



COLLABORATIVE LEARNING TO IMPROVE READING COMPREHENSION

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Abstract

Collaborative learning is one of the method of teaching and learning that motivate the students to work in group and discuss their learning with their pairs so that the students have to share their knowledge and opinions. It gives the students opportunity to teach each other and collaborate their learning simultaneously. Reading becomes more enjoyable for the students due to their collaborativeness in trying to understand the passage being read and comprehend their reading. The process of learning also makes the students aware of their strength and weaknesses. Therefore, the research is conducted to know the effect of both variables. The Research methodology used is descriptive quantitative study using 80 students as the sample which is chosen randomly. Data was collected through pre test and post test in the form of multiple choice test to the samples. Data analysis uses descriptive statistics. The research result shows that there is a significant effect of collaborative learning and the students's reading comprehension. It means that the implementation of collaborative learning method has influenced the students' comprehending of the reading passage better. The students completely engage in their learning and motivate each other to understand the reading and answering the tasks. Teachers also have good influenced as facilitators to help the students in building relationship in their groups and encourage them to give and respon to their pairs' opinions.

Keywords: *Reading, Collaborative Learning, Reading Comprehension*

Abstrak

Collaborative learning merupakan satu metode pembelajaran yang memberikan motivasi kepada siswa untuk belajar dalam kelompok dan berdiskusi mengenai pembelajaran di dalam kelompok agar siswa dapat saling berbagi pengetahuan dan opini. Hal ini membuat siswa memiliki kesempatan untuk saling mengajari satu sama lain dan berkolaborasi secara berkesinambungan. Membaca akan menjadi sangat menyenangkan bagi siswa jika mereka melakukan secara bersama untuk mengetahui kosa kata dan memahami bacaan tersebut. Proses belajar ini juga memungkinkan siswa untuk mengetahui kekuatan dan kelemahan mereka dalam belajar. Oleh karena itu penelitian ini bertujuan untuk mengetahui pengaruh penerapan collaborative learning terhadap pemahaman membaca siswa. Metode penelitian menggunakan deskriptif kuantitatif dengan sampel sebanyak 80 siswa diambil secara acak dengan teknik random. Data diambil melalui pre test dan post test tertulis berbentuk pilihan ganda. Pengolahan data menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa ada pengaruh signifikan collaborative

learning terhadap pemahaman membaca siswa. Hal ini menunjukkan bahwa penerapan collaborative learning mempengaruhi pemahaman siswa terhadap bacaan dengan lebih baik. Siswa belajar dengan sungguh-sungguh dan saling memotivasi teman dalam kelompoknya untuk memahami bacaan dan menjawab pertanyaan yang diberikan. Begitu pula guru yang bertindak sebagai fasilitator dalam membantu siswa membangun kerjasama dengan kelompoknya dan menyemangati mereka untuk saling berbagi pengetahuan.

Kata Kunci: Membaca, Collaborative Learning, Pemahaman Membaca

I. INTRODUCTION

Reading is one of the important skill should be learned for human beings because it gives lots of benefits that are crucial on the fields of all subjects of learning. Through reading, human beings will get much information and knowledge that lead them to explore the world without going out from their home.

One skill in English learning is how to comprehend reading passages. The teachers give students opportunity to read the passage in English, understand the vocabularies, comprehend the text, and answer some questions. The students often get difficulties in comprehending the passage so that they possibly cannot answer the questions well.

Referring to some studies, reading is not a simple skill for the students. There are many aspects to be considered if the teacher wants to successfully conduct the teaching and learning process in reading. 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 questions, and they finally fail. This statement is based on the fact that the teachers still little bit underestimate about the problem. 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.

Reading was the major problem that was found in the tenth grade at Private Islamic Vocational High School in Tangerang. 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 at Private Islamic Vocational High School in Tangerang. 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 beside 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.

In this study, 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 technique 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. 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 understand it easily because they will do it collaboratively. It means that if they find problems, they can ask and share the problem with their friends in the group.

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.

Thus, the research will be entitled: "Collaborative learning to improve Students' Reading Comprehensive", conducted at Private Islamic Vocational High School in Tangerang.

II. THEORETICAL REVIEW**A. Reading Comprehension.**

Most people want to compete to create a concept of reading comprehension which is never ended to be discussed. People always try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension. Pang et al. (2003:6) state that reading comprehension is about understanding written texts. It is a complex activity that involves both perception and thought. Reading comprehension consists of two related processes; there are word recognition and comprehension. First of all, word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. Here, the readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies in order to help them understand written text. Grammar and vocabulary are two components that cannot be separated in comprehending a text.

Reading is thinking, understanding and getting at the meaning behind a text (Serravallo, 2010:43). He explains that reading

must be directed toward the understanding and catching the idea that the text provides. The students think about what they have already known about the text's structure or topic before reading; they make connections to their lives and the world as they read. Learning to read is an important educational goal. For children or adults, the ability to read opens up new world and opportunities to develop knowledge.

Grabe and Stoller in Juan et al. (2006:279-282) define that reading comprehension is a complex cognitive activity, almost miraculous one, in fact, since it involves the secondary uses of cognitive skills in relatively new ways, at least and terms of evolutionary development. Reading is not an inherently natural process in the same way that speaking and listening are in the first language. Learning to read requires considerable cognitive effort and along learning process, whether one is learning to read in the first or in the second-language. They also state that reading is decoding and understanding text for particular reading purposes. To understand written text, the readers engage in constructive process to make the text meaningful. Without reading and comprehending the text, the reader will not understand what the text is talking about so

that both of those things are very important. Thus, if a person is not taught to read, in one way that person will not learn to read.

Reading comprehension is an important skill. As we know, reading comprehension is more than a single skill. It involves the coordination of range of abilities and strategies. Harmer (2007:99) states that reading comprehension is useful for language acquisition. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to be focused on what they read because reading is not only reading but also comprehending the text systematically. He also states that reading is incredibly active occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statements show that without understanding the word; students cannot know what the meaning of the text is.

Macceca (2007:5) states that students read the book, answer questions, listen to a lecture, perhaps discuss the information, sometimes take notes, and usually take a test on

the material they read. These students typically do not learn how to read the text effectively or independently to increase their interest in learning. However, there is a tremendous jump in achievement when students are actively engaged in activities that go beyond the textbook. By introducing a wide variety of science based reading related to their studies, students learn that not all science information comes from one textbook. Expanding learning beyond the textbook both empowers students to become independent learners.

Thus, when reading activity is conducted, teacher should not treat all the students in the same way. Some students may be able to understand a certain reading passage but the others may not be because every student has different level. The solution is to have them working together, and let them put their thought together in collaborative way. The strength and the weakness of the students are well-accommodated since they can share the information together.

B. The Components of Reading

Comprehension

In reading comprehension, there are some elements that cannot be separated. Sentence structure or grammar and vocabulary are two main components which have significant

impact to improve reading ability. Vocabulary deals with the ability to find words meaning. When students are able to recognize the words meaning, they are able to comprehend what they read. It is like two aspects which cannot be separated for students in comprehending what they want to read. Meanwhile, when students do not know the words meaning of the text, they definitely cannot understand what they read.

Baumann in Klingner et al. (2007:47) states that vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. It can be concluded that vocabulary development and comprehension development were walking together. It means that vocabulary and grammar become crucial aspects in comprehending a text. They are in the same way and could not be separated one to another. Therefore, if we want to develop reading comprehension, it is also a need to develop students' ability in vocabulary as well because the vocabulary knowledge will really help reader in comprehending text.

In addition, Alderson (2000:99) explains that vocabulary as the key of comprehending a text. He states that vocabulary is important to

text comprehension and to test performance whether they are able to comprehend the text, vocabulary is still necessary. Not only vocabulary that must be mastered in comprehending a text, the other important component of reading comprehension is the grammar knowledge. Grammar is also as one of the pillars to comprehend a text. If students only know word meaning, it means that they only get a half of comprehending a reading text. Knowing about grammar is a must. It is very needed to be able to recognize the grammatical structure of the sentences or the paragraph in order to get valid information of the text.

Patel and Jain (2008:141) claim why grammar is important because it is one of important parts that makes it possible for us to talk about language. Grammar names the types of word and word groups that make up sentences not only in English but also in other language. As humans being, people can put sentences together as they want. However, to be able to talk about how sentence are built, about the types of words and word groups that make up sentence known as grammar. Being able to master grammar will avoid misunderstanding when the students read a text because sometimes words will have different meaning within a context. Besides, knowing about

grammar also helps the students how to construct a sentence and a paragraph grammatically.

Dykes (2007:5) explains that it is impossible to explore the function of words and the part they play in forming meaningful language without paying attention the procedure. When students know how and what the grammar is, they definitely will be able to catch the idea or even specific information contained in the text. If the students only focus on translating the words in the text without constructing them to get the meaning as a full sentence, the words will be meaningless. On the other hand, the words definitely will have meaning if they are able to create a certain meaning and to convey a message to the readers. Those statements always in accordance and cannot be separated. In the case of reading comprehension, to know the meaning of the sentence, readers must have grammar knowledge. Thus, in order to know the meaning of every sentence in a text, readers especially students must be able to master both of these components.

C. Reading Comprehension Assessment

The assessment of reading comprehension can be done by administering a series of test. Test may be constructed primarily as device to reinforce and to motivate students or

primary means of assessing the student's performance in the language (Brown, 2001:3). The assessment is done to measure the students' ability and also to see whether or not students have improved their ability especially in reading comprehension. In addition, the assessment will also be able to motivate the students to learn more since it is the nature human to do something better. According to Caldwell (2008:16), assessment can happen at any point in a lesson. The main point is how the teacher can assess as they teach because the teacher must pay attention that the assessment cannot be separated from the teaching and learning process. The assessment of this study is conducted during and the end of teaching and learning process to know students' improvement. In addition, March (2002:135) explains that assessment is a crucial component of the effective teaching in reading. It provides teacher with information about what their students know and can do. In addition, it is important tool for monitoring the ongoing reading development of students and it provides teacher and school with the information about how good their programs and teaching practice which is needed for their students.

Questions on a test must be well-selected. Reading comprehension is more valid tes-

ted by selection of the correct answer from the multiple choice items in the foreign language which have been based on the reading text (Brown, 2004:191). In this case, the students show their ability not only to be able to comprehend about the reading text but also the fine distinctions between the choices offered. In here, no other skill has to demonstrate at the same time. This type of test, however, must be prepared with great care. The choices must be constructed in such a way that contains elements from the reading text arranged so that each provides a plausible response for students who have misinterpreted the text in different way. In other words, each must provide a real choice and a cause for hesitation for the students who are not quite sure of the text. The choices anticipate an error in comprehending the text.

D. Collaborative Learning

Roberts (2004:205) states that collaborative learning is a learning method that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the work. Team work is one of the ways to make the students grow their cooperativeness and competitiveness. The students will also have respect and tolerance to each other because they have to inter-

ract each other and share ideas and opinions. It can solve and answer problems that always arise in studying individually such as the students' shyness and difficulties in giving ideas and opinions freely.

Cohen et al. (2004:3) explain that all students need to learn and work in the environment where their individual strengths are recognized and individual needs are addressed. This way can fulfill the gaps between the strength and the weakness of the students. Here, each student can help their friends when they find any problems. As we know that every student in the class has different ability. There are students who have strength and also there are students who have a weakness. If they combined between a high-achiever in a group with middle-or low-achiever student, it will give positive impact. For a long time, when the students cannot answer or do not understand yet, they tend to ask their friends than asking the teacher. Look at this fact, having students to work together is the best way in teaching reading comprehension. Furthermore, it is the weapon students must have and they have to know it. Thus, in order to give them attractive and effective atmosphere in teaching learning process, teamwork or studying collaboratively is one of the solutions.

Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students. By this technique, the students are responsible for one another's learning as well as their own. He also explains that according to proponents of collaborative learning, the fact that students are actively exchanging, debating, negotiating, and sharing ideas within their groups increases the students' interest in learning. Moreover, by engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers.

To make collaborative learning to be more effective, there should be both group goals and individual accountability. Cerbin (2010: 3) states that every members of a group should participate and contribute to the discussion. This means that the collaborative learning task must ensure that every group member has learned something. Ideally, a collaborative learning task would allow for each member to be responsible for some concept necessary to complete the task. This implies that every group member will learn their assigned concept and will be responsible for explaining or teaching this to other members

of the group. As it is important, endorsement from each member is absolutely needed.

Weller (2002:69) explains that collaborative learning in small group has some advantages. The advantage is reflection because all of the students have to explain their idea or share their work. This forces them to look at it reflectively and improve their own knowledge. He also explains that by sharing with their friends, they definitely more brave and do not scare anymore. The second advantage is active learning. As with the other theories, grouping students working requires them to be more active to do something. As what had been explained before, working together becomes a chance for students to be braver, critics, and showing their ability. The third advantage is development of communication skills. Students work in group can be difficult skill to develop, but the students will learn it with their friends. The last advantage of collaborative learning is deep of understand. Work in group can improve each student's understanding of the concept even that makes students braver if it is compared with studying individually. These three of advantages of collaborative learning definitely help the students in learning.

III. METHOD OF THE RESEARCH

In this research, the writer uses regression analysis which determines the effect of collaborative learning to their reading comprehension. A multiple choice test is used as the instruments of the student's reading comprehension. The test is divided into two parts, pre-test and post-test. The pre-test is given before the treatment, and the post test given after the treatment.

The population of this research is all the students of private Vocational High School in Tangerang. The sample is taken used Random sampling Technique; therefore, the writer chooses the students of tenth grade of private SMK MITRA BUANA ISLAMIC SCHOOL TANGERANG, in the second semester of academic year 2017- 2018, which consist of 80 students. The hypothesis can be formulated "There is a significant effect of Collaborative learning to improve student's reading comprehension.

IV. RESEARCH RESULTS

In this research there are two variables used: first, the pre-test result of the students' reading comprehension before the treatment of collaborative learning as the independent variable (X) and the post test result of the students' reading comprehension after the treat-

ment of collaborative learning as the dependent variable (Y). The data is by giving multiple choice tests, both pre-test and posttest, to know the students' reading comprehension. Before the test is given to the students, the test for the instrument used is done to know whether all the questions (instrument) of the research that is submitted valid and reliable to be used. If the instrument is valid and reliable, it means that the instrument can be used to measure what will be measured (Arikuntoro, 2006).

SPSS programme is used to process the data. The total of reading comprehension test is 30 questions. After testing 30 respondents, and the conducted analyzes the validity of the items. No statement has r counted $< r$ table (0.378), so it is concluded that all statements are valid. The reability test for the instrument uses Cronbach Alpha formula. If the counted score is closer to number 1, so that the instrument is more reliable. On the contrary, if r tt score is smaller approaching to number 0, the instrument is stated less reliable. Based on the calculation uses Cronbach Alpha formula above obtained that rtt counted 0.90, thus it can be stated that the instrument of the research is valid and reliable.

To get whether there is an influence between the independent and dependent variables, this research used the analysis technique as follows:

1. Descriptive Statistics

Table 4.1 Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
AfterCL	80.99	6.355	80
BeforeCL	60.29	9.792	80

The table above shows that the mean of the pre-test of reading comprehension is 60.29 and the posttest is 80.99. It means that there is a significant increasing of students' reading comprehension test after the collaborative learning process, as much as 20.70. It can be said that there is an improvement of students' understanding of their reading, and it proves an adequate success.

2. Coefficient Determination Analysis

Table 4.2 Coefficient Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.683 ^a	.466	.460	4.672	1.853

a. Predictors: (Constant), BeforeCL

b. Dependent Variable: AfterCL

Coefficient determination used to measure the capability of the model describing the dependent variable. Based on the SPSS output, it is shown that the value of coefficient determination, adjusted R^2 , is 0.460. In other words, the percentage of the effect of the collaborative learning toward students' reading comprehension is 46 percent and the rest 54 percent is explained by other factors not related to the model being observed.

3. T-Test Analysis

Table 4.3 T-Test Result

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	54.266	3.279		16.552	.000	47.738 60.793
BeforeCL	.443	.054	.683	8.256	.000	.336 .550

a. Dependent Variable: AfterCL

The result of t-test shows that the significant value of coefficient is 0.000 which is lower than 0.05; therefore, the hypothesis is accepted; there is a significant effect of collaborative learning to improve the students' reading comprehension

V. CONCLUSION

The result of the study shows that there is a significant influence of the implementation of collaborative learning toward the students' reading comprehension. Therefore, teachers should implement collaborative learning in the process of teaching and learning. Colla-

borative learning as the method of teaching and learning is one of the most valuable technique to be applied in classroom. The use of group work in collaborative learning improves students' motivation and encouragement in learning new things. Students tend to think that their pairs can help them by discussing and sharing what they do not understand. They can collaborate each other in order to comprehend the lesson, elaborate the reading text, understand the vocabularies, and answer the questions. They have braveness to express their ideas both in speaking and writing. The teaching and learning process also becomes more efficient and effective due to the role of the teachers as facilitators who encourage the students in groups to help each other, and the students who believes each other.

Furthermore, it is necessary to implement other techniques in collaborative learning in English teaching and learning process so that it will be known which techniques can be more effective and efficient to improve students' English four skills.

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