for everyone. These challenges show how complex the reading comprehension process is and how important it is to continue researching to properly address these issues. Spada and Lightbown (2019) also stated that second language readers may not always use the same effective reading strategies as when they read in their first language, so need further research to find the right way to help them. The growth and innovation of our point of view will play an important role in helping people maximize their reading and comprehension abilities.

Reading comprehension remains harmonious because it is an important basis in education and daily life. With advances in technology and changing forms of media, the ability to understand and analyze text well has become increasingly important. As expressed by Havey and Goudvis (2007b), reading comprehension goes beyond simply understanding the meaning of a text; it involves critical thinking, drawing inferences, and interacting with the material on a more profound level. Changes in technology and media require us to continue to learn how new types influence our understanding of reading. According to Kintsch and van Dijk   (1978), the difficulty in defining reading comprehension lies in the fact that it is not a single skill but a complex set of cognitive processes that interact with a reader. prior knowledge and experience. Reading comprehension is very important in the educational and social worlds to overcome educational disparities and help people distinguish true information from false.

Reading comprehension challenges often occur in second language (L2) contexts due to factors such as limited vocabulary and unfamiliarity with text types. Nation (2001b) highlighted that L2 readers have difficulty comprehending texts because they lack mastery of the necessary vocabulary. For someone to be considered "fluent" in reading English (North, 2005), they usually have to be at level B2 (Upper Intermediate) or higher in the Common European Framework of Reference for Languages (CEFR). At the B1 level, a person can usually understand basic and everyday texts. However, a higher level of expertise is usually required to achieve fluency and deeper understanding. Therefore, a B2 or C1 level is often considered a more realistic benchmark for reading fluently and understanding various texts in depth. Grabe (1991) noted that the use of ineffective reading strategies, such as skimming and scanning, also hinders comprehension. Overcoming challenges in learning Indonesian as an L2 requires a comprehensive approach. Improving reading skills improves understanding of Indonesian and expands students' ability to understand various texts and cultural contexts. Consistent practice and effort lead to more effective comprehension of the second language.

Discourse Analysis in Reading Comprehension

Achieving academic and professional success requires effective comprehension of English texts, particularly in contexts where English is one of the primary languages of communication. As a result, foreign language teachers tend to prioritize delivering effective instruction that leads to the development of reading skills. Teaching techniques enhance students' understanding of complicated texts in various ways. More focus has recently been

placed on the discourse analysis method in language teaching, especially in reading instruction. Liu (2005) stated that discourse analysis would be the foundation of contemporary educational paradigms emphasizing language instruction's primary benefits to critical thinking and analytical abilities. Through discourse analysis, students may become proficient at critical thinking, engage in larger levels of cognitive activity, and take on more reading responsibility, which helps them become more autonomous. In addition, discourse analysis is a useful tool for providing students with the knowledge and skills needed to comprehend language usage in the range of communicative situations they will encounter outside the classroom (McCarthy, 1992). Furthermore, the effective application of discourse analysis in the classroom raises the possibility of positive effects for teaching EFL in higher education.

The previous studies present a range of novel strategies or approaches to instruction that are intended to assist students in overcoming the challenges associated with reading and interpreting English-language texts. Ong (2019) uses a case study approach to examine classroom discourse during reading comprehension lessons, focusing on vocabulary learning opportunities. The study evaluates teacher-student interaction and strategies used to improve vocabulary acquisition. This research contributes to second language acquisition research by highlighting the potential of teacher-led discourse to enhance language learning outcomes. Derin (2020) investigated the progress of discourse analysis in English as a Foreign Language (EFL) during the previous five years. The study focused largely on reading comprehension concerns among students, highlighting key issues in teacher-student and student-student relationships and the content of required EFL textbooks. The findings indicate that discourse analysis improvement is increasingly being used in EFL pedagogical methods and curricula.

Prior studies indicate a change in discourse analysis usage from simple understanding to sophisticated classroom interactions. However, gaps persist in its methodical incorporation into university curricula. Thus, it is necessary to concentrate on specific educational contexts to optimize the benefits of discourse analysis in encouraging profound language and cognitive development in students, enhancing reading outcomes, and preparing them for a globalized society. Alsoraihi (2019) states that discourse analysis is an effective technique that teachers may use in the classroom to assist students in establishing new identities and becoming more self-sufficient in today's rapidly globalizing world. As a result, it is important to provide students with the abilities they will need to interact critically with texts in both their academic and professional lives and to communicate and operate successfully on a global scale.

Discourse analysis is essential because it considers the relationship between language and the context in which it is used, as well as the description and analysis of spoken and interpersonal interactions. The approach extends beyond studying words and phrases to develop a broader framework for how language is utilized to engage in behaviors and shape social identity. According to Ghafar (2023), discourse analysis aims to address how the link between various language components is interpreted in a full framework of meaning. Thus, discourse analysis is often known as language analysis in usage. Martinez (2012) also claimed that discourse analysis gives us important information for language analysis and its reflection on cultural awareness, as well as useful insight into how teachers may utilize language in the classroom. Therefore, discourse analysis facilitates social interactions in the

classroom, helps instructors and students understand different contexts, and identifies language functionality.

Discourse analysis significantly impacts reading comprehension, and reading comprehension is a key component of language proficiency for L2 learners. The significance of reading comprehension is apparent to second language learners, and one aspect that significantly influences their reading comprehension is discourse analysis. According to Zhao (2022), students' participation and teaching efficiency would increase when discourse knowledge is used more in the classroom. It suggests that discourse analysis's efficacy increases with the amount of discourse analysis used to discourse- oriented examination of English reading comprehension. This is due to students' ability to comprehend discourse in-depth, making it easier to understand the primary idea and obtain additional specific information.

Discourse analysis should be the foundation of reading comprehension, and student engagement is necessary. According to Zaki (2021), classroom discourse analysis can improve student engagement and reduce reliance on teacher-centered practices. A student-centered teaching approach to analyze English reading comprehension test results will help students focus in class and hone their independent thinking skills. Students exposed to discourse analysis techniques develop a better degree of critical thinking, which has been shown to expand their comprehension and interpretation of various texts. In other words, a method based on global educational trends enables the development of soft skills such as critical thinking, problem-solving, and flexibility.

The reading interest of Indonesians is extremely low, making it highly alarming. Based on statistics from the OECD database in 2022, girls' reading performance in Indonesia is one of the lowest among PISA-participating nations and economies, with a PISA score of 370 and a ranking of 73/80 (2024). Indonesians have low reading literacy due to restricted access to literacy resources such as print media, books, and libraries. Moreover, literacy sources are often difficult to reach in rural areas and among the underprivileged. In addition, the causes contributing to Indonesians' low digital literacy are education and curriculum in schools of educators that have not focused on developing literacy, particularly digital literacy in the twenty-first century. As a result, it is not unexpected that the percentage of students who do poorly in reading is lower than ability level 2, which is one of the highest among PISA-participating countries and economies.

In solving the low rate of reading interest of Indonesian students, teaching requires learners to be engaged in actual/social contexts to apply their knowledge and skills for achieving successful communication, which is the ultimate goal of learning a language. Reading comprehension and discourse analysis are crucial for comprehending information, speaking successfully, and making informed decisions in today's complexities. Thus, reading comprehension and discourse analysis are absolutely still relevant.

2. METHOD

The Nomina Group Technique (NGT) is very useful and gives an excitement to large number of participants. The NGT is based on discussion that 4 - 5 participants per group, which there were 19 participants. A situation in reading comprehension with large participants, NGT is matched in this situation. To give participants comprehension in applying discourse analysis, here is integrating NGT in reading comprehension:

1) Grouping
2) Brainstorming
3) Voting as an individual in a group
4) Voting in groups
5) Reaching conclusion

NGT starts by making groups that consist of 4 -5 people in a group. The trainer or teacher is asking 1 question or problem to all participants. Here, every participant tries to find the answer or idea(s) based on reading the text. In this part, the brainstorming begins with reading comprehension and understanding by using their analysis. Every participant is collecting their idea(s) from their own group. In the next step, the group sees their participants' ideas and tries to vote on the idea that only 1 per participant can choose. The results in the first step are revealed by choosing the top 3 ideas of each group. Since every group is already collecting its top 3 ideas, every participant looks back to the 3 top ideas and votes back the ideas. These chosen ideas from the group will get top 5 ideas voted. Results from the top 5 ideas are already reaching conclusions.

There are several questions about student's reading comprehension and also discourse analysis. To taking their reading comprehension towards any kind of text, the discourse analysis is applied through filling online form that represents participant's answers based on their practicing in reading text. The questionnaires are consisted of 4 questions, that asking about styling on reading comprehension and improvements, having times to understand reading successfully, choosing the environment for reading task, and any kind of media that influencing their comprehension towards reading as part of helping better understanding.

3. RESULT AND DISCUSSION

This result has applied NGT, so the participants were taking voting several times. To analyze between participants's reading comprehension by using discourse analysis through filling the form. For 1st round of NGT, the participants about styling in reading comprehension and improvements, this is result:
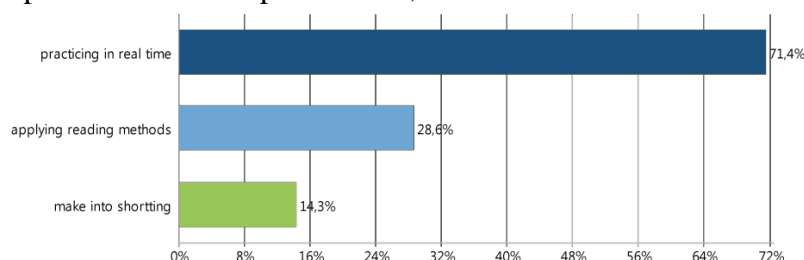

In top 3, there are practicing in real time, applying certain reading methods, and shorting the text after reading.
When participants tell about their though time to understand reading successfully and find out the way for helping, here is result of 1st round:
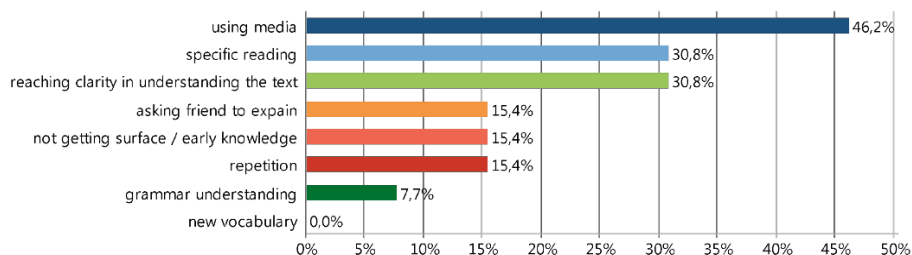
The answers start from using media ,certain reading difficult text, need of clarity in understanding text, asking friend to explain, never have sufficient knowledge before see the text, difficult in understanding grammar, and find new vocabulary.

The next question is about participants environment to support their developing in reading improvement, here is diagram :
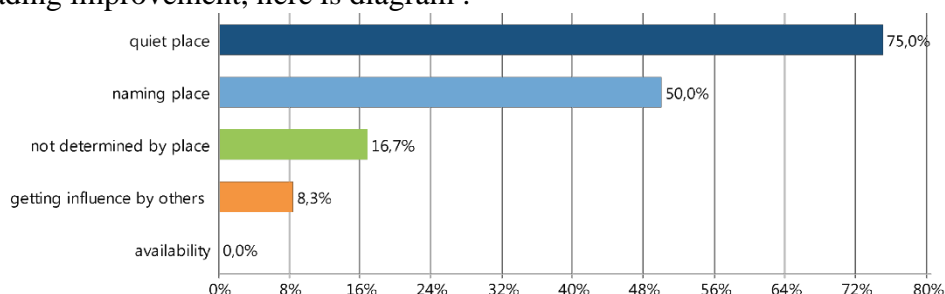

Mostly the participants state that quiet place or mentioned place (bedroom, library, or coffee shop). Some participants answer that supporting element is not only environment, but sometimes people around them, not motivating by certain place, and even the desire to read at the time.

For question about media, the participants vote here:
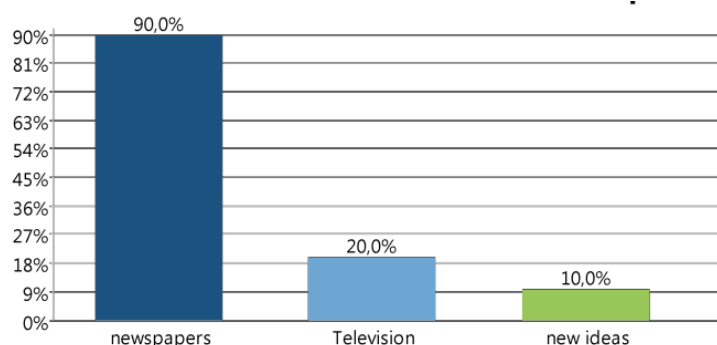
The participants mostly agreed that newspapers are helping much to getting a reading comprehension, following with television, some ideas, magazine and radio. The reason behind the participants about the media helping them so much, such as:
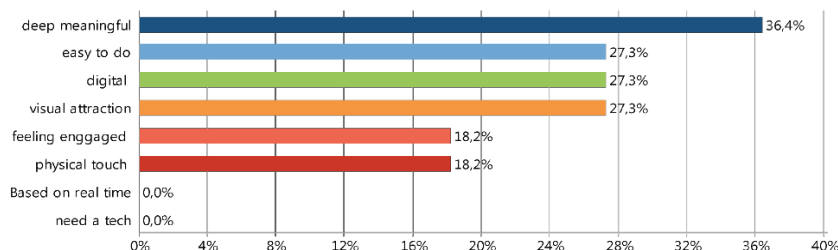
Reason behind choosing media like newspaper, the participants is getting deep meaningful behind their reading. For answer easy to do, they believe reading comprehension in short time by ink or printing instead digital. Some statements such as : feeling engaged , physical touch, interesting on visualization and real time situations , are showing for magazine and television as their media for helping them in reading text.

For 2nd round, the participants were asking in same questions but voting the answers that already available in 1 round. In this treatment, the question based on styling in reading comprehension and improvement is showed as:
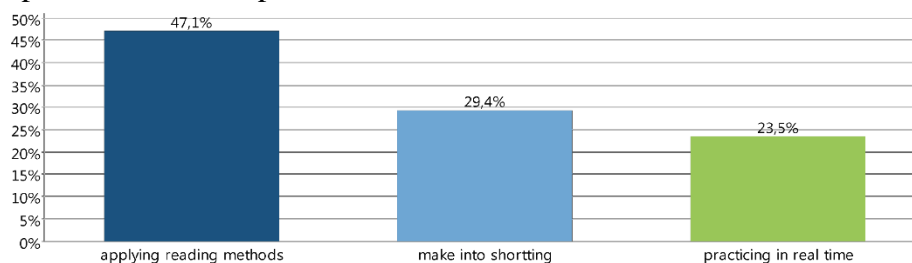

Most the participant in groups are agreed that applying reading methods that gave them some progress, rather than taking note for shorting the text or doing by repeating for several time as they prior comprehension based on their text choosen.

For 2nd question , the participants show their ability in understanding for certain time to read. Here is the diagram :
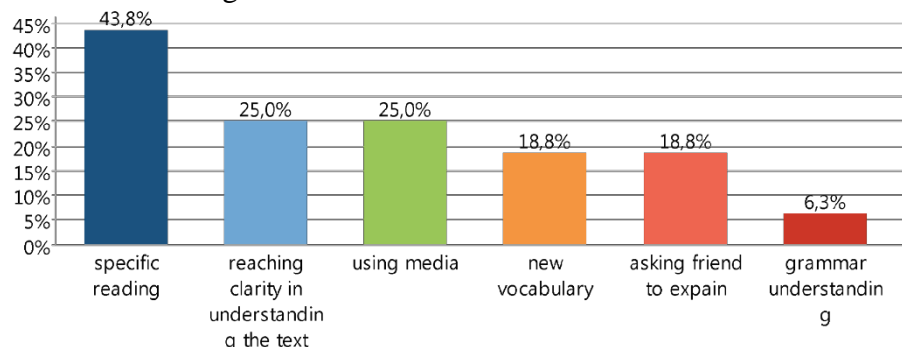

Among the groups, they choose specific reading (scientific article and unfamiliar text) that show having difficult to read in time. In other 2 top reasons, they are reaching clarity in understanding the text and taking explanation by using media. Then, less 3 choosen statements here are getting new vocabulary , asking any explanation from friends, and unfamiliar with grammar understanding.

For 2nd around, the statement for type of place as reason for supporting their reading comprehension , here is :
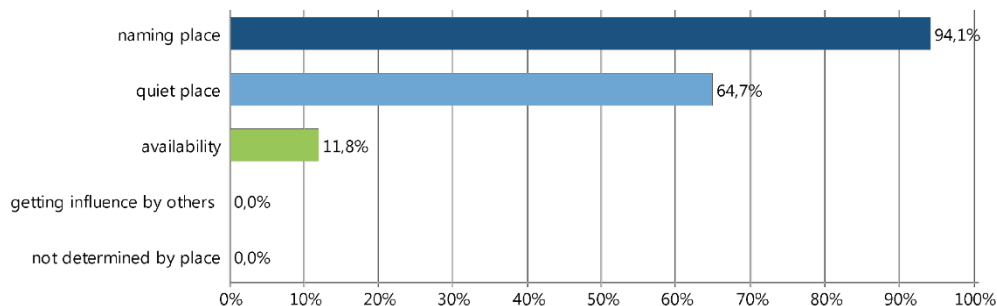
Most of groups are agreed several places , such as : bedroom, library, or any space to support them already mention. In supporting the place, they choose based on less noise near them. In another statement, the availability of place is also main prior to support them in reading comprehension.

In last statement , the groups choose supporting media for their reading comprehension as shown here :
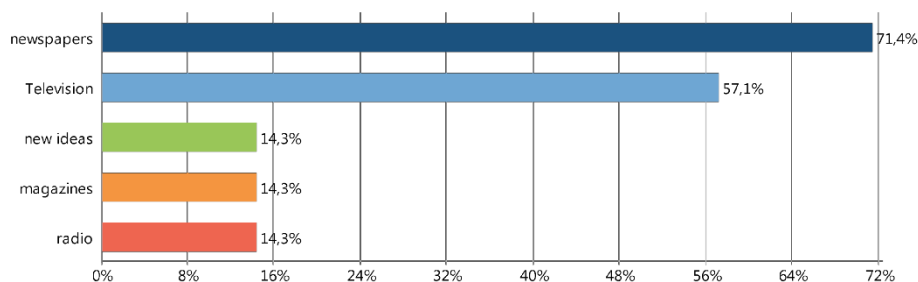
From diagram, the top 3 statements can be seen that newspapers and television as supporting media, and new ideas as their confident believe in taking reading comprehension. Magazines and radio are also media, but this time is not considered the top influenced to them.

There are several reasons to supporting by using media in reading, like as :
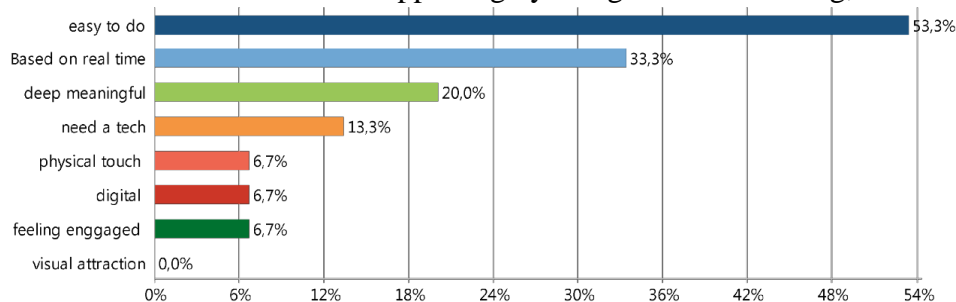
The diagram has shown that 3 top statements are easy to do, based latest condition of reading text , getting deep meaningful. The left reasons , such as : physical touch , and feeling enggaged , they are impacted from newspaper, television and magazines by showing colourfull and pictures. Other reasons , such as : need a tech and digital things , actually tend to reason on television uses.

4. CONCLUSION AND SUGGESTION

From the results, the reading comprehension among participants has impacted. We can see here, the participant's responds as matter of discourse analysis about their reading activity has gained in learning. By using NGT , among the participants were realized that they have same knowledge and curiosity in reading comprehension.

From the 2nd round, we can see that most students are applying reading methods to understand L2 reading text. Comparing in other statements , such as shorting the text into small size or do repetition as practicing are not getting more impacted. In supporting to reading situation , the location choosen is also contributed to L2 students in reading understanding. The L2 challenging in reading is ussually focused on certain reading, such as : sientific article or unfamiliar text, but they can solve by getting explanation or using media (Youtube , Google Scholar). In gaining more L2 students attention towards reading, some media like newspaper , television or magazine are more practical to use, since the participants prefer in easy to handling , real time situation and deep meaningful in developing their vocabulary.

In conclusion, reading comprehension by using discourse analysis in large participants is very helpful with NGT as a technique. Reading comprehension for L2 learners asked them to be more practical in text and social, so the NGT makes sure all participants are getting the same level of analysis. NGT asked the L2 learners to discuss more so they have a chance to share their own opinions and get new ideas from others that are comprehensible.

In further notes, NGT has challenged to level over participants' votes.   Some participants who did not vote may have another different insight regarding the question. In mass participants, this could be spent too much time on analyses, but it does not promise good answers. Using NGT is mostly for the participants in experts or even enough to make any decision.

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