

IMPROVING STUDENTS' READING SKILL THROUGH COLLABORATIVE LEARNING

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Abstract

This research aims to find out how effective students' reading skill after they were instructed by using Collaborative Learning. Sample of the research was 36 students in 7th grade of SMPN 5 Cimahi. The researcher administered reading test in collecting the data. The result of the data analysis showed that there was a significant improvement in students' reading skill after learning through Collaborative Learning. It could be seen from students' average score in pretest was 64,81 and students' average score in posttest was 75,56. In short, Collaborative Learning could enhance students' reading skill.

Keywords: *Collaborative learning, Improving, Reading skills*

INTRODUCTION

Language is the ability that humans have to communicate with other humans using signs, such as words and movement. Without language, information will not be conveyed easily and there will be many limitations that occur. One of the language that is often used in the world is English. Therefore, English is very important for everyone to learn. In learning language, there are four major skills to complete the language. Those four skills are listening, speaking, reading, and writing.

Urquhart (1998: 14) as cited in Parmawati and Yugafiati (2017) states that reading means dealing with language message in written or printed form. Reading is an activity that provides a lot of insight and knowledge (Hidayah, 2012). These insights and knowledge are available in various information media such as magazines, newspapers, until the unlimited media such as the internet. Another definition of reading is an activity of observing a series of written symbols and then reaching an understanding from it. Whenever read, we always use our vision to accept the written symbols, such as letters and punctuations. Then send them to the brain so that all the symbols change into words, sentences, or even paragraphs that communicate something. Reading consists of two ways. Those are read silently and read aloud. Read silently is a technique of reading without sound and is usually used when we want to comprehend a text. While, read aloud triggers us to play an active role in the learning process.

So that the researchers can clearly say the words or sentences that read, the reading process can not be separated from the skill of speaking. Speaking skills is needed when reading aloud. In addition, reading is also a productive ability so that can receive information and translate it, both for ourselves and others.

Reading is a *receptive* skill - through it the people *receive* information. According to (Harmer, 2007) reading is useful for language acquisition. A lot or lack of students' understanding depends on what they read. The more they read, the more understanding they can

receive. Reading is a mental process. There are many meanings of reading. Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill (Moreillon, 2009). Moreover, (Spears, 2012) states reading is tedious if there are many unfamiliar words on the page, and having to look up lots of words in the dictionary is time-consuming and discouraging.

Reading is an act of looking at and understanding point. This is the right thing because in reading, readers are required to use their vision to understand a few words or sentences and make them meaningful. It also applies to understanding the entire text. Because of the importance of reading in learning a second or other foreign languages, a great effort is needed to develop reading skill. Reading is still being a problem among the students even though there are various ways done in order to improve the students' reading skill. There are still many students can not understand English text.

The students feel difficult to understand the terms and syllables and lack of interest in English subject (Noormah, 2000). Those are the cause of the problem occurred. Besides the previous causes, there are other number of causes that influence differences in reading comprehension abilities. Based on Sivaguru (2000), those factors are home, school and social environment. If the student is living and growing in the middle of family where English to them is a usual language, often used and spoken by the members of the family then the student will easily understand everything about English, both written or spoken. It will be very different with the student with a family who feels English is a foreign language, English is seen as an odd language to be spoken, an environment like this that can reduce the enthusiasm for learning English.

Collaborating means doing together with other people (Barkley, 2014). The practice of collaborative learning means working in pairs or in small groups to achieve shared learning goals. Collaborative learning means learning through group work, not individually. In collaborative learning, each member contributes ideas, information, abilities, and skills they have to improve the comprehending of all members. By group learning, besides being able to increase the students' interest and motivation, their thinking will also develop more creatively. According to Tan in (Wikanta, 2017), there are four important principles in collaborative learning. The first principle is collaborative learning increases active participation with the dialogue process. The next principle is collaborative learning is based on the social constructionist theory of knowledge formation. The third principle of collaborative learning is there is a real shift in the locus of authority from traditional teachers to the dynamic learning community and traditional class social structures are replaced by negotiating relationships between students and students or students and teachers. And the last principle is collaborative learning fosters the development of learning culture into an atmosphere of critical openness. There are three elements in building collaborative learning. They are authentic learning, listening relation, and jumping task (Sato, 2014). The three functions of listening relation are dialogue communication, caring relation and democratic community. Collaborative learning gives the high contribution in the acquisition of learning outcomes. Collaborative learning has a higher contribution in increasing learning outcomes rather than conventional learning (Sudarman, 2008).

Based on the researcher's experience when conducting teaching practice program (PPL/2018) at the seventh grade of SMPN 5 Cimahi, students can still had difficulties in producing the utterance properly. They do not know how to read the text, and how to read the sentences. Even though there were some students who were able to express their thoughts, they still had

problems in pronouncing it. In this research, the researcher implements a technique that can improve students' reading skills. The approach which is appropriate for the researcher's goal is Collaborative Learning. Collaborative Learning is a group learning process that each member contributes information, experience, ideas, attitudes, opinions, abilities, and skills that they have, to jointly enhance the understanding of all members (Nizar, 2008).

When carry out the Collaborative Learning, the initial step is to specify clearly the academic task. Next, the structure of Collaborative Learning is the teacher delivers the teaching material. Students are invited to make heterogeneous small groups. Each group will get several cases that are discussed. Students are given the chance to examine with their groups. After completion, they are invited to exchange ideas with other friends while building new understanding concepts about the material discussed. The teacher gives understanding and final conclusions from the enforcement of the model.

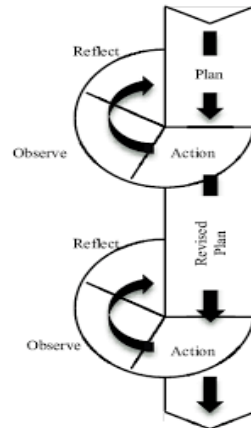
Based on the elaboration above, it is stated that Collaborative Learning is focused on the interaction and activity between students and students in the teaching learning process. In applying this Collaborative Learning, teacher provided students with some groups and give them the problem to be discussed. Actually, there are examples of class activities in collaborative learning which can be used by the teacher. In this research, the researcher used one classroom activity there is Learning Together (LT).

The model they examined involved students who were divided into groups of four or five students with different backgrounds working on the assignment sheet. These groups received one assignment sheet, received praise and awards based on the results of group work. David and Roger Johnson of the University of Minnesota developed the Learning Together model of collaborative learning (Slavin, 2005).

From the explanation above, this research focused on the improvement of the students' reading skill after they were taught by using Collaborative Learning. The research problem of this research is to find out whether there is any significant improvement of the students' reading skill after they were taught by using Collaborative Learning.

METHOD

This research is a Classroom Action Research (CAR) conducted in two cycles. The procedure used in implementing the Classroom Action Research (CAR) follows a model developed by Kemmis and McTanggart in Parmawati (2018) which is a spiral model. There are four stages in the self-reflection spiral system according to Kemmis, namely planning, acting (observing), observing and reflecting.



Picture 1. Kemmis and McTaggart CAR model

The subjects of this study were the first grade students of SMP 5 Cimahi Academic Year 2018/2019. The researcher took 7F as the sample of this research. This class consisted of 36 students. The types of data collected in this study include data on information about the state of the students viewed from the qualitative and quantitative aspects.

Qualitative aspects are in the form of observational data, study of documents or archives and interviews that describe the learning process in the classroom. Quantitative aspects are the results of the assessment of learning reading skill through Collaborative Learning approach with learning together method obtained by students from the assessment of cognitive abilities, affective tests and tests of students' social interactions on learning in both cycle I and cycle II. The instruments in this study include learning instruments and assessment instruments. Learning instruments in the form of syllabus, lesson plan, and learning media which has been validated. The assessment instrument is an assessment of cognitive aspects, affective aspects and reading skill.

This research was conducted in eight meetings. First, the researchers administered pre-test. In the second, third, fourth, fifth, sixth, and seventh meeting, the researchers conducted the treatment in two cycles by using Collaborative Learning. In the eighth meeting, the researchers administered post-test to find out the students' improvement in their reading skill after they were taught by using Collaborative Learning.

RESULTS AND DISCUSSION

Results

Learning is the interaction carried out by teachers with students and students with learning resources in a learning environment to support and develop students' knowledge, attitudes and skills in experiencing the learning process so as to achieve predetermined learning goals. To achieve the learning objectives that have been formulated, there needs to be planning for learning activities. Effective learning activities can support the successful mastery of concepts in students optimally.

Effective learning process is equipped with adequate learning media so that it can support the successful mastery of material concepts in students optimally. Through the learning process, the teacher can know the basic abilities, student background, motivation, curiosity, attitudes and interests of students. So, the teacher can understand the characteristics of students which are the main capital in delivering material and indicators of success in the learning process. In

order to achieve these learning objectives, the teacher needs to plan learning activities systematically by utilizing everything for the benefit of the learning process.

This research is Classroom Action Research (CAR) by applying Learning Together (LT) learning with learning media using paper containing text and picture, where students discuss text and pictures appropriately. The applied learning model is expected to be able to improve reading skills and student learning achievement.

A. Pre-Test

At the first meeting, the researcher gave the students a pre-test. From this activity the result is obtained as follow:

Pre-Test Result	
Min	55
Max	75
Average	64,81

Table 1. Pre-test result

Based on the table above, the result obtained in the form of the lowest and highest score, are also the average score. The lowest score obtained by students is 55, while the highest score obtained is 75. The average score obtained is 64,81.

B. CYCLE I

In the first cycle, groups were randomly divided, where each group consisted of 5-6 students, this group was used during the action of the first cycle. In this first cycle the teacher emphasizes that students actively interact and reading together with group friends and teachers, because social interaction helps in achieving learning goals. When learning takes place the teacher as a facilitator and motivator and students actively seek information and knowledge.

In the learning process, student-centered learning activities. Students are required to actively discuss and work together in groups to find solutions to the problems given. In addition, direct observation is also carried out, namely observation of students' social interactions. From the results of observations, tests and questionnaires in the first cycle were obtained student cognitive achievement of 17%. Achievement of affective aspects is 67%. Reading Skills aspect achievement is 14% with a class average value of 64.06. Where the results have not yet reached the set target. The achievement of each aspect in the first cycle is presented in Table 1.

Statistical Score	Aspect		
	Cognitive	Reading Skills	Affective
Min	52	56	56
Max	73	75	75
Average	63.08	64.06	72.72
Percentage of Achievement	17%	14%	67%

Tabel 2. Target and Achievement of Cycle I Main Material public buildings 7.F SMP Negeri 5 Cimahi.

From the results of the first cycle, there are still aspects that have not yet reached the target, so the second cycle of action needs to be implemented to improve learning so that the expected targets can be met.

C. CYCLE II

In cycle II learning, the material taught is focused on competency indicators that have not been completed. The action in cycle II was more focused on the improvement and improvement of the constraints found in the first cycle. In cycle II the group division was heterogeneous based on the value of the cognitive test cycle I. In this second cycle learning the teacher provided more opportunities for students to solve problems in discussion, and increase interaction with friends and with the teacher. At the end of the second cycle cognitive tests and affective questionnaires and social interaction questionnaires were conducted.

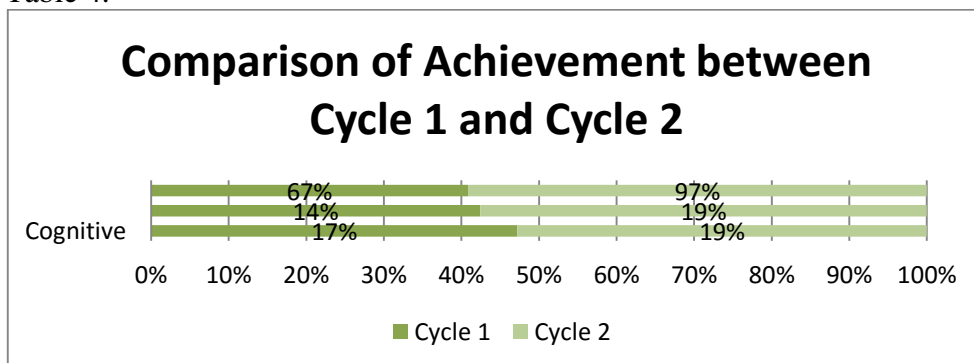
In addition, direct observation was also carried out, namely observation of students' reading skills. From the results of observations and tests in the second cycle obtained the achievement of student reading skills of 19%. Achievement of cognitive aspects by 19%. Achievement of affective aspects is 97%, with an average grade of 65.94, where the results have reached the set target. The achievement of each aspect in cycle II is presented in Table 2.

Statistical Score	Aspect		
	Cognitive	Reading Skills	Affective
Min	53	59	58
Max	76	78	77
Average	65.94	67.06	74.75
Percentage of Achievement	19%	19%	97%

Table 3. Target and Achievement of Cycle II Main Material public buildings
7.F SMP Negeri 5 Cimahi.

D. Comparison Between Cycle

Learning Together (LT) to improve reading ability results obtained that there was an increase in results from cycle I to cycle II. Based on the results of observations, and tests obtained a comparison of the results of the inter-cycle aspects presented in Picture 2 and Table 4.



Picture 2. Comparison of the results of aspects between cycles.

Apek	Cycle Achievement I (%)	Cycle Achievement II (%)	Information
Kognitif	17	19	Increase
Reading Skills	14	19	Increase
Afektif	67	97	Increase

Table 4. Comparison of Results of the Intermediate Material Cycle of Public buildings the first grade student at SMP 5 Cimahi.

Based on the comparison of results between the first cycle and the second cycle, it can be concluded that the study was successful because each of the process indicators, namely social interaction and learning achievement including the cognitive aspects and affective aspects measured had reached the specified target. The success of the application of Learning Together (LT) learning has also been obtained from previous research. In the previous study concluded that Learning Together (LT) learning had a positive impact on improving student learning achievement and the enthusiasm of students in participating in learning also increased.

Therefore, the researcher concludes that by using Collaborative Learning, reading skills make it difficult for students to read the word word or understand the meaning of the word being read by the student. In addition, Collaborative Learning can also develop students' reading skills in terms of pronunciation, grammar, vocabulary, fluency, and reading comprehension.

E. Post-Test

After the research gave the pre-test and treatments, the researcher gave the post-test in the end of the meeting. While the post-test result is as follow:

Post-Test Result	
Min	68
Max	80
Average	75,56

Table 5. Post-test result

From the data above, the posttest results have increased from the previous pretest result. The lowest score becomes 68, the highest score becomes 80, and the average score becomes 75,56.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of learning Learning Together (LT) can improve reading ability and student achievement in the subject matter of public buildings in class 7F SMPN 5 Cimahi 2018/2019. The reading skills of students from the pretest and posttest after they were taught using Collaborative Learning. This research, the highest improvement of students' reading skills is on aspects of understanding and reading.

The learning process using Collaborative Learning makes students able to try to read words and share their ideas because they always practice reading and have self-corrections to control how they read in saying it. Students can discuss texts with their friends freely. If students find their new words, they will ask their friends and discuss them together. With lots of practice, there will be an increase in students' reading skills.

As suggestions, the researcher suggests that the English teacher is required to read, reading skills because of the students' ability to express their ideas. Then, the researcher found that some students were bored when they read the long text. Therefore, in choosing the topics in the pretest and the posttest, the further researchers should find the themes which are close to the environment in order to make the discussion run well.

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