IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL BY USING COLLABORATIVE LEARNING

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ABSTRACT

Reading is one part of English skills that very important in learning English for students. Many students are content to read in English, but for the other students still have some problems. The students feel hard when they are reading descriptive text, they do not understand every word when they read the text, because they do not know enough vocabulary, and the teacher still uses traditional method to teach reading in the classroom. To acquire the students' reading skill is needed to stimulate participation of students. Therefore, in this study, researcher will try to apply collaborative learning approach. This model is expected to overcome the problem that occurs in the field. This research is aimed to find out whether teaching reading using collaborative learning is effective to improve students' reading skill, to collect students' perception and impression of collaborative learning process, and to collect the progression result of students' participant in learning reading descriptive text at VII-2 class of SMPIT Darul Muttaqin Bogor.
Keywords: Reading, Collaborative Learning, Classroom Action Research.

I. INTRODUCTION

Nowadays, English is one of global language in the world that becomes important language for people. Most of people from various nations use English as a standard language. Besides, the government takes up English as a compulsory foreign language subject, which is taught in Indonesian schools.

English is one of the important foreign languages in Indonesia that has purpose to absorb and to develop knowledge, technology, and to estabilish relation with other nation. Reading is one of English skills that the students need to obtain. For junior high school in Indonesia, the students learn reading skill to comreherend meaningin many types of text such as descriptive, produce, report, narrative, and recount. Many students read English text for various purposes especially reading for pleasure; it is the easiest way to comprehend the written material, such as reading comic, novel, or magazine.

Genereally, the writer hopes the result of this study are expected to improve the students and teachers in learning-teaching English. For English teacher , the findings of this study are expectedbto be able to to increase the teacher knowledge to become more creative in teaching English thought collaborative learning.

II. LITERATURE REVIEW

Definition Of Reading

Reading is communication between the reader and the words on a page. Similar to Eric and Robert and that reading is interpretation and interaction.

Types of Reading

There are two types of reading :

1. Intensive Reading

In intensive reading, "as the term indicates, each vocabolaryand structural item is explained and made part of students' active language; pronounciation and intonation are stressed; and each concept or allusion is clarified".

2. In estensive reading

The principal aim is comprehension. The students are trained to comprehend or to understand the meaning or the concept from a passage silently without teacher's help.

The purpose of reading

- Reading to search for simple information
- Reading to learn from text
- Reading to integrate information, write and critique text
- Reading for general comprehension.

Defination Of Descriprive Text

There is a kind of text that involves not so much telling the readers about facts or events as showing the readers something.

Purpose of Descriptive text

- To entertain
- To express feeling
- To relate experience
- To inform (for a reader unfamiliar with the subject)
- To inform (to create a fresh appreciation for the familiar)
- To persuade.

Structure of Descriptive text

- Identification, introducing subject or thing that will be described
- Description, informing features of subject.

Definition of Collaborative Learning

Collaborative learning is an approach that entails student working together to archieve common learning goals.

Principles of Collaborative Learning

- Positive interdependence
- Accountabiity
- Tea Formation
- Team size
- Cognitive development
- Social development

III. RESEARCH METHOD

Action research is the systematic collection of information that is designed To bring about social change. Action research is a form of self-reflective inquiry undertaken by participant in social (Including educational) situtions in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situtions in which the practices are carried out. Kurt lewin says "action research is a sequence step contains four phrases: planning, action, observing, and reflecting.

IV. DISCUSSION

1. Profil of School Descrition

The writer applied this research based on Classroom Action Research that consists of 3 cycles, every cycle has four phases, there are planning, action, observation, and reflection (Suharmini Arikunto,2006:16). In this research, it discussed the explaination of technique to develop students' reading compeherension of descriptive text by using collaborative learning at VII-2 grade of SMPIT Darul Muttaqien Bogor in the first semester academic year 2010/2011.

SMPIT Darul Muttaqien is a junior higt school under Darul Muttaqien Boarding School Fundation. It is located on *jl. Raya Jakarta Bogor KM 41. Po.Box 25 Desa Jabon mekar Parung Bogor.* This junior high school was built in 2007. Area of this school is about 149m^2, the large of the building is 311.5m^2, this building instead of 6 classroom, a library and science laboratory. The amount of the students in this school is 79 students and 15 teachers who teach in many subjects.

2. Before Applying the Classroom Action Research

Before applying the action research, the writer had done pre survey to know the detail condition of the class that would be researched. Those are pre interview, pre observation, and pretest.

Pre interview

Pre interview was held on Monday, July 26th 2010 started at 10.30 A.M and finished at 11.30 A.M. in this interview, the writer asked the teacher some questions related to the condition in English class, on students' performance and achievement. The problem was faced in the seventh grade class.

Teacher's Interview

- How is the process of teaching learning English in the classroom?

Teaching learning English was effective in many classroom, but there was a class that faced/ found some problems, it was VII-2 class. This class was too passive.

- How is students' attention toword English subject?

As a said before, the students' interesting was low except for clever students in VII-2 class

- What is method that used in learning English?

I use GTM method for the first grade, because they were too young to learn using complex method, I am doubt, if the students' learn with the other method, it is hard for them.

- Is the method effective?

Yes for temporary, when the students were still in the class, they understand, but after class. I do not think so. I want to use collaborative learning in teaching English

- How is the students' English score in VII-2 class?

Comaparing with VII-1, VII-2 class score are still low.

- What do you know about collaboratve learning?

It is one of method in the teaching learning where the students work together to solve problem. Ir sounds interesting.

- Is collaborative is effective to apply in learning English?

I think so. Let us try it.

Pre Observation

The teacher suggested the writer to observe the process teaching learning in reading class. It was held on at VII-2 class of SMPIT Darul Muttaqien Parung Bogor academic year 2010/2011. In VII-2 classroom there are 15 members of students. The pre-observation was held on Wednesday on the 28th July 2010, it was started at 13.30 P.M and finished at 13.50 P.M. and on Thursday on the 29th July 2010, it was started at 06.50 A.M and finished at 08.00 A.M. Apprently when the writer was observing the teaching learning process in the classroom, the teacher explained the reading passage material to the students by reading the next and then directly translating the next into Bahasa Indonesia and the students write the translation in the text paper.

The are data result in pre observating :

1. Bagaimana menurutmu tentang pembelajaran Bahasa Inggris di kelas?
   Siswa Nilai Tinggi : Menyenangkan
   Siswa Nilai Rendah : Biasa Saja
2. Apakah kamu senang dengan pembelajaran Bahasa Inggris?
   Siswa Nilai Tinggi : Senang, karena suka ada quiz
   Siswa Nilai Rendah : Tidak Terlalu
3. Bagaimana hasil belajar Bahasa Inggris kamu?
   Siswa Nilai Tinggi : Alhamdulillah mudah mengerti
   Siswa Nilai Rendah : Sulit, susah ngerti dan bingung artinya.
4. Apakah kamu puas dengan nilai Bahasa Inggris yang diperoleh?
   Siswa Nilai Tinggi : Alhamdulillah bagus
   Siswa Nilai Rendah : Hehe… masih kurang
5. Bagaimana menurut pandanganmu tentang cara gurumu menerangkan/menjelaskan materi pembelajaran Bahasa Inggris yang dijelaskan oleh guru?
   Siswa Nilai Tinggi : Cukup asyik
   Siswa Nilai Rendah : Biasa Saja, kadang masih suka bingung

Pre Test

The Writer gave pretest to the student on Wednesday, August 18st 2010 started at 13.30 P.M. The pre test was used to evaluate the students' reading comprehension ability in terms of descriptive text. The pre test questions consist of twenty multiple choices; the questions were based on the indicators in learning reading in term of descriptive text such as: deciding main idea based on the based

on the text, factual information, identification, description, and linguistic competence to enlarge students' vocabulary in learning reading compeherension. The writer gave chance to the students to do the pre test about thirty minutes.

The implementation of CAR

After the writer and the teacher had done Classroom Action Research procedures, which had begun from the writer prepared proposal that had been agreed by the principal and the teacher, prepared instruments and class that will be used for CAR, in addition after they read and compeherended the theory framework. The writer and the teacher analyzed the data from the pre test. Therefore, the writer elaborates the result that had been reached during Classroom Action Research.

1. CYCLE I

Planning

In cycle I, the writer and the teacher arranged lesson plan that included competition standard, basic competition, and some indicators that would be reached by the students. Before applying the action, the writer and the teacher prepared many things that would be used in CAR. They prepared media of learningthat would be used, method that would be applied, time allocation based on the school policy for seventh grades in learning English.

The first cycle would be done in twice meeting : on Thursday, 19th and on Wednesday, 25th August 2010. There were 15 students, the teacher, and the writer as an observer.

The criteria of successful CAR were all of the students were active, 75% students were able convey their idea about the subject, 75% students asked questions, 80% students answer the questions, and 100% students could do their group tasks on time based on the teacher's instruction.

Acting

In the first cycle, the action was carried out based on the plan, there were twice meeting on Thursday, August 19th and on Wednesday, 25th 2010. On the first meeting, there were 13 students from 15 students who present in the classroom, the students who did not come to the class because of sick, and another reason. Meanwhile, on the second meeting in cycle one, there were no students who were absent.

The teacher and the wrter had done teaching learning process inthis cycle as proper as lesson plan that had been made. In this cycle, the teacher had begun the class by greetings. Then, the teacher explained the reading passage, which discussed about descriptive text. There was a text that would be learnt.

V. CONCLUSION

Based on the research carried out in VII-2 grade at SMPIT Darul Muttaqien Parung Bogor academic year 2010/2011, it concluded thatcollaborative learning approach is effective to enhance the learner' reading skill. It referred to the following information :

1. Related to the test result, there were some progressions of students' score from pretest to the posttest of the third cycle. In the pretest, were three or 20% students who passed the KKM and the mean score of pre

test were 50.68. Then n the result of posttest in cycle I, there were 4 or 26.68% students in the class who passed the KKM considering their mean score of the test gained 60.67. Next in the result of posttest in the second cycle, there gained 9 or 60.00% students who passed the KKM in which their mean score of reading test derived 70.00. Next in the result of posttest in the third cycle, there gained 12 or 80% students who passed the KKM in which their mean score of reading test derived 81.00.

2. The observation result showed that the students' participation were more active and interested in learning reading activity in the classroom. In the result of students' participation averages in each cycle were: in cycle I there were 39.85% students who participated in teaching learning process. In cycle 2 there were 74.67% students who participated in teaching learning process. Next in cycle 3, there were 97.34% students who participated in teaching learning process. These result indicated success, it can be seen from the average of students' participation was 97.34% higher than the average criteria that had been determined by the teacher 84%.

3.   Based on the interview result it can be concluded that the students' perception and impression about process of learning reading skill by using collaborative learning is more enthusiastic.

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