

4.1 Research Findings

The research location was in SMP Negeri 2 Gido, which is located in Somi Village, Gido District and Nias District. Researchers conducted research in class VIII-A with a total of 29 students. Researchers conducted research with a step-by-step approach and described it to students. Based on the researcher conducting the research, the researcher described the teaching reading understanding through group work in SMP Negeri 2 Gido from Friday 19 May 2023 to 17 June 2023. Researchers apply that for student achievement in reading comprehension in class they do not use pre-test and post-test assessments but rather participate in student observation checklists in class, fifteen responses from each student in interviews and an assessment rubric from the results of each student's group work whose answers are in convey verbally to each representative of each group. After collecting data, the researcher analyzed the data from the description of students' achievements in teaching Reading Comprehension in class using the observation instrument checklist for student participation in group work and conducted interviews with each student about the reading comprehension teaching that the researcher had carried out through group work. and each group's respective scores in reading comprehension through group work.

4.1.1 The Result of the Observation

The results of observing student participation in teaching reading comprehension through group work in the classroom namely as follows.

According to Ortlieb (2009:141), in Yuli (2015:6) reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. In this step, the researcher continued in this discussion, it is

to support research finding before. This part consisted of supporting research finding.

Based on the checklist observation, shows that in teaching reading comprehension through group work to students in the class. The researcher explained that for teaching reading comprehension through group work it could be applied to students in class VIII-A. By the observations of researchers in the classroom, They have the same participation in each group in the class with Students follow the teacher to form groups work with teammates, Students pay attention to the instructions given by the teacher, Students interested in working in a team, Each student arouse enthusiasm in reading comprehension in the group work, Students to share knowledge their friends in group work, Students to give their opinion in reading comprehension, Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge, Students to share information that has been get on the text their friends, Students work together to determine the topic, Students work together to unite differences of opinion in determining the main idea, Students identify to inference on the text that they read, Students choose one friend to convey the information they get in the text, Students really interact with friends about reading comprehension, and Students to have feedback for the teacher.

1.1.2 The result of the students Interview

The results of students interview in teaching reading comprehension through group work in the classroom namely as follows.

Based on the research description, the researcher conducted interviews with each student in the class regarding teaching reading comprehension through working groups. Each student answered the questions that the researcher had given on the interview

sheet. The answers from each student in the interview showed that all students in class VIII-A liked and were interested in teaching reading comprehension through group work. According to them, by working in groups we can collaborate with the group regarding what we still don't understand and we actively communicate with fellow group friends, and share the knowledge we gain and motivate each other.

1.1.3 The result of Rubric for Assessing

The results of Rubric for assessing student achievement in teaching reading comprehension through group work in the classroom namely as followed:

Table 4.1.3.a
The Value of Each Group in Teaching Reading Comprehension
through Group Work

No.	Names of Students in Each Group	Scores
1	1. Intan Cahayani Gea 2. Angel krisman Gulo 3. Fanel Three Gulo 4. Wilson Zamasi 5. Otonius Ndraha	65
2	1. Wilson Zamasi 2. Alfret Bate'e 3. Andrianus Y. A B 4. Bagus Natanael Bate'e	67
3	1. Titian Putri Gulo 2. Cindi Kristina Zamasi 3. Fransiskus Gulo 4. Putra I. Mendrofa	51
4	1. Wancerlin Gea 2. Miseria Lase 3. Efata Harefa 4. Yarman Bate'e	76
5	1. Kiki Andika Gulo 2. FestriYani Gulo 3. Antonius P. Y Ndraha 4. Yolana Tri Damai Gulo	61
6	1. Supirman Ndraha 2. David Chritian Bate'e 3. Juni Gratia Humendru 4. Sherly Waruwu	69

7	1. Jasti Putri M. Zamasi 2. Ratna Satria Dohona 3. Neni Fielda Yani Lase 4. Martha Cahyani Zebua	71
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According to Rubin (Samsu Somadayu, 2011: 7-8) reading comprehension is a complex intellectual that includes two main abilities, viz mastery of the meaning of words and the ability to think about verbal concepts. Reading comprehension is the process carried out in reading by understanding the meaning contained in the writing. Reading comprehension plays a very important role in language because without understanding, content The reading has no meaning for the reader.

Based on the score results above, student achievement in teaching reading comprehension through group work can be seen from the scores obtained in each group. The researcher explained that the five groups were quite capable of understanding the topic by providing main ideas based on group work, quite capable of working together to understand and determine the structure of the text in the group, and quite capable of working together to interpret. Difficult words and verbs used in the text are quite capable of reading the rules for writing spelling and punctuation in the text together in groups. Then the two groups were not able to work together enough to understand and determine the structure of the text in the group, were not able to work together enough to interpret difficult words and verbs used in the text and were not able to read the text enough. rules for writing spelling and punctuation in texts together in groups. Based on the results of calculating scores from the assessment rubric, students' achievements in teaching reading comprehension in group work are quite capable of being applied in class.

4.2 Discussions

4.2.1 The Description and Interpretation of the Research Findings

a. The Teaching Reading Comprehension through Group Work

Regarding the theory from Gay and Airasian (2000:11) “Descriptive research used to describe, investigate, and study cause effect. Descriptive research is the research involving collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists”. In this research, the researcher was analyzing the observation sheet which was filled in by the researcher when conducting direct observations of the English teacher. Data were collected by researchers using an instrument in the form of observation sheets. Observations made by the researcher were unobtrusive observations. Driscoll (2011:160) says that in unobtrusive observation, we do not interact with participant but rather simply record their behavior.

Based on the results found by the researcher from the observation activities that have been carried out on English teachers at the Eighth Grade of SMP Negeri 2 Gido in 2022/2023. Group work is observed as an essential issue that provides comprehensible input. A foreign language learner who says “I can read words but I don’t know what they mean” is not, therefore, reading, in this sense. It is merely decoding the written symbols. Here comprehensible input stands for that input which they can understand. Text comprehension involves the construction of an integrated and coherent representation of a text’s meaning. Therefore, we might predict a relation between a reader’s ability to comprehend text and their ability to produce a structurally coherent narrative. The researcher explained that for teaching reading comprehension through group work it could be applied to students in class VIII-A. By the observations of researchers in the

classroom, there is enthusiasm for students to read because each of them works together to share opinions.

Whereas based on the data about the students' responses to the interview aimed to know the things that affect ability in students' problem in reading comprehension, there were different answers from the students. The answers from each student in the interviews indicated that all students in class VIII-A liked and were interested in teaching reading comprehension through group work. According to them, by working in groups we can collaborate with groups on what we still don't understand and we are active in communicating with the group, sharing the knowledge we get and motivating each other.

From the data findings above, researchers can say that students like and are interested in reading comprehension when teachers use group work to help them understand the text they are studying and make it easier for them to study the reading or text.

b. The Students' Achievement in Reading Comprehension through Group Work

According to Samsu Somadayu (2011: 19) in the reading process, readers use several types of understanding, namely literal understanding, interpretative understanding, critical understanding, and creative understanding. According to Dalman (2014: 91-92) that reading with literal comprehension is reading the reading text and understanding the contents of the reading regarding what is mentioned in the text. According to Safi'ie (Samsu Somadayu, 2011: 21) interpretive understanding is understanding what the author means in the reading text. According to Soedarso (Samsu Somadayo, 2011: 23) states that critical reading is a process carried out by readers to understand the content of the reading, understand the facts and be able to interpret what is in the reading material. In other words, in the

reading process, readers want to find the main idea, know the facts and be able to make conclusions.

Based on the results that researchers found from the scores for each group that researchers carried out in class VIII of SMP Negeri 2 Gido in 2022/2023. The first group work obtained a reading comprehension level with a score of 65% which could be classified as enough able with the predicate C. The second group work obtained a reading comprehension level with a score of 67% which could be classified as enough able with the predicate C. The third group work obtained a level of understanding reading with a score of 51% can be classified as not enough able with the predicate D. The fourth group work obtained a level of reading comprehension with a score of 76% can be classified as enough able with the predicate C. The work of the Fifth group obtained a level of reading comprehension with a score above 61% can be classified as not enough able with the predicate D. The work of the Sixth group obtained a reading comprehension level with a score of 69% can be classified as enough able with the predicate C. The work of the Seventh group obtained a level of reading comprehension with a score of 71% can be classified as enough able with the predicate C. The researcher explains that teaching reading comprehension through group work can be applied to students in class VIII-A. According to the researcher's calculation of scores in the class, each group can have enough students to read and understand the text because each of them works together to convey their opinions.

From the data findings above, researchers can say that students' achievements in reading comprehension when teachers use group work in teaching reading comprehension can be shown in the results of the assessment rubric for each group. in the assessment rubric, you can determine the value of each group.

Based on the assessment rubric, there are four aspects of assessment in reading comprehension in group work. Firstly, students' ability to understand the content of the text in group work with a maximum score of 30%. Second students' abilities work together to understand and determine the structure of the text in groups with a maximum score of 30%. third is the ability of students to work together to interpret difficult words and verbs used in the text with a maximum score of 20% fourth, the ability of students to read spelling and punctuation rules in the text together in groups with a maximum score of 20%. So from these four aspects of the assessment rubric, the total score is 100%. For the conversion of students' reading comprehension scores in group work from a scale of 0-100% in the following order <-65% based on the classification of Not Enough score with the predicate D, 65-78% based on the classification of Enough score with the predicate C, 78-89% based on the classification of good score with predicate B, and 89-100% based on the classification of very good score with predicate A.

4.2.2 The Research Findings versus to the Latest Related Research

The findings of this study were compared with the several related studies, for the first was conducted by Waliyudin, W., & Annisah, A. (2018), title research about “Group work Strategy On Reading Comprehension Achievement At The Fourth Semester Of English Program Study STKIP Taman Siswa Bima”. This research conduct to investigate the effect of Group work on Reading Comprehension Achievement of the Fourth Semester Students at English Program Study STKIP Taman Siswa Bima. The result of this study based on students pre and post test there were significant progress of students achievement.

Azis, A., & Darmayani, R. (2014), searched about “The Effects of Pre-question Strategy on the Reading Comprehension Achievement of the Second Grade Students at SMA Negeri 1 Bantaeng”. In their research, their focus to find out the significant effect of Pre-question Strategy on the reading comprehension. random sampling strategy. The result of data analysis shows that at the level of significance 0.05 with degrees of freedom ($df = n_1 + n_2 - 2$) where $n = 58$, there was a significant effect on the reading comprehension of the students who used Group work strategy. It was proved by the result that the mean score of experimental class (77.7) which was taught used Pre-question was higher than the mean score of control class (55.2), which without Pre-question. Way were t-test value was higher than t-table value.

Fadillah Debby (2020) research about “ The Application of Group Work in Classroom Interactions of Teaching Reading Comprehension of Students (*Case Study SMP Negeri 6 Binjai*)”. This research conduct to These test used were administrated to find out the reliability, the computation showed that the reliability of the test was 1,5. After the treatment, a post-test was applied. The results of the study shows that teaching reading comprehension by using group work is more significant than of without group work.

Addition, for the findings research versus the latest research findings by Azis was different, while two other findings latest researches were similar. However, by comparing to the latest related research this research focused on the description of the students’ problem in reading comprehension, and determining the factors that affect the students’ problem in reading comprehension through group work at eighth grade of SMP Negeri 2 Gido in 2022/2023. And the result shows that for teaching reading comprehension through group work it could be applied to students in class VIII-A. In accordance with the observations of researchers in the classroom there is enthusiasm for students to read because each of them works together to share

opinions. The researcher found that the students' reading comprehension level was in literal comprehension and inferential comprehension.

4.2.3 The Research Findings versus to Theories

After getting the result of the research, the researcher compared it to the theory of the research. The researcher has known the problem in reading comprehension. The researcher compared it with the theory of the research. According to (Gamble & Gamble, 1984) in Fadillah D. (2020:46) to say that group work is a collection of people. It is not just a random assemblage of independent individuals, however, but it is composed by individuals who interact verbally and nonverbally who occupy certain rules with respect to one another and who cooperate with each other to accomplish a definite goal. Supporting Nunan's idea, Brown (2001:177) states "group work as 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."

According to Harmer in Pratiwi (2020) has observed that group work 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. Group work usually implies "small" group work, that is, students in groups of perhaps six or fewer in order to give students more opportunities to read. Harmer also stated group work that students can write a group story or role-play a situation which involves five people that can prepare a presentation or discuss an issue and come to a group decision. Through group work, about five people or more in a group talking about their assign, discussion together with, exchange their own mind, and the others. Without us knowing it, that some of the activities have profits for the students who are learn by it, for examples are the students can develop

social skills, build a sense of community, support, and depend on each other for their learning experiences.

In this research that group work is a cooperative activity: four students, perhaps with a topic, are doing a role-play or solving a problem. In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement. Pair work has many of the same advantages.

4.2.4 The Research Findings Implication

The research findings revealed implications toward the students problem in reading comprehension and factors that affected it. For the English teachers, it showed the students problem in reading comprehension and the factors that affected it. This enables the teacher to know the students' ability to increase their skill in teaching English. The research findings finally revealed the students' problem in reading comprehension in dealing with the students' ability, so they would develop their initial capability and motivation to be more competent in learning to the future. Then, the teachers need to prepare and facilitate the utilization of flash card in teaching learning process. From the bright side, this was the best opportunity for the teacher to generate and develop better teaching change for better result. The research findings show the students' progress in learning as well as the level of their problem in reading comprehension and the factors that affected it. It will improve and encourage the teacher's method in teaching reading comprehension in the class such as strategy, material, media etc.

4.2.5 Analysis of Research Findings Limitation

There are findings limitations of the research namely:

- a. The researcher as a beginner inexperienced realizes that there are many weaknesses in doing the research, so that this research could not conduct it perfectly. It is the first research, so that the researcher has not had experience in conducting research before so that there are many things are challenges in conducting research due to the lack of knowledge. And there are misinterpretations of some new terms, sentences, and so on. Therefore, the result of this research still has many weaknesses.
- b. The researcher has limited knowledge in handling a qualitative description, and had limited experience in describing the students' problem. This lack of knowledge made the researcher sometimes have a little difficult and confused in doing the research, meanwhile, this research is not perfect and so far when compared to the research by the latest research.
- c. The findings of the researcher has answered the focuses of the research, however there are several other findings such as the procedure of flash card in reading comprehension that was not ordered by the students, and becomes a new idea for the next researcher in doing the research related to the reading comprehension.