

**IMPROVING STUDENTS' READING COMPREHENSION**

**BY USING THE GROUPING METHOD**

**(A Classroom Action Research in The Seventh Grade Students of SMPN 2**

**Colomadu in The Academic Year of 2023/2024)**

**THESIS**

Submitted as a Partial Requirements

for the degree of *Undergraduate*



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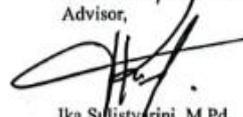
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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My parents, Mr. Muhammad Rahmat, and Mrs. Hamidah, give me love, support, and prayers.
2. My Brothers, Muhammad Ibrahim, Abdul Karim, Muhammad Ilyas, and Muhammad Ihsan Maulana, who give me support in finishing my thesis.
3. My sisters, Nurliyanti, Ainun Jariyah, support me in finishing my thesis.
4. Myself, Anisah Zuhijjah, thank you for finishing what you have started.
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6. All my friends support me in finishing my thesis.
7. My Almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

مَنْ سَارَ عَلَى الْأَثَرِ وَصَلَ

*Siapa yang menapaki jalannya akan sampai pada tujuan*

A man is but the product of his thoughts. What he thinks, he become.

*(Mahatma Gandhi)*

“The weak can never forgive. Forgiveness is an attribute of the strong”

*(Mahatma Gandhi)*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Improving Students' Reading Comprehension by Using the Grouping Method (A Classroom Action Research in Seventh Grade Students of SMP N 2 Colomadu in The Academy Year Of 2023/2024)" is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that the thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 22 Desember 2023  
The researcher



Anisah Zulhijjah  
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## ABSTRACT

Anisah Zulhijjah 2023. **Improving Students' Reading Comprehension by Using The Grouping Method (A Classroom Action Research in Seventh Grade Students of SMP N 2 Colomadu in The Academy Year Of 2023/2024)**. Thesis. English Language Education Department. Cultures and Language Faculty.

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Reading is one of the four skills that must be mastered by students who learn English, besides writing, listening, and speaking. In the classroom of teaching and learning English activities, reading becomes an important element in conveying the material of the subject. This study aims to find out the grouping method to improve students' reading comprehension for seventh-grade of SMPN 2 Colomadu in the academic year 2023/2024.

The research method that is used in conducting this study is CAR (Classroom Action Research). The subjects of the research were seventh-grade students of SMPN 2 Colomadu and focused on one of the classes is the seventh-grade class A. This class consists of 32 students. The researchers did 4 processes that each cycle of this class action research included. The class action research was conducted in 2 cycles. Every cycle conducted in 2 meetings. The collaborator in this research is the English teacher. The technique of collecting data in this study used qualitative data and quantitative data. Qualitative data by observation and quantitative data by test (Pre-test, post-test cycle I and post-test cycle II). Based on Kreteria Ketuntasan Minimum (KKM) for English Lesson at SMPN 2 Colomadu with a score of 78.

Results of this study showed that the student's reading comprehension improved on the pre-cycle, cycle I, and cycle II. The average score in reading comprehension improved from 60,31 in the pre-test to 71,25 in cycle I and 82,00 in cycle II. There are improvement point 10,94 in pre-cycle to post-test cycle I, and there are improvement point 10,75 in post-test cycle I to post-cycle II. It can be concluded that the grouping method can improve students' reading comprehension at SMPN N 2 Colomadu, especially for grades VII-A. The data showed a very significant increase in cycle I and cycle II.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Reading is one of the four skills that must be mastered by students who learn English, besides writing, listening, and speaking. In the classroom of teaching and learning English activities, reading becomes an important element in conveying the material of the subject. According to Nazarov & Ismatulleva (2022), reading is a complex cognitive process of character decoding aimed at understanding the text. Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge.

Reading activities in the classroom is a student's activity in understanding the content and meaning of the text presented by the teacher. The students ask to get some information from the written words. According to Peplow (2016) , reading is, here, more evidently a joint, collaborative activity, in which people share interpretations and create new ones within their interaction. Reading is anything but silent. And readers' engagement in particular 'text-worlds' is, in various ways, embedded in the here and now of their particular reading context.

Students' understanding can not be just by chance but obtained from the processes and exercises that students carry out in teaching and learning activities. The process or exercises consist of reading a text in which there is a collection of words, information, and meaning from the reading text. According to Graesser (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered, consider what it takes to read a simple

story. In this case, people who often read will have broad insight and advanced education because the results from something they read become schemata for them. Schemata are knowledge and experience possessed by a person. The more a person has schemata, he has a lot of broad insight. By reading, we can know the whole world. The mindset will be developed as the saying goes "Books are windows to the world".

In contrast with the statement of opinion above, Anderson (1972: 209-210) stated that reading is a process of re-encoding and decoding (a recording and decoding process). The term re-encoding (reading) is because the first written symbol changes into sound, then the code is read, while the decoding process is an interpretation of speech in written form. So, reading is a process of decoding in the form of writing that must be interpreted, so that, what the author wants to convey can be understood properly.

As explained above, the researcher concluded that students need reading comprehension as lesson material from the teacher through text. Reading is not only to get information and understand the meaning of the text but also to understand the words or vocabulary of what they read. Then, the students can understand the material in reading comprehension and other lesson material.

In addition, there are academic problems and situational problems. Academic problem namely lacks of understanding of text structure, concentration or focus, and motivation or interest. A situational problem is a class situation when reading comprehension occurs, students may be noisy and active while grouping method. As Fahmi explains, several elements that influence one's reading

comprehension process are cognitive factors, affective aspects, reading text factors, and language acquisition factors. Cognitive aspects are related to one's knowledge, experience, level of intelligence, affective conditions, attitudes, and situations. The factor of reading text is related to the amount of reading difficulty, which is impacted by the choice of words, structure, reading content, and language use. The language mastery factor is related to the mastery of vocabulary, structure, and discourse aspects (Fahmi & STKIP YPM BANGKO, 2022).

Based on the researcher's observation and interview with English teacher at SMPN 2 Colomadu, students still have difficulty understanding the text that is given by the teacher. Researcher found several factors of difficulties experienced by students in learning English, especially in understanding reading texts, including students' difficulty in knowing the main idea of the text, identifying references, understanding explicit and implicit meaning, and students being noisy when doing the task. Researcher discovered from the result of the pre-research that 32 students of VII-A SMPN 2 Colomadu struggled to comprehend questions based on untaught material. The results of the pre-research consist of 20 questions of multiple-choice. The KKM for English lesson SMPN 2 Colomadu with a score of 78.

According to Brown (2015), group work is a generic term for a variety of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Pair work is simply grouping method that consists of two-person but usually involves less complex and briefer tasks. The collective practice of teachers shows that groups of three or four are usually optimal

and that any more than six are defeated. One of the major purposes of doing group work is to give students more opportunities to speak.

Based in purpose of doing group work is to give students more opportunities to speak, it can solve academic and situational problems. In the grouping method, students can more explore the material by asking or discussing with their group, it is useful for shy students. Before grouping, the students cannot identify references, then after grouping the students can identify references. Indeed, the grouping method can solve the situational problem because, in the grouping method, the students have to be able to participate in discussions. This can solve the problem of lazy students when doing tasks, and lack of motivation.

In addition, another researcher that conducted study with the same topic, was by Sari, Deviyana (2020). Based on the result, there was an improvement in students' reading comprehension after the use of the Group Work Technique. Then, according to the research by Novitasari, Yashinta (2021). Based on the result, the teacher chose small group discussion for comprehension of texts as one of the methods to improve in teaching and learning of reading descriptive text. According (Mogea, 2023). Base on the result, the use of the group discussion technique could help the student understand the reading material and get ideas from the text.

From the background and research of the study above, researcher is interested in applying the grouping method in the teaching and learning process. According to Cohen (1994), the definition of group work is that students work together in small enough groups so that everyone can participate in clearly assigned learning tasks. Working together in groups also provides opportunities for students

to learn and explain to one another. Researchers hope that students can help each other and share ideas so that, they can learn cooperatively through working together in groups. Then students can save part-time time to understand the text by working in groups.

As with the above background, the researcher was interested in studying how grouping methods are used to improve students' reading comprehension, especially in VII-A class of SMPN 2 Colomadu by taking the title of Improving Students' Reading Comprehension By Using The Grouping Method (A Classroom Action Research in Seventh Grade Students of SMPN 2 Colomadu in the Academy Year of 2023/2024).

## **B. Identification of The Problem**

The researcher is concerned with the use of the grouping method which is intended for students. Therefore, based on the background of the study above, the researcher identifies the problem as follows:

1. Students have problems achieving competency indicators in reading comprehension lessons.
2. Students have problems with class conditions in reading comprehension.
3. The background of students influences the learning process in improve students reading comprehension.

## **C. Limitation of The Problem**

To clarify the research and avoid misunderstandings, the researcher limited the research to one of the seventh-grade classes in SMPN 2 Colomadu and Mrs. Lestari Rahayu as the teacher in the English lesson. In addition, the researcher

used classroom action research and focused on students who have problems achieving competency indicators and class conditions during reading comprehension. This study took the seventh-grade based on students who can't identify the main idea, can't identify the specific meaning of the text, and can't identify references. Therefore, the teacher's method is more needed in the classroom. Then, researchers will observe the process of learning English in reading skills in one of seventh-grade class. The discussion is limited to only fourth meetings in teaching English because of the limited time in learning and also sufficient duration to conduct tests and observations to answer the formulation of the problem.

#### **D. Formulation of The Problem**

Based on the background of the study, the researcher formulates the statements of the problem that the researcher can raise “How is the use of grouping method to improve students’ reading comprehension for seventh-grade of SMPN 2 Colomadu in the academic year 2023/2024?”

#### **E. Objectives of Study**

Based on the problem above, the objective of research is: To find out the grouping method to improve students’ reading comprehension for seventh-grade of SMPN 2 Colomadu in the academic year 2023/2024.

## **F. Benefit of The Study**

Some of the benefits that will be generated after doing this research.

Study benefits include :

### 1. Theoretical Benefit

The researcher believes that the findings of this study will give information and understanding about grouping methods to improve students' reading comprehension. The researcher believes that this study will serve as a resource and reference for other researchers who work on the same subject.

### 2. Practical Benefit

#### a. Teacher

This research will help teachers to find out the factors that the grouping method can improve students' reading comprehension and improve students' reading interest.

#### b. Students

This research will assist in the understanding of the factors that hinder learning and the development of suitable approaches to assist students overcoming their fear and anxiety.

#### c. Other Researcher

This research is expected to be used as a source of information in the same case of students' reading comprehension by grouping method.

## **G. Definition of Key Terms**

Some terms which that are very important to describe the research related to the title of the research about grouping methods to improve students' reading comprehension:

### **1. Grouping Method**

According to Brown's (2007), the definition of 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.

### **2. Reading Comprehension**

According to Snow (2002), reading comprehension means the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

### **3. Classroom Action Research**

According to Burns (2017), classroom action research is the superordinate term for a set of research approaches that, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Reading Comprehension**

###### **a. Definition of Reading Comprehension**

Reading comprehension is the capacity of readers to comprehend both the obvious and implicit meaning of the text by applying metacognitive reading techniques. Gilakjani & Sabouri (2017) define reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

Based on Cui (2010) states that reading comprehension is a communication process. It involves reconstructing an author's message by using one's prior knowledge, especially the knowledge of the language. According to Woolley (2011), reading comprehension is the process of making meaning from text. Therefore, it is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on Nes (2009), reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to decode properly. Furthermore, according to Klinger et al. (2007), reading comprehension involves much more than reader responses to text. Reading comprehension is a multi-component, highly complex process that

involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

In conclusion, reading comprehension is a fundamental skill that involves understanding and interpreting written text. It goes beyond simply decoding words and sentences, requiring readers to extract meaning, make connections, and infer information from the material. Effective reading comprehension involves several key strategies, including activating prior knowledge, asking questions, making predictions, visualizing, summarizing, and monitoring one's understanding.

#### **b. The Level of Reading Comprehension**

Crawford et al (2005) states that there are three different level of thinking applied to reading comprehension, namely literal, inferential, and critical comprehension.

First, literal comprehension refers to noting and relating details, looking for context clues, identify the pattern and development. At this level, teacher can ask some question such as distinguishing relevant from irrelevant points, using clues to understand meaning word, finding the fact, finding the general information, and guessing the meaning of unfamiliar words.

Inferential comprehension refers to drawing conclusions and predicting outcome based on information in the text, such as; guessing motivation of a character in a text using the dialogue or description;

generalizing ideas presented in the text, identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Critical comprehension refers to distinguishing fact opinion and evaluating tone, implication and propaganda tools such as; questioning claims made by the author, analyzing, evaluating expression, opinion about idea in the text, interpreting the meaning based on the context, and making judgement. In this research the researcher concern on inferential comprehension level.

### **c. Skill in Reading Comprehension**

According to De Boer & Dallmann (1964) there are several skills that make up the ability to comprehend what is read. According to the reader's purpose, the skill are:

1. Reading to find the main idea.
2. Reading to select significant details.
3. Reading to answer the question.
4. Reading to summarize and organize.
5. Reading arrive at generalizations.
6. Reading to follow direction.
7. Reading to predict outcomes.
8. Reading to evaluate critically.
9. Reading graph, tables, charts, and maps.

Brown (2004) also states that aside from attending to genres of text, the skill and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro-and macro skill below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

#### **d. Micro-Skills for Reading Comprehension**

According to Brown (2004) in reading comprehension, there are micro-skills, macro-skills, and strategies as explained below:

1. Discriminate among the distinctive graphemes and orthographic patterns of English
2. Retain chunks of language of different lengths in short-term memory
3. Process writing at an efficient rate of speed to suit the purpose
4. Recognize a core of words, and interpret word order patterns and their significance
5. Recognize grammatical word classes (nouns, verbs, etc)
6. Recognize that a particular meaning may be expressed in different grammatical forms
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The theories above tell us that micro-skills for reading comprehension at a beginner level uses certain fundamental skills that will be used in every application. These fundamental skills will be used at the same time as ones on a more advanced level. Readers who are good at comprehending can

organize between their background knowledge and the message in the text and decide which process is needed to meet their purpose of reading.

**e. Macro-Skills for Reading Comprehension**

Based on Brown (2004), there are micro-skills and macro-skills.

Macro-skills in reading comprehension are:

1. Recognize the rhetorical of written discourse and their significance for interpretation
2. Recognize the communicative function of written text, according to form and purpose
3. Infer context that is explicit by using background knowledge
4. From the described event, ideas, etc., infer link and connection between events, deduce cause and effect, and detect such relation as main idea, supporting idea, new information, generalization, and explication
5. Distinguish between literal and implied meanings
6. Detect culturally specific references and interpret them in the context of the appropriate cultural schemata
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

The theories above tell us that macro-skills for reading comprehension at a beginner level uses certain fundamental skills that will be used in every application. The readers should understand macro-skills for reading

comprehension. These fundamental skills will be used at the same time as ones on a more advanced level in reading comprehension.

#### **f. Strategies for Reading Comprehension**

Reading strategies are thought to be important for students' reading comprehension, and reading methods teach students how to manage their reading. Reading efficiently is a skill. According to studies, good readers are actively involved with the text and aware that they employ methods to understand what they read. Teachers can assist kids in improving their reading comprehension through reading strategies. Reading tactics have a function method of grasping the author's message.

According to Brown (2004) in reading comprehension, there are some principal strategies as below:

1. Identify your purpose in reading a text
2. Apply spelling rules and conventions for bottom-up decoding
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
4. Guess at meaning (of word, idiom, etc.) when you are not certain
5. Skim the text for the gist and main ideas
6. Scan the text for specific information (names, dates, keywords)
7. Use silent reading techniques for rapid processing
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information
9. Distinguish between and implied meaning
10. Capitalize on discourse markers to process relationships.

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process that is affected by some factors such as the reader's intelligence and background knowledge, the technique and strategy used, and the features of the texts. All of those factors relate to each other in influencing the reader's reading comprehension ability.

## **2. Grouping Method**

### **a. Definition of Grouping Method**

Group work is one of the techniques that can be used in the teaching-learning process. By using the grouping method, the students can share their ideas and analyze the text in a group. According to Brown (2002), 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.

Furthermore, according to Nuttal (1996), group work is a technique to make the students learn and solve problems together. According to Cohen & Lotan (2014), group work is an effective technique for achieving certain kinds of intellectual and social learning goals. Through group work, the students are given more chances to interact with others and try to solve problems in a group.

According to Rahmadani (2017) group work is where groups of students working in the same room each work on a common problem. In addition, Septianingsih et al. (2015) mentioned that cooperative learning is group work structured in such a way as to enable students' interaction, and the exchange of information, as well as cooperation rather than competition in learning.

The researcher derives that group work can be a learning method based on the concept given above. Each group can consist of three or more cooperating students to complete the assignment while adhering to the teacher's instructions.

#### **b. Procedure of Grouping Method**

Based to Brown (2001), the procedures for using the grouping method are as follows:

- 1) The teacher mentions the objective and the goal of the study which are stated in the lesson plan and does the triggering activities
- 2) The teacher divides the students into groups that consist of four students from each group. There will be one captain in each group who will lead the other members in the process
- 3) The teacher explains how group work is to the students; what they are going to do in the activity, and distribute the material
- 4) The teacher models the activity for the first before the student exercises in their group
- 5) The students doing exercises with the text in their group
- 6) The teacher helps students if there is something they do not understand.

#### **c. Advantages of Grouping Method**

According to Harmer (2001), there are some advantages of the grouping method as follows:

- a. It dramatically increases the amount of talking for individual students

- b. Because there are more than two people in the group, personal relationship is usually less problematic; there is also a greater chance of different opinions and varied contribution
- c. It encourages broader skills of cooperation and negotiation
- d. It promotes student autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher
- e. Working in a group is potentially more relaxing than working in pairs, for the latter, puts greater demand on the students' ability to cooperate closely with another person. The above statement shows that the grouping method makes the classroom atmosphere comfortable, interesting, and more relaxing.

#### **d. Disadvantages of Grouping Method**

According to Harmer (2007), there are some other disadvantages of grouping methods:

- 1) Not all students enjoy it since they would prefer to be focused on the teacher's attention rather than working with their peers or group. Sometimes students find themselves in an uncongenial group and wish they could be somewhere else. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate
- 2) Groups can take longer to organize than pairs, and the beginning and ending of group work activities, especially where people move around the class, can take time and be chaotic.

## **B. Previous Related Study**

The first thesis was conducted by Novitasari (2021) and entitled: *“Improving Students in Teaching Reading Descriptive Text Using Small Group Discussion of SMP IT INSAN CENDIKIA KLATEN (A classroom Action Research at the Seventh-Grade students of SMP It Insan Cendikia Klaten in the Academic Years 2020/2021)”*. The research aimed to know the implementation of small group discussions to improve students’ reading comprehension focused on descriptive text in the seventh-grade of SMP IT Insan Cendikia Klaten in the academic year 2019/2020. This class consists of 16 students.

The result showed that the implementation of small group discussions could improve students’ reading comprehension. There was an improvement in the students’ average score on the text. This could be seen in the result of the students’ average score in the pre-test from 55 which increased to 85 in the post-test II. It can be concluded that the teacher chose small group discussion for comprehension of the text as one of the methods to improve in teaching and learning of reading descriptive text (Novitasari, 2021).

The research presented above, in my opinion, lacks further techniques for the small group discussions. The research mentioned above focuses on teaching reading descriptive material, whereas my research is more general because the goal of my research is to apply grouping method to enhance reading comprehension. Small group talks are the only approach used in the research mentioned above; no other small group discussion techniques are used. Small group discussions and a

variety of approaches, including HOTS, is used in my research to group the methods and keep them interesting.

The second thesis was conducted by Alfian (2018) and entitled: “*An Analysis of English Teacher’s Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone (A Descriptive Research)*”. The research aimed to find out: (1) the strategies for teaching English; and (2) the students’ perception towards the strategies used by teachers in teaching English. This study used a descriptive quantitative research design, and the instruments used are observation and questionnaire.

The result of reading comprehension was the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. The findings of this research showed that the teacher uses two strategies in teaching English. These were Reciprocal Teaching and Question Answer Relationship (QAR). The students’ perception of the two methods was easier to understand, could convey and change opinions, got new ideas, could motivate them to think in the group, and the students can injure themselves to practice speaking by giving questions and answers. Finally, it concluded that the students liked using those strategies (Alfian, 2018).

However, the research mentioned above lacked an instrument, so the researcher needs to add documentation, and interview as the instrument to strengthen the research. The research mentioned above focused on teacher’s strategies for teaching reading comprehension, meanwhile, this research focuses on

improving students' reading comprehension by grouping methods. The research above used quantitative research design and this research uses classroom action research.

The third thesis was conducted by Deviyana Sari (2019) and entitled: "***The Use of Group Work Technique to Improve Students' Reading Comprehension (A Classroom Action Research in the Ninth Grade Students of MTs Negeri 2 Magelang in the Academic Year of 2019/2020)***".

The objectives of the study were: (1) to find out the use of the Group Work Technique to improve students' reading comprehension of the ninth grade of MTs Negeri 2 Magelang; (2) to find out whether the use of the Group Work Technique to improve students' reading comprehension of the ninth grade of MTs Negeri 2 Magelang or not; and (3) to know the extent of the students' improvement in reading comprehension after the use of the Group Work Technique for the ninth grade of MTs Negeri 2 Magelang. The subject of the research consisted of 36 students in the ninth grade at MTs Negeri 2 Magelang. This research methodology was Classroom Action Research (CAR). There were two cycles and every cycle includes planning, acting, observing, and reflecting. The use of the Group Work Technique was successful in making the students interested and enthusiastic during learning activities. The result of the research showed that the mean of pre-test cycle I was 63.3 and post-test cycle I was 71.3. Meanwhile, the mean of pre-test cycle II was 74.7, and post-test cycle II was 80.9. The percentage of the minimum passing grades of cycle I were 16.6% and 47.2%. In cycle II, the percentage of the minimum passing grade were 38.9% and 88.9%. The improvement in cycle I was 30.6% and

cycle II was 50%. The result of the T-test in cycle I (5.97) and cycle II (7.79) were higher than the T-table (2.030). It means that there was an improvement in students' reading comprehension after the use of the Group Work Technique.

The fourth thesis was conducted by Ecal Ade Yansyah (2011) and entitled: *“The Use of Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru”*. The research aimed to investigate whether students who were taught to read by using group work activities have better reading comprehension than those who were taught to read by using the comprehension question approach at the Language Program of MAN 1 Pekanbaru. To describe whether the hypothesis was accepted or rejected, the researcher used the analysis of the t-test formula. Pretest results showed that there was no significant difference in results on students' reading comprehension. However, post-test results in each research class showed that it was found in the T-table that  $t$  ( $t_{t.ts.5\%} = 2.05$  and  $t_{t.ts.1\%} = 2.76$ ), so the researcher could know that  $t$  was bigger than  $t_t$ ; is that:  $2.05 < 3.445 > 2.76$ . In conclusion, according to the result of the hypothesis testing, teaching reading by using group work activities was effective in improving students' reading comprehension at grade XI of the Language Program in MAN 1 Pekanbaru (Yansyah, 2011).

In my opinion, the researcher above must add a questionnaire, interview, and field instrument to the research. The research above used experimental research and this research uses classroom action research. The research mentioned above focused on investigating whether students who were taught to read by using group work activities have better reading comprehension than those who were taught to

read by using the comprehension questions approach, and this research improves students' reading comprehension by grouping method.

The fifth previous international journal were conducted by Sümeyra Ceyhan, and Mustafa Yıldızb entitled: "*The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency*". This study aimed to examine the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels, reading motivation, and reading fluency skills. A mixed experimental design was used to model the study. This study was conducted in a Turkish public school in the academic year 2017–2018, with 62 second-grade students, 22 in the first experimental group, 20 in the second experimental group, and 20 in the control group, and it lasted for 11 weeks. The IRA lessons within the research scope were performed by the researcher in one experimental group and by a second-grade teacher who was responsible for the class itself in the other experimental group.

Reading Comprehension Rubric, Motivation to Read Profile scale, and Rubric for Reading Prosody were used as the data collection tool. The findings of the study revealed that the reading comprehension, reading motivation, and reading fluency levels of the students in the experimental groups were higher than those of the students in the class, where lessons were taught based on the current Turkish lesson curriculum. Furthermore, it determined that IRA practices improved students' levels of reading comprehension, reading motivation, and reading fluency skills, independently of the practitioner (Ceyhan & Yıldız, 2020).

**Table 2.1 Previous Study**

No	Name	Title	Difference(s)
1.	Yashinta Novitasari (2021)	Improving Students in Teaching Reading Descriptive Text Using Small Group Discussion of SMP IT INSAN CENDIKIA KLATEN (A classroom Action Research at the Seventh-Grade students of SMP It Insan Cendikia Klaten in the Academic Years 2020/2021).	The subject of research  The cycle of action
2.	Alfian, (2018)	An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone (A Descriptie Research).	The subject of research  The grouping method of research
3.	Deviyana Sari (2019)	The Use of Group Work Technique to Improve Students' Reading Comprehension (A Classroom Action Research in the Ninth Grade Students of MTs Negeri 2 Magelang in the Academic Year of 2019/2020)	The subject of research

4.	Ecal Ade Yansyah (2011)	The Use of Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru.	The subject of research  The action of research
5.	Sümeyra Ceyhan, Mustafa Yıldızb (2020)	The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency.	The subject of research

### C. Rationale

Based on the pre-research, the researchers found several problems that arose in the seventh-grade of SMPN 2 Colomadu including; students who can't identify references to the texts, main idea, specific meaning, and have low reading comprehension. Students feel bored when reading takes place because the teacher only tells students to read which not all students can immediately understand, so that, students become passive like that in a situation while learning reading comprehension. The researcher intends to overcome these problems to increase students' understanding of reading using grouping method that are more fun, so that, they can help students easily. It can be assumed that the grouping method is more effective in attracting students' attention and interest in the learning material and students can identify references, main ideas, and specific meaning from the text.

Harmer (1991) states that working in a group is potentially more relaxing than working in pairs, for the latter puts greater demand on the students' ability to cooperate closely with another person. The above statement shows that small group discussion or grouping method makes the classroom atmosphere comfortable, interesting, and relaxing.

#### **D. Action Hypothesis**

Based on basic assumption above, the hypothesis can be formulated as follows: the use of grouping method can improve students reading comprehension of seventh grade students of SMPN 2 Colomadu.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Operational Definition of Variable**

##### **1. Variable**

In this case study, there are two kinds of variables. There are independent and dependent variable. The independent variable in this research was the use of grouping method (X), and the dependent variable in this research was the student's reading comprehension (Y).

The research method that is used in conducting this study is CAR (Classroom Action Research). Action here used the model developed by Burns (2017). The procedure of Classroom Action research consists of 4 stages namely, planning, action, observing, and reflecting. In this case, the researcher used action research method because the research was done in the class so the method that was used is Classroom Action Research.

##### **2. Definition of Variable**

Definition of variable in this research were:

###### **a. Independent variable (X)**

Independent variable of this research was the use of grouping method. Grouping method is a learning model involves the activeness of students to always think critically and always be skilled in comprehend the text.

b. Dependent variable (Y)

The student's reading comprehension skill was the dependent variable.

Reading comprehension is the ability of students in reading that must be improved. Student's reading comprehension is a variable in this case influenced by the grouping method.

## **B. Research Setting**

### 1. Place of Research

The researcher conducted the research in SMPN 2 Colomadu. It was located on Nanasan, Malangjiwan, Kec. Colomadu, Kabupaten Karanganyar, Jawa Tengah 57177. SMPN 2 Colomadu had physical conditions and facilities that were quite complete and adequate to support daily teaching and learning activities or other activities such as classrooms, field, librarie, physics laboratories, computer laboratory, prayer room, canteen, etc.

### 2. Time of Research

The procedure of the research was appropriated with the steps in action research. This procedure was shown in the schedule (the steps and activities), more detailed planning of the research timeline could be seen in the following table:

**Table 3.1 Time of Research**

2023						
Activities	Jan	Feb	March	Apr	May	June
Submission of the title and outline	■					
Pre-research			■			
Proposal preparation					■	
Activities	July	August	Sept	Oct	Nov	Dec
Proposal Seminar	■					
Research data collection		■				
Analyzing the data, writing research report and guidance				■		
Thesis examination					■	

### **C. Subject of The Research**

The subject of the research was a person or thing where the data for the variables was attached and in question (Arikunto, 1990:116). The subjects of the research were seventh-grade students of SMPN 2 Colomadu and focused on one of the classes is the seventh-grade class A. This class consists of thirty-two students.

### **D. Action Plan**

According to Burns (2017), there were four phases in each cycle involved in this research. Those were planning, action, observation, and reflection. The researchers did four processes that each cycle of this class action research included. The class action research was conducted in two cycles. Every cycle conducted in two meetings. After being provided action, 32 students

activity were supposed to progress on each cycle. If problems cannot identify the reference, the main idea and specific meaning were being experienced during cycle 1 and success markers have not been met. Additionally, retaliation was carried out in the following cycle (cycle II), which is more focused on enhancing and perfecting the shortcomings contained in cycle I.

## **E. Technique of Collecting the Data**

The technique of collecting data in this study used qualitative data and quantitative data.

### **1. Qualitative Data**

Based on Bogdan & Biklen (2007), qualitative research is descriptive. The collected data took the form of words or pictures rather than numbers. There are the techniques used by the researcher to collect the qualitative data:

#### **a. Observation**

According to Sutrisno Hadi (1986) cited in Sugiyono (2008), he argued that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

To observe learning activities utilizing the grouping approach, observations were made. In the seventh-grade of junior high school, there was a learning model to enhance reading comprehension skills. This model was used to analyze cognitive learning outcomes as well as teacher and student activities. Structured observation, which is an observation whose

execution has been methodically designed utilizing the observation sheet instrument, was the form of observation used in this study. The Likert-scaled observation sheet include observational notes from the research conducted at the time of the learning process activities in the classroom. The implementation of talks includes observational tasks to evaluate the psychomotor learning results of the students.

## 2. Quantitative Data

### a. Test

According to Muijs (2004), quantitative research explains phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Then, Siswanti et al (2012) stated that quantitative data are analyzed by comparing the mean score of students' reading comprehension before and after the action or the result of pre-test and post-test. In this research, the researcher used statistical techniques to know the improvement of students' reading comprehension from the scores of tests in pre-test, post-test of cycle I, and post-test of cycle II.

## **F. Research Instrument**

To collect the data, the researcher used the instrument as follows:

### 1. Observation Sheet

Observation was used to observe the teaching and learning process using grouping method and students' activities. According to Koshy (2005), observation is a natural process, we observe people and incidents all the time,

and based on the observation we make a judgment. The researcher as an observer used an observation sheet to collect the data through the classroom observation. The observation sheet can be seen as follows:

**Table 3.2 Students' Situational Observation**

No	Name	Paying Attention	Asking Question	Respond during Learning	Enthusiasm Doing the Test	Work in Group
1.	APU					
2.	APR					
3.	AA					
4.	AJR					
5.	AFS					
6.	ADP					
7.	ASK					
8.	ANQ					
9.	AZZAF					
10.	DKA					
11.	DSW					
12.	EPN					
13.	FZR					
14.	FESP					
15.	FAA					
16.	KSRK					

No	Name	Paying Attention	Asking Question	Respond during Learning	Enthusiasm Doing the Test	Work in Group
17.	KJR					
18.	KSDRL					
19.	KR					
20.	LKTO					
21.	MBC					
22.	MIA					
23.	MTS					
24.	NAT					
25.	NRAA					
26.	NDR					
27.	RZP					
28.	SNK					
29.	TDM					
30.	TY					
31.	UNA					
32.	ZAK					

The students score criteria:

1. Paying attention
2. Asking question

3. Respond during learning
4. Enthusiasm doing the test
5. Work in group

**Table 3.3 The Result Situational Students' Observation**

No	Name	First Meeting		Second Meeting		Category
		Action	Percentages	Action	Percentages	
1	APU					
2	APR					
3	AA					
4	AJR					
5	AFS					
6	ADP					
7	ASK					
8	ANQ					
9	AZAF					
10	DKA					
11	DSW					
12	EPN					
13	FZR					
14	FEST					
15	FAA					
16	KSRK					
17	KJR					
18	KDSL					
19	KR					
20	LKTO					
21	MBC					
22	MIA					
23	MTS					
24	NAT					
25	NRAA					
26	NDR					
27	RZP					
28	SNK					
29	TDM					
30	TY					

No	Name	First Meeting		Second Meeting		Category
		Action	Percentages	Action	Percentages	
31	UNA					
32	ZAK					

Remarks:

Score 1, with percentage 20% = Low

Score 2, with percentage 40% = Enough

Score 3, with percentage 60% = Good

Score 4, with percentage 80% = Very good

Score 5, with percentage 100% = Excellent

(Source: Panduan Rubrik Ristekdikti)

**Table 3.4 Students' Academic Observation**

No	Name	Main idea	Identifying refers	Explicit and implicit meaning	Purpose of the text	Type of the text
1.	APU					
2.	APR					
3.	AA					
4.	AJR					
5.	AFS					

No	Name	Main idea	Identifying refers	Explicit and implicit meaning	Purpose of the text	Type of the text
6.	ADP					
7.	ASK					
8.	ANQ					
9.	AZZAF					
10.	DKA					
11.	DSW					
12.	EPN					
13.	FZR					
14.	FESP					
15.	FAA					
16.	KSRK					
17.	KJR					
18.	KSDRL					
19.	KR					
20.	LKTO					
21.	MBC					

No	Name	Main idea	Identifying refers	Explicit and implicit meaning	Purpose of the text	Type of the text
22.	MIA					
23.	MTS					
24.	NAT					
25.	NRAA					
26.	NDR					
27.	RZP					
28.	SNK					
29.	TDM					
30.	TY					
31.	UNA					
32.	ZAK					

The students score criteria:

1. Main idea
2. Identifying refers
3. Explicit and implicit meaning
4. Purpose of the text

## 5. Type of the text

**Table 3.5 The Result Students' Observation**

No	Name	First Meeting		Second Meeting		Category
		Action	Percentages	Action	Percentages	
1	APU					
2	APR					
3	AA					
4	AJR					
5	AFS					
6	ADP					
7	ASK					
8	ANQ					
9	AZAF					
10	DKA					
11	DSW					
12	EPN					
13	FZR					
14	FEST					
15	FAA					
16	KSRK					
17	KJR					
18	KDSL					
19	KR					
20	LKTO					
21	MBC					
22	MIA					
23	MTS					
24	NAT					
25	NRAA					
26	NDR					
27	RZP					
28	SNK					
29	TDM					
30	TY					
31	UNA					
32	ZAK					

Remarks:

Score 1, with percentage 20%= Low

Score 2, with percentage 40%= Enough

Score 3, with percentage 60%= Good

Score 4, with percentage 80%= Very good

Score 5, with percentage 100%= Excellent

(Source: Panduan Rubrik Ristekdikti)

## 2. Documentation

To collect the documentation the researcher used the documentation of syllabus, teaching module score pre-test, post-test cycle I, and post-test cycle II to know information about teachers, students, and the activities during learning.

## 3. Test

The researcher used a test as one of the instruments to measure the students' ability and to know how far they can improve their reading comprehension. Based on Brown (2007), test is a method of measuring a person's ability, knowledge, or performance in given domain. In this research, the researcher used pre-test and post-test to know the students' ability.

- a. Pre-test was the test used to know the students' ability before they got an action
- b. Post-tests were the test used to measure the improvement of the students' ability after they get an action.

## **G. Data Validation**

### **1. Qualitative Data**

According to Moleong (1988), data validity is an important concept that is updated from the concepts of validity and reliability according to the positivism version and adapted to the demands of knowledge, criteria, and the paradigm itself. William Wiersma on Sugiyono (2019) state that triangulation is a qualitative cross validation. It assesses the data sufficiency according to the convergence of multiple data sources or multiple data collection procedures.

Based to Sugiyono (2019), there any 3 kinds of triangulation, as follows:

#### **1) Source Triangulation**

Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. The data obtained are described and categorized on the same and different views, and which ones are specific. The data that has been analyzed by the researcher produced conclusions and then asked for an agreement with the data source.

#### **2) Technical Triangulation**

Technical triangulation to test the credibility of the data was done by checking the data to the same source with different techniques. For example, the researcher obtained data from an interview and then checked with a questionnaire, observation, or documentation. If the researcher got different results, the researcher

conducted further discussion with the relevant data source to ensure the validity of the data.

### 3) Time Triangulation

Time triangulation often affected the credibility of the data. For example, data collection with interview techniques carried out in the morning can produce more valid data. Therefore, data collection using data collection techniques needed to be done repeatedly at different times or situations until the same and valid data.

In this research, the researcher used technical triangulation. Technical triangulation was the researcher compares and checks the credibility of information found in the observation with data documentation. Then, the researcher conducted a further discussion with the relevant data source to ensure the validity of the data.

## 2. Quantitative Data

A measurement of a good test considered several factors, such as validity (content validity, face validity, and construct validity), reliability, level of difficulty, and discrimination power.

### 1. Validity

Refers to the extent to which the test measures what was intended to measure. It means that it related directly to the purpose of the test. A test could be considered valid if it could precisely measure the quality of the test. There were several types of validity according to the different purposes of the test. In this research, the researcher used

construct validity and content validity. The validity of the test in this research related to:

a. Construct Validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). Regarding the construct validity, it measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning (Hatch and Farhady, 1982: 251). It is a representation of the material from the subject. In line with Nuttall (1985), the relation validity of the instrument refers to construct validity in which question represent of specification in reading skill. Criterion validity was not used in this research. It used to predict the performance of another instrument.

b. Content Validity

Content means that the test is a good reflection of what has been taught and the knowledge that the teacher wants the students to know (Shohamy, 1985: 74). To get the content validity of reading comprehension, the materials should be found based on the standard competence in the syllabus for second grade of junior high school students in the first semester that are students were able to construct meaning of functional text and simple monolog of narrative text and the objectives of teaching. Those were the students who can find out

the main ideas, identify the specific details or information, infer the information, reveal the meaning of the words, and determine the reference of words stated in the text.

## 2. Reliability

Shows whether an instrument was reliable and could be used as a device to collect the data with the stability of test scores. A good test must be valid and reliable. Besides the index of validity, the researcher also calculated the reliability. According to Ary (2002:250), reliability is concerned with the effect of such random errors of measurement on the consistency of scores.

Setiyadi (2006) state that reliability is a consistency of a measurement or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, the Split-Half Method; odd and even numbers had been applied to find the coefficient of the reliability of the first and the second half group.

## **H. Technique of Analysing the Data**

According to Nasution (1988) cited in Sugiyono (2008), stated that "The analysis has started since formulating and explaining the problem, before going into the field, and continues until the writing of the research results". In this research, the researcher collected the data from the seventh-grade students of SMP N 2 Colomadu. The data consisted of the pre-test and post-test of cycle I and cycle II. The types of analysis data were:

## 1. Descriptive Analysis

The data analysis technique used by the researcher refers to the qualitative data analysis developed by Miler and Huberman. According to Miler and Huberman, we see analysis as three concurrent flows of activity, there are data condensation, data display, and conclusion drawing/verification.

### 1) Data Condensation

Data condensation was focused on the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that was found from field notes, documents, transcripts of interviews, and other empirical materials. As data collection proceeds, data condensations occur of writing, summaries, coding, developing, themes, generating categories, and transforming process continues after the fieldwork was completed.

### 2) Data Display

Data display was a group of information that organized and compressed assembly that allows conclusion drawing and action. Data display helped the researcher to understand what was happening and to do something either analyse further/take action based on the understanding.

### 3) Drawing Verifying Conclusions

Drawing a conclusion involved a step back to consider what the data being analyzed means and to assess the implications for the

questions at hand. Verification, which is integrally related to drawing conclusions, requires reviewing, as much data as necessary to cross-check or verify conclusions that arise.

## 2. Statistical Analysis

To determine how much the students' reading comprehension has improved following the use of the grouping approach, the researcher used statistical analysis. Following was the scoring formula:

### a. Sum

The whole number or amount when two or more numbers or amounts have been added together.

$$\sum_i^n xi = x1 + x2 + \dots + xn$$

i = index of summation

n = upper limit of summation

### b. Mean Calculation

According to Arikunto (2002), to calculate the means score was as follows:

$$M = \frac{\sum X}{N}$$

Description:

M : Mean of the students' score

$\sum X$  : The sum of the students' score

N : The total number of the students

### **I. Indicator of Success**

According to Brown (2004), an achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests were (or should be) limited to particular material addressed in a curriculum within a particular time frame and offered after a course has focused on the objectives in question. Based on Kreteria Ketuntasan Minimum (KKM) for English Lesson at SMPN 2 Colomadu with a score of 78.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Finding**

The findings of this study were to verify the formulation of the problem proposed by the researcher in Chapter I. It was aimed to investigate Improving Students' Reading Comprehension by Using the Grouping Method (A Classroom Action Research in Seventh Grade Students of SMP N 2 Colomadu in The Academy Year Of 2023/2024).

##### **1. Pre-Test**

The first meeting was conducted on 26<sup>th</sup> September 2023. The English teacher greeted the students before the researcher began teaching and learning activities. The researcher informed them that she would teach them English lesson at the next meeting. The English teacher allowed the researcher to take the role as teacher.

In the first session, before starting the lesson, the researcher opened the lesson by greeting, the researcher introduced herself first and then checked the attendance list and motivated the students. After that, the researcher explained what they were going to learn and what to reach.

The researcher asked the students' material about the verb be (plural). The questions were about, "Do you know how to greet other people, introduce ourselves, and use day, month in properly?". The researcher explained the definition, function, structure, and examples of introduce ourselves, and use day, month in properly. After finishing her explanation,

the researcher gave the students to do the pre-test. The researcher gave a pre-test to know the students' reading comprehension.

The result of pre-test showed that there were many students unable to understand what they reading well. When the researcher gave the test to students of VII-A, only ten students reached the passing grade. Based on the result of the pre-test of this research, the student's mean score was 60,313 and the KKM was 78. It was clear that students' reading comprehension should be improved to get better achievement. The highest score was 80.0 and the lowest score was 40.0. In brief, it was shown in the following table.

**Table 4.1 The Result Students' Pre-Test**

No	Name	Pre-test
1	APU	80
2	APP	40
3	AA	80
4	AJR	50
5	AFS	60
6	ADP	70
7	ASK	80
8	ANQ	70
9	AZAF	40
10	DKA	50
11	DSW	40
12	EPN	60
13	FZR	50
14	FEST	40
15	FAA	40
16	KSRK	80
17	KJR	50
18	KDSL	50
19	KR	80

No	Name	Pre-test
20	LKTO	80
21	MBC	40
22	MIA	60
23	MTS	80
24	NAT	80
25	NRAA	60
26	NDR	60
27	RZP	80
28	SNK	50
29	TDM	40
30	TY	80
31	UNA	60
32	ZAK	50
Sum		1930
Minimum		40
Maximum		80
Mean		60.31

**Table 4.2 Frequency of Students' Score at Pre-Test**

No	Score	Frequency	Percentage (%)
1	$\geq 78$	9	<b>28,13%</b>
2	$< 78$	23	<b>71,88%</b>
	Total	32	<b>100,00%</b>

Based on the table above, it could be seen that only 28,13% (9 students) got a higher score, and 71,88% (23 students) got a low score on the pre-test. Then, at the end of the meeting, the researcher divided the students into small groups of 4 students for the next meeting.

## **2. Research Finding of Cycle I**

In the first cycle, the researcher introduced the grouping method for reading comprehension. The first cycle were done on 3<sup>rd</sup> October 2023 and 10<sup>th</sup> October 2023. The steps of this cycle were: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting the action. The process of cycle I was as follows:

### **a. Planning**

In conducting the research, the researcher had 2 meetings in each cycle and prepared what activities should be done by the students before the real action. The grouping of the actions was based on the teaching and learning activity stated in the lesson plan. Reading comprehension for students' material was chosen based on the syllabus in curriculum SMP N 2 Colomadu.

The researcher collaborated with an English teacher, Mrs. Lestari planned to give material about greet people, introduce ourselves, introduces other, comprehend a form, and complete a form. The researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the post-test in cycle I, prepared the method, made the observation sheet of the students' activity, identified the problem and found the cause of the problem in the learning activity, and the writer planned to give an

evaluation to measure how far the material that has been taught can be accepted by the students.

## **b. Action**

### **1) The First Meeting**

The first meeting was conducted on 3<sup>rd</sup> October 2023. Before starting the lesson, the researcher greeted the students, checked their attendance, and asked the students' condition. At this time, the researcher reviewed the material in the last meeting. After that, the researcher began the class by telling them the topic they would be discussing that day. In the first meeting, the researcher gave material about greet people, introduce ourselves, introduces other.

The researcher divided the students into small groups of 4 students. After that, the researcher gave them an example of the greet people, introduce ourselves, introduces other, the researcher gave instructions to read in 10 minutes and retell the material, so when the discussion time was over, the students were required to be able to identify the greet people, introduce ourselves, introduces other. After that, the teacher asked question about the example that has been given, then the designated group be able to answer the question and one of groups could give another example to another group in turn. All groups must listen to their friends carefully.

After all the students got their turn, the researcher led the class, and asked them about “Do you understand or not”? then they replied “Yes”, and another one replied “Just a little, Miss”. The researcher asked each group about the difficulties that students experienced during the learning process, along with some reflection materials that had been studied to determine the students, impressions, and suggestions for improvement to provide the motivation and to accomplish the task given. The researcher closed with a greeting and prayer.

## **2) The Second Meeting**

The second meeting was conducted on 10<sup>th</sup> October 2023. Before starting the lesson, the researcher greeted the students, checked their attendance, and asked about the students’ condition. At this time, the researcher reviewed the material in the last meeting. After that, the researcher began the class by telling them of the topic they would be discussing that day. In the second meeting, the researcher gave material about comprehend a form, complete a form, and exercise of cycle I after giving the students action.

At this time, the researcher reviewed the explanation in the last meeting. The researcher reviewed the explanation of material greet people, introduce ourselves and other. Then, the teacher divided the students into small groups containing 4 students. After that, the researcher asked the students “Do you know what is comprehend a

form and complete a form?”, then they replied, “No, Miss”. The researcher came from one group to another group to retell the material, and when the teacher was in one group, another group must discussion first with the group, then, when the teacher came to their group, students could ask what they did not understand.

After that, the researcher instructed each group to make an example from comprehend a form and complete a form. The researcher instructed to make a sentence in 15 minutes, so when the discuss time was over, the researcher would ask each group to give an example based on the grouping discussion. Every student who had not has a turn to give an example based on grouping discussion must pay attention to his friend.

This meeting, after the researcher did grouping, was used to post-test of cycle I. The researcher gave a post-test to the students about the material greet people, introduce ourselves, introduces other, comprehend a form, and complete a form. In the post-test of cycle I, the result was better than the students before the treatment was given. In this session, the researcher got the result of the students’ post-test of cycle I. The result could be seen as follows:

**Table 4.3 The Students' Result of Post-Test Cycle I**

No	Name	Post-test Cycle I
1	APU	80
2	APP	80
3	AA	80
4	AJR	80
5	AFS	80
6	ADP	80
7	ASK	80
8	ANQ	80
9	AZAF	50
10	DKA	80
11	DSW	50
12	EPN	80
13	FZR	60
14	FEST	50
15	FAA	50
16	KSRK	80
17	KJR	60
18	KDSL	60
19	KR	80
20	LKTO	80
21	MBC	50
22	MIA	80
23	MTS	80
24	NAT	80
25	NRAA	70
26	NDR	80
27	RZP	80
28	SNK	60
29	TDM	60
30	TY	80
31	UNA	80
32	ZAK	60
Sum		2280
Minimum		50
Maximum		80
Mean		71.25

**Table 4.4 Frequency of Students' Result of Post-Test Cycle I**

No	Score	Frequency	Percentage (%)
1	$\geq 78$	21	<b>65,63%</b>
2	$< 78$	11	<b>34,38%</b>
	Total	32	<b>100,00%</b>

Based on the data above, could be seen that 65,63% (21 students) could pass the score, and 34,38% (11 students) could not pass the score. It was higher than the result of the pre-test. The students who were successful in mastering the material were the students who got a minimum score of 78. The learning process was said to be successful when 80% of students passed a score above 78. The facts showed that the result was unsatisfactory.

### c. Observing

The researcher conducted two meetings in cycle I. The researcher gave material about greet people, introduce ourselves, introduces other, comprehend a form, and complete a form. Some students could be active in joining the discussion while some students were not active and made the conditions of the class noise. Here was the results observation sheet of situational observation and academic observation.

**Table 4.5 The Result of Students' Situational Observation in Cycle I**

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
1	APU	4	80%	5	100%
2	APP	3	60%	4	80%
3	AA	4	80%	5	100%

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
4	AJR	3	60%	4	80%
5	AFS	3	60%	4	80%
6	ADP	3	60%	4	80%
7	ASK	4	80%	5	100%
8	ANQ	3	60%	4	80%
9	AZAF	2	40%	3	60%
10	DKA	3	60%	4	80%
11	DSW	2	40%	3	60%
12	EPN	3	60%	4	80%
13	FZR	2	40%	3	60%
14	FEST	2	40%	3	60%
15	FAA	2	40%	3	60%
16	KSRK	4	80%	5	100%
17	KJR	2	40%	3	60%
18	KDSL	2	40%	3	60%
19	KR	4	80%	5	100%
20	LKTO	4	80%	5	100%
21	MBC	2	40%	3	60%
22	MIA	3	60%	4	80%
23	MTS	4	80%	5	100%
24	NAT	4	80%	5	100%
25	NRAA	2	40%	3	60%
26	NDR	3	60%	4	80%
27	RZP	3	60%	4	80%
28	SNK	2	40%	3	50%
29	TDM	2	40%	3	60%
30	TY	4	80%	5	100%
31	UNA	3	60%	4	80%
32	ZAK	2	40%	3	60%
	TOTAL	93	-	125	-

The students score criteria:

1. Paying attention
2. Asking question

3. Respond during learning
4. Enthusiasm doing the test
5. Work in group

**Remarks:**

Score 1, with percentage 20%= Low

Score 2, with percentage 40%= Enough

Score 3, with percentage 60%= Good

Score 4, with percentage 80%= Very good

Score 5, with percentage 100%= Excellent

(Source: Panduan Rubrik Ristekdikti)

**Table 4.6 Frequency of Students' Situational Observation in Cycle I**

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	10	31,25%	Excellent
2	4	9	28,13%	11	34,38%	Very Good
3	3	11	34,38%	11	34,38%	Good
4	2	12	37,50%	-	-	Enough
5	1	-	-	-	-	Low
Total		32	100%	32	100%	

Table 4.6 shows that the learning process was sufficient.

Although there were some of the students were noisy, it could be inferred that the learning process was done well. It could be seen in the first meeting the students got 28,13% with the very good category in the learning process, 34,38% with the good category and then 37,5% with the enough category. Therefore, in the second meeting, students were more active than the first meeting.

**Table 4.7 The Result Students' Academic Observation in Cycle I**

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
1	APU	4	80%	5	100%
2	APP	3	60%	4	80%
3	AA	4	80%	5	100%
4	AJR	3	60%	4	80%
5	AFS	3	60%	4	80%
6	ADP	3	60%	4	80%
7	ASK	4	80%	5	100%
8	ANQ	3	60%	4	80%
9	AZAF	2	40%	3	60%
10	DKA	3	60%	4	80%
11	DSW	2	40%	3	60%
12	EPN	3	60%	4	80%
13	FZR	2	40%	3	60%
14	FEST	2	40%	3	60%
15	FAA	2	40%	3	60%
16	KSRK	4	80%	5	100%
17	KJR	2	40%	3	60%
18	KDSL	2	40%	3	60%
19	KR	4	80%	5	100%
20	LKTO	4	80%	5	100%
21	MBC	2	40%	3	60%
22	MIA	3	60%	4	80%
23	MTS	4	80%	5	100%
24	NAT	4	80%	5	100%
25	NRAA	2	40%	3	60%
26	NDR	3	60%	4	80%
27	RZP	3	60%	4	80%
28	SNK	2	40%	3	50%
29	TDM	2	40%	3	60%
30	TY	4	80%	5	100%
31	UNA	3	60%	4	80%
32	ZAK	2	40%	3	60%
	<b>TOTAL</b>	93	-	125	-

The students score criteria:

1. Main idea
2. Identifying refers
3. Explicit and implicit meaning
4. Purpose of the text
5. Type of the text

**Remarks:**

Score 1, with percentage 20%= Low

Score 2, with percentage 40%= Enough

Score 3, with percentage 60%= Good

Score 4, with percentage 80%= Very good

Score 5, with percentage 100%= Excellent

(Source: Panduan Rubrik Ristekdikti)

**Table 4.8 Frequency of Students' Academic Observation in Cycle I**

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	10	31,25%	Excellent
2	4	9	28,13%	11	34,38%	Very Good
3	3	11	34,38%	11	34,38%	Good
4	2	12	37,50%	-	-	Enough
5	1	-	-	-	-	Low

Table 4.8 shows that the learning process was sufficient.

Although there were some of the students did not yet understand the material, it could be inferred that the learning process was done well. It could be seen in the first meeting the students got 28,13% with the very good category at understanding the material, 34,38% with the good

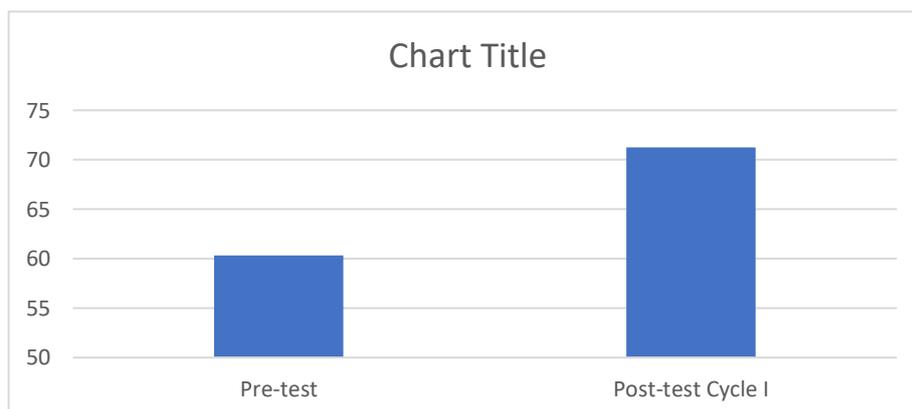
category and then 37,50% with the enough category. Therefore, in the second meeting, the students were more active than first meeting.

#### d. Reflecting

The result of the cycle I showed there was an improvement in the result at pre-test and exercise cycle 1. The students were interested enough in the learning process although the class situation was still uncontrolled. Some students still did not focus on the material and made the class noise.

The English learning process at cycle I was successful enough, although the students' average score was low. Nevertheless, there was an improvement score for the students' pre-test and post-test cycle I. This was the table of illustration scores in cycle I:

**Figure 4.1 The Average of Students' Score on Pre-Test and Post-Test Cycle I**



**Table 4.9 The Result Score of Students' Reading Comprehension on Pre-Test and Post-Test Cycle I**

No	Name	Pre-test	Post-test Cycle I
1	APU	80	80

No	Name	Pre-test	Post-test Cycle I
2	APP	40	80
3	AA	80	80
4	AJR	50	80
5	AFS	60	80
6	ADP	70	80
7	ASK	80	80
8	ANQ	70	80
9	AZAF	40	50
10	DKA	50	80
11	DSW	40	50
12	EPN	60	80
13	FZR	50	60
14	FEST	40	50
15	FAA	40	50
16	KSRK	80	80
17	KJR	50	60
18	KDSL	50	60
19	KR	80	80
20	LKTO	80	80
21	MBC	40	50
22	MIA	60	80
23	MTS	80	80
24	NAT	80	80
25	NRAA	60	70
26	NDR	60	80
27	RZP	80	80
28	SNK	50	60
29	TDM	40	60
30	TY	80	80
31	UNA	60	80
32	ZAK	50	60
Sum		1930	2280
Minimum		40	50
Maximum		80	80

No	Name	Pre-test	Post-test Cycle I
Mean		60,31	71,25

In this research, the writer gave a pre-test and post-test cycle I aimed to know the student's reading comprehension by grouping method. It could be seen that there was an improvement in students' reading comprehension. The mean score in the pre-test was 60,31 and the mean in post-test cycle I is 71,25.

Based on the score analyzed above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to do a solution as follows:

1. The researcher should manage the class more extra well.
2. The researcher asked the students not to make a noise during learning process.
3. The researcher should motivate students to be more active in the learning process.

### **3. Research Finding of Cycle II**

The second cycle were done on 17<sup>th</sup> October 2023 and 24<sup>th</sup> October 2023. The steps of cycle II were similar to cycle I, It was divided into: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting the action. The process of cycle II was as follows:

**a. Planning**

In the cycle, the researcher collaborated with the English Teacher of SMP N 2 Colomadu, Mrs. Lestari Rahayu. The researcher and the collaborator made and discussed about lesson plan and the material about use day/month/number properly, comprehend oral personal identity, and comprehend written personal identity. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems were: that some students always made noise in the learning process, and some students were passive in the learning process. Therefore, the researcher and collaborator tried to revise several problems that appeared in cycle I and arranged a lesson plan for continuing cycle II.

**b. Action****1) First Meeting**

The first meeting was held on 17<sup>th</sup> October 2023. Before the researcher began the lesson, the researcher greeted the students when entered the classroom, checked the attendance list, asked about students' condition and motivated the students, gave an idea to the students about the teaching material that would be learned, and made sure that students were ready to learn.

The researcher started with a question about previous material, "Do you remember the last material? How if we want to greet other and introduces ourselves?". Almost all students answered

enthusiastically, but still some students did not answer the researcher's question.

After that, the researcher began the class by telling them of the topic they would be discussing that day. In the first meeting in cycle II, the researcher gave material about use day/month/number properly. After finishing the explanation, the researcher gave the students a chance to ask questions to make sure all students knew what the researcher had explained.

The researcher divided the students into small groups of 4 students. After that, the researcher gave them an example about use day/month/number properly. The researcher instructed them to read in 10 minutes and retell the material, so when the discussion time was over, the students were required to be able to identify day/month/number properly. After that, the teacher asked a question about the example that had been given, then the designated group been able to answer the question, and one of groups could give another example to another group in turn. All groups must listen to their friends carefully.

After all the students got their turn, the researcher led the class, and asked them, "Do you understand or not?" then they replied, "Yes", and another one replied, "Just a little, Miss". The researcher asked each group about the difficulties that students experienced during the learning process, along with some reflection materials that

have been studied to determine the students, impressions, and suggestions for improvement to provide the motivation and to accomplish the task given. The researcher closed with a greeting and prayer.

## **2) Second Meeting**

The second meeting was held on 24<sup>th</sup> October 2023. Before starting the lesson, the researcher greeted the students, checked their attendance, and asked about the students' condition. At this time, the researcher reviewed the material in the last meeting. After that, the researcher began the class by telling them about the topic they would be discussing that day. In the second meeting, the researcher gave material about object pronouns and exercise of cycle II after giving the students action.

At this time, the researcher reviewed the explanation in the last meeting. The researcher reviewed the explanation of the material comprehend oral personal identity, and comprehend written personal identity. Then, the teacher divided the students into small groups containing 4 students. After that, the researcher asked the students, "Do you know what is comprehend oral personal identity, and comprehend written personal identity.?". They replied, "No, Miss". The researcher came from one group to another group to retell the material. When the teacher was in one group, another group must

discuss first with the group, then, when the teacher came to their group students could ask what they did not understand.

After that, the researcher instructed each group to make an example from personal identity, the researcher instructed to make a sentence in 15 minutes, so, when the discussion time was over, the researcher would ask each group to give an example based on grouping discussion. Every student who did not have a turn to give an example based on grouping discussion must pay attention to his friend.

This meeting, after the researcher did, grouping learned is used to exercise of cycle II. The researcher gave a post-test cycle II to the students about material use day/month/number properly, comprehend oral/written personal identity. In post-test of cycle II the result was better than the students before the treatment was given. In this session, the researcher got the result of the students' post-test of cycle II. The result could be seen as follows:

**Table 4.10 The Students' Result of Post-Test Cycle II**

No	Name	Score
1	APU	90
2	APP	80
3	AA	90

No	Name	Score
4	AJR	80
5	AFS	80
6	DP	90
7	ASK	90
8	ANQ	90
9	AZAF	80
10	DKA	80
11	DSW	60
12	EPN	80
13	FZR	80
14	FESP	80
15	FAA	80
16	KSRK	90
17	KJR	80
18	KDSL	80
19	KR	90
20	LKTO	90
21	MBC	70
22	MIA	70
23	MTS	70
24	NAT	90
25	NRAA	80
26	NDR	80
27	RZP	90
28	SNK	80
29	TDM	80
30	TY	90
31	UNA	80
32	ZAK	80
Sum		<b>2620</b>
Minimum		60
Maximum		90
Mean		82

**Table 4.11 Frequency of Students' Post-Test Cycle II**

No	Score	Frequency	Percentage (%)
1	$\geq 78$	28	<b>87,50%</b>
2	$< 78$	4	<b>12,50%</b>
	Total	32	<b>100,00%</b>

Based on the data above could be seen that 87,5% (28 students) could pass the score, and 12,5% (4 students) could not pass the score. It was higher than the result of pre-test and post-test cycle I. The students who were successful in mastering the material were the students who got a minimum score of 78. The learning process was said to be successful when 80% of students could pass a score above 78. The facts showed that the result was satisfactory.

### c. Observing

The researcher conducted two meetings in cycle II. The researcher gave material about use day/month/number properly, comprehend oral/written personal identity. Some students could be active in joining the discussion whenever some students were not active and made the condition of the class noise. Here are the results observation sheet of situational observation and academic observation.

**Table 4.12 The Result Students' Situational Observation in Cycle II**

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
1	APU	5	100%	5	100%
2	APP	4	80%	5	100%
3	AA	5	100%	5	100%

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
4	AJR	4	80%	5	100%
5	AFS	4	80%	5	100%
6	ADP	4	80%	5	100%
7	ASK	4	80%	5	100%
8	ANQ	4	80%	5	100%
9	AZAF	3	60%	4	80%
10	DKA	4	80%	5	100%
11	DSW	3	60%	4	80%
12	EPN	4	80%	5	100%
13	FZR	3	60%	4	80%
14	FEST	3	60%	4	80%
15	FAA	3	60%	4	80%
16	KSRK	5	100%	5	100%
17	KJR	3	60%	4	80%
18	KDSL	3	60%	4	80%
19	KR	5	100%	5	100%
20	LKTO	5	100%	5	100%
21	MBC	3	60%	4	80%
22	MIA	4	80%	5	100%
23	MTS	5	100%	5	100%
24	NAT	5	100%	5	100%
25	NRAA	3	60%	4	80%
26	NDR	4	80%	5	100%
27	RZP	4	80%	5	100%
28	SNK	3	60%	4	80%
29	TDM	3	60%	4	80%
30	TY	5	100%	5	100%
31	UNA	4	80%	5	100%
32	ZAK	3	60%	4	80%
	TOTAL	124	-	148	-

The students score criteria:

1. Paying attention
2. Asking question

3. Respond during learning
4. Enthusiasm doing the test
5. Work in group

**Remarks:**

Score 1, with percentage 20%= Low

Score 2, with percentage 40%= Enough

Score 3, with percentage 60%= Good

Score 4, with percentage 80%= Very good

Score 5, with percentage 100%= Excellent

(Source: Panduan Rubrik Ristekdikti)

**Table 4.13 Frequency Students' Situational Observation in Cycle II**

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	8	<b>25,00%</b>	20	<b>62,50%</b>	Excellent
2	4	12	<b>37,50%</b>	12	<b>37,50%</b>	Very Good
3	3	12	<b>37,50%</b>	(-)		Good
4	2	(-)				Enough
5	1	(-)				Low
Total			<b>100%</b>		<b>100%</b>	

Table 4.13 shows that the learning process was sufficient. Although there were some of the students were noisy, it could be inferred that the learning process was done well. It could be seen in the first meeting the students got 25% with the excellent category in the learning process, 37,5% with the very good category in the learning process, 37,5% with the good category in the learning process. Therefore, in the second meeting, the students were more active than the first meeting.

**Table 4.14 The Result Students' Academic Observation in Cycle II**

No	Name	First Meeting		Second Meeting	
		Action	Percentages	Action	Percentages
1	APU	5	100%	5	100%
2	APP	4	80%	5	100%
3	AA	5	100%	5	100%
4	AJR	4	80%	5	100%
5	AFS	4	80%	5	100%
6	ADP	4	80%	5	100%
7	ASK	4	80%	5	100%
8	ANQ	4	80%	5	100%
9	AZAF	3	60%	4	80%
10	DKA	4	80%	5	100%
11	DSW	3	60%	4	80%
12	EPN	4	80%	5	100%
13	FZR	3	60%	4	80%
14	FEST	3	60%	4	80%
15	FAA	3	60%	4	80%
16	KSRK	5	100%	5	100%
17	KJR	3	60%	4	80%
18	KDSL	3	60%	4	80%
19	KR	5	100%	5	100%
20	LKTO	5	100%	5	100%
21	MBC	3	60%	4	80%
22	MIA	4	80%	5	100%
23	MTS	5	100%	5	100%
24	NAT	5	100%	5	100%
25	NRAA	3	60%	4	80%
26	NDR	4	80%	5	100%
27	RZP	4	80%	5	100%
28	SNK	3	60%	4	80%
29	TDM	3	60%	4	80%
30	TY	5	100%	5	100%
31	UNA	4	80%	5	100%
32	ZAK	3	60%	4	80%
	TOTAL	124	-	148	-

The students score criteria:

1. Main idea
2. Identifying refers
3. Explicit and implicit meaning
4. Purpose of the text
5. Type of the text

Remarks:

Score 1, with percentage 20%= Low

Score 2, with percentage 40%= Enough

Score 3, with percentage 60%= Good

Score 4, with percentage 80%= Very good

Score 5, with percentage 100%= Excellent

(Source: Panduan Rubrik Ristekdikti)

**Table 4.15 Frequency Students' Academic Observation in Cycle II**

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	8	25,00%	20	62,50%	Excellent
2	4	12	37,50%	12	37,50%	Very Good
3	3	12	37,50%	(-)	(-)	Good
4	2	(-)		(-)	(-)	Enough
5	1	(-)		(-)	(-)	Low
Total			<b>100%</b>		<b>100%</b>	

Table 4.15 shows that the learning process was sufficient. Although there were some of the students were noisy, it could be inferred that the learning process was done well. It could be seen in the first meeting the students got 25% with the excellent category in the learning process,

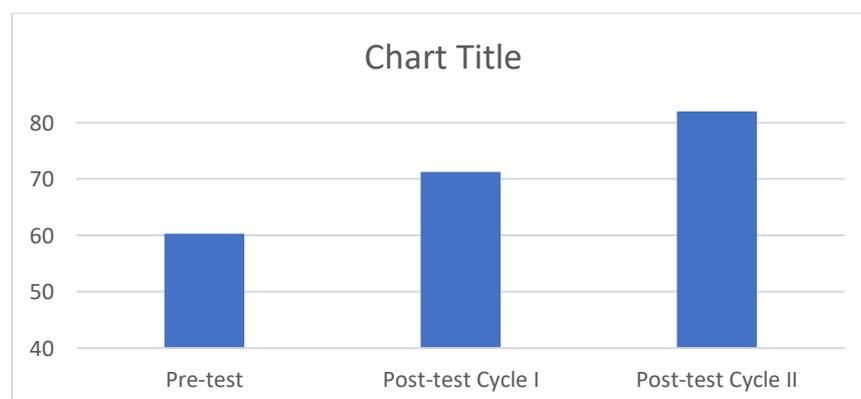
37,5% with the very good category, and 37,5% with the enough category. Therefore, in the second meeting, the students were more active than first meeting.

#### **d. Reflecting**

The result of cycle II showed there was an improvement in the result at pre-test and post-test of cycle I and post-test of cycle II. The students were interested enough in the learning process although the class situation was still uncontrolled. Some students still did not focus on the material and made the class noise.

The English learning process in cycle II was successful enough, although the students' average score was low. Nevertheless, there was an improvement score for the students' pre-test and post-test of cycle I and post-test of cycle II. This was the table of illustrations that can be seen as below:

**Figure 4.2 The Average of Students on Pre-Test, Exercise Cycle I and Exercise Cycle II**



**Table 4.16 The Result of Students' Reading Comprehension on Pre-Test, Post-Test Cycle I and Post-Test Cycle II**

No	Name	Pre-test	Post-test Cycle I	Post-test Cycle II
1	APU	80	80	90
2	APP	40	80	80
3	AA	80	80	90
4	AJR	50	80	80
5	AFS	60	80	80
6	ADP	70	80	90
7	ASK	80	80	90
8	ANQ	70	80	90
9	AZAF	40	50	80
10	DKA	50	80	80
11	DSW	40	50	60
12	EPN	60	80	80
13	FZR	50	60	80
14	FESP	40	50	80
15	FAA	40	50	80
16	KSRK	80	80	90
17	KJR	50	60	80
18	KDSL	50	60	80
19	KR	80	80	90
20	LKTO	80	80	90
21	MBC	40	50	70
22	MIA	60	80	70
23	MTS	80	80	70
24	NAT	80	80	90
25	NRAA	60	70	80
26	NDR	60	80	80
27	RZP	80	80	90
28	SNK	50	60	80
29	TDM	40	60	80
30	TY	80	80	90
31	UNA	60	80	80

No	Name	Pre-test	Post-test Cycle I	Post-test Cycle II
32	ZAK	50	60	80
Sum		1930	2280	<b>2620</b>
Minimum		40	50	60
Maximum		80	80	90
Mean		60,31	71,25	82

## B. Discussion

The implementation of the grouping method to improve students' reading comprehension was successful. The researcher and the collaborator observed the students' activity during learning. The grouping method made the students more interested and enthusiastic during the learning activity. It could be seen from the result of the observation checklist for students in cycle I and cycle II. The result of the observation checklist for students could be seen below:

**Table 4.17 Calculation of Situational Observation for Students in Cycle I and Cycle II**

Cycle	Paying attention	Asking question	Respond during learning	Enthusiasm doing the test	Work in group
Cycle I	29	16	28	21	32
Cycle II	32	23	32	32	32

The table above shows that there was an improvement in students' situational during the lesson in cycle I and cycle II. The result of the situational observation checklist in cycle I was better than in cycle II. It means that the most

of students paid attention, responded with enthusiasm, and worked in groups in the learning process in cycle I and cycle II.

**Table 4.18 Calculation of Academic Observation for Students in Cycle I and Cycle II**

Cycle	Main idea	Identify refers	Explicit and implicit meaning	Purpose of the text	Type of the text
Cycle I	29	16	28	21	32
Cycle II	32	23	32	32	32

The table above shows that there was an improvement in students' academic observation during the lesson in cycle I and cycle II. The result of academic observation checklist in cycle I was better than in cycle II. It means that the most of students could identify greet people, introduces other/ourselves, comprehend and complete a form, use day/month/number properly, comprehend oral and written personal identity of the learning process in cycle I and cycle II.

After analyzing the students' scores in cycle I and cycle II, the researcher concluded that there were significant improvements in the students' reading comprehension by using the grouping method in the teaching and learning process. The improvement could be seen as follows:

**Table 4.19 Data Analysis**

No	Analysis	Cycle I	Cycle II
1.	Mean of Pre-test	60,31	60,31
	Mean of post-test	71,25	82,00
2.	Total of the students who pass the passing grade ( $\geq 78$ )		
	Pre-test	28,13%	28,13%
	Post-test	65,63%	87,50%
	Improvement	37,50%	21,87%

The table showed that the students' reading comprehension improved on pre-test, post-test 1, and post-test 2. The mean of the pre-test was 60,31. Meanwhile, the mean of post-test cycle I was 71,25, and post-test cycle II was 82. The percentage of the minimum passing grade of the pre-test was 28,13%, post-test cycle I was 65,63%, and post-test cycle II was 87,50%. The improvement in the pre-test to cycle I was 37,50% and the improvement from the post-test cycle I to post-test cycle II was 21,87%. The data showed the second cycle increased more than the first cycle.

According to the data, the grouping method could improve the students' reading comprehension. It was appropriate with the relevant previous study and theory. The researcher takes a review related to the study of previous research conducted by Moge (2023), and entitled "Improving Students' Reading Comprehension Through Group Discussion Technique". The result of this research was that the scores of students in the post-test were higher than those in the pre-test.

This means that using the group discussion technique could help students improve their reading comprehension skills. The use of the group discussion technique could help the student understand the reading material and get ideas from the text.

In addition, another research conducted by Deviyana Sari (2019), the result of the research showed that the mean of pre-test cycle I was 63.3 and post-test cycle I was 71.3. Meanwhile, the mean of pre-test cycle II was 74.7, and post-test cycle II was 80.9. The percentage of the minimum passing grades of cycle I were 16.6% and 47.2%. In cycle II, the percentage of the minimum passing grades were 38.9% and 88.9%. The improvement in cycle I was 30.6%, and in cycle II was 50%. It means that there was an improvement in students' reading comprehension after the use of Grouping method.

The other research was conducted by Cohen & Lotan (2014), on their research group Work was an effective technique for achieving certain kinds of intellectual and social learning goals. Through Grouping method, the students were given more chances to interact with others and tried to solve the problems in a group. In this research, the researcher concluded that using the grouping method to improve students' reading comprehension was approved, it could be proven from the analysis data above, besides, by using the grouping method to improve students' reading comprehension made the students more interested during the learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In line with the result presented in the previous chapter, some conclusions and suggestions can be drawn as follows:

#### **A. Conclusion**

This study is concerned with using the grouping method to improve students' reading comprehension in SMP N 2 Colomadu. In line with the objectives of the study to find out the grouping method to improve students' reading comprehension for seventh-grade of SMPN 2 Colomadu in the academic year 2023/2024, the researcher concludes that the grouping method could significantly improve students' reading comprehension. The research was done in two cycles which consist of two meetings on each cycle. In the pre-test the students passed the KKM 78 are 9 students, in the post-test cycle I are 21 students, and post-test cycle II are 28 students. The improvement students passed KKM from pre-test to post-test cycle I are 12, post-test cycle I to post-test cycle II are 7 students.

Learning reading by using the grouping method can improve students' reading comprehension. The result of the test shows that the action implemented in learning reading through the grouping method can improve students' reading comprehension. Based on the test and observation are found that the students' responses in the teaching and learning process when applied grouping method were effective to the students' reading comprehension.

## **B. Suggestion**

Based on the result of this research, the researcher would like to suggest as follows:

### **1. For Teachers**

The teacher can use the grouping method in the teaching and learning process to improve students' reading comprehension. Besides, using the grouping method can allow the students to more explore the lesson. However, the teacher has to control the class to make the class conducive. The teacher has to control the students' activity to make sure that the students enjoy the lesson and can work in groups actively, so the students can follow the lesson well.

### **2. For Students**

The result of this research can motivate the students to improve their reading comprehension. Through the grouping method, the students can discuss with others to finish the task that given by the teacher. The students can also help each other to understand the lesson. They should use the opportunity from the teacher to work in a group well. They should give more attention to the text and understand the meaning of the text.

### **3. For Other Researchers**

It has been known from the research findings that using the grouping method can improve students' reading comprehension. So, the result of this research can be used as a reference for another researcher who wants to research reading comprehension.

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## APPENDICES

## Appendix 1 Research Permit Application Letter


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA**  
**FAKULTAS ADAB DAN BAHASA**  
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
 Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

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Nomor : B-4417/Un.20/F.V/PP.00.9/09/2023 5 September 2023  
 Lamp. : -  
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.  
 Kepala SMPN 2 Colomadu  
 di  
 Tempat

**Assalamu'alaikum Wr. Wb.**

Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : ANISAH ZULHIJJAH  
 NIM : 183221039  
 Program Studi : Pendidikan Bahasa Inggris  
 Semester : 11  
 Judul Skripsi : IMPROVING STUDENTS' READING COMPREHENSION BY USING GROUPING METHOD ( A Classroom Action Research to the Seventh Grade of SMPN 2 Colomadu in the Academic Year 2023/2024 )

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.  
 Adapun waktu penelitian pada tanggal 19 September 2023 sampai tanggal 31 Oktober 2023.  
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

**Wassalamu'alaikum Wr.Wb.**

  
 Prof. Dr. Toto Suharto, S.Ag., M.Ag.  
 NIP. 19710403 199803 1 005

### Appendix 2 Student's Attendance List of VII A

No	Name	Sept	October			
		26	3	10	17	24
1	APU	√	√	√	√	√
2	APP	√	√	√	√	√
3	AA	√	√	√	√	√
4	AJR	√	√	√	√	√
5	AFS	√	√	√	√	√
6	ADP	√	√	√	√	√
7	ASK	√	√	√	√	√
8	ANQ	√	√	√	√	√
9	AZAF	√	√	√	√	√
10	DKA	√	√	√	√	√
11	DSW	√	√	√	√	√
12	EPN	√	√	√	√	√
13	FZR	√	√	√	√	√
14	FESP	√	√	√	√	√
15	FAA	√	√	√	√	√
16	KSRK	√	√	√	√	√
17	KJR	√	√	√	√	√
18	KDSL	√	√	√	√	√
19	KR	√	√	√	√	√
20	LKTO	√	√	√	√	√
21	MBC	√	√	√	√	√
22	MIA	√	√	√	√	√
23	MTS	√	√	√	√	√
24	NAT	√	√	√	√	√
25	NRAA	√	√	√	√	√
26	NDR	√	√	√	√	√
27	RZP	√	√	√	√	√
28	SNK	√	√	√	√	√
29	TDM	√	√	√	√	√
30	TY	√	√	√	√	√
31	UNA	√	√	√	√	√
32	ZAK	√	√	√	√	√

Note:

√ : Present

S : Sick

I : Permission

A : Absent

### Appendix 3 Learning Outcomes of D Phase

Elemen	Capaian Pembelajaran
Menyimak – Berbicara	<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
Membaca – Memirsa	Pada akhir fase D, peserta didik membaca dan merespon teks familiar

Elemen	Capaian Pembelajaran
	<p>dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p>
Menulis – Mempresentasikan	<p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p> <p><i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present</i></p>

Elemen	Capaian Pembelajaran
	<p><i>informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students' express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p>

## Appendix 4 Flow of The Learning Objectives

### Chapter 1 Nice to Meet You

#### Tujuan Pembelajaran

1. Peserta didik dapat menyapa orang lain dan menulis data diri
2. Peserta didik dapat memperkenalkan diri sendiri dan orang lain.
3. Peserta didik dapat memahami dan melengkapi formulir data diri
4. Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.

#### Profil Pelajar Pancasila: Independent ( mandiri )

#### Alur Tujuan Pembelajaran

<p><b>Elemen:</b> Menyimak – Berbicara</p>
<p><b>Capaian Pembelajaran:</b> peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan</p>

preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat menyapa orang lain.	1	1
1	Peserta didik dapat memperkenalkan diri sendiri dan orang lain.	1	2
1	Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir fase D, peserta didik membaca dan merespon teks familiardan tidak familiar yang mengandung struktur yang telah dipelajari dankosakata yang familiar secara mandiri. Mereka mencari danmengevaluasi ide utama dan informasi spesifik dalam berbagai jenisteks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuanteks dan mulai melakukan inferensi untuk memahami informasi tersiratdalam sebuah teks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat menyapa orang lain.	1	1
1	Peserta didik dapat memperkenalkan diri sendiri dan orang lain.	1	1

1	Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Menulis – Mempresentasikan			
<b>Capaian Pembelajaran:</b> peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat menyapa orang lain.	1	1
1	Peserta didik dapat memperkenalkan diri sendiri dan orang lain.	1	1
1	Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.	1	1
1	Peserta didik dapat memahami dan melengkapi formulir data diri	1	1
1	Peserta didik dapat menulis data diri.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>5</b>

\* Angka menunjukkan bab, huruf menunjukkan subbab

\*\*Angka menunjukkan urutan file Modul Ajar (sesuai urutan bab)

### Appendix 5 Pre-Test of Students' Reading Comprehension

Name : \_\_\_\_\_

No absen : \_\_\_\_\_

#### Read the following conversation and answer the question 1-4!

Host : Hello everybody. So glad to be here again with you today especially because there are great people with me now.

Timmy : Hi, everyone. I'm Timmy, and she is Sisca. They are Jo and Rey.  
Sisca, Jo, Rey: Hi! Hi!

Timmy : Sisca is the vocalist, Jo is the keyboardist, Rey is the guitarist and I play the drums.

Host : Timmy, tell me about your group.

Timmy : Yes, we are The Skipper.

Host : Why The Skipper?

Timmy : Because skipper means captain so we want to be a captain in the music world.

Host : I see. Tell me about The Skipper's new album.

Timmy : It is not an album actually. It's a single.

Host : OK

Timmy : The title is 'Shadow'

1. How many people in the group?
  - a. Four
  - b. Five
  - c. Six
  - d. seven
2. What is a new single from The Skipper?
  - a. Right now.
  - b. Shadow
  - c. Perfect
  - d. Cruel summer
3. Why The Skipper?

- a. Because we aren't one direction
  - b. Inspired by film
  - c. Because Skipper means captain.
  - d. Because Skipper is cool.
4. Timmy: "Hi, everyone. I'm Timmy, and she is Sisca. They are Jo and Rey".  
What is Timmy do?
- a. Introduces him self
  - b. Introduces others
  - c. Greeting to listeners
  - d. Farewell to listeners

**Read short conversation for answer question number 5-6**

Rama : Shinta, have you ever visited Pink Beach in Lombok?

Shinta : yes, I have come there last years.

5. "Yes, I have come there last years". What does the underline word refer to?
- a. Kuta beach
  - b. Pengandaraan beach
  - c. Tidung island
  - d. Pink Beach, Lombok
6. From the conversation we know that ....
- a. Shinta have visited Pink Beach in Lombok
  - b. Rama have visited Pink Beach in Lombok
  - c. Shinta never visited Pink Beach in Lombok
  - d. Rama never visited Pink Beach in Lombok

**Read short text for answer question number 7-8**

Hi! My name is Nicholas. My friend calls me Nico.

I'm twelve years old. My hobby is playing futsal.

I want to be your friend.

7. What is the suitable title for short text above?

- a. Nico introducing himself in front of his classmate
  - b. Nico introducing him family in front of his classmate
  - c. Nico is playing football
  - d. Nico is playing futsal
8. What is Nico purpose of short text above?
- a. Nico introducing himself in front of his classmate
  - b. Nico introducing him family in front of his classmate
  - c. Nico want to be their friend
  - d. Nico is playing futsal

**The following text is for question for 9-10**

My name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German and my mother is Indonesian-born. I can speak English, German and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16<sup>th</sup> birthday next year in this country.

9. What is month that Hanny was born?
- a. January
  - b. February
  - c. June
  - d. November
10. "I am happy to welcome my sweet 16<sup>th</sup> birthday next year in this country"
- What is the explicit meaning from that sentence?
- a. Hanny is Indonesian-born
  - b. Hanny has lived in Germany for around 3 years
  - c. Hanny is loves Indonesia
  - d. Hanny is 15 years old

**Complete the following text with the correct answer for number 11-13**

Hello, my name is Maria Sinta. I want to tell you about (11) ..... Their names are Dinda and Ratu. We have known each other for a long time. We met for the first time in (12) ..... Where we studied together. We all have different (13) .... I like drawing, Dinda like playing basketball, and Ratu

likes reading novels. We have different dreams jobs as well. Despite all of our dereferences, we have promised too always be there for each other.

11. The correct answer is

- a. My parents
- b. My teachers
- c. My friends
- d. My siblings

12. The correct answer is

- a. Art museum
- b. Basketball field
- c. Music festival
- d. Junior high school

13. The correct answer is

- a. Hobbies
- b. Clothes
- c. Books
- d. Dreams

**Short dialogues for answer question number 14-15**

Lia: Hi, Nurul. How are you doing?

Nurul: Not bad. Thanks. How about you?

Lia: Great. Ok. Here is my home. Goodbye, Nurul.

Nurul: Bye-bye Lia.

14. What is Lia doing to Nurul?

- a. Introduces herself
- b. Greeting to Nurul
- c. Nurul and Lia grocery shopping
- d. Nurul and Lia are classmate

15. Nurul: Not bad. Thanks. How about you? The synonym of underline word is

- a. Sad
- b. Great
- c. Happy

d. Afraid

**The following text is for number 16-20**

Dear Erlin,

How are you? I hope you and your family will always be okay. Do you still remember me? It's Carol, your favourite cousin.

By the way, I have a friend whose name is Erin too here, she reminds me of you. She is tall and friendly, just like you. Sometimes we play together with two other girls. Bonnie and Esme. We ride bikes to school together.

We live in Paris. It's more crowded than any other city in France, because we live in the capital city. The French people are very stylish and love freedom. There are a lot of artists, painters and murals in every corner. We also have so many bakeries that sell many kinds of French bread. One of my favourites is croissant. You must try if you come here. It's different from croissant in other countries.

I guess that all about me. How about you? Do you have any friend that reminds you of me? I heard your family have moved to Jogja now, can you tell me about it? I would like to know it. I'm looking forward to your letter. Bye, bye!

16. Who reminds Carol of Erin?

- a. Carol's neighbour
- b. Erin's photographer
- c. A celebrity in Paris
- d. One of her new friends in Paris

17. From the text we can infer that Carol ....

- a. Like French bread
- b. Wants to go back to Jogja
- c. Stays at home most of the time
- d. Hates Paris because it's crowded

18. Which statement is NOT TRUE about Erin and Carol?

- a. Carol and Erin are classmates
  - b. Erin is Carol's aunt
  - c. Erin is Carol's cousin
  - d. Carol and Erin are family
19. Why does Carol write the email?
- a. To know more about Erin
  - b. To tell Erin about her life now
  - c. To ask Erin to come to her city
  - d. To inform Erin about her coming to Yogya
20. "We ride bikes to school together". The underlines word refers to ....
- a. Erin, Bonnie and Esme
  - b. Erin and Carol
  - c. Erin is family
  - d. Erin is Carol's aunt

**ANSWER KEY**

- 1. A
- 2. B
- 3. C
- 4. B
- 5. B
- 6. A
- 7. A
- 8. C
- 9. D
- 10. C
- 11. C
- 12. D
- 13. A
- 14. B
- 15. B

16. D  
 17. D  
 18. B  
 19. A  
 20. A

**Appendix 6 Result of Pre-Test Students' Reading Comprehension**

No	Name	Pre-test
1	APU	80
2	APR	40
3	AA	80
4	AJR	50
5	AFS	60
6	ADP	70
7	ASK	80
8	ANQ	70
9	AZAF	40
10	DKA	50
11	DSW	40
12	EPN	60
13	FZR	50
14	FEST	40
15	FAA	40
16	KSRK	80
17	KJR	50
18	KDSL	50
19	KR	80
20	LKTO	80
21	MBC	40
22	MIA	60
23	MTS	80
24	NAT	80
25	NRAA	60
26	NDR	60

No	Name	Pre-test
27	RZP	80
28	SNK	50
29	TDM	40
30	TY	80
31	UNA	60
32	ZAK	50
Sum		1930
Minimum		40
Maximum		80
Mean		60.31

## Appendix 7 Documentation of Grouping Discussion



## Appendix 8 Post-Test Cycle I of Students' Reading Comprehension

Name : \_\_\_\_\_

No Absen : \_\_\_\_\_

### The following text is for question 1-4

#### A FRIEND OF MINE, JASMINE NELSON

James Nelson is my first Australian friend. He is usually called James by his classmate and Jammie by his parents. He lives in the city of Perth, and he is 13 years old. James is currently on his trip in Indonesia. He is the Australian young environment ambassador. He is promoting "Go green" program in some cities in Indonesia. He like going these promotional activities because he wants to change the world to become a better place for all.

James is tall and huge; he is about 187 cm tall and weighs about 90kg. His hair and eye are brown, his hair has the colour of darker brown, while the eyes are light brown. His hair neatly cut and styled every day with pomade. It shines every time it is exposed to the sun light. Wherever he goes, he likes to wear a polo shirt, a pair of blue jeans, and a pair of sneakers. James does not like a spicy food. James and I come very different culture background. But we are undeniably good friends.

1. How is friends call him at school?
  - a. James
  - b. Jammie
  - c. Nelson
  - d. Mr. Nelson
  
2. "But we are undeniably good friend". Underline word refers to ....
  - a. James and his parent.
  - b. James and Nelson.
  - c. James and I
  - d. He is promoting "Go green" program in some cities in Indonesia
  
3. What is James Nelson doing in Indonesia?
  - a. He has a business trip
  - b. He is visiting some tourist attractions.
  - c. He is promoting environment conservation program.
  - d. He is accompanying his parent because his father is an ambassador.

4. What is the main idea of second paragraph?
- Introduces himself
  - Introduces other
  - James is Australian young
  - James Nelson

**The following dialogue for answer question number 5-7**

Hendrik: Hello! What's your name?

Nico: My name is Nico. What is your name?

Hendrik: I'm Nico and this is Salma.

Salma: Hi! You're a new student, aren't you?

Nico: Yes, I'm

Salma: Look! We have a nice classroom. Please come in

5. What is the text about?
- My name is Nico
  - I'm Hendric
  - This is Salma
  - Greet to other people
6. Salma: "Look! We have a nice classroom. Please come in". The underlines refer to ....
- Nico, Hendrik and Salma classroom.
  - Nurul, Lia and Nico classroom.
  - Carol and Erin classroom
  - Nico is a new student
7. What is Hendrik doing?
- Nico, Hendrik and Salma classroom
  - Introduce himself and other
  - Introduce Carol and Erin
  - They have a nice classroom

**Read the text for answer question number 8-10**

I want to introduce you to one of my best friends. His name is Faiz Ramadhan. We have known each other since we were babies. Faiz lives next door. We also go to the same school. However, Faiz is in class VII-C while I am in class VII-A. He loves to play football and he is one of the best players in our school. Faiz has one younger brother. His name is Dimas. Whenever I come to their house, we will always play together. I love playing together with them.

8. What is the text about?
  - a. Introduce his best friend
  - b. Introduce myself
  - c. Faiz
  - d. I
9. How many brothers does Faiz have?
  - a. Two brothers
  - b. One younger brother
  - c. Three younger brothers
  - d. Five younger brothers
10. What is Faiz hobby?
  - a. Playing badminton
  - b. Playing basket
  - c. Playing football
  - d. Playing piano

**ANSWER KEY**

1. A
2. C
3. C
4. B
5. D
6. A
7. B
8. A
9. B
10. C

**Appendix 9 Result of Post-Test Cycle I Students' Reading Comprehension**

No	Name	Post-test Cycle I
1	APU	80
2	APR	80
3	AA	80
4	AJR	80
5	AFS	80
6	ADP	80
7	ASK	80
8	ANQ	80
9	AZAF	50
10	DKA	80

11	DSW	50
12	EPN	80
13	FZR	60
14	FEST	50
15	FAA	50
16	KSRK	80
17	KJR	60
18	KDSL	60
19	KR	80
20	LKTO	80
21	MBC	50
22	MIA	80
23	MTS	80
24	NAT	80
25	NRAA	70
26	NDR	80
27	RZP	80
28	SNK	60
29	TDM	60
30	TY	80
31	UNA	80
32	ZAK	60
Sum		2280
Minimum		50
Maximum		80
Mean		71.25

### Appendix 10 Documentation of Grouping Discussion



### Appendix 11 Post-Test Cycle II of Students' Reading Comprehension

Nama : \_\_\_\_\_

No Absen : \_\_\_\_\_

#### The following text is for question 1-2

James Nelson is my first Australian friend. He is usually called James by his classmate and Jammie by his parents. He lives in the city of Perth, and he is 13 years old. James is currently on his trip in Indonesia. He is the Australian young environment ambassador. He is promoting "Go green" program in some cities in Indonesia. He like going these promotional activities because he wants to change the world to become a better place for all.

James is tall and huge; he is about 187 cm tall and weighs about 90kg. His hair and eye are brown, his hair has the colour of darker brown, while the eyes are light brown. His hair neatly cut and styled every day with pomade. It shines every time it is exposed to the sun light. Wherever he goes, he likes to wear a polo shirt, a pair of blue jeans, and a pair of sneakers. James does not like a spicy food. James and I come very different culture background. But we are undeniably good friends.

1. How height is James?
  - a. 187 cm
  - b. 90 Kg
  - c. James Nelson is my first Australian friend.
  - d. 13 years old.
2. How weighs are James?
  - a. 80 Kg
  - b. 90 Kg
  - c. 70 Kg
  - d. 85 Kg

#### The following text for answer question number 3-6

Durban- KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121<sup>st</sup> birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu-Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old.

Henry is Crocworld's oldest and the oldest known crocodile in captivity. Henry 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co-habitants.

The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get this favourite treat in the form of birthday cake.

3. Which one the following statements does NOT go with the text?
  - a. The zoo takes care of Henry well.
  - b. Henry is too old to move around
  - c. Henry will be given a special treat
  - d. The zoo treats Henry badly
4. He is the oldest known crocodile in captivity (Paragraph 2). What does the sentence imply?
  - a. There might be some other older crocodile in the world
  - b. The zoo only keeps old and wild crocodile
  - c. People caught henry when he was young
  - d. The zoo makes Henry old
5. When is Henry birthday day?
  - a. Monday
  - b. Tuesday
  - c. Thursday
  - d. Friday
6. What might be the treat for Henry that day?
  - a. A whole lamb
  - b. A cake made of wheat
  - c. Some meat or chicken flesh
  - d. Some milk and a whole grain cake

**The following text for answer question number 7-10**

MALINA INTERNASIONAL HIGH SCHOOL (MIHS)

Name : Rachel Agatha Thomas  
 School : -----  
 Student ID Number : 19364328  
 Place, Date of Birth : Semarang, 15 April 2010  
 Address : Jalan Bangka No, 10, Jakarta  
 Kin's Name : Devano Thomas

7. The correct answer to fill in the blanks is?
- MALINA INTERNASIONAL HIGH SCHOOL (MIHS)
  - INSAN CENDIKIA KLATEN
  - AL-AZHAR INDONESIA
  - SMK 13 JAKARTA
8. The following statement are false, except ....
- Rachel is a students
  - Rachel lives in Semarang
  - Rachel was born in Jakarta
  - Rachel is 20 years old in 2022
9. From the text, we can infer that ...
- Thomas is her family's name
  - Her mother's name is Devano
  - Rachel's nickname is Agatha
  - Rachel is a smart student in MIHS
10. When was Rachel born?
- Jakarta, 15 March 2000
  - Klaten, 9 February 2000
  - Semarang, 15 April 2010
  - Palembang, 16 January 1996

**ANSWER KEY**

- A
- B
- D
- D
- C
- D
- A
- A
- A
- C

### Appendix 12 Result of Post-Test Cycle II Students' Reading Comprehension

No	Name	Score
1	APU	90
2	APR	80
3	AA	90
4	AJR	80
5	AFS	80
6	DP	90
7	ASK	90
8	ANQ	90
9	AZAF	80
10	DKA	80
11	DSW	60
12	EPN	80
13	FZR	80
14	FESP	80
15	FAA	80
16	KSRK	90
17	KJR	80
18	KDSL	80
19	KR	90
20	LKTO	90
21	MBC	70
22	MIA	70
23	MTS	70
24	NAT	90
25	NRAA	80
26	NDR	80
27	RZP	90
28	SNK	80
29	TDM	80
30	TY	90
31	UNA	80
32	ZAK	80
<b>Sum</b>		<b>2620</b>
<b>Minimum</b>		<b>60</b>
<b>Maximum</b>		<b>90</b>
<b>Mean</b>		<b>82</b>

### Appendix 13 Certificate of Having Conducted Research



**PEMERINTAH KABUPATEN KARANGANYAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 COLOMADU**

Alamat : Pulosari, Malangjiwan, Colomadu, Telp.(0271)780300 Kd.Pos.57177  
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SURAT KETERANGAN

Nomor: 421.3 / 629 / X / 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Colomadu, Karanganyar menerangkan dengan sesungguhnya bahwa :

Nama : ANISAH ZULHIJAH  
NIM : 183221039  
Program Study : Pendidikan Bahasa Inggris  
Universitas : 11

Saudara tersebut benar-benar telah melaksanakan Penelitian di SMP Negeri 2 Colomadu, Kabupaten Karanganyar pada tgl. 19 September s.d 31 Oktober 2023. Guna Penyusunan Skripsi dengan judul :

“ IMPROVING STUDENTS' READING COMPREHENSION BY USING GROUPING METHOD (A Classroom Action Research to the Seventh Grade of SMPN 2 Colomadu in the Academic Year 2023/2024 ) “

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Colomadu, 26 Oktober 2023



Kepala Sekolah  
PURWANTO, S.Pd, M.Pd.  
NIP.19911222 199703 1 005