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The Implementation of Group Working Method for Improving Learning Outcomes in Reading for Understanding at SDN 15 Delta Pawan

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Abstract

The purpose of this study was to describe the improvement of student learning outcomes in IV grade of the State Elementary School 15 Delta Pawan (SDN 15 Delta Pawan) on reading comprehension material with group work methods. The research method in this study was a qualitative method of classroom action research (CAR). The results showed that the observations of the first cycle experienced an increase, with an average of 3.38 were categorized as sufficient, and in the second cycle, being four were categorized as good. The learning process from cycle I to cycle II was that students actively paid attention to the explanation of the teacher in the first cycle of 70.58% to 94.11%. Students were actively cooperating in the first cycle group, 52.94%, to 88.23%. Students actively answered the first cycle questions 29.41%, to 64.70%. Students who were serious about doing the first cycle group assignments, 64.70%, increased to 88.23%. Students who actively provided ideas in the first cycle group by 47.05% and increased to 88.23%.

Keywords: Group Work Methods, Reading for Understanding, Learning Outcomes

INTRODUCTION

Reading skills are a process of decoding (decoding), meaning that reading is an activity to break codes - language codes in verbal symbols. Verbal symbols are a series of letters that follow a certain convention (for example, spelling). This series of letters form a discourse that contains information or understanding. In this case, the reader's job is to change the verbal symbols into a set of information that can be understood. Reading is a process of reconstructing the meaning of a text.

In this sense, reading is an attempt to trace the meaning that is in writing. Initially, this paper is a recording of an author's idea. The ideas stored in this paper are dismantled again to match what the author has thought. Demolition of this recording is called reading.

In accordance with reality or what happens naturally in everyday life, reading skills cannot be separated from other language skills such as speaking, listening, and writing. For example, in communicating with language or social relations, naturally, someone talks to others to discuss the contents of his reading, and listen or listen to the opinions of others about the issues discussed, and write notes about things that are considered important by him.

The fact that occurred in the fourth-grade students of the 15 Primary Schools at Delta Pawan, Delta Pawan Subdistrict, Ketapang District, the researchers observed in the acquisition of the results of the test, the scores obtained by the students received many low scores. Those who score above the standard and who fit the standard are few.

The author thinks the low value of the test was caused by several factors, including teacher and student factors. Teacher factor: the teacher has not been able to create a learning situation that encourages students to be skilled in reading. In learning to read, the teacher emphasizes a lot, so students read fluently first. Although the teacher feels that he has carried out the learning process with varied methods, it may not be maximal yet.

Student factors: students' reading comprehension skills are still not good. Because in reading, students focus more on the fluency of reading than to find out the contents. Resulting in students' lack of reading comprehension, and also impacting on grades when students are given assignments or counseling. Therefore, the researchers sought to overcome this by optimizing group work activities in learning to read.

Based on the explanation above, the common problem in this research is whether the application of group work methods in learning to read comprehension can improve the learning outcomes of IV grade SDN 15 Delta Pawan students. So that the general problems above can be more easily overcome, the above problems are broken down into sub-problems as follows: 1). How to improve the application of group work methods in the process of learning to read comprehension in IV grade SDN 15 Delta Pawan? 2). How to improve student activities in the process of learning to read comprehension with group work methods in IV grade SDN 15 Delta Pawan? And 3). How to improve the learning outcomes of reading comprehension in IV grade SDN 15 Delta Pawan by group work methods?

Based on the general objectives above, the objectives of this research are as follows for 1). Improving the steps for applying group work methods in the learning process of reading in IV grade SDN 15 Delta Pawan, 2). Increase student activities in the learning process of reading with group work methods in IV grade SDN 15 Delta Pawan, 3). Improved learning outcomes of reading by group work methods in IV grade SDN 15 Delta Pawan students.

Sagala (2006) in Soli Abimanyu, et al. said that the method of group work is a way of learning where students in the class are divided into groups, where each group is seen as a separate entity to study subject matter that has been determined to be completed together, whereas according to Fathurrohman (2007: 64), said that the group work method is a method of collaborating or more, between individuals and other groups in carrying out tasks or solving problems encountered and responding to various programs that are prospective, in order to realize mutual benefit and prosperity.

From the two expert opinions above, it can be concluded that the understanding of group work methods, namely the method of solving tasks or problems together involving two or more people in a coordinated and responsible manner. Abimanyu (2009: 7-3) said the group work method used in a learning strategy aims to:

1. Solve learning problems through group processes;
 2. Develop the ability to cooperate in group work.
- Based on the above opinion, the purpose of group work methods is to solve problems through collaboration between group members in group work.

In carrying out learning in group work, there are a number of things that a teacher should prepare, which becomes the steps of learning in order to optimize the learning of group work. Soli Abimanyu et al. (2009), in the learning strategy, mentions the learning steps as follows: 1). Preparation activities, formulating learning objectives to be achieved, preparing learning material and describing the material into group assignments, identifying sources that will be the target of group work, compiling group formation rules, ways of working, when starting and ending, and governance other orderly; 2). Implementation Activities include opening learning activities by implementing apperception, namely questions about the previous subject matter, motivating learning by expressing cases that are related to the material to be delivered, expressing the objectives of the lesson and various activities to be carried out in achieving the objectives of the lesson; 3). The core activities of the lesson are conveying the scope of the material to be discussed, forming groups, delivering the tasks of each group to the group leader or directly to all students, conveying rules, rules of conduct when starting and ending group work activities, supervising, and acting as a facilitator while students are working groups, classical meetings to report group work, feedback from

other groups or the teacher. Activities end the lesson that is asking students to summarize the lessons that have been reviewed through group work, evaluating and carrying out follow-up.

Based on the opinion above, it can be concluded that the steps of learning with group work methods are as follows: 1). Preparatory activities are preparing subject matter, formulating group formation rules; 2). Implementation activities include activities to open lessons, core activities in which students in groups work on their group assignments, and students' final activities summarize lessons learned in groups.

According to Abhimanyu (2009: 7-3), the strengths of group work methods are as follows: 1). Familiarize students working together, deliberation and responsibility; 2). Fostering healthy competition between groups, thereby arousing a genuine willingness to learn; 3). The teacher makes the task easier because the group work tasks are sufficiently conveyed to the group leaders; 4). Group leaders are trained to be responsible leaders, and members are accustomed to complying with existing rules.

Based on the opinion above, it can be concluded that the strength of group work methods is to train students to be able to work together, be able to deliberate and be responsible, train leadership, and train discipline. As stated by Abimanyu (2009: 7-4) that the weaknesses of group work methods are as follows: 1). It is difficult to form homogeneous groups in terms of interests, talents, achievements, and intelligence; 2). Group leaders are often difficult to give members understanding, explain, and share work; 3). Members sometimes do not obey the tasks given by the group leader, and 4). In completing a task, it often deviates from the plan due to a lack of control from the group leader or teacher.

From the explanation above, it can be concluded that the weaknesses of group work methods are difficult to form a homogeneous in terms of interests, talents, and achievements. In the process of teaching and learning, the method of learning is needed by a teacher. Because the method is a way to stimulate children in learning to achieve the expected learning goals. Each method certainly has its strengths and weaknesses. It depends on the teacher who uses the method and the appropriateness of the use of the method with the subjects delivered. The use of the method is appropriate to the target.

Indonesian Language Learning is a process of providing basic language learning stimuli to students in their efforts to achieve language skills that include aspects of listening to writing, reading, and speaking. According to Akhadiyah, et al. (1991: 1) The Objective of Learning Indonesian Language in Elementary Schools is that students "can speak Indonesian properly and correctly, and be able to live up to Indonesian language and literature in accordance with the situation and language objectives and level of experience of Elementary School students." From Akhadiyah's explanation, the purpose of learning Indonesian can be formulated into four parts, namely: 1). Elementary school graduates are expected to be able to use Indonesian properly and correctly, 2). Elementary school graduates are expected to live up to Indonesian Language and Literature, 3). The use of language must be in accordance with the situation and purpose of language, 4). Teaching is adjusted to the level of experience of elementary school students, 5). Besides, Indonesian Language Learning can also form positive language attitudes and provide a basis for enjoying and appreciating Indonesian Literature.

From the explanation above, it can be concluded that the objective of learning Indonesian in elementary school is to foster a love of national languages, by being able to use Indonesian properly and correctly, using according to the situation and language objectives, and forming positive language attitudes.

The function of learning Indonesian is a forum for developing students' ability to use language in accordance with the function of that language, especially as a communication tool. Learning Indonesian in Elementary Schools can provide the basic language skills needed to continue education in secondary schools, as well as to absorb knowledge learned through that language.

From the description above, it can be concluded that the Indonesian Language can function as a forum for developing language skills to communicate and continue education to a higher level. In Content Standards (2006), language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language

learning is expected to help students get to know themselves, their culture, and the culture of others, express ideas and feelings, participate in communities that use the language, and discover and use the analytical and imaginative abilities that are present in them.

Indonesian language learning is directed to improve the ability of students to communicate in Indonesian properly and correctly, both verbally and in writing, and foster an appreciation of the work of Indonesian human literature. Indonesian language subject competency standard is a minimum qualification of students' ability, which describes the mastery of knowledge, language skills, and positive attitude towards Indonesian language and literature. These competency standards are the basis for students to understand and respond to local, regional, national, and global situations.

The scope of Indonesian subjects includes the components of language skills and literary abilities, which include the following aspects: 1). Listening is the ability of students to listen to information conveyed both in writing and orally, 2). Speaking, namely, the ability of students to say words or sentences in communication to other parties, 3). Reading is the ability of students to arrange words into sentences so that they can give a message to the listener; 4). Writing is the ability of students to arrange words into sentences that have meaning in written form.

At the end of education in SD / MI, students have read at least nine literary and non-literary books. The author concludes that the scope of Indonesian subjects, which includes listening, speaking, reading, and writing, are aspects that cannot be separated from each other because they are an interrelated whole.

Reading comprehension activity is an activity that aims to get in-depth information and an understanding of what is read. Lado in Nurhadi (1987: 222) reading comprehension is the understanding of meaning or purpose in reading through writing. Meanwhile, according to Tarigan (20 Delawan Pawan: 58) states that reading comprehension (reading for understanding) is a type of reading that aims to understand literary standards or standards (literary standards), critical review (critical review), written drama (printer drama), and patterns of fiction (patterns of fiction). From the opinions of the two figures above, it can be concluded that reading comprehension is a process to understand the meaning and meaning of a text more deeply by referring to the prevailing standards and norms. Glance is a reading activity to find information from reading quickly and precisely, without reading the others.

Kunandar (2009: 377) Wand and Gerald W. Brown, in his book essentials of education evaluation, said that "Evaluation refers to the act or process to determine the value of something." (Evaluation is an action or a process to determine the value of something) . Evaluation of learning outcomes is an action or a process to determine the value of a student's learning success after he experiences a learning process for a certain period.

Assessment is an activity of interpreting the measurement results, for example, high, low, good, bad, beautiful, ugly, graduated, and not yet graduated. Learning outcomes always have something to do with evaluation and assessment. These three components cannot be separated. Because learning outcomes can be known or obtained when the end of the learning process or at a certain time, an assessment is held so that learning outcomes can be known. Achievement of student learning outcomes can be obtained by carrying out a process through the steps of planning, gathering information through some evidence.

Learning outcomes have an important role in learning. Assessment of learning outcomes can provide information to teachers about the ability of students to achieve learning objectives through learning activities. Furthermore, from this information, the teacher can arrange and foster further student activities, both for the whole class and for individuals.

METHOD

The research method is a series of ways or activities of conducting research based on basic assumptions, philosophical and ideological views, questions, and issues faced. A research method is essential because the method can solve problems and objectives to be achieved in a study. Therefore, a study must follow and choose the right method based on specific rules to achieve optimal results. According to Sugiyono (Delawan Pawan: 3), the research method was a scientific way to obtain data with specific purposes and uses. In this research, the method used was descriptive. The descriptive

method was a research method that was shown to describe the phenomena that existed which took place at present or in the past.

The descriptive method can be interpreted as a problem-solving procedure that was investigated by describing or describing the state of the subject/object of research (a person, institution, community, etc.) at present based on the facts that appear or as they were. The use of descriptive methods in this study was based on the considerations that the research will reveal all the symptoms encountered.

To solve the problem raised, the form of research used by researchers was Classroom Action Research (CAR) by collaborating with colleagues. CAR was carried out as an effort to correct deficiencies during the learning process, and by way of collaboration aims that peers observe the implementation of CAR. From the observations could find out the improvement and development of the learning process.

This research was qualitative. Loncoln and Guban (1985) stated qualitative research as research that is naturalistic. Qualitative research methods were research methods used to examine the natural conditions of objects where researchers as key instruments (Sugiyono, 2009: 14). During the research, the research focused on teachers and students of IV grade at SDN 15 Delta Pawan in Ketapang Regency. As a research subject, the expected output of students has activity and creativity. Finally, students could communicate well in processing sentences using their own words and have mental stability because they were accustomed to asking questions and answering questions, thanks to the teacher's guidance.

This research was conducted in IV grade at SDN 15 Delta Pawan in Delta Pawan District of Ketapang Regency. Among 17 students, there were eight male and nine female students. The study was conducted while learning Indonesian, which was carried out in the classroom. The implementation of this research was carried out for approximately two months, conducted in the odd semester from September to October 2019.

Research steps included planning, implementation, observation, and reflection. The research activity was designed using two cycles. The research cycle used a design from Suharsimi Arikunto et al. For more details can be seen in the following figure below

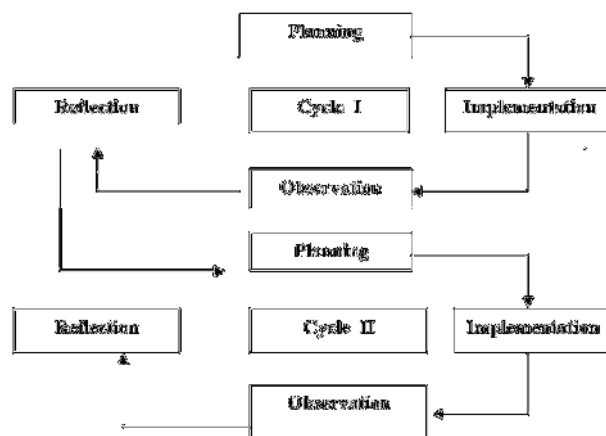


Fig. 1 Classroom Action Research

According to Sugiyono (2007: 63), there were four kinds of data collection techniques, namely observation, interviews, documentation, triangulation, or combination. According to Sutrisno Hadi (1987: 136), observation was defined as observation and systematic recording of a symptom that appears on the object of research. Burhan Bungin (2007: 115) stated observation was the ability of a person to use observation through the work of the senses aided by the other five senses. In connection with the opinions of some of the experts, the technique of data collection was done using direct observation techniques.

This observation was carried out to observe the activeness of students in the learning process with the methods applied by the teacher during the learning process. In addition to observation, students were also conducted fatherly observing the teacher in the implementation of learning using planned group work methods, how students respond to these learning methods, and whether the use of group work methods had been carried out in accordance with what was expected.

There were several techniques used in classroom action research. However, the techniques used in this study were 1). non-test technique. The data collection using observation sheets. During the learning process, researchers conducted observations on students to find out developments during the learning process. While the researchers themselves who observed during the learning process took place were peers who were asked to become collaborators to observe the research steps during the learning process; 2). test techniques carried out to determine the extent of student understanding of the lessons received during the learning process. After the end of the lesson, students were given individual assignments to practice.

Data collection tools that will be used by researchers was to use observation sheets. Two observation sheets were made, one for the teacher's observation and one for the student's observation sheet. The teacher observation sheet was made to find out whether the researchers have applied the steps to the group work method in the learning process. The teacher observation sheet was filled in by colleagues who were collaborators. Student observation sheets were made to find out how students' activities were in the learning process using group work methods. Student observation sheet content by the teacher who was conducting research. The tools used to collect data were an observation sheet and a written test.

After the information data was collected from each learning process activity, then the data was analyzed as IGAK Wardani's opinion (2007: 232). To analyze subproblem, one used analysis of the calculation of percentages and scores. To analyze subproblem, two used percentage calculation analysis. To analyze subproblem 3 used the analysis of the calculation of the average value.

RESULTS AND DISCUSSIONS

Results

The Classroom Action Research was conducted on SDN 15 Delta Pawan in Ketapang Regency in IV grade with 17 students consisted of 8 male and 9 female students. The initial conditions of the results of Indonesian language training for IV grade students of SDN 15 Delta Pawan Ketapang in the odd semester of the 2019/2020 academic year, students who had reached the Minimum Completion Criteria (KKM) or who have been exceeded were only 6 out of 17 students or only reached 35, 29%. While those who have not reached the KKM amounted to 11 people from 17 students or reached 64.70%. To be aware that for IV grade, Indonesian subjects, KKM was 60. Subjects studied were Indonesian Language reading comprehension material, the 2019/2020 school year with the method emphasized was the method of group work, by dividing students into four groups, with a division of 3 groups of 4 people, and 1 group of 5 people.

Cycle I

The teacher, as a researcher, formulated the subject matter that will be conveyed to students, namely comprehension reading material. The teacher, as a researcher, chose the learning objectives, sets out the learning methods contained in the Lesson Plan (RPP), which will be carried out in cycle I. The researcher made a student observation sheet, which will be observed by the researcher. Also, made teacher observation sheets that will be observed by collaborators. The researcher informed all the preparatory tools that will be used in the implementation of Cycle I to collaborators. The researcher and the collaborator discussed the implementation of the cycle I. Cycle I was carried out in 1 meeting, namely, on September 25th, 2019. In the implementation of the first cycle, the teacher carried out or implemented learning activities in accordance with RPP. The hope that the sequence of activities that have been contained in RPP can be carried out properly so that what becomes a subproblem in research could be answered. The teacher conveyed the reading for understanding material with group work methods, with the learning implementation stage, starting from the initial activities, core activities, and closing activities, as follows:

Teachers adjusted to what was stated in RPP, starting with a greeting, checking student learning readiness, member apperception, informing the material to be delivered, and informing the learning objectives. The teacher asked students if they like reading stories, then the teacher asked again in reading the story, what students wanted to know. Referring to the learning material, the teacher asked whether in reading the story, students could find the main thoughts in each paragraph. The activity was carried out by the teacher in exploration activities.

Then the teacher continued the elaboration activities. What the teacher did was divided students into four groups, formed the leader of each group, conveyed the rules in group work. Divided the reading text to each group to read. The teacher led students towards the problem by mentioning several terms related to the material. Students in their groups were allowed to work on group assignments with the Student Worksheet (LKS) guide. During group work, the teacher became the facilitator. After each group completes their task, the next step, the teacher asked each group representative to write the results of their group work on the blackboard. The teacher discussed the results of group work while strengthening the material presented.

Activities undertaken were students with the guidance of the teacher concluding the material about reading a rather long text and finding the main thoughts, then the teacher assigned individual tasks. During the learning process, the collaborator observed all activities, both teacher activities, and student activities, as well as filling out the observation sheets provided. From the observations of the first cycle, obtained data about 1). From the results of collaborators' observations, the steps of applying group work methods in learning at point A (initial activity) were categorized well with an average score of 4. At point B (Core activity) were categorized sufficiently with an average score of 3.13. Moreover, in point C (closing activity) was categorized enough with an average score of 3. It combined with the average score of the three points above, a total average score of 10.13 with an average of 3.38 and categorized as fair; 2). Student activities in the process of learning reading comprehension with group work method in IV grade at SDN 15 Delta Pawan in Ketapang Regency were as follows: Students who actively paid attention to the explanation from the teacher amounted to 12 people from 17 students or 70.58%. Students who actively worked together in groups of 9 out of 17 students or 52.94%. Students who actively answered questions 5 of 17 students or 29.41%. Students who were serious about working on group assignments 11 of 17 students or 64.70%. Moreover, students who actively gave ideas in groups of 8 out of 17 students or 47.05%. The data could be seen in the annex column to the observation sheet for the cycle I.

Learning outcomes read students' understanding after the first cycle of action, the average value of the first cycle was 70.00. Even though the average score was 70.00, still five students or 29.41% scored below the Minimum Completion Criteria (KKM 60), two students, or 11.76% who scored according to standards, and ten students or 58, 82% who scored above the standard. It could be seen in the value table. While the conclusions in the first cycle, there are still five people out of 17 students or 29.41% whose score did not meet the expected standards.

The results of teacher and collaborator observation on the activities of applying group work methods in learning Indonesian on reading comprehension material to improve student learning outcomes in IV grade at SDN 15 Delta Pawan in Ketapang Regency, after the following conclusions, were obtained: 1). Students did not understand the position and function of themselves as members of the group, so there were still group members who had not been able to work well together in doing their group work; 2). Question and answer were less developed, asked once answered; 3). The teacher has not been able to invite students to participate actively in group work. The activeness of students in asking questions still lacks because they did not know what will be asked. Students who asked questions were dominated by smart students and students who dare to ask questions; 4). Time management was not in accordance with the specified learning strategy, due to lack of time,

5). The steps for applying the group work methods in point B and point C still need to be improved, and 6). The results of learning to read comprehension with the working methods of IV grade students at SDN 15 Delta Pawan in Ketapang Regency were still not as expected.

Based on the results of discussions between the teacher (researcher) and the collaborator, to assess the results of the action, the first cycle could not be achieved as desired. For this reason, the teacher (researcher) and collaborator agreed that the teacher (researcher) conducted the second cycle.

In the second cycle, the nature of improving and completing things that were considered still not achieved optimally. It can be seen from the results of reflection on cycle I. There were 6 (six) points that will be improved in the implementation of the second cycle later, with the hope that these points could be overcome in improving student learning outcomes.

Cycle II

The teacher planned the second cycle in accordance with RPP that has been designed, such as choosing the material to be delivered, determining the objectives to be achieved, choosing a method, making a Student Worksheet (LKS) and informing all the preparation tools that will be used in the implementation cycle II (RPP and LKS): 1). The teacher (researcher) carried out learning activities in accordance with the scenarios set out in the second cycle RPP; 2). Collaborators were tasked to help observed and recorded everything that happens during learning activities. Especially observing the points to be fixed.

After observing the second cycle, the collaborator presented the findings that occur in carrying out the second cycle, both the students, the teacher, and the learning situation, the data were obtained. Judging from the results of the observation sheet filled out by collaborators, the steps of applying the group work methods in learning at point A (Initial Activity) was categorized as good with an average score of 4. At point B (Core Activity) was categorized as good with an average score of 4, and at point C (Closing Activity) was categorized as good, with an average score of 4. It combined with the average score of the three points above, a total average score of 12, with an average of 4 was obtained and categorized as good. The data were: 1) Student activities in the learning process of reading comprehension with group work methods in IV grade at SDN 15 Delta Pawan in Ketapang Regency were as follows: students who actively paid attention to the explanation from the teacher number 16 people out of 17 students or 94.11%. Students who actively collaborate in groups were 15 out of 17 students or 88.23%. Students who actively answered questions, 11 people, out of 17 students, or 64.70% of students who worked on group assignments 15 people out of 17 students or 82.23%. Moreover, students who actively provided ideas or ideas in groups of 15 out of 17 students or 88.23%. The data for cycle II; 2). The results of the learning of reading for understanding were seen from the score of the second cycle. The average score of the second cycle increased from 70.00 in the score of the first cycle to 80.29. It could be seen in the cycle II. Based on the data above, IV grade students of SDN 15 Delta Pawan could be said to be satisfactory. Because in cycle II, there were no more students whose scores were below the KKM, the lowest students got a score of 60. There were even students whose grades exceeded the KKM. By implementing group work methods, it could improve student learning outcomes. Therefore teachers were required to be able to carry out efforts to use learning methods that vary according to teaching material. Such as the application of group work methods in reading for understanding, because by using this method, it had seen an increase in student learning outcomes. In addition to increasing student learning outcomes, group work method could also lead to an interest in student learning in teaching and learning.

The results of observations of teachers and collaborators on the activities of applying group work methods in reading for understanding to improve student learning outcomes in IV grade at SDN 15 Delta Pawan after the following discussions obtained the following results: 1). In groups, students had begun to realize the position and function of themselves as members. It appeared in the observation cycle II that in carrying out their group assignments, students had begun to work together; 2). Questions and answers between the teacher and students began to develop. Students began to dare to answer even though sometimes the answers were still wrong; 3). With the assistance of the teacher in the group work process made students active in group work; 4). After being given motivation and guidance, students began to dare to ask questions; 5). Students had started to be able to use the time well so that the time allocated could be in accordance with its implementation;

6). The steps of the group work method in point B were good, point C was good; it meant that the steps of the group work could be applied well in the learning process; 7). At the end of the test, the results of learning to read student understanding with group work method increased according to expectations.

Discussion

Teachers' efforts in applying group work methods in eading for understanding for IV grade students of SDN 15 Delta Pawan were informing the material to be discussed, dividing students into groups heterogeneously, sharing reading texts to read and discussing in group work. After that accompanying and assisting students in group work, maintaining class situation, acting as a facilitator, observing students in group work, together with students made a summary, carrying out the assessment process and informing the timeliness of assisting students in group work alternately.

Student activities in teaching and learning activities in cycle I to cycle II. In Cycle I, students who actively paid attention to explanations from the teacher, actively collaborated in groups, actively answered questions, were serious about carrying out group assignments, dared to come forward, and actively gave ideas during group work time as much as 52.93%. Then cycle II, the implementation of the second cycle of student activities in teaching and learning activities such as active students paid attention to explanations from the teacher, actively collaborating in groups, actively answering questions, earnestly doing group assignments, dare to come forward, and actively providing ideas or ideas when working group experiences namely an increase of 52.93% to 84.7%.

1. Improving student learning outcomes by using group work methods, before action, the average grade of IV grade students of the 15 Primary Schools at Delta Pawan, Ketapang Regency was 62.94. After taking action in the first cycle, the average value increased to 70.00. Because they felt unsatisfied, the second cycle was taken, and the average value increased to 80.29.
2. The final result of the assignment of Indonesian language reading comprehension material in IV grade of the SDN 15 Delta Pawan, Ketapang Regency, odd semester 2018/2019 after the first cycle of action taken by students who have reached the KKM and exceeded 12 out of 17 students or 70.59% and those who have not reached the KKM were 5 out of 17 students or 29.41%. After the second cycle, there was a change in the results of the Indonesian language tests on the reading for understanding material in IV grade at SDN 15 Delta Pawan in odd semester 2018/2019. In the second cycle, five students achieved the KKM and exceeded 12 people. So all students (17 people) succeeded in obtaining grades in accordance with KKM.

CONCLUSION AND SUGGESTION

Conclusions

Based on implementation data, results, and discussion of the class action research described above, the researcher can draw a general conclusion of this study is the application of group work methods in learning Indonesian reading comprehension material can improve student learning outcomes in grade IV at SDN 15 Delta Pawan, Ketapang Regency. For each sub-problem can be concluded as follows:

1. There was an increase in the implementation of group work methods in Indonesian Language Learning in IV grade at SDN 15 Delta Pawan in Ketapang Regency. It could be seen from the results of observations of the first cycle which was experiencing an increase with an average of 3.38 categorized sufficiently and in the second cycle an average increase to 4 was well categorized.
2. There was an increase in student activities in the learning process from cycle I to cycle II, that was, students actively paid attention to the explanation of teacher in the first cycle 70.58%, cycle II to 94.11%. Active students worked together in the first cycle group 52.94%, second cycle to 88.23%. Students actively answered the first cycle questions 29.41%, second cycle to 64.70%. Students who were serious about doing the first cycle group assignments 64.70%, the second cycle increased to 88.23%. The students who actively provided ideas in the first cycle group 47.05% and cycle II increased to 88.23%.
3. There was an increase in student learning outcomes after implementing group work methods in the first cycle the number of grades 1,190 with an average value of 70.00, in the second cycle the number of grades increases to 1,365 with an average of 80.29.

So in this Classroom Action Research it could be concluded that the method of group work could be applied in an effort to improve the learning outcomes of reading for understanding in IV grade of elementary school students.

Suggestions

From the results of planning, implementation, observation, implementation, and reflection in this class action research, and for the sake of improvement in the next research, the researcher can give the following advice:

1. The division of groups arranged by the teacher turns out to be ineffective. Students feel unsuitable for the teacher's choice group. It is recommended for group division should the teacher consider the ability of the child also to consider the number of men and women in the class.
2. The reading material chosen must pay attention to the difficulty of the choice of words so that the child can correctly understand the discourse and can determine the main idea correctly.

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