

COLLABORATIVE LEARNING METHOD:

ENHANCING STUDENTS' READING COMPREHENSION

**(A Classroom Action Research at Ninth Grade Students of Ciwaru One
Junior High School Kuningan Regency West Java
in the Academic Year of 2015/2016)**

THESIS

Presented as Partial Fulfillment of the Requirements for Getting
Magister Degree of Language Education Programme



By

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GRADUATE PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

2016

APPROVAL

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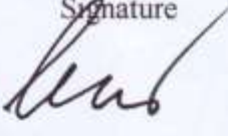
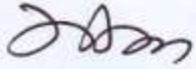
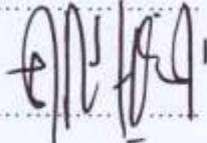

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It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, October 29 2016



The Researcher,

Pupu Pujiati

DEDICATION

This thesis is dedicated to:

My beloved husband, Wawan Romliansyah

My beloved parents, Djudju Dj. Djuharjati (almh) and Haerusamsu Tjarkum

My beloved sisters and brothers

MOTTO

You'll Never Be Brave
If You Don't Get Hurt

You'll Never Learn
If You Don't Make Mistake

You'll Never Be Successful
If You Don't Encounter Failure

-unknown-

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She realizes that this thesis is still far from being perfect. That is why she always expects criticisms and suggestions from the readers and users in order to make improvement. However, the researcher hopes that this thesis can be useful for other researchers and teachers, especially English teachers.

Klaten, October 2016

The Researcher

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ABSTRACT

Pupu Pujiati. NIM. 14PSC01615. *Collaborative Learning Method: Enhancing Students' Reading Comprehension (A Classroom Action Research at Ninth Grade Students of Ciwaru One Junior High School Kuningan Regency West Java in the Academic Year of 2015 / 2016)*. Thesis. Language Education Programme, Graduate programme, Widya Dharma University Klaten, 2016.

The objectives of this research are to find out whether the collaborative learning method able to enhance students' reading comprehension and students' motivation in reading.

The researcher uses classroom action research as her research methodology. The research has been conducted at Ciwaru One Junior High School which is located at Siliwangi street number 55 Ciwaru Kuningan Regency West Java. The subject and object of the research is the students of Ciwaru One Junior High School class 9.4 in the academic year of 2015/2016. They are chosen as the subjects of the research because after doing interview with the English teacher of this class, it is found that English subject in this class has crucial problems in reading comprehension. Technique of collecting data is observation, interview and questionnaire. The research is divided into 2 cycles, and every cycle consists of 2 meetings. Each meeting consists of four interconnected activities; they are planning, action, observation, and reflection.

The results of the research are as follows: 1) Collaborative learning method can enhance students' reading comprehension about 62,5%. Here are the details of the results: in pre-cycle the number of students who could reach the minimum passing grade are 7 students (21,87%), and the mean score is 64; in cycle I, the number of students who could reach the minimum passing grade are 20 students (62,5%), and the mean score is 74,75; in cycle II, the number of students who could reach the minimum passing grade are 27 students (84,37%), and the mean score is 82,5. 2) Collaborative learning method can enhance students' motivation in reading. Here are the details of the results: in cycle I the total average score of students' motivation is 3,20 (the criteria was quite good), in cycle II the total average score of students' motivation is 3,69 (the criteria was good). The result shows that there is significant improvement of the students' reading comprehension and students' motivation in reading by using collaborative learning method.

Based on the result of the research, it is suggested to use collaborative learning as a learning method in enhancing students' reading comprehension and students' motivation in reading.

Key Words: Collaborative Learning, Reading Comprehension, SMPN 1 Ciwaru

ABSTRAK

Pupu Pujiati. NIM. 14PSC01615. *Collaborative Learning: Enhancing Students' Reading Comprehension (A Classroom Action Research at Ninth Grade Students of Ciwaru One Junior High School Kuningan Regency West Java in the Academic Year of 2015 / 2016)*. Tesis. Program Studi Magister Pendidikan Bahasa, Program Pascasarjana Universitas Widya Dharma Klaten, 2016.

Tujuan penelitian untuk menyelidiki apakah metode *collaborative learning* dapat meningkatkan kemampuan membaca pemahaman dan meningkatkan motivasi membaca siswa.

Metode yang digunakan *classroom action research* (penelitian tindakan kelas). Penelitian dilakukan di SMPN 1 Ciwaru yang berlokasi di Jalan Siliwangi Nomor 55 Desa/Kec. Ciwaru Kabupaten Kuningan Jawa Barat. Subjek penelitian siswa kelas 9.4 SMPN 1 Ciwaru Tahun Pelajaran 2015/2016. Mereka dipilih sebagai subjek penelitian karena setelah melakukan wawancara dengan guru Bahasa Inggris, ditemukan bahwa kelas ini mempunyai permasalahan utama dalam hal membaca pemahaman. Tehnik pengumpulan data: observasi, wawancara dan angket. Penelitian dibuka dalam 2 siklus, tiap siklus terdiri 2 pertemuan. Tiap pertemuan meliputi 4 tahap: perencanaan, tindakan, observasi dan refleksi.

Hasil penelitian sebagai berikut: 1) Pembelajaran dengan metode *collaborative learning* dapat meningkatkan kemampuan membaca pemahaman siswa sebesar 62,5% dengan rincian sebagai berikut: pra-siklus jumlah siswa yang mencapai nilai KKM 7 orang (21,87%). Nilai rata-rata pra-siklus 64. Pada siklus I, jumlah siswa yang mencapai nilai KKM 20 orang (62,5%). Nilai rata-rata siklus I 74,75. Pada siklus II jumlah siswa yang mencapai nilai KKM 27 orang (84,37%). Nilai rata-rata siklus II 82,5. 2) Pembelajaran dengan metode *collaborative learning* dapat meningkatkan motivasi membaca siswa dengan rincian sebagai berikut: jumlah skor rata-rata motivasi siswa siklus I 3,20 dengan kriteria cukup bagus, jumlah skor rata-rata motivasi siswa siklus II 3,69 dengan kriteria bagus. Hasil ini menunjukkan bahwa ada peningkatan nilai dan motivasi siswa dalam membaca pemahaman dengan menggunakan metode *collaborative learning* dalam pembelajarannya.

Berdasarkan hasil penelitian disarankan untuk menggunakan metode *collaborative learning* dalam meningkatkan kemampuan dan motivasi membaca pemahaman siswa.

Kata kunci: pembelajaran kolaborasi, membaca pemahaman, SMPN 1 Ciwaru

CHAPTER I

INTRODUCTION

A. Background of The Research

English plays a prominent role in the world, where most people use English as a means of communication. Meanwhile, in Indonesia, English is considered as a foreign language (EFL). It has been introduced to educational institutions which is learnt from Junior High School up to University level as a compulsory subject to learn.

As a developing country, Indonesia has been preoccupied with national development and survivals in a strongly competitive world of science and technology. Therefore, Indonesian government admits the important role of English to accelerate the process of state and nation development. English serves as an international language, consequently many communities in many countries in this world use it in every aspect of human life, such as communication, economics, education, science and technology.

In accordance with the importance of English for communication, the Indonesian government has endeavored to improve the system of education and human resources development in realizing the objectives of national education. One of the efforts is done by implementing the curriculum of English learning to the school.

In the academic year of 2015/2016, Indonesia uses two curriculums. Those are 2013 Curriculum and Kurikulum Tingkat Satuan Pendidikan (KTSP) or

School-Based Curriculum (SBC). But, not all schools use 2013 Curriculum, only some of which have been appointed by the government. There are 6221 schools who have implemented 2013 Curriculum. At Kuningan regency, where researcher is in, there are only 4 elementary schools, 5 junior high schools and 5 senior high schools which have already used it. The school which has been the subject of the research uses KTSP as its curriculum.

The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students' competencies too. Based on the curriculum, the students have to master four language skills, they are listening, speaking, reading, and writing.

The important thing in learning English is the ability to comprehend the text. Reading comprehension is the ability to read a text, process it and try to comprehend the meaning. Reading is an important skill in our daily life because it can give so many advantages for us. In learning English, being able to comprehend reading passage is a must. When the teacher gives text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It is like two aspects which cannot be separated. That is a fact in comprehending text that is absolutely needed.

Meanwhile, Pressley (2005:4) describes that reading focuses on five literacy domains as essential to successful reading development, phonemes, awareness, phonics, vocabulary, fluency and comprehension. Students can get

many vocabularies that they need by reading. Moreover, it can be applied in speaking and writing as well; however, reading is not simply a process of getting the meaning of what the readers read because the readers have to interpret what they have read and comprehended. The students must concentrate on it.

In addition, Johnson (2008:109) states that reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents and the components in reading such as topic of the material is really new for the students and they do not know what actually the text tells about such as: finding main idea, finding the meaning of word, phrase or sentence, and textual reference in the text.

Related with the present study, reading comprehension is not as simple as people imagination to achieve it. The students' reading comprehension of Ciwaru One Junior High School is still low. It is based on the average mark of students' reading that is still under the minimum passing grade that must be achieved by the students in English, that is 76. The average mark of students' test of reading is still low. The total students who reach the KKM or minimum completeness criteria are under 70%. It is based on the interview with the English teachers at Ciwaru One Junior High School which held on January 12, 2016.

Reading was the major problem that was found at the ninth grade students of Ciwaru One Junior High School. Most of the students preferred to spend their break time to play in the yard and canteen rather than reading books in the library.

It was a reality found in Ciwaru One Junior High School. It showed that they still had low motivation in reading. They were possibly aware if teacher always reminded and motivated them that reading could train their comprehension besides expanding their insight.

However, they did not realize the importance of reading. In fact, reading had very important role in learning process because reading comprehension determined the success of the students in learning many things particularly in school. Without the skill of reading, they could not make satisfactory progress in school. Moreover, the students often failed in joining any lessons because they did not like reading and they thought that reading was just so confusing.

There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson and also make sure that they completely understand what they read. Most of the students only read the text without thinking and paying attention to every single sentence that they read.

Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning

of the text. In this way, the students will have more time to practice reading.

In a classroom, students' interest in reading is various. Unfortunately, most teachers do not realize this condition. That is why; the teacher should be able to select suitable and appropriate method to facilitate the students' reading learning. The teacher should maximize the potentials in the classroom, such as to collaborate students' doing reading tasks. It seems a team work or a group discussion to solve the problem. In small groups, students can share strengths and develop their skills. Each student is involved in this group. They explore significant questions or create a meaningful project. This method is known as Collaborative Learning.

In this research, collaborative learning is believed as a technique which is expected to give significant impact for the students in comprehending a text. This technique should be interactive and more effective for students. Robert (2004:205) explains that collaborative learning is a learning method that uses social interaction as a means knowledge building. He also stated that the technique implies working in a group of two or more to achieve a common goal while respecting each individual's contribution to the work. Collaborative learning encourages the students to know how to learn and work together in a group to solve the problems that occurs in learning.

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. It is stated on a journal by Barbara Leigh Smith and Jean T. MacGregor (1992:9-22). Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

Besides, the students will be provided an interesting classroom atmosphere in the process of teaching and learning. Moreover, by using this collaborative learning the students can easing understand it because they will do it collaboratively. It means that if they find problem, they can ask and share the problem with their friends in the group. The objective of this technique is to encourage individual accountability of group members (Macpherson, 2000:62).

Each member of the group must have such kind of responsibility in their mind toward what they are learning because group success belongs to all member of the group. Thus, collaborative learning definitely helps the students in learning. By applying this technique, all of the students will know each other in discussion session. The group will support each member and provide opportunities to practice and discuss the content of the material or task given. Therefore, based on the fact above, the researcher is interested in "Enhancing students' reading comprehension through collaborative learning method" by doing a classroom action research to the ninth grade students of Ciwaru One Junior High School in the academic year 2015/2016.

B. Identification of The Problem

Based on the background of the research mentioned earlier, the researcher identified some problems as follow:

1. The students do not achieve the minimum passing grade of English subject, especially in reading comprehension.
2. Most of the students had low motivation in reading, especially reading English book.
3. Most of the students do not realize the importance of reading in learning English.
4. Most of the students do not have a confidence feeling in learning English.
5. The teacher does not use a suitable and appropriate method in teaching English.

C. Limitation of The Problem

The main factors and challenges related to enhance the students' English reading comprehension found by the researcher were definitely very broad and complex. The researcher interested of the method used in teaching English and had conducted the research focused on the method of teaching reading comprehension and students' motivation in reading comprehension. So, the limitations of the problem were:

1. The suitable and appropriate method in teaching English to enhance students' reading comprehension through collaborative method.
2. Most of the students had low motivation in reading.

D. Problem Statement

The researcher formulated the problem as follow:

1. Can collaborative learning method enhance students' reading comprehension?
2. Can collaborative learning method enhance students' motivation in reading?

E. Objective of The Research

The researcher's objectives of the research were:

1. To find out whether the collaborative learning method able to enhance students' reading comprehension.
2. To find out whether the collaborative learning method able to enhance students' motivation in reading.

F. Significance of The Research

The advantages that can be acquired from this research are:

1. For the students

To give an experience for the students in learning and working together in groups that apply collaborative learning method so that they can enhance their reading comprehension and they will be able to increase their achievement English.

To enhance students' motivation in learning English especially in reading comprehension by using collaborative learning method.

2. For the teachers

It can be an input and reference to the English teachers in teaching reading comprehension. They can get an appropriate method so that they can improve their students' reading comprehension and their achievement in English. It also can improve the quality of teaching learning process especially in reading comprehension by using the collaborative learning method.

3. For the school

This research hopefully can give a contribution in helping the school to develop their teaching and learning process so it can be an alternative solution to overcome the problem of teaching and learning process in the future especially in English. It can encourage the school policy to improve their teacher's competence, ability, and professionalism related to teaching and learning process.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

The conclusion result of Classroom Action Research to enhance students' reading comprehension and students' motivation through Collaborative Learning method at Ninth Grade Students of Ciwaru One Junior High School Kuningan Regency West Java in the Academic Year of 2015 / 2016) is as follows:

1. Collaborative learning method can enhance students' reading comprehension. It can be proven by the result of the data analysis got after conducting the research. There was a significant improvement of students' score in the test given. The students' score of reading comprehension was increased. The numbers of students who reached the minimum completeness criteria in pre-test were 21,87%, in post-test I was 62,5%, and in post-test II was 84,37%.
2. Collaborative learning method can enhance students' motivation in reading. It can be proven by the result of the data analysis got after conducting the research. There was an improvement of students' motivation criteria from quite good into good criteria. In cycle I; total average score of students' motivation was 3,20 (the criteria was quite good). In cycle II; total average score of students' motivation was 3,69 (the criteria was good).

B. Implication

This research was implied to enhance the teaching and learning process especially students' reading comprehension of class 9.4 Ciwaru One Junior High School. By enhancing the teaching and learning process the students were motivated to pay attention or follow the teaching and learning activities well. They involve their selves in the teaching and learning process. They are able to enhance their ability in reading comprehension bravely and shyness. They are motivated to enjoy the teaching and learning activity.

Next, enhance the students' test result especially in reading comprehension of narrative text. Their involvement in teaching and learning activities will increase their ability in solving the problem they find. They can help each other to face the problems. They involve in the activity actively and full of confident so their understanding about the text is faster. It influences their ability in answer the test.

The teaching and learning process of reading comprehension should be more interesting by applying appropriate method. In this case the researcher suggests collaborative learning to be chosen. The teaching method should be well-planned and well-prepared in order to maximize the students' potential. The teaching and learning activity should give a wide space for the students to explore their potential.

Next, enhance the students' test result especially in reading comprehension of narrative text. Their involvement in teaching and learning activities will increase their ability in solving the problem they find. They can

help each other to face the problems. They involve in the activity actively and full of confident so their understanding about the text is faster. It influences their ability in answer the test.

In a collaborative learning class, the students are motivated to listen and learn in new ways, and they are more likely to make important connections between their own learning and school learning. The teacher invites students to set specific goals, encourage students' use of their own knowledge, helps students figure out what to do and helps them learn how to learn.

In implementing collaborative learning method in teaching reading comprehension, the researcher found some strength and weakness of that method. The followings are the strength: a) the students' achievement and experience in reading comprehension improved; b) the students could learn how to work together, how to discuss and how to be honor the other opinion; c) collaborative learning become a chance for student to be braver, critics, and showing their ability; d) the students were forced to improve their own knowledge because they have to explain their idea or share their work; e) the students can learn from their friends how to develop their communicative skill although it was difficult at first; f) work in group can improve each student's understanding of the concept even makes students braver if it is compared with studying individually; g) the students' confident and motivation improved in learning English, especially in reading comprehension.

The followings are the weakness: a) it needs enough time in discussion session; b) in making groups the class was noisy; c) the gap between active

students and passive students was appeared; d) this grouping widens the gap between high ability students with low ability students. Since there are still some weakness found, so it is a duty for teacher to cover it.

The followings are the things the teacher can do: first, the teacher should manage the time allotment well. Adding more time for the students to have a discussion time is wise but the teacher should be pronounced when the time is end. Second, in making group the teacher should try to classify the students first. It is necessary to the English teacher to observe and follow the students' development in class intensively. It is important to the English teacher to make a group dynamic and not only dominated with the active students but it can be lift the passive students to be active. Then, the teacher should give more attention to the passive students, motivate and give suggestion to the students.

It is necessary to the English teacher to make their students motivated in learning and collaborative learning technique can be a solution to increase the students' motivation. It helps the students to involve the target language more effectively, because the students can share their understanding the target language easily with their group. It is necessary to the English teacher to make collaboration work in order to solve the problem that appears. By collaborative learning the students can be actively involve in the class.

C. Recommendation

The researcher gives the suggestions in this classroom action research as follows:

1. For the students

The students should involve their selves in the collaborative learning activity. They should get the experience in learning and working together in group that apply collaborative learning method. They can enhance their reading comprehension by learning together with their friends in a group. They are hoped not to be afraid of being mistake, not to be shy and doubt of their ability. They should help each other and share their knowledge with other. Working in a group can improve students' understanding and students' confidence to be braver if it is compared with studying individually.

2. For the teacher

The teacher should use an appropriate method to enhance students' reading comprehension. Based on the result of the research, the researcher suggests the teacher to use collaborative learning method. The teacher should share and build the knowledge, personal experience, strategies, and culture that students bring to the learning situation.

The teacher should encourage the students to use their own knowledge, helps them to listen diverse opinions, to be critical and creative. The teacher should put his/herself as a mediator for their students who help the students to connect new information to their experience, to figure out what to do when they are confused, to help them learn how to learn.

3. For the school

The researcher suggests collaborative learning method as an alternative solution to overcome the problem of teaching and learning process

especially in English reading comprehension. Hopefully it can be a reference for the innovation of education program.

The researcher also expects that the government through the school policy can evaluate the curriculum that was not improve the quality of teaching and learning process and the students' English achievement, and provide the facilities which support the teaching learning aim.

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