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Increasing Students' Ability in Identifying Information of Reading Text Through Collaboration Learning

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Abstrak

Kemampuan Membaca adalah pemahaman terhadap kata-kata tertulis, pemahaman terhadap isi yang dibaca, dan konstruksi makna tekstual. Tujuan penelitian ini adalah untuk mengetahui apakah pemahaman membaca siswa dapat ditingkatkan setelah diajar dengan strategi pembelajaran kolaboratif. Desain penelitian pada penelitian ini adalah penelitian tindakan kelas. Data diambil dari tes membaca siswa pada teks deskriptif, observasi, dokumentasi, dan lembar angket. Populasi penelitian ini adalah seluruh siswa kelas XII SMA Swasta HKBP Sidorame Medan yang mempunyai dua kelas dengan jumlah siswa yang sama di setiap kelasnya. Pada kelas VII, siswa SMA Swasta HKBP Sidorame Medan berjumlah 30 orang. Penulis mengambil sampel kedua kelas yang berjumlah 30 siswa. Data menunjukkan bahwa, masih banyak siswa kelas dua belas yang mengalami kesulitan dalam kemampuan membaca. Data dalam penelitian ini dikumpulkan dari sumber kualitatif dan kuantitatif. Lembar observasi, dokumentasi, dan lembar angket digunakan untuk mengumpulkan data kualitatif. Data kuantitatif berasal dari pre-test, siklus I, dan siklus II berupa tes pemahaman membaca. Total nilai siswa pada setiap tes adalah sebagai berikut: pada pre-test 64,53, pada post-test siklus I 83,41, dan pada post-test siklus II 96,6. Berdasarkan nilai siswa pada setiap tes, penulis menemukan bahwa rata-rata nilai siswa pada setiap siklus meningkat dari 59%, 68,8%, menjadi 80,4%. Setelah menggunakan pembelajaran kolaboratif dalam mengajar kemampuan membaca, penulis menemukan bahwa nilai rata-rata siswa pada post-test II berada di atas KKM. Artinya penerapan strategi pembelajaran kolaboratif memang dapat membantu mengatasi permasalahan dan meningkatkan skor kemampuan membaca siswa.

Kata Kunci: *Membaca, Kemampuan Membaca, Strategi Pembelajaran Kolaboratif, Deskriptif*

Abstract

Reading Ability is the understanding of the written word, the comprehension of the content being read, and the construction of textual meanings. The study's objective is to determine whether or not students' reading comprehension can be improved after being taught by collaborative learning strategy. The research design for this study is classroom action research. The data were taken from students reading test on descriptive text, observation, documentation, and questionnaire sheet. The population for this study was all of the students in the twelve grade at SMA Swasta HKBP Sidorame Medan, which had two classes with a same number of students in each. In the seventh grade, there are 30 students at SMA Swasta HKBP Sidorame Medan. The writer take samples of both class were consist of 30 students. The data shows that, there are still many students on grade twelve who are difficult in reading ability. The data in this study was compiled from both qualitative and quantitative sources. The observation sheets, documentation, and questionnaire sheet were used to collect the qualitative data. The quantitative data came from the pre-test, cycle I, and cycle II is reading comprehension tests. The total scores of students in each test are as follows: in the pre-test 64,53, in the post-test cycle I 83,41, and in the post-test cycle II 96,6. Based on students' scores in each test, the writer found that the average score of students in each cycle increased from 59%, 68.8%, to 80.4%. After using collaborative learning in teaching reading ability the writer found that the student's mean score in post-test II is above KKM. It means that the application of the collaborative learning strategy can indeed help deal with problems and increase students' reading ability scores.

Keywords: Reading, Reading Ability, Collaborative Learning Strategy, Descriptive

INTRODUCTION

Reading is one of the skills that students must have to learn English and gain knowledge from it. The ability of students to read English text efficiently and effectively is the goal of teaching reading. Students must clearly understand not only the structure of the text but, perhaps more importantly, its implied meaning. Reading is often used to acquire knowledge and develop students' skills. Students must have strong reading skills to learn a foreign language and gain access to the world's information, often in electronic media and printed materials, such as textbooks, journals, articles, newspapers, magazines, and e-mail.

As an English teacher expects the students to learn and read English well. However it make the students courageous and self-belief to read English within the class is not unchallenging. some of problem that make it happen are restricted time and restricted ability of teacher. The teacher only give an explanation for the grammar and the structure of English to fullfill the curriculum goal and generally they read the text without asking the student to read again the text. The teacher had no time to attention on students reading ability. In SMA Swasta HKBP Sidorame Medan specifically in twelve grade, the English

teacher is use conventional technique to teach. The teachers start explaining even as the students are listening, then do the assignments.

One of the receptive skills in English is reading, according to (Harmer, 2003) there are four language abilities are intertwined. The ability to read English-language materials is essential for understanding textbooks. Students who continue their education in high schools and universities must be able to read and comprehend a large number of books written in English. To get the meaning of the text for some purposes the reader must have the reading ability which is called reading comprehension. In this research place, there are still many students of class XII SMA Swasta HKBP Sidorame who are very difficult reading comprehension from the types of texts that have been taught in this research area. Students had difficulties understanding the meaning of a text, and the average score of students' achievement in reading English was low. This low score can be influenced by several problems such as First, in English students have difficulty understanding the meaning of sentences and hard to identify the text. Second, the text is not interesting because they are difficult to find the main idea and the purpose of the text. And lastly, the teacher couldn't use interesting learning because the teacher used a monotonous strategy in teaching so that students are bored and not interested.

According to the researcher experience, the problem that faced by the students especially at the twelve grade SMA Swasta HKBP Sidorame they find difficulties in identifying information of reading text. The researcher considers that collaborative learning can be applied to increase the ability in identifying information. This method develops students reading ability because they are encouraged each other and discuss the problem each other. It is supported by Syarif (2007) that collaborative learning is a way of teaching English as a foreign language where the students have many opportunities to interact each other and focuses on the achievement of language skill. It is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Furthermore, collaborative learning also can build the students speaking skill because they was discuss each other to solve a problem which they may find in learning process. Based on the explanation above, the researcher would like to conduct a research under the title "Increasing the Students Ability in Identifying Information of Reading Text through Collaborative Learning" to know how collaborative learning method can increase students reading ability. If this method can increase the students reading ability this method should be apply by the teacher at the school.

Table 1. The Results of preliminary Research

No	Name	Score of Reading Test
1	AW	60
2	JC	62
3	CL	69
4	JM	65
5	SM	63
6	GS	60
7	FS	60
8	AT	62
9	RS	61
10	EB	66
11	SS	69
12	AS	70
13	DG	70
14	YS	64
15	TS	66
16	CP	60
17	SM	60
18	SL	60
19	VL	68
20	JL	65
21	ALT	60
22	NS	68
23	WS	66
24	YM	60
25	ATS	65
26	ITS	68
27	RDS	63
28	SC	68
29	IP	67
30	WVS	65

Based on the background above, the researcher formulates the problem of the study as follow: Is collaborative learning effective to increase the students' ability in identifying information of reading text at twelve grade SMA Swasta HKBP Sidorame Medan?.

RESEARCH METHOD

Research Design

In this research, the researcher was use Classroom Action Research research design (CAR). This design is divided into four stages: planning, action, observation, and reflection. According to Start (Burns, 2010), teachers as researchers and reflective practices are concepts related to classroom action research. Action research is frequently used to investigate specific issues or problems related to classroom or school life. Furthermore, Burns also said that this classroom follow-up research made students more active in exploring lessons and thinking more critically. This classroom action research aims to get students closer to a confusing problem. In the action of this class researcher, students can also directly investigate the problem. In addition, this classroom action research also has a greater impact so that what is desired in learning can be achieved because the teacher himself has been encouraged to reach solutions to existing problems.

Based on the preceding definitions, the researcher concludes that classroom action research is classroom action research that can be carried out by researchers and teachers with their colleagues by involving a group of students to improve the teaching and learning process or to increase students' understanding of the lesson.

This research use data observation and documentation to teach reading using the collaborative learning. When we conduct research using CAR we can analyze the data through two cycles in action. The first cycle and the second cycle in this class action are a series of activities that have a close relationship. The difference is that when we realize cycle II we need to re-correct from the implementation of a cycle I and see which areas the students are unable to do. This research focuses on efforts to increasing students' ability in identifying information of reading text through collaborative learning.

Population and Sample

1. Population

Before collecting the sample, the researcher should first determine the population. This research's population consists of first-year students from the 2023/2024 academic year. The population for this research is all of the students in the twelve grade at SMA Swasta HKBP Sidorame Medan, which had two classes with a same number of students in each. In the twelve grade, there are 30 students at SMA Swasta HKBP Sidorame Medan.

2. Sample

Sample selection is an important step when you want to conduct a research. This sample is part of the population selected to be used as research material. The sample must be chosen properly so that when the researcher is researching, the research can run well. (Arikunto, 2006) suggests that the sample is a selected subject that represents the population. In addition, the sample is a collection of the population (Arikunto, 2006). In this research, the researcher decided to take 2 group from class XII, which is XII IPA adn XII IPS which consists of 30 students as a sample.

The Data Collection Instrument

This research applies two data collection instruments, namely qualitative and quantitative data. The instrument of data collection in quantitative data is using a reading test. This test is useful to find out how far the students' reading ability is. Meanwhile, to collect qualitative data, the researcher uses observation sheets, questionnaires, and documentation which are intended to record all activities that occur during the teaching and learning process. In this case, what is identified are teachers, students, and class conditions. This data collection is to find out whether students give a positive response during the reading learning process and can they accept what the teacher explains to them.

The Technique of Analysis Data

The researcher collecting data for this study using both quantitative and qualitative methods. Questionnaires was be used to collect qualitative data, which was be analyzed. Meanwhile, quantitative data from the reading test was be analyzed. The researcher used the following steps to analyze the data:

1. Examining student papers
2. Scores are tabulated from lowest to highest.
3. Examining student performance in cycles I
4. Determining the percentage of student grades
5. Reaching conclusions

After the teaching and learning process is complete, the researcher assesses the results of the students' exams to find out how many results are obtained by students. Then, the researcher sees how many students have low scores and how many students have high scores. In the third step, the researcher compares the scores produced by the students in the first cycle. The fourth step is to calculate the percentage obtained by students to find out the results they achieve when using CAR in the teaching and learning process.

To scoring students' test the writer used:

$$S = \frac{R}{N} \times 100$$

Where:

S= The test result

R= The number of correct answers

N= Number test items

The writer used the following formula to determine the mean of the student's assessment scores:

$$X = \frac{\Sigma X}{N} \times 100$$

Where :

X = the mean of the students' score

ΣX = the total score

N = the total number of students.

RESULT AND DISCUSSION

Results

The writer findings that the collaborative learning can increase the students' reading ability. It is proved that the data shows the mean of the students' scores increases on every test. In the last reading Test post test cycle 1, the mean was 64,53 and the post-test cycle 2 83,41. It is higher than the pre-test 50,09. The data indicate that the application of the collaborative learning is effective to increase students reading comprehension and helps teachers to teach reading ability.

The writer also analyzed the qualitative data to support the research finding besides the quantitative data. The observation sheet also showed that the student's interest in reading comprehension increased because they could share their knowledge and express their opinion to each other and also find their problem in reading comprehension and get the solution to the problem. The questionnaire sheet also proved that most of the students strongly agreed that collaborative learning is the best strategy for learning reading. Mrs. M.S as the English teacher in the school also agreed that collaborative learning is so effective to help the students in learning reading and is suitable to be used in classroom activities. From the observation, it is found that the classroom activities ran well.

Discussion

Based on the findings that have been made, it was found that the collaborative learning technique can increase students' reading ability scores. Collaborative learning encourages students to express themselves to other students and communicate to gather actively to achieve the desired learning. Implementing collaborative learning can help students build knowledge while also encouraging their participation and motivation in the learning process. Collaborative learning refers to an instruction method in which learners of various performance levels at work are responsible for helping one another to be successful. Collaborative learning is an educational approach to teaching and learning that involves a working group of learners together to solve a problem, complete a task, or create a product. In analyzing the data, the writer identified the students' difficulties in understanding the text they read. The writer found it by using a reading test on descriptive text. There are several causes that students face when learning reading, such as: the text is not interesting, students do not understand the meaning of new words in the text. Based on the students' statements, the writer concluded several factors, namely: they did not know the meaning of some new English words, and they do not fully understand the meaning of the texts they have read.

CONCLUSION

The study's findings lead to the following conclusions:

1. Collaborative learning can make students more active in reading and increase their reading ability when they teach through collaborative learning technique.
2. Collaborative learning is the technique of reading sets for interacting with the text material through three steps: Read the text as clearly, Ask yourself the main ideas of the text, and Put the main ideas in your own words. When the teacher asked the students to provide their replies to questions connected to the text, they were able to put the text in their own words, indicating that they understood the contents of the text.
3. That is true from quantitative and Qualitative data that there is an improvement in students' reading comprehension when they were taught through the collaborative learning SMA HKBP Sidorame Medan First year in particular. It is shown by the increase of the students' mean scores from the pre-test up to post-test cycle I. In the pre-test is 50,09 and in the post-test cycle I is 83,41. From this result, the application of the collaborative learning can improve students' reading ability significantly. Contribution of this study is collaborative learning facilitates the

students to increase their achievement in reading. So, the teacher can use collaborative learning to teach reading.

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