AN ANALYSIS OF TEACHING AND LEARNING GROUP WORK
INTERACTION PATTERN IN READING ACTIVITIES
AT LANGUAGE DEVELOPMENT CENTER
UIN SYEKH ALI HASAN AHMAD ADDRY PADANGSIDIMPUAN

A THESIS

Submitted to Padang sidempuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English

Written by

DIAH AYU WAHYUNI
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022

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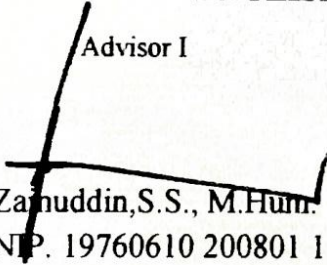UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

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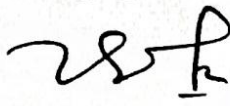*Degree of Education (S.Pd) in English*

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TARBIYAH AND TEACHER TRAINING FACULTY
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2022

LETTER OF AGREEMENT

Term : Munaqasyah

      a.n. Diah Ayu Wahyuni

Item : 7 (seven) examplars

Padangsidimpuan,   November 2022

To:

Dean Tarbiyah and

Teacher Training Faculty UIN

Syekh Ali Hasan Ahmad Addary

Padangsidimpuan

In-

    Padangsidimpuan

Assalamu'alaikumwr.wb.

    After reading, studying and giving advice for necessary revision on the thesis belongs to **Diah Ayu Wahyuni** entitled **"An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Language Development Center IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

    Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you. Wassalam'alaikumwr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-1

The title of the Thesis   : **An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Language Development Center IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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AGREEMENT PUBLICATION OF FINAL TASK
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To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled: **"An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Language Development Center IAIN Padangsidimpuan"** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

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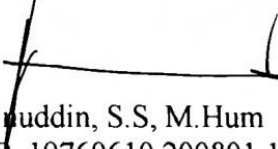**Reg. Number 17 203 00054**

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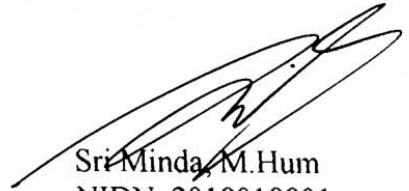
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Result/Mark : 75.75 (B)
IPK   : 3,40
Predicate   : Sangat Memuaskan

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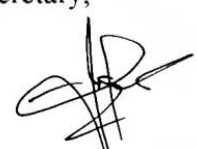|	
Thesis	: **An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Languege Development Center UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**
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ABSTRACK

This research was carried out to explore the implementation of group work interaction pattern in teaching and learning reading in Language Development Center of UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. The problems of this research was how is the group work interaction pattern implemented in teaching and learning reading, the problems of implementing group work interaction pattern in teaching and learning reading and the solutions of the problems in implementing group work interaction pattern in teaching and learning reading.

The researcher did the research on the tittle An Analysis of Teaching and Learning Interaction Patterns in Reading Activities at Language Development Center of UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. The purpose of this research to describe and to know the kinds of group work that teacher used in teaching and learning reading and to know the problems and the solution of the problems faced by teacher.

The researcher used descriptive researcher. There are four faculties in UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. The researcher took Teacher and Training faculty to observation and interview. There are 17 classes in the morning and there are 17 classes in the afternoon. The researcher chose three classes in morning.The data were collected by doing observation and interview. The analyzed by transcribing and analyzing by using Miles and Hurbeman's framework. The classroom process carried out by teachers were video and audio-recorded.

Based on the result of this research show that kinds of group work interaction pattern used by teachers in teaching and learning reading, they are formal group work, informal group work and cooperative group work. The English teachers used those kinds in teaching and learning group work interaction pattern because effectively encourage students more active in teaching and learning reading.

Keyword: Classroom interaction, Interaction patterns, Group work, Reading activities.

Nama   : Diah Ayu Wahyuni

Nim   : 1720300054

Jurusan   : Tadris Bahasa Inggris

Judul   : An Analysis of Teaching and Learning Group Work Interaction
                  Patterns in Reading Activities at Language Development Center of
                  UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan.

ABSTRAK

Penelitian ini dilakukan untuk mengeksplorasi penerapan pola interaksi kerja kelompok dalam pembelajaran membaca di Pusat Pengembangan Bahasa UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. Rumusan masalah dalam penelitian ini adalah bagaimana penerapan pola interaksi kerja kelompok dalam pembelajaran membaca, permasalahan penerapan pola interaksi kerja kelompok dalam pembelajaran membaca dan solusi permasalahan penerapan pola interaksi kerja kelompok dalam pembelajaran membaca. .

Peneliti melakukan penelitian dengan judul Analisis Pola Interaksi Belajar Mengajar dalam Kegiatan Membaca di Pusat Pengembangan Bahasa UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. Tujuan penelitian ini untuk mendeskripsikan dan mengetahui jenis-jenis kerja kelompok yang digunakan guru dalam pembelajaran membaca dan untuk mengetahui permasalahan dan solusi dari permasalahan yang dihadapi guru.

Peneliti menggunakan penelitian kualitatif. Ada empat fakultas di UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. Peneliti membawa fakultas Keguruan dan Ilmu Keilmuan untuk melakukan observasi dan wawancara. Ada 17 kelas di pagi hari dan ada 17 kelas di sore hari. Peneliti memilih tiga kelas pada pagi hari. Pengumpulan data dilakukan dengan observasi dan wawancara. Analisis dilakukan dengan menyalin dan menganalisis menggunakan kerangka Miles dan Hurbeman. Proses kelas yang dilakukan oleh guru adalah video dan audio-recorded.

Berdasarkan hasil penelitian menunjukkan bahwa jenis pola interaksi kerja kelompok yang digunakan guru dalam pembelajaran membaca adalah kerja kelompok formal, kerja kelompok informal dan kerja kelompok kooperatif. Guru bahasa Inggris menggunakan pola interaksi kerja kelompok dalam proses belajar mengajar karena efektif mendorong siswa lebih aktif dalam belajar mengajar membaca.

Kata kunci: Interaksi kelas, Pola interaksi, Kerja kelompok, Kegiatan membaca.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to convey my grateful to Allah SWT, the most Creator and Merciful the one who gives the health, time, chance and knowledge for finishing the thesis which entitled **"An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Language Development Center UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan."**Then, peace and blessing to our Prophet Muhammad SAW who has brought us from the darkness to lightness.

In finishing this thesis, I exactly get various difficulties and troubles. It is a pleasure to acknowledge the help and contribution from the following who have contributed in different ways hence this thesis is processed until becomes a complete writing. Therefore, in this opportunity I would like to express gratitude to the following people:

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3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

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finish my thesis and who always make my life be colorful and helpful each other. Thank you so much for your helping and the happiness that you brought to my life.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better and useful for all of us.

Padangsidimpuan, 6th December 2022

Researcher

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Appendix I   : Observation with the lectures

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Interaction is an activity that is two or more people doing and have topic to discussThe teaching-learning process depends heavily on interaction, which also helps students and teachers communicate with one another. According to Brown, interaction is word of language teachers' communication; it is what communication is all about.[29]Interaction happens anywhere, at any time, even in a classroom, as long as people are speaking to one another, taking action, and reacting to it.

According to the regulation of the Kementrian Pendidikan dan Kebudayaan as cited in Naimah about standard of assessment, which states that learning is a process of interaction among students, between students and teachers, and between students and learning sources in the learning environment. Interaction in the classroom is therefore necessary.[30] The interaction between the professor and the class will improve the students' language and social skills.

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[29]Brown, Teaching by Principles An Interactive Approach to Language Pedagogy (New York: Addison Wesley Longman, Inc, 001), p. 212

[30]Nurul Aflah Julana, "*The Patterns of Classroom Interaction in English Speaking Course*"*https://repository.ar-raniry.ac.id/id/eprint/3292/1/NURUL%20AFLAH%20JULANA.pdf*

According to Ellis, through classroom interaction, students get the chance to hear clear commentary and criticism from their interaction partners.[31]Based on Walsh interaction in the classroom is so important because it underpins everything that goes on in classrooms.[32]It is essential to organizing the numerous duties and activities that make up classroom procedures as well as to managing groups of people and the learning process.

According to Flanders in Veronica's journal that classroom interactions are typical classroom scenarios in which verbal communication predominates, meaning that both the teacher and the student have significant influence on one another. In class interactions, teachers and students both become significant objects. When professors try to interact with students as part of the teaching and learning process in the classroom, interactions are created.[33]

Moreover, Muntner, M, In order to create a positive learning environment, interaction in the classroom is crucial in today's educational system. Effective classroom interaction is important for the learning process because it promotes a pleasant environment and positive relationships among the students.[34]Additionally, it motivates kids to develop their learning skills. It

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[31]Ellis, The Study of Second Language Acquisition, Oxford: Oxford University Press. 1999, Hal 565

[32]Durotunnasihah, *An Analysis Of Classroom Interaction In English As Foreign Language (EFL) Classroom*http://repository.uinbanten.ac.id/1512/1/DUROTUNNASIHAH%20132301534.pdf

[33]Veronica. (2015*). the Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting. International Journal of Secondary Education 2015; 3(5): 43-49*

[34]Muntner*, Teacher-Student Interactions: The Key To Quality Classrooms*. The University of Virginia Center for Advanced Study of Teaching and Learning (CASTL), 2008

can be accomplished in a number of ways, including by establishing multiple student and teacher roles, exposing students to various classroom structures, using a range of activities, assisting students in expressing themselves, and supporting their use of communication techniques. When the two conclusions are combined, we have a friendly classroom environment where students are attempting to converse in the foreign tongue.

Related to the problems in English learning and teaching, the researcher interviewed three teachers who taught at Language Development Center of UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. The first was Mrs AY, she said that she used group work and pair work and sometimes she used scanning and skimming for reading, and true false, question and answer.[35] The lecture also have some problem, example there are some students that categorize as lowest students and some of students mix weak and high students. So, the higher students seem more dominant than the lower students. So, the higher students do more than the lower. The solution for the problem she said that, she mixed the higher and the lower students in one group and gave same portion to their activities but the highest students she gave more challenging activities.

The second was MRS NM, she said that, she used pair work or group work in applying reading skill. NM said, that sometimes she difficult to

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[35] AD, Private Interview, on Monday, 20 December 2022, in FTIK Faculty IAIN Padangsidimpuan

monitor them. Some of students have different level, high, medium, and low, so the lecture must extra powerful to monitor them, and the lecture must know the students ability first and then the high students joined them in different group not in one group.[36]

The third was MrsER, she said that, she used running dictation, group discussion, group work challenge. Some problem faced by lecture example, how to control the students work. It seems some students did not work in the group even though the lecture has told them so. Otherwise, one or two of students in the group are very dominant in doing the activity.The solution is the teacher has to be active, such as walking around and told them to change if anyone broke the rules or gave an educated punishment or asked the group not to play once. Moreover, the lecture could gave the strict rules before the activity is started.[37]

According to the preceding description, the researcher is interested in looking into how teachers build or develop the interaction patterns in reading classroom. So, the tittle of this study is **"An Analysis of Teaching and Learning Interaction Patterns in Reading Activities at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**

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[36] NM, Private Interview, on 20 December 2022, in FTIK Faculty IAIN Padangsidimpuan
[37] ER, Private Interview, on 10 January 2023, in FTIK Faculty IAIN Padangsidimpuan

B. The Focus of the Problem

Based on the problem description from the background above, teachers use interaction pattern to teach reading. There are many kinds of interaction patterns, such as; team work, closed-ended teacher questioning (IRF/IRE), individual work, choral responses, collaboration, students initiates, full-class interaction, teacher talk, self-access, open-ended teacher questing. This research will focus on group work interaction pattern.

C. The Formulation of the Problem

Based on the above focus of problem, the researcher formulates the research question as follow:

1. How is group work interaction pattern implemented in teaching and learning reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

2. What are the problems in implementing group work interaction pattern in teaching and learning reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

3. What are the solutions of the problems in implementing group work interaction pattern in teaching and learning reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

D. The Purpose of the Problem

The purposes of the problem are:

1. To know how group work interaction pattern implemented both education and learning reading at Language Development Center of I UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

2. To know the problems in implementing group work interaction pattern in both education and learning reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

3. To know the solutions of problems in implementing group work interaction pattern in teaching and learning reading at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

E. The Significance of the Problem

The researcher hopes this research can be useful for:

a. The chief of English Education Department, to give contribution and enrich the science of language education in general and specially to the field of interaction classroom in reading activities.

b. English lecturer, to improve and repair lecturers' and students' ability of interaction in reading activities especially in at Language Development Centers UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

    c. Students, to improve their motivation in English reading and use English in everyday interaction.

    d. The researcher, to develop the researcher knowledge about classroom interaction and as a partial fulfillment of degree of Education Scholar (S. Pd) in English.

F. The Definition of Key Term

a. Teaching

Teaching can be summed up as interaction with students that enables their comprehension and application of facts, ideas, and procedures. Design, content selection, delivery, evaluation, and reflection are all included.

b. Learning

Learning is the activity or process of acquiring knowledge or skills through study, practice, instruction, or firsthand experience. Learning is not about what we as teachers do; it is about what students do.

c. Reading

One of the English language skills that should be taught through classroom activities involving teacher-student interaction is reading. In order to understand a text, readers must combine information from the text with their own prior knowledge.

d. Interaction

An activity involving two or more people and a topic of communication is called interaction.

G. The Outlines of the Thesis

Five chapters make up the systematic of the issue. There are numerous sub chapters in each chapter, each having the following details:

Chapter one, consist of background of the problem, focus of the research, formulation of the problem, purpose of the research, significances of the research, definition of the key terms and outlines of the thesis.

Chapter two consists of review of related literature. In review of related literature consist of definition of interaction patterns, types of interaction patterns, definition of group work, types of group work, implementing group work, advantages group work, disadvantages of group work, definition reading, types of reading, and strategies of reading, related findings.

Chapter three consists of research methodology. Research methodology consists of time and place, research design, source of data, instrument of collecting data.

Chapter four consists of data description, the findings, and discussion.

Chapter five consists of conclusion, and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Review of Related Literature**
   1. **The Classroom Interaction Patterns**

   a. Definition of Interaction Patterns

   Interaction is the creation of mutual communication between two or more individuals that might take the form of spoken language, non-verbal cues, or body language. According to RobinsonFace-to-face communication can take the form of verbal, written, or non-verbal exchanges.[38]The learners or pupils must cooperate and communicate with one another, with the teacher, or with someone else who is aware of language acquisition in order to accomplish that goal. In other words, interaction comes before communication since engagement between people who have something to share is necessary for communication to occur.

   The Latin words inter and accord, which mean a reciprocal activity, are where the word "interaction" derives its etymology. The goal of a reciprocal process is to systematically exchange messages through spoken or non-verbal means. Howe defines interaction as a process that begins with a turn-taking action. Howe goes on to say that a good encounter should have a topic or piece of information, as well as a response.

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   [38]Mellany, *"An Analysis Of Classroom Interaction To Develop Speaking Ability"* http://repository.iainbengkulu.ac.id/5413/

The learning process is significantly impacted by classroom interaction in teaching methods. According to Flanders, classroom interactions are typical classroom scenarios where verbal contact is dominating, meaning that both the teacher and the student have a substantial impact on each other. [39]

The verbal interchange between students and between students and the teacher is referred to as classroom interaction. It is a component of the cooperative group learning process that involves class participation and discussion. The main forms of interaction in the classroom are speaking and listening.

The goal of classroom interaction is for students to communicate effectively in their target language. It also tries to elicit information about the student's prior knowledge and his conceptualization style. The term classroom interaction describes how teachers and students interact in a classroom setting.

The way that students and teachers interact in the classroom can be viewed as a specific strategy for the teaching and learning process. Classes consist of groups of individuals where they typically interact or communicate, according to Banner as cited in Nisriyana. In this instance, robbers are being mentioned in the context of social interaction.[40]As a result, social interaction and classroom interaction have comparable meanings.Based on Gibbon, A

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[39]Siti Nur Patimah Siregar, *The Analysis Of Teacher And Student's Talk In The Classroom Interaction By Using FIAC*S, http://repository.iainbengkulu.ac.id/4703/1/IIM22.pdf
[40]Nurul Aflah Julana, "*The Patterns of Classroom Interaction in English Speaking Course*" *https://repository.ar-raniry.ac.id/id/eprint/3292/1/NURUL%20AFLAH%20JULANA.pdf*

classroom is seen as "a location where understanding and knowledge are jointly produced by teachers and students, and where learners are steered or educated into the broader understanding," in addition to social interaction in the classroom.[41]

b. Types of Interaction Patterns

There are some types of interaction patterns based on Ur, They are:

a) Group work

The students will collaborate in small groups or pairs while using this form of pattern. It will involve dialogue in the classroom. Collaboration between the teacher and students as well as student to student will result from doing this.

b) Closed-ended teacher questioning ('IRF/IRE')

It is a style of communication in which the teacher poses a question and anticipates the students' responses. This kind of questioning only accepts right or bad responses.

c) Individual work

Group work is the antithesis of this kind of relationship. It will be used to instruct pupils in a classroom to complete a list of tasks on their own. There is no cooperation or group discussion in this arrangement.

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[41]Nurul Aflah Julana, *"The Patterns of Classroom Interaction in English Speaking Course"* *https://repository.ar-raniry.ac.id/id/eprint/3292/1/NURUL%20AFLAH%20JULANA.pdf*

d) Choral responses

This kind of interaction takes place in the classroom when a teacher presents a model relating to the topics and information covered in class, then the entire class repeats it in unison.

e) Collaboration

When a class works on the same task at the same time, everyone gets the best outcomes. Depending on the circumstances, a teacher may or may not intervene in this type of pattern.

f) Student initiates, teacher answers

Due of their liberty to start conversations in class, these patterns are exploited in the classroom to increase the value of the students' experiences.

g) Full-class interaction

Discussion or debate about a topic presented to the class by the teacher is the activity carried out using these patterns. The teacher may occasionally get involved in the activity to encourage participation or to keep an eye on things.

h) Teacher talk

Speaking is the action that most closely resembles this pattern. The teacher may speak throughout the lecture but not the pupils. Writing from dictation is another activity that fits this pattern. There may be silent participation, and the students' initiative is absent.

i) Self-access

Utilizing this method will increase students' level of learning autonomy. They can work alone and select their own learning tasks and themes. Building pupils' learning independence would be beneficial.[42]

j) Open-ended teacher question

Open-ended teacher questions, in contrast to closed-ended questions, have no predetermined answers; instead, they will accept the responses of the students because the acceptable ranges for the answers are flexible.

The other types, explain by Gibon, as the follows:[43]

a) Teacher-Learner Interaction

The first form of interaction occurs when a teacher addresses the entire class. The teacher assumes the position of the activity's leader or controller. The contact took place during activities where teachers were instructing, praising, encouraging, repeating words, offering information, correcting errors, requesting, displaying questions, and smiling. Such interactions serve mostly to practice specific vocabulary or language structures by the controller.

b) Learner-learner Interaction

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[42]Ur, *A Course in Language Teaching Practice and Theory Cambridge Teacher Training And Development Series Editor: Marion William and Tony Wright*, Hal 227

[43]Nurul Aflah Julana, "*The Patterns of Classroom Interaction in English Speaking Course*" *https://repository.ar-raniry.ac.id/id/eprint/3292/1/NURUL%20AFLAH%20JULANA.pdf*

The second type of contact involves communication between students who are working individually or in small groups. In group work, student learning is most obviously influenced by group interaction. The purpose of group projects is to boost students' interpersonal skills.

2. Group Work

a. The Definition of Group Work

Working with language in a small group of four or five people is called group work.According to Brown, group work is a general word that refers to a variety of methods when two or more pupils are given a job that requires teamwork and self-initiated language. Simply put, a group of two people is a pair. Additionally, it's crucial to keep in mind that group work typically entails "small" group work, which refers to groups of six pupils or fewer. Large groups undermine one of the main goals of group work, which is to provide pupils more possibilities.[44]

b. Types of Group Work

According To Johnson, there are three types of group work, as follow:

a) First, there are informal learning groups. In a single class period, for instance, students are brought together by being asked to turn to their neighbor and spend two minutes debating an issue posed to them. To focus students' attention on the topic to be learnt and to

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[44]Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (New York: Addison Wesley Longman, Inc, 001)*, p. 224

foster a positive learning atmosphere, use the informal learning group.

b) The second type is formal learning groups, which are formed to carry out specific tasks like conducting lab experiments, writing reports, finishing projects, or composing presentation papers.

c) The last is Study teams or cooperative based groups,the final type of group work consists of long-term, stable groups whose primary function is to provide students with support, encouragement, and assistance in finishing their course obligations and tasks.[45]

c. Implementing of Group Work

According to Brown there are five implementation of group work, as follow:

a) Evaluating classroom language

b) Selecting appropriate group technique

c) Planning group

d) Monitoring task

e) debriefing[46]

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[45]Usman, "*Implementation Of Group Work In The Classroom*," Lingua, Vol 12, No 1, Maret 2015

[46]Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (*New York: Addison Wesley Longman, Inc, 001), p. 229-237

d. The advantages of Group Work

According to Brown there are four advantages of group work, they are:

a) Group work generates interactive language

b) Group work offers an embracing affective climate

c) Group work promotes learner responsibility and autonomy

d) Group work is a step toward individualizing instruction

e. Disadvantages of Group Work

According to Brown, there are five drawbacks to doing group projects in the classroom. The difficulty in managing students, the reinforcement of mistakes made by students in the classroom, the difficulty in keeping track of all groups, and the last issue is a problem with the cognitive styles of the students. Some students might prefer to work independently.[47]

3. Reading

a. Definition of Reading

Reading is a talent that allows us to receive information. But in order to enunciate the words we read, speaking is a necessary component of the difficult reading process. According to Spratt, Pulverness, Willam, Readers engage in reading because they desire to learn and gain knowledge from the

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[47]Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (*New York: Addison Wesley Longman, Inc, 001), p. 226

book.[48]Readers attempt to make connections between what they read in written language and what they already know about the text in order to gain knowledge and information. Understanding the meaning of words, sentences, and even a text is necessary for making sense of it.

Based on Grabe, for the ideas that fluent reading is quick, focused, engaging, comprehending, flexible, and gradually improving, there are two accounts for reading.Teaching reading has two aspects, the first aspect; it can refer to teaching children who are learning to read in their first language for the very first time. The second of teaching reading refers to teaching learners who already have reading skill in their first language.[49]

b. Types of Reading

According to Patel and Praveen, there are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.[50]

a) Intensive reading, Similar to focused listening is typically a classroom practice when students concentrate on the language or semantic specifics of the passage. For the purpose of learning the literal meaning, implications, rhetorical links, and other surface structure

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[48]Eka Sustri Harida,., *Reading comprehension*, page 1
[49] Neil J Anderson, *Practical English Language Teaching Reading*, New York (McGraw-Hill) 2008
[50]Junaidi, *The Teachnique Of Teaching Reading used By The Teacher At The First Year Students of SMA Muhammdiyah 3 Batu*, http://eprints.umm.ac.id/35712/

features, intensive reading draws students' attention to grammatical forms, discourse markers, and other surface structure aspects.

b) Extensive reading isimplemented to obtain a general knowledge of a typically lengthy text (book, long article, or essays). The majority of in-depth reading is done outside of class. Reading for pleasure is frequently lengthy. Technical, scientific, and professional reading can, in certain rare cases, be extensive when one is merely looking for a broad, overarching message in a longer piece.

c) Aloud reading is Clearly and loudly reading aloud. Reading poetry, dialogue, and other types of material, for instance.

d) Silent reading activity is intended to teach kids how to read silently so that they can focus their attention or understand the texts. An illustration would be students who are memorizing a text.

c. Strategies of Reading

According to Brown, there are ten strategy of reading. The strategies are:[51]

1. Identifying the purpose of reading

2. Use grapheme rules and pattern to aid in bottom-up decoding

3. Use efficient silent reading techniques for relatively rapid comprehension

4. Skimming

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[51]Eka Sustri Harida, *Reading comprehension*, page 10

5. Scanning

6. Semantic mapping

7. Guessing

8. Vocabulary analysis

9. Distinguish between literal and implied meaning

10. Capitalize on discourse markers to process relationship

B. Review of Related Findings

The researcher discovered some past studies that were relevant to this study. The first, research by Nurul is entitled "The Patterns of Classroom Interaction in English Speaking Course. The results demonstrate that the teacher educators followed IRF, IRE, individual work, group work, choral response, teacher talk, open-ended teacher inquiry, student initiates - teacher answers, issues challenge, and teacher and students interaction patterns in the classroom. The most frequent patterns, however, come from the first lecturer's individual work and the second lecturer's IRF and group work. Because they promote English speaking among students and work well for student learning, the teacher educators used those patterns in the classroom.[52]

The second, research by Puput, the research title is "Classroom Interaction in Learning English Process at SMP HandayaniSungguminasa."The findings show that, there are three findings. The initial result of this study

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[52]Nurul Aflah Julana, "*The Patterns of Classroom Interaction in English Speaking Course*" https://repository.ar-raniry.ac.id/id/eprint/3292/1/NURUL%20AFLAH%20JULANA.pdf

demonstrated that lecturing, giving instructions, and criticizing are the three main forms of teacher talk in classroom interactions. Students initiate conversations in class, particularly when presenting their own thoughts. The second finding of this study demonstrated how the teacher encouraged and stimulated the students by altering their perceptions of one another in a positive learning environment. The final research finding demonstrated how the students contributed by answering the teacher's question and making remarks. The study came to the conclusion that classroom interactions between teachers and students were definitely engaging.[53]

The last researcher is Wardiatul, her title is "Students' Perceptions the Use of Group Work Activities in Learning English" Finding out how the students felt about learning English through group work activities and how successful they were at it were the two main goals of the study. The researcher might draw the conclusion that the students' perspective of learning English through group work activities was classed as positive based on the results and the discussion of the prior findings. This indicates that the pupils took pleasure in and loved participating in group projects in class. Average to good English learning attainment was assigned to the students' performance in group work

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[53]Puput,*"Classroom Interaction in Learning English Process at SMP HandayaniSungguminasa"*https://digilibadmin.unismuh.ac.id/upload/10567-Full_Text.pdf

tasks. This indicates that the students were motivated and interested in doing group work activities to learn English.[54]

The researcher took some differences with the other researcher. First was NurulAflah Juana, to make students spoke English and work well for students learning, the researcher used pair work and group work and this research used group work to make students interesting in teaching and learning reading and to make students boring during the activities.

The second was PuputRestiUtami, she focus on how the teacher made the students talk a lot during the activity. She found three methods. First the teacher gave instruction clearly and criticizing, second the teacher encouraged and stimulated the students by altering their perceptions; the last students contribute by answering the teacher's question. In short that classroom interaction between teacher and students were interesting. So, the different between these researches, the researcher found ways to made students talk a lot during the classroom. Example, making games made students interesting to study hard, because the students felt like a competition.

The last was Wardiatul, in her research she focus on group work activities and how successful they were at it were the two main goals of the study. The researcher might draw the conclusion that the students' perspective of learning English through group work activities was classed as positive based on the

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[54]Wardiatul, *"Students' Perceptions the Use of Group Work Activities in Learning English"* https://digilibadmin.unismuh.ac.id/upload/5847-Full_Text.pdf

results and the discussion of the prior findings. This indicates that the pupils took pleasure in and loved participating in group projects in class. The researcher took the different between wardiatulresearch, some of lecture thought that invited student in group during the activity is the best way. Because, the students felt interesting, and more spirit and more active compare with students work alone. The students thought that they must winner to get the reward.

CHAPTER III

RESEARCH METODOLOGY

A. The Place and Time of the Research

This researchwas conducted at Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan. It is located at Jl. Teungku Rizal Nurdin K.M 4,5b Sihitang, Padangsidimpuan Tenggara, North Sumatera, and Indonesia. This research has been done on April until December 2022

B. The Research Design

This research used qualitative research with descriptive method. Qualitative method was the methodology used in this research.Through a range of techniques, qualitative research seeks to comprehend things from the perspective of the informant, producing a rich and detailed picture of the topic under study rather than attempting to control surrounding factors.According to Creswell that qualitative research is an investigation procedure for comprehending a social or human issue that uses words to create a complex, comprehensive picture, reports in-depth perspectives of the facts, and is carried out in a natural environment.[55]

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[55] Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Sage Publication, p 1-2

C. The Source of Data

The primary sources of data were students of Language Development Centers and the lectures in UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan. The researcher got the data in Language Development center of UIN Syekh Ali Hasan Ahmad Addry Academic Year 2021-2022. There are four Faculties inUIN Syekh Ali Hasan Ahmad Addry, they are; Teacher and Training Faculty, Islamic Economics and Business Faculty, Shariah and Law Faculty, Da'wah and communication Science. Teacher and Training Faculty have 36 classes, Islamic Economics and Business Faculty have 16 classes, Shariah and Law Faculty have 6 classes, Da'wah and communication Science have 4 classes.

To get the data researcher chose Teacher and Training faculty to get the data. There were 17 classes in morning class and 17 classes in afternoon class of Teacher and Training Faculty of Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan.

The researcher chose three classes of 17 classes in the morning class of Teacher and Training Faculty of Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan. The researcher chose morning class because the students have the good mood, more fresh because the students do not feel sleepy, more spirit that is related to experience. Before did the research, researcher asked some lectures who teach in Language Development Center about what class that the researcher can observed and the

lectures and the students were ready to observed. So, they recommended the three classes(class 1, 2, 3) in the morning class of Teacher and Training Faculty of Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan. They thought that lectures and students ready because three classes were high level.

D. The Technique of Collection Data

The technique of collecting the data as follow:

1. The researcher prefer the instrument before doing the research (observation and interview)

2. The researcher met with the headmaster of Language Development Center UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan to get permission to do the research

3. The researcher met the teachers to make schedule to observation and interview

4. The researcher took video during the teaching and learning for observation

5. The researcher prefer some question for the interview

6. The researcher interview the teachers by using audio record

E. The Instrument of Collecting Data

According to Jhon and James,In qualitative research, data are gathered through observation, interviews, document reviews, data analysis, and

interpretation. Data were gathered by the researcher through observation and interviews.[56]

In qualitative research, the researcher is the real instrument, so it was required to directly involve the researcher as the object of the researcher when gathering data using the descriptive approach.

This research used the instrument for collecting data such as:

a. Observation

This research used observation to get the data about how teacher and student used group work in teaching and learning reading. The researcher chose three teachers of English lectures who teach reading at Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan as participant. There are 56 English lectures who teach Language Development Center of UIN Syekh Ali Hasan Ahmad AddryPadangsidimpuan, three teachers are chosen by purposively because they are regarded as more qualified than others.

b. Interview

This research used interview to get the data about problemsfaced by teachers and solutions done in implementation group work interaction

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[56]Warhamni, "*Students' Classroom Interaction In English Speaking At TBI 3 VI Semester In State Institute for Islamic Studies Padangsidimpuan*" 2016

pattern in reading. The researcher askedfive questions indicators of problems. The indicators are:

1. Problems in controlling students

2. Problems in reinforcing students

3. Problems in monitoring all groups

4. How often students using mother tongue during the group work

5. How often students prefer to work alone

F. The Technique of Data Analysis

The researcher's method of choice for this study was qualitative data analysis. The process of data analysis in qualitative research is time-consuming and challenging. It is a methodical search and organization technique used by researchers to better comprehend their data and make their findings more presentable to others. According to Miles and Huberman,[57] this can be defined as three current flows of activity they are data reduction, data display, and conclusion drawing.

a. Data Reduction

The first steps in this research's data analysis are to reduce the data. Data reduction, in Miles's definition, is the process of narrowing down, streamlining, abstracting, and converting the information in a written field note or transcript.Based on Miles theory, In this step, the researcher read

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[57]Matthew B. Miles and A. Michel Huberman, Qualitative Data Analysis, ed. Rebecca Holland, CEUR Workshop Proceedings, Second Edition(London: SAGE Publications, 1994), 10, https://vivauniversity.files.wordpress.com/2013/milesandhurberman1994.pdf

the observation checklist on the group work interaction patterns before beginning to analyze the data. The researcher then listened to the interview's audio recording to understand more about the interaction patterns in reading instruction groups.

b. Data Display

The display of data is the next phase. According to Miles, a display is typically an orderly, condensed collection of information that allows for inference and action. In this step, the researcher displayed or presented the data regarding the implementation of issues and fixes made in implementing group work interaction patterns in reading activities at the Language Development Center of UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan, both generally and specifically.

c. Conclusion Drawing

Drawing conclusions was the final phase in this research's analysis of the data after data reduction and data display. In this step, the researcher came to a conclusion about the research's findings based on the theories and research difficulties that were employed.

G. The Technique of Checking Data Trustwortiness

The trustworthiness in qualitative study is crucial by using it will erase the assumption that qualitative research is not scientific.To reduce data bias and increase the validity of data collection.There are nine techniques to determine the data trustworthiness stated by Lexi J, Moleong, they were:

a. The extension of participation was the extension not only done at the short time, but need the long time.

b. The application of research was the researcher must do the research with careful, detail and continuous to the object of research.

c. Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.

d. Checking with friendly through discussion was done with expose the interview result of the final result that gotten in discussion with friends.

e. Analyze the negative case was the research collect the example an inappropriate case with the modal and the inclination of information that have collected used as substance of comparison.

f. The adequate and referential were the tools of them, which using the free time to compare the result of research with critics collected.

g. Checking the member was the most important in checking the credibility.

h. The detail description was a technique to demand the researcher to the result his/her research. So, description is done carefully and accurately to draw the context of the research.[58]

Based on the theory, the researcher used theoretical triangulation and used the detail description technique to check accuracy and the

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[58]Lexy J Meleong, *Metodologipenelitiankualitatif.,,*p. 175.

credibility of the data. Detail description is a form to see context situation, event in identifying recurring result. Then, the researcher used two types of data collection. They were observation and interview.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

This study aims to determine how group work interaction patterns are applied in reading instruction and learning activities at the Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. In order to address the questions that led to the creation of the research, this chapter examines the findings based on information gathered from classroom observation and interviews. This study was constructed to answer the research questions "how is group work interaction pattern implemented in teaching and learning reading" and "what are the problems in implementing group work interaction pattern in teaching and learning reading" and "what are the solutions of the problems in implementing group work interaction pattern in teaching and learning reading at Language Development Center?"

Classroom observation and reflective interviews were utilized to better understand the group work interaction pattern that was being implemented, the issues that were preventing it, and how to solve those issues. These issues were problems that happened in the classroom. Three teachers were interviewed and three classrooms were observed. The instructors were women.

The researcher did the observation techniques during the teaching and learning process on 14 March 2022, 22 March 2022, and 27 March 2022 in the

class 2, 3, and 4. The researcher did the interviewed on 14 March 2022, 23 March 2022, and 28 March 2022.

B. The Findings

In this part, this research presented the data collected from the result of interview and observation. Based on the observation and interview this research obtained some information from the subject related to the research questions.

1. How is group work interaction pattern implemented in teaching and learning reading?

   A. Teacher one (AY)

   The researcher did the observation on 14 March 2022, the researcher found that the teacher used the kinds of group work interaction pattern in teaching and learning reading three times with the same topic in the different way.

   a. Activity one

   In activity one teacher explained the material about *Machu Pichu,* the teacher used informal group work. The informal group work is an activity in a small group work consisted of two or three student that called pair or partner. The teacher asked students to join with their partner next to them consist of two students and a group has three students. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

   Before doing some activity the teacher made sure that the students had an appropriate of class language with which to carry out the group task. Teacher used the simple word when the teacher spoke with the students to make students understood with the language that means teacher used the language that the teacher often used when the teacher explain the material.

2. Selecting

   After evaluating language classroom, teacher used the pair work to do the task. Pair work is learners working together in pairs. Working in pair students have much time to learn more.

3. Planning

   After that, teacher asked the students to discuss with friends next to them, the pair work consisted of two students and a group had three students. The teacher asked students to find possible vocabulary in the picture with them partner. The teacher explained the material by spoken explanation, example of the activity:

   T: discuss with your partner and find what these possible vocabulary or thing in picture. Do you get it?

   S: get it mam (discussing)

4. Monitoring

Teacher stood in front of the class and looked around the class.

5. Debriefing

After students discussed with partner, the teacher asked one from each pairs to answer the question. Example of the activity is:

T: please, tell us about "are there any city, jungle"

S1: there is no city

b. Activity two

In activity twoteacher, explained the same material about *Machu Pichu,* the teacher used formal group work. The formal group work is an activity in a small group work consisted of three or four students. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting

The teacher used small group work to do task. Teacher made a group with different technique to make the students had another situation, and to make the students did not feel bored or sleepy with the material.

3. Planning

  After that, teacher divided into five groups, the group consisted of five students and a group has six students. Teacher asked the students to count one until five and then joined with the same number. Next, teacher asked students to find the information that teacher has written in the whiteboard. Teacher explained the material by written and spoken explanation. The example of the activity:

T: please count one until five starts from middle side.

S: (start to count)

T: join with your group with the same number

S: (Moving)

T: read the text about *Machu Pichu* and find the information about this item (400, 300.000, 1911, 43, Mach Pichu, Hiram Bigham). I will count one until ten to find the answer, and one of every group come to front and write the answer on white board. What are you going to do?

S: find information

T: how many information?

S: six items

T: how many number I count?

S: ten

4. Monitoring

Teacher stood in front of the class and looked around the class.

5. Debriefing

After all, teacher asked one of the students in every group to write the students about the information the students found on the text. After the students wrote the answer on whiteboard, teacher checked the correct answer with the students.

T: how about Hiram Bigham, who is he?

S: the American explorer of Hiram Bigham discovered of the raise of the city.

T: that we call as Machu…

S: Pichu

c. Activity Three

In activity three teacher explained the material still about *Machu Pichu,* the teacher used cooperative group work. The cooperative group work is an activity in a small group work and in group work, each students has their own tasks. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting

In this activity teacher still used the small group work with another task. Small group work is to provide students the opportunity to share their ideas without having addressed the entire class.

3. Planning

In this activity, the students still worked with their groups, because, there is no much time to make the new group. So, the time used to the activity, and students had more time to do the task. After that, teacher explained the material and still about *Machu pichu*. The teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken explanation. The example of the activity is:

T: read the text and answer the question exercise two in one paper. I give you three minutes to answer the question.

S: (start to read and answer the question)

4. Monitoring

Teacher walked around the group to monitor the students who did not discuss with their group.

5. Debriefing

After all, teacher asked the students one by one to answer the question. The example of the activity is:

T: swap your group answer with the other group.

S: (swap the answer)

T: have you swap your group answer to other group?

S: yes mam

T: who wants to answer number one??

S: (raise his hands)

T: ok, what is the answer?

S1: Machu Pichu was built in 1911

T: true or false?

S: False

T: it's false, so what it is in 1911?

S: discovered of Machu Pichu

b. Teacher Two (NM)

The researcher did the observation on 22 March 2022, the researcher found that the teacher used the kinds of group work interaction pattern in teaching and learning reading two times with the same topic in the different way.

a. Activity One

In activity one teacher explained the material about *Coffee Break,* the teacher used informal group work. The informal group

work is an activity in a small group work consisted of two or three student that called pair or partner. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

      The first step before doing an activity the teacher made sure that the students had an appropriate of class language with which to carry out the group task. Teacher used the simple word when the teacher spoke with the students to make students understood with the language it meant teacher used the language that the teacher often used when the teacher explained the material. So, the students easy to understand, because students familiar with words.

2. Selecting

After evaluating language classroom, teacher used the pair work to do the task. Pair work is learners working together in pairs. Working in pair students have much time to learn more.

3. Planning

After that, teacher asked the students to discuss with friends next to them, the groups consisted of two students and a group had three students. The teacher asked students to discuss with their partners to match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. The teacher made sure the students understood with the

instruction and teacher asked the students what will they do. The teacher explained the material by spoken explanation, example of the activity:

T: look at the picture, next to the text or article. How many pictures?

S: Five (a, b, c, d, e)

T: now, read the article and match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. I give you four minutes to match the paragraph. What are you going to do? Writing or reading?

S: reading

T: complicating or matching?

S: matching

T: how many times do you have?

S: four minutes.

T: start now

S: (discussing)

4. Monitoring

Teacher walked the around class to monitor the students who did not discuss with their partner.

5. Debriefing

After that, the teacher asked one from each pairs to answer the question. Example of the activity is:

T: Picture A, which paragraph is it?

S: four

T: what is the clue?

S1: people

T: any other?

S2: Voltaire

T: look at the pictures; we can see that French waters Balzag, Voltaire, coffee lover, and him.

b. Activity Two

In activity two teacher explained the material still about *coffee break,* the teacher used cooperative group work. The cooperative group work is an activity in a small group work and in group work, each students has their own tasks. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

Evaluating language classroom is the first step before doing an activity, because teacher had to know the students' mastery of language. Teacher used the language that the students understand.

2. Selecting

In this activity teacher used the small group work with another task. Small group work is to provide students the

opportunity to share their ideas without addressed the entire class. Teacher made a group with different technique to make the students had another situation, and to make the students did not feel bored or sleepy with the material.

3. Planning

   After that, teacher made the group with A, B, C and the same letter made one line but the same letter is not a group. The group consisted of three students. Teacher made this technique to make the students active in the group because they had their own task. Next, teacher explained the material and still about *Coffee Break*. The teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken explanation. The example of the activity is:

   T: please say A, B, C start from right side.

   S: (start to say A, B, C)

   T: who is A?

   SA: (hand up)

   T: bring your text book no pen, no paper just text book. And sit on the floor in one line.

   SA: (moving)

   T: put your text book in front of you.

SA: (putting)

T: B takes a piece of paper and pen, no text book. Sit here in front of your friends

SB: (moving)

T: next, C no book, no pen, no paper. Sit in front of your friends.

T: the instruction, A as readers, B as writers, C as runners. Mam will put these balls in front of you. And look at there is the labels of countries. There are ten countries, mam mention one of the colors. Example; orange, the runners come here and look at which countries. Next you speech to the reader "Jamaika" you look at Jamaika what is the connection with coffee and dictate to your friends. If you have finished stand in line. Get it?

S: Get it.

T: runners you have two tasks, what are you going to do?

S: take the balls and say to reader and stand in line

T: readers, what are you going to do? Writing or running? Writing or reading?

S: just read

T: writers, what are you going to do?

S: write and give to runners.

S: (start to read and answer the question)

4. Monitoring

Teacher walked around the class and looked to student who cheated on the group.

5. Debriefing

After that, teacher asked the students the correct answer. The example of the activity is:

T: what is the answer?

S: Indonesia

T: what is the connection of Indonesia with coffee?

S: especially fond of coffee beans and Kopi Luwak

T: what is the connection? The most expensive coffee in the world.

c. Teacher three (ER)

The researcher did observation in this class on 27 March 2022. The researcher found that teacher used the kinds of group work interaction pattern in teaching and learning reading activity.

a. Activity one

1. Evaluating Language Classroom

Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting

    After evaluating language classroom, teacher used the pair group work to do the task. Pair work is learners working together in pairs. Working in pair students have much time to learn more.

3. Planning

    After that, teacher asked the students to discuss with friends next to them, the groups consisted of two students and a group had three students. In this activity teacher asked the students to open and close book. When the teacher said "open" students open the book and when teacher said "close" students close the book. If the students found the answer slap the table and answer together with the partner. The teacher explained the material by spoken explanation, example of the activity is:

    T: we are going to make open-close book. When I ask you to open, please open and find answer. Do you open your book before I ask you to open?

    S: no mam.

    T: if you find the answer slap the table. Now close your book

    S: (closing)

4. Monitoring

    Teacher walked around the class to look who did not discuss with their partner.

5. Debriefing

After that, teacher asked the students the correct answer.

T: please find out a word, the meaning is at the beginning start from O.

S1: originally

T: please write on the white board.

S1: (come and write on the board)

T: next, please find out kinds of coffee?

S2: kopi luwak

b. Activity two

In this activity teacher explained the material still about *coffee break,* the teacher used cooperative group work. The cooperative group work is an activity in a small group work and in group work, each students has their own tasks. There are five steps before doing the activity, they are:

1. Evaluating Language Classroom

Evaluating language classroom is the first step before doing an activity, because teacher must know the students' mastery of language. Teacher used the language that the students understood.

2. Selecting

In this activity teacher used the small group work with another task. Small group work is to provide students the opportunity to

share their ideas without having addressed the entire class. Teacher made a group with different technique to make the students had another situation, and to make the students did not feel bored or sleepy with the material.

3. Planning

After that, teacher made the group with A, B, C and the same letter made one line but the same letter was not a group. The group consisted of three students. Teacher made this technique to make the students active in the group because they had their own task. Next, teacher explained the material and still about *Coffee Break*. The teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken explanation. The example of the activity is:

T: please say A, B, C start from left side

S: (started to say A, B, C)

T: group A sit down on your chair and bring a paper and pen, group B stand up here and take your text book, group C stand up in front of B.

T: A what do you have?

SA: a paper and a pen

T: B what do you have?

SB: Text book

T: C what do you have?

SC: Nothing mam

T: C you need to go there and find out name of countries and shout to B. B find out the answer and dictate to A. A you write the answer when you have finished stand in line. What are you going to do?

SC: go outside and find….

T: the coffee countries and shout and B dictate to A. if you have finished stand in line. And swap the position like B as runners, A as readers, C as writers.

4. Monitoring

    Teacher walked around and looked the group who cheated on the group.

5. Debriefing

    After that, teacher asked the students the correct answer.

    T: what is the answer? Jamaika….

    S: Jamaika is the best tea.

2. Problems faced by teachers in implementing group work interaction pattern in teaching and learning reading

    In this study the researcher interviewed three teachers in English classroom of Language Development Center of UIN UIN SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan. Every teacher got five

questions with the same question to find out the problem and the solution implementing group work interaction patterns.

1. Do you have problems in controlling students? What are they?

   a. Teacher 1 said that actually, she did not have a big problem might be a little difficult to make the students faster to join with their group.

   b. Teacher 2 said that she did not have problem. Because, that class is level A and that's a quite easy to control the students especially in reading. But, she really had to monitor the students' whole of activities.

   c. Teacher 3 said that some of the students in the class were really active and sometimes the students broke the rules because the students were very active. She meant that students did not understand the instruction but it because a competition sometimes students broke the rules. So, a little bit problems.

2. Do you have problems in reinforcing students? What are they?

   a. Teacher 1 said that some of the students did not know about the meaning of some vocabularies. So, the students asked me and she answered.

   b. Teacher 2 said thatto make students strength to be strong, no, she did not. however, sometimes in reinforcing the students sheneeded to give the instruction clearly and step by step so the

students could understand about the instruction or the activity that the students what to do for their activity of reading. Next, as a teacher especially reading not easy for she had to make sure all of the instruction of reading activity were clear. So, made sure that students could understand.

c. Teacher 3 said that she had no problem about it. The students were interesting in reading even the teacher needed to have some strategies that students felt interesting.

3. Do you have problem to monitor all groups? What are they?

a. Teacher 1 said that when she was monitoring students, some of the students read aloud and some of the students did silent reading. So, she had them to do the same thing, students had to silent reading.

b. Teacher 2, said that for controlling the students no, she did not have any problem. However, she had to be extremely active at monitoring group by group and then helped maybe there was a group or some member of the group needed a help if the students did not understand about the question or the activities of the reading. So, for monitor maybe because that's a group teacher had not notice all of the group, and before doing that one to us easy in monitoring, so made sure the instruction clear

and made concept checking. So, it would be easy for us for monitor the students.

   c. Teacher 3 said that, she had a little bit problems because the students broke the rules not because they did not understand but because it's looked like the students felt like competition. The students had some cheating, they did not do the instruction well even they understood well about the instruction.

4. Do the students use their mother tongue during the group work? How often?

   a. Teacher 1 said that some of the students but just for maybe just for interruption, for activity their used English but for interruption or for joking they spoke in their mother tongue or in bahasa but only one or twice.

   b. Teacher 2 said that the students did not used mother tongue during the group work. But sometimes that's unexpectedly that not all of the students strong maybe a member of students of the group used mother tongue but if she heard that she directly remained that to use English.

   c. Teacher 3 said that sometimes the students used mother tongue but not a lot, maybe one or two.

5. Do the students prefer to work alone? How often?

a. Teacher 1 said that a few of the students, just in the beginning of the activity.

b. Teacher 2 said that students did not work alone. The students prefer to work in pairs or small groups not big groups. They seem more interesting, interactive with their partner and friends and to be active.

c. Teacher 3 said that students did not really like working alone. She prefers asked them to work in pairs or in groups because when students work alone sometimes the students did not do that."

B. The solution done by the teachers to solve the problems.

a. Teacher one

The teacher did not have much problem to implementing group work interaction pattern in teaching and learning reading. However, the students a little bit difficult to make them faster to join with their group. So, the teacher gave time one or two minutes to make them earlier to join with their group. Sometimes, when teacher explained the instruction some of students did not understands because of lack of vocabulary, so the students asked the teacher and the teacher explained it back. When the teacher monitored the group some of students read aloud and some of students did silent reading. To make the students comfortable the teacher asked the students to do silent reading.

b. Teacher two

The teacher did not have much problem when the teacher implemented group work interaction pattern in teaching and learning reading, because the class was level A so the teacher did not have much problem. However, the teacher must extremely active at monitor group by group and then helped maybe there was a group or some member of the group needed a help if they did not understand about the question or activities of the reading. Before doing the activity made sure the students understand the instruction to make it easy when monitoring.

c. Teacher three

The teacher did not have much problem to implement group work interaction pattern in teaching and learning reading. The teacher said that, some of the students were really active and sometimes they broke the rules, but, the teacher must control them to make them slowdown for doing activities. And then the teacher made sure the students understood the instruction and walked around the class to support the students in doing the activities because some of them cheated even they understood the instruction. Sometimes, the students used mother tongue during the activity but the teacher reminded them to use English during the activity.

C. Discussion

This part included the research findings based on information gathered through interviews and classroom observations. The discussion aims to address the formulation research questions that were raised in chapter one and compared to research results. Based on signs of group work, the researcher examined the interactions that occurred during group work implementation. The indicators adopted from Johnson. The indicators consisted of formal group work, informal group work, and cooperative group work. And for the implementation the indicators of group work adopted from Brown theory. The implementing consisted of evaluating, selecting, planning, monitoring, and debriefing.

Based on the research findings, the researcher found that some of teachers used informal and cooperative group work in teaching and learning reading. Because, it made the students active in the group. However, when teacher used the formal group work some of students did not do the task or just two or three students active in the group. The researcher found some different findings with the others researchers.

The research by Hanan and Nowreyah, they found the most evident effect of group work was increase of motivation. The kids that participated in group projects arrived early and were very excited to collaborate. Students said that they preferred taking group tests over individual exams because of the competitive aspect of the task, which made it more engaging. The dominance

of one person in the group was the primary drawback of group work, though. It was discovered that if a few precautions were taken when organizing and working in a group, the benefit of group work outweighed the drawback. For instance, the groups may be established early in the semester to allow students an opportunity to get to know one another and feel more at ease participating in discussions.[31]

The next researcher is Zainuddin, researcher found that The use of group work techniques was successful in setting up and controlling classroom activities to create an engaging and active learning environment. It was also successful in connecting students with one another for group learning. Furthermore, because it allowed pupils to interact intensely while sitting face to face in circle, the round table technique was the most successful group activity for teaching reading. A round table discussion allowed students to discuss their reading assignments with their group members while they were in the discussion session, according to teacher experience. The use of groups in class had a beneficial effect on the pupils' ability to read.The group discussion method was very beneficial to the students in helping them understand the content. The ability of students to answer questions in

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[31]Hanan and Nowreyah, *"Effect of Group Work on EFL Students' Attitudes and Learning in Higher Education"*,https://files.eric.ed.gov/fulltext/EJ1076424.pdf

accordance with the text, identify the main idea of each paragraph, and define the text's topic increased significantly as a result of group work.[32]

The next researcher Ecal is the research showed that teaching reading by using group work activities gives a better result on students' reading comprehension at Language Program of MAN 1 Pekanbaru. After using group work activities as a reading instruction strategy, the students in the experimental class performed better on the reading comprehension test than the students in the control class.[33]

The next researcher is Rambe, in her research found that there are ten interaction patterns but there is Several interaction patterns, including group work, full-class interaction, close and open-ended inquiry, choral replies, and individual work, were observed as being predominately used by the teacher. Additionally, there are several benefits that students can gain from the various interaction patterns, including the ability to: (1) share ideas with peers and encourage them to be active; (2) have numerous opportunities to practice English; and (3) make studying engaging and enjoyable.[34]

The next researchers are Zainuddin et al, they found that reading lecturer employed the student groups model or presentation by student groups to teach

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[32]Zainuddin. "The Use of Group Work in Teaching Reading for the First Year Students of MAN Pamekasan", http://digilib.uinsby.ac.id/8013/56/Zainuddin_D05205052.pdf

[33] Ecal. "The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of MAN 1 Pekanbaru", https://repository.uin-suska.ac.id/256/1/2011_2011228.pdf

[34] Rambe, "Varying Interaction Patterns to Create Communicative Teaching and Learning", Vol. 8 no. 1, 2016

expository text in the fourth semester of English Education Study Program STAIN Padangsidimpuan.Each group of students has a topic and will present that topic in the certain time.The researcher also discovered phenomena that occur when teaching learning processes, such as the low level abilities of every student is different in grasping the same topic at the same time, and that many students did not truly have a good preparation in attending the meeting.[35]

The last researcher are Rina et al, they found the most of the students had problems in vocabulary, and grammatical pattern. All of the pupils paid attention to the teacher's explanation of the reading content during the passive teaching and learning process. The level of concern among the students was so high that they were reluctant to share their interpretation of the text with the teacher and the other students. The pupils also look forward to their reading class. Everyone in the class appeared to be prepared for group study. When the teacher entered the room, the pupils appeared to be quite alert and prepared to engage in group study.The teacher instructed the students to read the text and asked them to formulate questions based on it in order for them to understand it. The majority of the students actively participate in sharing their ideas with their groupmates. The author solicited feedback from the students regarding the group work method at the conclusion of the teaching and

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[35] Zainuddin, et al, "Students Comprehension in Reading Expository Text at Fourth Semester of English Education Study Program STAIN Padangsidimpuan", Vol. 1, No. 2. 2013

learning process. The pupils were quite pleased and expressed that group collaboration made it much easier for them to understand the content.[36]

In conclusion, Cooperative and informal group work are more productive than formal group work. Some pupils simply rely on one or two students who they believe are smarter than others when the teacher uses formal groups. As a result, some students may have found the activity boring because they did nothing or simply joined the group without participating in the discussion.

Teachers had to clearly explain the instructions and supervise and regulate students while they participated in formal group work, informal group work, and cooperative group work. The teacher quizzed the pupils to find out how they handled the lesson and whether they worked as a group to find the solution.

Teachers had to clearly explain the instructions and supervise and regulate students while they participated in formal group work, informal group work, and cooperative group work. The teacher quizzed the pupils to find out how they handled the lesson and whether they worked as a group to find the solutionThe next issue was that occasionally, kids did not understand the word, which led to them breaking the rules. Some of the pupils had completed boarding school. The boarding school, in contrast, did not teach many words. It was therefore novel to them. To make the instruction easy to understand for

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[36] Rina, et.al,"Improving Students Reading Comprehension on Narrative Text Through Group Work", file:///C:/Users/Acer/Downloads/12071-37256-1-PB.pdf

the teachers, it must be given step-by-step or slowly. Some of the pupils broke the regulations and then forced the groups to cheat. The pupils worked in groups because they wanted to do well on the assignment. So, they forgot about the rule. Teachers had to monitor them like the teachers walked around the group, and asked the students or group they understood well what they would do. Some of students used mother tongue during the classroom. Sometimes, they did not remember about the vocabulary. So, they used mother tongue to explain it. However, the teachers can remained them to use English during classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This section brought to an end a few ideas from the study that were discussed in the section before. The findings revealed that formal group work, informal group work, and cooperative groups were all used in the English classroom at the Language Development Center of UIN Syekh Ali Hasan Ahmad Addry Padangsidimpuan to teach and acquire reading through group work interaction patterns. According to the research's findings, some teachers employed informal and cooperative group work to teach and help pupils learn to read since it got them involved in the class. However, when the teacher used formal group work, some of the pupils either did not complete the activity or there were only two or three active participants.

The results showed that when the teacher applied the group work interaction patterns, there were certain issues. The students took a little while to join their group. To get the kids to join their group more quickly, the teacher instructed them to "hurry up." The next issue is that occasionally students break the regulations because they lack lexical knowledge. Therefore, in order to make the instructions easier to follow, the teachers had to convey them gradually or step by step. Some of the pupils broke the regulations and then forced the groups to cheat.Teachers had to keep an eye on them, walking around the group and asking the kids or group they thought they understood

what to do. Some pupils spoke in their native tongue in class. The professors can still insist that they use English in class, though. Because they would get bored and drowsy while learning, students found it boring to work alone. Teachers therefore created games and other activities to engage their students and make learning fun.

B. Suggestions

After the researcher did the observation and interviewed and then the researcher analyze the collected of data, the researcher suggest for all of English teacher in Language Development Center of UIN Syekh Ali Hasan Ahmad Addry Padangsidimpuan and for the next researcher who interested for doing the similar research, the suggestion are:

1. For English teacher, before doing an activity makes sure the students understand about the instruction. And then, the teacher must monitor the group like walking around to know whether the students are cheating or to know students do nothing in the group and some students is shy to ask teacher before do the activity, so the students can ask teacher when the teacher is walking around the group. After the activity teacher must ask students to check their answer together or ask one by one to make sure they active in the group.

2. For the next researcher who interesting with this research, the researcher hope that to improve in research topic more detail and showed more advantages to the reader and to the new research for the next researcher.

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APPENDIX I

Observation Checklist about Group Work Interaction Pattern in Teaching and LearningReading

Date   : 14 March 2022

Teacher's Name   : AY

No	Indicators	Implementing	Yes	No	Descriptions
1.	Informal group work	a. Evaluating Language Classroom			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		b. Selecting			Teacher use pair work in this activity.
		c. Planning			Teacher chose pair work with friends next to the students. Teacher asked the students to discuss with their pair to found possible thing in the picture. Example of the activity: T: discuss with your

					partner and find what these possible vocabulary or thing in picture. Do you get it?
					S: get it mam (discussing)
		d. Monitoring			
		e. Debriefing			Teacher just stood in front of the class and just looked around the class.
					After students discussed with partner, teacher asked one by one to answer what they found in these picture. Example of the activity:
					T: please, tell us about "are there any city, jungle"
					S1: there is no city.

2.	Formal group work	a. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		b. Selecting			The teacher used small group work to do task. Consisted of five or six students
		c. Planning			Teacher divided into five groups, the group consisted of five students and a group has six students. Teacher asked the students to count one until five and then joined with the same number. Next, teacher asked students to found the information that teacher has written in the whiteboard. Example of the activity: T: please count one until

					five starts from middle side.
					S: (start to count)
					T: join with your group with the same number
					S: (Moving)
					T: read the text about Machu Pichu and find the information about this item (400, 300.000, 1911, 43, Mach Pichu, Hiram Bigham). And I will count one until ten to find the answer, and one of every group come to front and write the answer on white board. What are you going to do?
		d. Monitoring			S: find information
					T: how many

		e. Debriefing			information?
					S: six items
					T: how many number I count?
					S: ten
					Teacher stood in front of the class and looked around the class.
					Teacher asked one of the students in every group to write the students what are the information the students found on the text. After the students wrote the answer on whiteboard, teacher checked the correct answer with the students.
					T: how about Hiram

					Bigham, who is he?
					S: the American explorer of Hiram Bigham discovered of the raise of the city.
					T: that we call as Machu…
					S: Pichu
3.	Cooperative group work	a. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		b. Selecting			In this activity teacher still used the small group work with another task.
		c. Planning			In this activity, the students still with their groups. Because, not took much time to made the new group. The

					teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken. The example of the activity: T: read the text and answer the question exercise two in one paper. I give you three minutes to answer the question. S: (start to read and answer the question)
		d. Monitorin			
		e. Debriefing			Teacher walked around the group to monitor the students who did not discuss with their group

| | | | | | After all, teacher asked the students one by one to answer the question. The example of the activity:

T: swap your group answer with the other group.

S: (swap the answer)

T: have you swap your group answer to other group?

S: yes mam

T: who wants to answer number one??

S: (raise his hands)

T: ok, what is the answer?

S1: Machu Pichu was built in 1911 |

				T: true or false?
				S: False
				T: it's false, so what it is in 1911?
				S: discovered of Machu Pichu roup.

APPENDIX I

Observation Checklist about Group Work Interaction Pattern in Teaching and LearningReading

Date : 22 March 2022

Teacher's Name : NM

No	Indicators	Implementing	Yes	No	Descriptions
1.	Informal group work	f. Evaluating Language Classroom g. Selecting h. Planning			The teacher evaluates students' language mastery. Teacher evaluates it before the activity. Teacher use pair work in this activity. Teacher explained about *coffee break* Teacher asked the students to discuss with friends next to them, the groups consisted of two students and a group had three students. The

					teacher asked students to discuss with their partners to match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. The teacher made sure the students understood with the instruction, like teacher asked the students what they will do. Example of the activity:
					T: look at the picture, next to the text or article. How many pictures?
					S: Five (a, b, c, d, e)
					T: now, read the article and match the pictures a, b, c, d, e to the paragraph 1, 2, 3, 4, 5. I give you four minutes to match the

					paragraph. What are you going to do? Writing or reading?
		i. Monitoring			S: reading
					T: complicating or matching?
					S: matching
					T: how many times do you have?
					S: four minutes.
		j. Debriefing			T: start now
					S: (discussing)
					Teacher walked around class to look the students who not discussed with their partner.
					After that, the teacher asked the one of each

					partner to answer the question. Example of the activity: T: Picture A, which paragraph is it? S: four T: what is the clue? S1: people T: any other? S2: Voltaire T: look at the pictures; we can see that French waters Balzag, Voltaire, coffee lover, and he.
2.	Formal group work	f. Evaluation g. Selecting h. Planning i. Monitoring j. Debriefing			Teacher did not use this technique to explain the material. Teacher used another technique like, informal group work and cooperative group work.

3.	Cooperative group work	f. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		g. Selecting			In this activity teacher still used the small group work with another task.
		h. Planning			Teacher made the group with A, B, C and the same letter made one line but the same letter is not a group. The group consisted of three students. Teacher made this technique to made the students active in the group because they have own task. Next, teacher explained the material and still about *Coffee*

					Break. The teacher asked the students to discuss with their group to answer the question in exercise two. example of the activity: T: please say A, B, C start from right side. S: (start to say A, B, C) T: who is A? SA: (hand up) T: bring your text book no pen, no paper just text book. And sit on the floor in one line. SA: (moving) T: put your text book in front of you. SA: (putting) T: B takes a piece of paper and pen, no text

					book. Sit here in front of your friends
					SB: (moving)
					T: next, C no book, no pen, no paper. Sit in front of your friends.
					T: the instruction, A as readers, B as writers, C as runners. Mam will put these balls in front of you. And look at there is the labels of countries. There are ten countries, mam mention one of colors. Example; orange, the runners come here and look at which countries. Next you speech to reader "Jamaika" you look at Jamaika what is the

					connection with coffee and dictate to your friends. If you have finish stand in line. Get it?
		i. Monitoring j. Debriefing			S: Get it. T: runners you have two tasks, what are you going to do? S: take the balls and say to reader and stand in line T: readers, what are you going to do? Writing or running? Writing or reading? S: just read T: writers, what are you going to do? S: write and give to runners.

				S: (start to read and answer the question)
				Teacher walked around the group to monitor the students who cheated on group.
				After all, teacher asked the students the correct answer. The example of the activity:
				T: what is the answer?
				S: Indonesia
				T: what is connection Indonesia with coffee?
				S: especially fond of coffee beans and Kopi Luwak
				T: what is the connection? The most

				expensive coffee in the world.

Observation Checklist about Group Work Interaction Pattern in Teaching and LearningReading

Date   : 27 March 2022

Teacher's Name   : ER

No	Indicators	Implementing	Yes	No	Descriptions
1.	Informal group work	k. Evaluating Language Classroom			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		l. Selecting			Teacher use pair work in this activity. Teacher explained about *coffee break*
		m. Planning			Teacher asked the students to discuss with friends next to them, the groups consisted of two students and a group had three students. In this

					activity teacher asked the students to doing open and close book. When the teacher said "open" students open the book and when teacher said "close" students close the book. If the students found the answer slap the table and answer together with the partner. example of the activity:
		n. Monitoring			T: we going to make open-close book. When I ask you to open, please open and find answer. And you opening before I ask you t
					S: no mam.
					T: if you find the answer slap the table. Now close

					your book
		o. Debriefing			S: (closing)
					Teacher walked around class to look the students who not discussed with their partner.
					After that, teacher asked the students the correct answer.
					T: please find out a word, the meaning is at the beginning start from O.
					S1: originally
					T: please write on the white board.
					S1: (come and write on the board)
					T: next, please find out

					kinds of coffee?
					S2: kopi luwak
2.	Formal group work	k. Evaluation l. Selecting m. Planning n. Monitoring o. Debriefing			Teacher did not use this technique to explain the material. Teacher used another technique like, informal group work and cooperative group work.

3.	Cooperative group work	k. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		l. Selecting			In this activity teacher still used the small group work with another task.
		m. Planning			Teacher made the group with A, B, C and the same letter made one line but the same letter is not a group. The group consisted of three students. Teacher made this technique to made the students active in the group because they have own task. Next, teacher explained the material and still about *Coffee*

					Break. The teacher asked the students to discuss with their group to answer the question in exercise two. example of the activity: T: please say A, B, C start from left side S: (started to say A, B, C) T: group A sit down on your chair and bring a paper and pen, group B stand up here and take your text book, group C stand up in front of B.A what do you have? SA: a paper and a pen T: B what do you have? SB: Text book T: C what do you have?

		n. Monitoring			SC: Nothing mam
					T: C you need to go there and find out name of countries and shout to B. B find out the answer and dictate to A. A you write the answer when you have finish stand in line. What are you going to do?
					SC: go outside and find….
		o. Debriefing			T: the coffee countries and shout and B dictate to A. if you have finish stand in line. And swap the position like B as runners, A as readers, C as writers.
					Teacher walked around

					the group to monitor the students who cheated on group. After all, teacher asked the students the correct answer. T: what is the answer? Jamaika…. S: Jamaika is the best test.

Observation Checklist about Group Work Interaction Pattern in Teaching and LearningReading

Date   : 14 March 2022
Teacher's Name   : AY

No	Indicators	Implementing	Yes	No	Descriptions
1.	Informal group work	p. Evaluating Language Classroom			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		q. Selecting			Teacher use pair work in this activity.
		r. Planning			Teacher chose pair work with friends next to the students. Teacher asked the students to discuss with their pair to found possible thing in the picture. Example of the activity: T: discuss with your

					partner and find what these possible vocabulary or thing in picture. Do you get it?
		s. Monitoring			
					S: get it mam (discussing)
		t. Debriefing			Teacher just stood in front of the class and just looked around the class.
					After students discussed with partner, teacher asked one by one to answer what they found in these picture. Example of the activity: T: please, tell us about "are there any city, jungle" S1: there is no city.

2.	Formal group work	p. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		q. Selecting			
					The teacher used small group work to do task. Consisted of five or six students
		r. Planning			Teacher divided into five groups, the group consisted of five students and a group has six students. Teacher asked the students to count one until five and then joined with the same number. Next, teacher asked students to found the information that teacher has written in the whiteboard. Example of the activity:
					T: please count one until

		s. Monitoring			five starts from middle side. S: (start to count) T: join with your group with the same number S: (Moving) T: read the text about Machu Pichu and find the information about this item (400, 300.000, 1911, 43, Mach Pichu, Hiram Bigham). And I will count one until ten to find the answer, and one of every group come to front and write the answer on white board. What are you going to do? S: find information T: how many

		t. Debriefing			information?
					S: six items
					T: how many number I count?
					S: ten
					Teacher stood in front of the class and looked around the class.
					Teacher asked one of the students in every group to write the students what are the information the students found on the text. After the students wrote the answer on whiteboard, teacher checked the correct answer with the students.
					T: how about Hiram

					Bigham, who is he?
					S: the American explorer of Hiram Bigham discovered of the raise of the city.
					T: that we call as Machu…
					S: Pichu
3.	Cooperative group work	p. Evaluation			The teacher evaluates students' language mastery. Teacher evaluates it before the activity.
		q. Selecting			In this activity teacher still used the small group work with another task.
		r. Planning			In this activity, the students still with their groups. Because, not took much time to made the new group. The

					teacher asked the students to discuss with their group to answer the question in exercise two. The teacher explained the instruction by spoken. The example of the activity:
		s. Monitorin			T: read the text and answer the question exercise two in one paper. I give you three minutes to answer the question. S: (start to read and answer the question)
		t. Debriefing			Teacher walked around the group to monitor the students who did not discuss with their group

					After all, teacher asked the students one by one to answer the question. The example of the activity:
					T: swap your group answer with the other group.
					S: (swap the answer)
					T: have you swap your group answer to other group?
					S: yes mam
					T: who wants to answer number one??
					S: (raise his hands)
					T: ok, what is the answer?
					S1: Machu Pichu was built in 1911

				T: true or false?
				S: False
				T: it's false, so what it is in 1911?
				S: discovered of Machu Pichu roup.

Guiding Questions for Interview about Group Work Interaction Pattern in Teaching and Learning Reading

Date : 22 March 2022
Teacher's Name : AY

Answer to the following questions honestly.

1. Do you have problems in controlling students? What are they?
2. Do you have problems inreinforcing students? What are they?
3. Do you have problems to monitor all groups? What are they?
4. Do the students use their mother tongue during the group work? How often?
5. Do the students prefer to work alone? How often?

The Answer of the teacher:

1. Actually it is not a big problem may be a little difficult to make them faster to join with their group.
2. oh, yaaa. Some of them do not know about the meaning of some vocabularies. So, they ask me and I answer.
3. When I was monitoring them, some of them read aloud and some of them do silent reading. So, I have them to do the same thing, they have to silent reading.
4. Some of them but just for maybe just for interruption, for activity their use English but for interruption or for joking they speak in their mother tongue or in bahasa but only one or twice.
5. A few of them, just in the beginning of the activity.

Guiding Questions for Interview about Group Work Interaction Pattern in Teaching and Learning Reading

Date   : 23 March 2022

Teacher's Name   : NM

Answer to the following questions honestly.

1. Do you have problems in controlling students? What are they?
2. Do you have problems in reinforcing students? What are they?
3. Do you have problems to monitor all groups? What are they?
4. Do the students use their mother tongue during the group work? How often?
5. Do the students prefer to work alone? How often?

The Answer of the teacher:

1. Actually no, I do not. Because, this class is level A that's a quite easy to control them especially in reading. But, I really must monitor the students' whole of activities.
2. To make them strength to the strength, no, I do not. But, sometimes in reinforcing the students I need to give the instruction clearly and step by step so they can understand about the instruction or the activity that they what to do for their activity of reading. Next, as a teacher especially reading not easy for us it must to make sure all of the instruction of reading activity. So, make sure that they can understand.
3. For controlling the students no, I do not. Honestly, I must be extremely active at monitor group by group and then help may be there is a group or some member of the group need a help if they do not understand about the question

or the activities of the reading. So, for monitor maybe because that's a group we must not notice all of the group, and before doing that one to us easy in monitoring, so make sure the instruction clear and make concept checking. So, it will be easy for us for monitor the students.

4. No, they do not. But sometimes that's unexpectedly that not all of the students strong maybe a member of students of the group use mother tongue but if heard that I directly remained that to use English.

5. No, they do not. They prefer to work in pairs or small groups not big groups. They seem more interesting, interactive with their partner and friends and to be active.

APPENDIX II

Guiding Questions for Interview about Group Work Interaction Pattern in Teaching and Learning Reading

Date   : 27 March 2022

Teacher's Name   : ER

Answer to the following questions honestly.

1. Do you have problems in controlling students? What are they?
2. Do you have problems in reinforcing students? What are they?
3. Do you have problems to monitor all groups? What are they?
4. Do the students use their mother tongue during the group work? How often?
5. Do the students prefer to work alone? How often?

The Answer of the teacher:

6. Some the students in the class are really active and sometimes that they broke the rules because they are very active. It means that they do not understand the instruction but it because a competition sometimes they broke the rules. So, a little bit problems.
7. No, there is no problem about it. They are interesting in reading even we need to have some strategies that they feel interesting.
8. Yes, because they broke the rules not because they do not understand but because its looks like we are really like competition. They have some cheating, they do not do the instruction well even they understood well about the instruction.
9. Sometimes they use it but not a lot, maybe one or two.

10. No, we do not really like working alone. I prefer ask them to work in pairs or in groups because when they work alone sometimes they do that.

OBSERVATION

TEACHER I

TEACHER II

TEACHER III

INTERVIEW

TEACHER I

TEACHER II

TEACHER III

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Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Zainuddin, S.S., M. Hum   **(Pembimbing I)**
2. Sokhira Linda Vinde Rambe, M. Pd   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

       Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

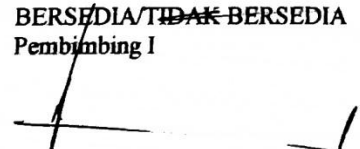|		
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Judul Skripsi	:	**An Analysis of Teaching and Learning Group Work Interaction Pattern in Reading Activities at Languege Development Center UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

       Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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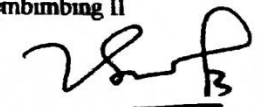
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        Penyelesaian Skripsi

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Analysis of Teaching and Learning Interaction Patterns in Reading Activities of Language Development Center"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

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14 April 2022

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Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 14-28 Maret 2022 dengan Judul : **"An Analysis of Teaching and Learning Interaction Patterns in Reading Activities of Language Development Center"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Kepala Pusat Pengembangan Bahasa,

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