

# Improving the Tenth Grade Students' Reading Skills by Using Collaborative Learning

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## **Abstract:**

**Background** Reading is one part of English skills that is very important in learning English for students. Many students are content to read in English, while others still have some problems. Acquiring the students' reading skills is needed to stimulate the participation of students. This research aimed to find whether collaborative learning effectively improves students' reading skills and collect students' perceptions and impressions of the collaborative learning process while also seeing the progression result of students' participation in learning descriptive reading text

**Materials and Methods:** The method used in conducting this research is classroom action research (CAR) based on Kurt Lewin's design: Planning, Acting, Observing, and Reflecting. The study subjects were students of the X-2 grade class of SMK TarunaTerpadu 2 Bogor. The instruments that are used in this research are the English test sheet, observation sheets, and interview guides

**Results:** Based on the research results, the application of learning a reading skill (descriptive text) by using collaborative learning has improved, in the development of the post-test in the third cycle gained 12 or 80%, and the average of students' participation was 97.34%, higher than the average of criterion that had been determined by the teacher 84%. In addition, students' responses to learning are generally positive

**Conclusion:** Based on these findings, collaborative learning can improve students' reading ability in grades X-2 of SMPIT SMK TarunaTerpadu 2 Bogor

**Key Word:** Collaborative learning, Classroom Action Research (CAR), Descriptive Text.

## I. Introduction

English, one of Indonesia's important foreign languages, aims to absorb and develop knowledge and technology and establish relationships with other nations. Thus, it is essential to learn English to help people get information and knowledge in every aspect, such as education, science, religion, society, and technology. Those are four skills that people should master in learning English: listening, speaking, reading, and writing. Nevertheless, from the information above, there are some problems for students in learning the reading skill, especially for many students in Indonesia. According to Nasution, Andriana, et al. (2019): literacy is one of the severe problems experienced in Indonesia. The lack of care from the government and the private sector toward illiterate people makes the illiteracy rate relatively high).

Because of this, this problem must be one of the government's targets in the future because, directly or indirectly, illiteracy plays a role in increasing the number of poverties in Indonesia, causing many students in Indonesia to have low interest in reading ability. Based on the author's observation, one of the problems in reading is the students feel hard when reading descriptive text. On the other hand, the English teacher still used the conventional method of teaching reading in the classroom. If the classroom is significant, the teacher cannot guarantee all students in the school can pay attention to their teacher. One of the teacher's attempts to improve the student's ability in reading is by using appropriate teaching techniques. The teacher should maximize their potential in the classroom, such as making group work in the learning process to solve the problem. Therefore, the author tries to choose a method to teach reading (descriptive reading text) by using collaborative learning

.From the statements above, this research investigated whether collaborative learning effectively improves students' reading skills.

## II. Material And Methods

The object of the study is the student in X-2 class of SMK TarunaTerpadu 2 Bogor. The method that was used is Classroom Action Research (CAR).

Qualitative analysis is used when observing students' activities during the teaching-learning process and the interview before and after CAR. In this case, the author collected the whole data that have gained. In analyzing the statistical data, the author puts on the average of students' reading scores per action in one cycle, students' participation percentage and performance progression in the teaching-learning process in every cycle, and students' response toward collaborative learning in learning a reading skill (descriptive text) and the average

of students' reading score per action in one cycle. It is used to measure the student's performance in reading skills. The Formula that was used is :

$$\bar{X} = \frac{\sum x}{n}$$

Where,

X : mean

x : individual score

n : number of students

Equation 1. Individual Score Mean

### III. Result & Discussion

#### Reading In General

Fatimah (2020) explains that reading in communication is not limited to written script reading. From a communication perspective, reading is more appropriately seen as an activity of scanning codes, symbols, and other forms of representation that contain patterns, including written scripts. Data and information can be seen as messages, while the five senses and technology as an extension of the sensory system can be seen as sensors that receive the messages.

There are some definitions of reading from some experts. Karolides (2020) explained reading process is that the literary work exists in the transaction between a reader and a text. The active participatory role of readers encompasses—in conjunction with comprehension—discovering meaning, responding emotionally, and developing interpretation. Readers are not passive spectators of the text but are active performers in the text. The reading process begins with the reader and the words of the text. From some explanations, the writer concludes that reading is a means of language acquisition, communication, and of sharing information and ideas. By reading, we can get some specific and detailed information.

However, reading is an active skill; reading comprehension skill separates the "passive" unskilled reader from the "active." Nourdad&Rahimali (2018) Moreover, the readers should master vocabulary (semantic) and grammar (syntactic). They also should have "knowledge of the world."

#### Why Use Collaborative Learning

There are some explanations about collaborative learning from many experts. Arifin, A. M., &Asad, S. M. (2019), according to Nunan, "Collaborative learning is an approach that entails students working together to achieve common learning goals." It indicates that collaborative learning is an approach in which the students work and discuss together.

In collaborative learning, the students are active; in learning, they are not passive because each student has a role in this term. Carleton (2020) defined collaborative learning as a pedagogical approach, where students have to be responsible for their learning and are encouraged to be active and to have a role in the learning process.

By using Classroom Action Research (CAR), the result was showing as follows:

#### 1. Cycle 1 :

The students' participation was still low, and it may be because they had unusual learning by group work before, and most of the students still felt unconfident. The post-test result showed only 26.68% of students scored above 70.

#### 2. Cycle 2 :

It was found an n improvement from cycle 2, where students' participation was better than in the previous cycle. The students are more interested in reading, but the teacher should give stimulus for the passive students because there are still 23 active students and 19 students asking.

Most of the students accomplished the task on time; there was about 62% of the group. Only two groups did not achieve the task on time. The post-test result showed that only 60% of students got a score above 70.

#### 3. Cycle 3

There was increasing progress in the third cycle, where the group accomplished the task on time. There was a progression in the student's participation. Student's willingness to be active in learning is 97.34%. The post-test result showed that 80% of students got a score above 70.

#### IV. Conclusion

Based on the research carried out in X-2 grade at SMK TarunaTerpadu 2 Bogor academic year 2021/2022, the collaborative learning approach effectively enhances the learners' reading skills. Using Classroom Action Research (CAR), it was found that the third cycle has shown significant improvement in active learning for 97.34% and that 80% of the student have a post-test score above 70.

Based on the classroom research result, suggestions are as follows: In reading skill, the teachers hoped to be more creative in teaching students to maximize the teaching-learning process and makes the students not bored. The teacher should actively involve her students in the teaching-learning process. A collaborative learning approach can be applied in English learning to improve student's reading comprehension of descriptive text. In this term, the students are demanded to work together in a group to solve the problem.

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