

**IMPLEMENTING COLABORATION LEARNING STRATEGIES BY
ENGLISH TEACHER AT SMPN 2 JAMBI CITY**

A THESIS



Written by:

MUHAMMAD SUKI

A1B218043

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JAMBY UNIVERSITY**

JULY 2025

APPROVAL

This thesis “**IMPLEMENTING COLABORATION LEARNING STRATEGIES BY ENGLISH TEACHER AT SMPN 2 JAMBI CITY**” written by Muhammad Suki, student number A1B218043 has been corrected and approved to test in front of board of examiners.


Jambi, 11 june 2025
First supervisor



DRA. ARMIWATI, M.HUM
NIP: 196608311994122001

Jambi, 11 june 2025

Second supervisor



DONY EFRIZA, S.PD., M.PD
NIP: 201706051008

LETTER OF RATIFICATION

This thesis entitled “**IMPLEMENTING COLABORATION LEARNING STRATEGIES BY ENGLISH TEACHER AT SMPN 2 JAMBI CITY**” written by Muhammad Suki, student’s number A1B218043 had been in front of the board examiners on and was declared acceptable.

The Board of Examiners

1.

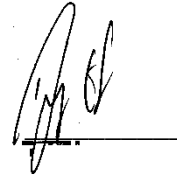
DRA. ARMIWATI,M.HUM
NIP: 196608311994122001

(Chair person)



2.

DONY EFRIZA, S.PD., M.PD
NIP: 201706051008



Jambi, 9th July 2025
The head of English as a foreign
Language Teacher Education Program



Dr. Mukhlash Abrar, S.S., M.Hum.
NIP. 198403142008121001

DECLARATION OF ORIGINALITY

1. **Muhammad Suki** A1B218043, clarify that this thesis is my own work and has not been submitted in any form for another degree or diploma at my university or other institute or tertiary education. Information derived from published and unpublished work of other has acknowledged in the next and the list of reference is given in the bibliography

Jambi, July 9th, 2025

A handwritten signature in black ink, appearing to read 'Muhammad Suki', with a stylized flourish at the end.

Muhammad Suki

NIM. A1B218043

MOTTO

We cannot learn without pain.
(Aris Toteles)

Our task is not to succeed. Our task is to try, because it is in trying that we discover and learn
the meaning of success
(Buya Hamka)a

hold fast to hope, even when your soul whispers it's time to let go
(Suki)

I dedicate this thesis to my beloved mother, Jawariyah, whose endless prayers and love have always guided me; to my late father, Hasan Basri, who taught me the value of perseverance; and to my closest friends, whose support has been invaluable throughout this journey. Thank you all for being my strength and inspiration

ABSTRAK

Implementation of Collaborative Strategy Reading (CSR) in Teaching Reading Comprehension to Eighth Grade Students at SMPN 2 Jambi City

This study investigates the effectiveness of Collaborative Strategy Reading (CSR) in improving students' reading comprehension. Using a pre-experimental design with one-group pretest-posttest approach, the research involved 30 eighth-grade students at SMPN 2 Jambi City. Data were collected through reading comprehension tests (pretest and posttest) and classroom observations during six CSR sessions, which incorporated four strategies: preview, click and clunk, get the gist, and wrap up.

Results showed significant improvement in mean scores from pretest (61.66) to posttest (72.96). Statistical analysis (t-test) confirmed this difference with $t_o = 8.17$ (sig. <0.05), supporting the acceptance of the alternative hypothesis (H_a). These findings align with previous studies demonstrating CSR's effectiveness in enhancing comprehension through group work and active interaction.

Study limitations include the absence of a control group. Recommendations include: (1) teacher adoption of CSR as an alternative reading strategy, (2) intensive CSR training for educators, and (3) further experiments with broader samples. This research contributes to developing collaborative literacy teaching methods in Indonesian EFL contexts

.Keywords: Collaborative Strategy Reading, reading comprehension, cooperative learning, EFL, pre-experimental

ACKNOWLEDGEMENTS

All praise belongs to Allah, Lord of the Worlds.

With His endless grace and guidance, I have finally reached the end of this journey: the completion of a thesis born out of perseverance, tears, and countless prayers. May peace and blessings be upon Prophet Muhammad SAW, the eternal role model whose light guides our hearts.

This thesis is not merely the product of my own hands, but rather a tapestry woven from love, prayers, and the unwavering support of many whose presence often remains unseen. Allow me to express my deepest gratitude from the bottom of my heart:

To my beloved mother, Jawariyah

Thank you for your boundless patience, for the countless prayers whispered in your every sujud, and for the tears that silently became my source of strength. You are the light that guided me out of the darkness of doubt. To my late father, Hasan Basri
Though you are no longer physically by my side, your words and resilience live on within me. Your prayers reach beyond the skies, becoming an unseen pillar that strengthens me. May I one day make you proud.

To my supervisor, Dra. Armiwati, M. Hum. Thank you endlessly for your patient guidance, gentle advice, and unwavering encouragement even when I was close to giving up. Thank you for never losing faith in me, even when I doubted myself.
My gratitude also goes to Mr. Dony Efriza, S.Pd., M.Pd., for your detailed feedback and insightful corrections that helped shape this thesis to its final form.

To my Academic Advisor Mrs. Dr. Fortunasari, S.S., M.A. Thank you for your guidance, attention, and for always being willing to listen to my doubts and stories throughout these years of study. Your advice has been an invaluable compass in this long journey.

To my beloved sister, Della Fitri yani, I extend my heartfelt thanks for willingly being "burdened" in every way during the process of completing my thesis. From helping gather literature, accompanying late-night discussions, to being my refuge during stressful times—your presence has been like an oasis in the desert. Your support and cheerfulness have been the vitamins for my spirit. To my younger sibling, Selly Amanda Wulandari
Thank you so much for helping prepare all the documents at home and taking care of so many other important details that made this thesis journey smoother. Your help behind the scenes has been truly invaluable.

To My Family, I also want to express my gratitude to my entire family who have continuously showered me with prayers. Every "Ameen" in your prayers, every supplication before sleep, and every good wish you have sent my way—all of these have flowed into positive energy that has strengthened me through the toughest days of writing this thesis.

"You are the greatest unseen team behind my success."

To my dearest friend

Thank you for your endless support, and for believing that I could get through all of this — even when I doubted myself.

Thank you, too, to my loyal *Thai tea* that never failed to accompany me through countless hours of writing and reflection.

To my beloved alma mater, Universitas Jambi

Thank you for being my home of knowledge, a place where I stumbled, grew, and ultimately stood back up stronger.

No human work is ever perfect. Yet, I hope this thesis stands as proof of how deeply love, prayer, and sacrifice were woven into its making; may it become a small but lasting charity and testament that no effort was in vain.

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Jambi, July 9th, 2025
Writter

A handwritten signature in black ink, appearing to read 'Muhammad Suki', with a stylized flourish at the end.

Muhammad Suki
NIM. A1B218043

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Reading is an activity to get information from text. Reading is one of the four English skills that must be studied continuously because there is a lot of information to be obtained from reading, especially for students, because through reading process students will get a lot of knowledge from various fields, in the field of education reading is very important to understand lessons and to get new information, understand the meaning and others. Reading is also necessary for students studying English subjects in their classes.

As McDonought and Christopher stated that —reading is the most important foreign language skillll. Reading becomes essential for students in order to enrich their knowledge. Based on the 2013 curriculum in Indonesia, especially English subjects, students need reading as a lesson to build their ability to read English texts such as to understand main ideas, supporting ideas, meanings of words, sentences, and explicit and implicit texts. This means that students also need reading comprehension to achieve the goals of the 2013 curriculum. At the SMP level students are asked to understand the text from the textbook and there will be questions from the teacher or students must answer questions from the book. That is one way to find out whether students have understood the text or not.

Reading comprehension is important, not only for understanding texts, but for

broader learning, success in education, and work. Students must have a good understanding and understanding of the information through reading. In general, the purpose of teaching reading is to develop students' ability to read material, obtain information and understand texts. Reading comprehension is one of the important points in the 2013 curriculum. According to Snow reading comprehension is a process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement in written text. In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information. Reading comprehension is when a person not only reads but also builds and constructs meaning from what we has read. This means that reading comprehension is an important thing to do when someone is reading. To understand the meaning of the text one needs to understand the text. Therefore reading is always associated with understanding.

The English teacher at this school has delivered material to students based on the curriculum and the teacher usually uses books in the teaching and learning process. The teacher uses textbooks to explain the material. The teacher asks students to read a certain text in a student's book or exercise book, and then he asks them to do an assignment following that text. The teacher has explained the material very clearly. But in fact, some students are still not able to understand the text as a whole. There is a clear problem that students have difficulties in reading comprehension.

Students' difficulties in reading activities can be seen from the existing phenomena. The phenomenon is that some students have deficiencies or weaknesses in vocabulary, find it difficult to grasp the meaning of reading texts, have difficulty memorizing vocabulary, in identifying detailed information and the main ideas of reading texts they also experience difficulties.

Based on the phenomenon above, students need reading strategies to read with understanding. English is taught in Indonesian education from elementary school to university. As foreign language learners, students need strategies to understand English reading texts. Currently, many variations of techniques are offered in teaching reading. One of the techniques is Collaborative Strategy. According to Klingner and Vaughn, Collaborative Strategy is a technique that has been designed to improve students' reading comprehension through small group discussions in which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". Here, students work in groups, and they are taught to activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and form appropriate texts. Questions about the text. In other words, students are given the opportunity to contribute to their group by working together.

The goal of Collaborative Strategy is to facilitate students in improving their reading comprehension by working together in groups and to better understand the material in their reading assignments. As a result of implementing Collaborative Strategy, students can not only

have a better understanding of texts but also learn to communicate in small groups. Thus, by involving this technical activity, students are expected to be able to solve their problems in understanding reading texts. Based on preliminary observations at SMPN 2 Jambi City, the authors found several problems faced by students in understanding texts, most students at this school were confused in processing information in phrases or sentences. They cannot connect between sentences. They only tend to translate one word at a time to understand its meaning. Some students also feel that reading is boring. Learning English in senior high schools and vocational high schools is expected to reach the informational function stage. The information stage in English competence describes the condition in which people have the ability to access knowledge by fully designing their competency in the language they are learning. In fact, reading is the key to getting information from the text. In Indonesia there are still many who have difficulty understanding texts, especially English.

In addition, to get information from English texts, students need to understand English by understanding the text. In addition, teachers also experience difficulties in designing reading comprehension tests using conventional methods such as teachers having to use a lot of paper to copy the test and distribute it to students to read, this method automatically tends to make students sick of reading the entire text in a reading comprehension test. This monotonous activity causes boredom for most students. Based on the explanation above, the writer will conduct research with the title " The Implementation of Collaborative Strategy in Teaching Reading Comprehension at Eighth Grade Students of SMPN 2 Jambi City".

1.2 Research Question

Based on the background of the study above, the research formulates research question as follows:

- a. How is the students' reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City ?
- b. How is the implementation of collaborative strategy in teaching reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City ?
- c. Is there any improvement of student's reading comprehension after implementing collaborative strategy at Eighth Grade Students' of SMPN 2 Jambi City ?

1.3 The Objectives of the Research

Based on the research question, the objective of this research is formulated;

- a. To know the students' reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City.
- b. To know the implementation of collaborative strategy in teaching reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City.
- c. To know either student's reading comprehension get improvement after implementing collaborative strategy at Eighth Grade Students' of SMPN 2 Jambi City.

The significance of the research is hopefully give contribution for:

a. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopefully know their reading comprehension after using collaborative strategy and it can become the option of the students for their learning solution.

b. Teachers

The teacher can understand the students' reading comprehension and can become resources for teaching the next student or class, so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

c. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

CHAPTER II

REVIEW OF REATED LITERATURE

2.1 Review of Previous Research

Many researcher's have conducted their research on using of collaborative strategy in teaching reading students' reading comprehension. Their findings are consecutively presented below:

First research is conduct from Anang Tri Purwanto which title —The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension to the Tenth Grade Students of SMAN 6 Kediri In Academic Year 2015/2016^l. Based on the result of the research, known that Collaborative Strategy Reading is an interesting strategy for teaching English to students because within CSR students were taught cooperatively, so they feel interested in answering the question from the teacher.

Second Research from Indah Fadhilah Rahman which title —The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension^l. The study reveals that the implementation of CSR has a significant effect on students' reading proficiency in terms of content of the text: preview, clik and clunk, get the gist and wrap up. The results of students' reading score from pre-test to post-test demonstrate a significant difference. It is found that sig. (2-tailed) is 0.000 lower than 0.05. The finding signifies that CSR is positively responded by the experimental class. The implementation of CSR increases students' reading proficiency.

Third research from Fitriadin which title —The Using Collaborative Strategic

Reading to Improve The Students' Reading Comprehension at the Eighth Grade of Mts Al-Badar¹¹. Based on the calculation, the result of the data analysis showed that the mean score of the experimental class was 59.10 the mean score of control class was 56.78. The mean score of the posttest of experimental class was 77,36 and the mean score of post test of control class was 67.5. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So according to the theory the collaborative strategic reading is able to encourage reading comprehension at the eighth grade of MTs Al-Badar.

Fourth is research from Oryza Eka Satifa which the title —Improving Students' Reading comprehension Through Descriptive Text by Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021¹². The result of this research showed that there was improvement of the students reading comprehension. It could be seen from the result of the post-test I and II that been improved. From 47,75 % students who achieved the minimum score in pre-test become 62,50% in post-test I then 84,37% in post-test II. It can be concluded that Collaborative Strategic Reading (CSR) can make students' reading comprehension better than before.

Fifth is research from Siti Patimah which the title —The Implementation of Collaborative Strategy in Teaching Reading Comprehension (A Pre- Experimental Research at the Eighth Grade of MA Mannongkoki Takalar)¹³. The research findings indicated that Collaborative Strategy Reading gave greater contribution to the students' reading comprehension. In literal level, the students' mean score of pretest was 58 and it was classified as poor, posttest was 77 and it classified as fair good and

the improvement of students' achievement in literal was 32.7%. In interpretive level, pretest was 59 and it classified as poor, post- test. was 76, it classified as fair, and the improvement of students' achievement in interpretive was 28.8%. Where the t-test is greater than t-table means that there is significantly difference between pretest and posttest after using treatment. It indicates that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of posttest as the final result gave significant improvement. It was concluded that the use of Collaborative Strategy Reading (CSR) was able to give greater contribution in teaching and learning reading comprehension in MA Mannongkoki Takalar. According to some previous finding above it is shown that all of the using Collaborative Strategic Reading but different way. The first one focus on teaching area content then he used descriptive qualitative as a method, second one using experimental research by using two groups' namely pre-test and post- test, the third one using quasi experiment, the fourth one used classroom action research and in this last study, it was almost similar to my research because both used the pre-experimental method but it would be different from his research location and the total samples. Thus, in this case the research interests to implemented collaborative strategy in teaching reading comprehension in different way, which is using pre-experimental research.

Some part Idea

2.2 Concept of Reading Comprehension

A. Definition of Reading

Reading is used to refer to the task of understanding a text of sentence and

phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment. Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world. Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.

Based on the explanation above, the researcher given definition that reading is an activity of interpreting and understanding written messages in the form of letters, words, sentences, and text, by using reading skills which include understanding words, understanding sentences, and understanding texts. In reading, individuals process information from the text they read by using cognitive abilities such as memory, attention, and language processing. Good and effective reading skills are very important in everyday life, because reading is one of the main ways to acquire knowledge, broaden horizons, and enrich vocabulary. In addition, reading can also

improve problem-solving skills, creativity, and social sensitivity and empathy.

B. Reading Comprehension

Understanding comprehension processes are crucial to study of reading. Any definition of comprehension should really be related to a

Goodman states reading comprehension is as an interaction between thought and language. It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is language. Reading comprehension is a complex intellectual process involving anumber of ability.

consideration of the purpose set fir reader, or by the reader, for reading. According to Grabe and Stolle, Reading comprehension is an ability to understand or to gain information from a text. Based on the explanation above, the researcher also given definition that reading comprehension is the ability to understand and interpret the meaning contained in a text. This involves active and critical processing of information, as well as the ability to make inferences and conclusions based on the information contained in the text. The process of reading comprehension involves several stages, including reading the text quickly, highlighting or recording important information, interpreting the meaning of words and phrases, recognizing the structure of the text, and organizing this information into a broader understanding. Good reading comprehension enables one to understand the information given in the text in an effective way, facilitates recall of that information, and facilitates better critical and analytical thinking. Therefore, reading comprehension is an important skill needed in many aspects of life, including in education, work, and in everyday life.

C. The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

D. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. The stages of teaching reading according to Brown can be summarized as follows:

1. Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can hook students comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended.

2. Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3. After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading text. According to Brown on their paper that, there are ten strategies which can be applied in the teaching reading comprehension in the classroom.

1. Identifying the purpose in reading

Effective reading consists of identify the purpose of reading clearly. In here students shall know and be able to identify the purpose of their reading. This strategy is important because by find out the purpose of reading allows students to easily get the information that they are searching and looking for in the text and also get rid of potentially distracting information in the text. The easiest way to find the purpose of reading is the teacher explains to the student about the purpose of reading according the type of reading text and look for main ideas in each paragraph.

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners) In many cases, students are familiar with the spoken language. They also have difficulty in English spelling terms. Students may need an explanation of certain English orthographic rules and their characteristics. This is because not all grapheme-phoneme correspondences can be obtained easily. In addition, they have to use the rules and patterns of graphemes that are made to fit between spoken and written English.
3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

This strategy is not suitable for the first level because the learners at this level still have limited vocabulary and grammar pattern mastery. In the reading process, intermediate to advanced students do not need to read fast because the teacher can aid them to increase their efficiency by teaching silent reading. Focus on words that are important for global understanding skip unnecessary words and try to deduce the meaning of the

context.

4. Skimming the text for the main ideas

Quick skimming directs the student's gaze across the text to find the gist of the reading text. Skimming aids students to predict the goal of, the main topic, the message in the reading, and maybe some ideas that develop or support the text. The teacher provides several questions related to the reading content and asks students to read the text to answer the question.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

5. Scanning the text for specific information

The aims of this strategy are to find specific information without reading the entire text. Scanning reading focuses students on phrases that contain important information and leaves phrases that are deemed unimportant to make it easier to find detailed information. The teacher can instruct students to do the scanning exercise related to search the name of the characters, setting of place, setting of time or to list some sentence/word supporting details.

6. Using semantic mapping or clustering

Semantic mapping strategies or grouping ideas into meaningful clustering can help

students organize and minimize reading clutter. Semantic map making can be done independently, but with productive group work techniques make the students pushed collectively and can make mapping into sections so the student easier in reading comprehension.

1. Guessing when you are not certain

In this strategy the teacher can help students become accurate guessing. The teacher can use this strategy by liken reading as a guessing game. When students are able to understand the guesses in the reading, the students' reading comprehension ability is very good.

2. Analyze Vocabulary

The teacher can use this strategy when the student cannot analyze of the vocabulary. The students who have difficulty understanding the meaning of vocabulary need an easy way to analyze vocabulary. To analyze vocabulary the student can search prefixes (like inter-, and un) to give clues of words, search suffixes (like -tion and -ally) to find the type of part of speech, search roots that are familiar with the student, search grammatical contexts that might key information, and search the semantic context for clues in analyzing vocabulary.

3. Distinguish between literal and implied meaning

This needs the application of top down skills. Not all languages can be interpreted with regard to literals and syntax. The implied meaning should usually be derived from pragmatic information processing. Many students find it difficult to distinguish between literal and implied meanings because the student lack of vocabulary, pragmatic and syntactic mastery. This strategy can help students to have the ability to understand literal meanings but also to understand discourse analysis.

4. Capitalized on discourse makers to process relationship

Many discourse makers in English hint at the relationship between ideas expressed through phrases, clauses, and sentences in the reading text. Understanding that is so clear can improve reading efficiency for readers. Such clear understanding can improve reading efficiency for readers.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

The teacher can choose the strategy that is most likely to help students understand the text well. Teacher must pay attention to student abilities, student reading difficulties, reading levels, and student assessments. In teaching reading, teacher have

responsibility to help students achieve reading goals. The teacher can provide, select or create texts that are appropriate with the lesson plans and students' abilities, design of reading assignments that are useful for students to understand reading texts, organize effective learning activities, and create a supportive environment for practicing reading.

Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson proposes eight principles of teaching reading as follows.

1. Exploit the readers' background knowledge

As it has been stated that background knowledge helps students to comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw) it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2. Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3. Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading

comprehension.

4. Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

Teach Reading Strategies

Strategic reading is not only knowing what strategy to use, but also how to use and integrate a range of strategies.

1. Encourage readers to transform strategies into skills.

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are —strategies that have become automatic. The teacher should make the strategies automatic to be employed by students with a lot of practices.

2. Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

3. Strive for continuous improvement as a reading teacher

Anderson, Hoffman, and Duffy in Anderson argue that the good teachers need to understand the nature of reading process. The Indicator of Reading

1. Identifying main idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand the paragraph or short selection. The main idea is used to locate it in a sentence and it is usually put in the first sentences but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paragraph is and where the main idea position is located.

2. Vocabulary

The student expands their knowledge when she/he is reading a text. Such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps the student make a general prediction about the meaning. It means that, having prediction from the context will help the student understand the meaning of a paragraph without stopping to look up every new word in a dictionary. In fact one of the problems that readers have difficulties in understanding a paragraph is that they have a lack of vocabularies.

3. Detail information

The last type of question that is usually found in a reading test is detail question or information. These questions usually check student ability to understand material that is directly written in the text.

Some examples of detail questions fall in the following pattern:

—According to the passage, who were fighting for the conversation in the forest? || ,

—All of the following are the true expect..ll,

—A person, date, or place is,,,ll.

In understanding and answering detail question, the student can use scanning strategy.

In addition, to find out the answer of detail question, the readers can note or underline a key word in the question, and then scan the passage for that words synonym.

2.3 Concept of Collaborative Strategy

A. Definition of Collaborative Strategy

Collaborative Strategy is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn. According to K. Klingner and Sharon Vaughn said that Collaborative Strategy is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.

It means that Collaborative Strategy is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Moreover, Bremer stated that —Collaborative Strategy is a reading comprehension practice that combines two instructional element: Modified reciprocal teaching and cooperative learning. In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategy designed as an activity through some strategies by working together.

In sum up, Collaborative Strategy is a set of comprehension strategies designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get

the gist, and wrap up through small group discussion).

B. Purpose of Collaborative Strategy

There are some purposes of Collaborative Strategy. According to Abidin, —The goal of Collaborative Strategy is to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. It means that Collaborative Strategy is designed to help students to be successful and to maximize students' contribution in improving reading comprehension.

C. Procedure Collaborative Strategy

Collaborative Strategy can be implemented in two phases: Phase 1 : Teaching the Strategies

In this phase, students are taught four strategies: preview, click and clunk, get the gist, and wrap up. Based on Klingner and Vaughn describe the four strategies as follows.

1. Preview

The preview strategy is the first strategy to be done in the Collaborative Strategy which students preview the entire passage before they read each section and make prediction what the passage might be about.

2. Click and Clunk

The concept of "Click and Clunk" involves students actively monitoring their reading comprehension and recognizing moments of understanding or confusion within the text. The aim of this strategy is to help students become aware of their own comprehension and identify instances where they encounter difficulties. When a student encounters a part of the text that makes sense, it is referred to as a "click" - a moment of comprehension where everything falls into place smoothly. Conversely, when a word, concept, or idea doesn't make sense, it is labeled as a "clunk"

- a breakdown in comprehension. For example, encountering an unfamiliar word would be considered a clunk.

Many students who struggle with reading and learning often fail to monitor their understanding while reading. "Clicking and clunking" is specifically designed to teach students to be attentive to their comprehension, recognizing both when they understand and when they don't, whether reading independently or listening to someone read aloud. The teacher actively prompts the students by asking questions like, "Is everything clicking? Who encountered any clunks in the section we just read?" Students anticipate and remain alert to identify clunks during their reading process.

Similar to other strategies, the click and clunk approach can be introduced at the beginning of the year and applied in different contexts. Initially, students receive guidance from the teacher, but gradually they apply these fix-up strategies within their

small groups. Lucille Sullivan, a proponent of this technique, encourages her students to click and clunk throughout the day. She enthusiastically explains, "One aspect I love about

this technique is its transferability. Students even use it outside the classroom, such as in the cafeteria, where they might say, 'Hey, look at this clunk word, what does it mean?' It's incredibly rewarding."

3. Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When you teach students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

4. Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Teach students to ask some questions about information that is stated explicitly in the passage and other questions that

require an answer not right in the passage, but "in your head". Encourage students to ask questions that involve higher-level thinking skills, rather than literal recall

With her fifth-grade students, Tiffany Royal emphasizes that every question can be made into an even better question with the addition of the phrase, "Why do you think that?" To facilitate students' ability to generate higher-level questions, you may provide question stems, such as the following:

- A. How were _____ and _____ the same? Different?
- B. What do you think would happen if _____?
- C. What do you think caused to happen?
- D. What other solution can you think of for the problem of _____?
- E. What might have prevented the problem of _____ from happening?
- F. What are the strengths (or weaknesses) of _____?

To review, students write down the most important ideas they learned from the day's reading assignment in their Collaborative Strategy Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

Phase 2 : Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. Moreover, during Collaborative Strategy process, students are divided into small group that consists of 4-6 students each group, and perform a different role.

A. Teaching Reading Using Collaborative Strategy

There are some steps in teaching reading by using Collaborative Strategy, but before involving students in Collaborative Strategy, the teacher introduces the procedure of Collaborative Strategy with the benefits students get. Then, the teacher explains to the students that Collaborative Strategy would be helpful to improve their reading comprehension on descriptive text. Furthermore, the teacher explains the basic rules in applying Collaborative Strategy in reading descriptive text.

B. The Materials Used in Collaborative Strategy

The following materials may be helpful as a teacher assists students to use Collaborative Strategy and cooperative learning techniques. Reading materials. When selecting reading materials for Collaborative Strategy, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting

Clunk cards. Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

Cue cards. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of Collaborative Strategy for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.

Learning log. Collaborative Strategy learning logs serve two roles:

(a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) research guides for students.

Timer (optional). Timers that students set by themselves can help groups to remain on task.

Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

Process of Collaborative Strategy

The basic steps to apply Collaborative Strategy in a cooperative learning group

Step 1: The researcher introduces the material, the topic, teaches key vocabulary, and provides instructions.

Step 2: The researcher doing cooperative group activity (during preview, click and clunk, get the gist, and wrap up). Each group member plays an assigned role and fills out a Collaborative Strategy learning log during the activity.

Step 3: The researcher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas. The Advantages and Disadvantages of Collaborative Strategy

The Advantages of Collaborative Strategy According to Standish the advantages of Collaborative Strategy are as follows:

- a. The students with content area reading disabilities will improve their reading comprehension.
- b. The students can improve their words identification and fluency.
- c. The students will spend a great amount of classroom discussion so that they can assist one another.
- d. CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.
- e. Promoting student and academic achievement. Increasing students' retention.
- f. Enhancing student satisfaction with their learning experience.
- g. Helping students develop skills in oral communication.
- h. Developing students' social skills.
- i. Promoting students' self-esteem.
- j. Helping to promote positive race relation.
- k. Cooperative learning concept in Collaborative Strategy promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. Collaborative Strategy can improve students' comprehension in technical terms used in content area reading.

The Disadvantages of Collaborative Strategy

According to Klingner and Vaughn disadvantages of Collaborative

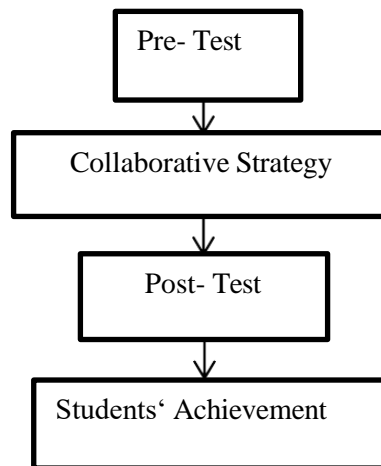
Strategy such as:

1. Collaborative strategy requires much time to teach to students and much time may be wasted in negotiations about who would perform a specific role.
2. To implement Collaborative Strategy, teachers need to be given an intensive collaborative professional development program.
3. Teaching Collaborative Strategy in content area reading may need more attention than in foreign language subject because content area teachers lack of English comprehension.

In bilingual class program in which content area teachers use two instructional languages (L1 and L2) for teaching, Collaborative Strategy needs to be taught collaboratively in team teaching. The teacher of L1 (Indonesian) requires his/her L2 (English) teacher partner's help to deliver the strategy. It may cause an effective instruction because L2 teacher sometimes assists L1 teacher to translate the terms in L2 so that it will spend much time.

2.4 Conceptual Framework

The main focus of this research is using The implementation of collaborative strategy in teaching reading comprehension students' at Eighth grade at SMPN 2 Jambi City. The researchers design the conceptual framework of this research by showing diagram below :



The table above are briefly discusses as follows:

1. Pretest is an activity to test the level of students' reading comprehension of the material had been delivered; the pre-test is carried out before teaching activities begin.
2. Collaborative Strategy will use for treatment.
3. Posttest is the test that given by researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvement in English. Students' Achievement is the students' reading comprehension.

2.5 Hypotesis

Ho : There is no improvement in students' reading skills after using a collaborative strategy.

Ha : There is an improvement in students' reading skills after using a collaborative strategy

CHAPTER III

RESEARCH METHODOLOGY

3.1 Purpose of the Research

The purpose of the research is to know the improvement of the students' score of the reading after being taught by collaborative learning approach at the eighth grade of SMPN 2 Jambi City.

3.2 Place and Time of the Research

The research was held at SMPN 2 Jambi City which is located at Jl. Gatot Subroto No.169, Sungai Asam, Kec. Ps. Jambi, Kota Jambi, Jambi 36123. The research started on May 04, 2025 till June 04, 2025.

3.3 Method of the Research

In this research, the writer used pre-experimental method by using "one-group pretest and posttest design where the students would be given a pretest before starting the treatment at the eighth grade of SMPN 2 Jambi. The students were taught reading by using collaborative learning approach in the classroom activities. Collaborative learning gave students opportunity to share their knowledge with the friends in the class. They are divided into small groups. This treatment was carried out for six meetings. The procedures of teaching during the classroom as follows:

The teacher gave motivation to the students by asking the actual news on television and the teacher asked them to give the comments.

- a. The teacher made heterogonous group by counting the students 1, 2, 3, 4 until 5, then the students gather with their group gained.
- b. C. The students discussed the task with their group. Each of them gave the ideas and information that he/she has got from the text.
- c. The teacher monitors the student's activities in their group during the discussion.
- d. The teacher checked the group task and instructs the students to give their comment about their project.
- e. The teacher gave the opportunity to the students about their obstacles during the learning activities.
- f. The teacher explained the students' question.
- g. The teacher closed the material and gave the students homework.

At the end of treatment, the writer gave the students a test, which is called posttest. Towards the ends, the score of pretest and posttest would compare in order to find the answer for the research question.

3.4 Instruments of the Research

In this research, the writer used reading test to know whether there is difference of students' score in reading before and after using collaborative learning approach. The material of the test will be taken from the students' handbook and other related book about reading passage.

The test was divided into two parts. The first was pretest. It had been given before the treatment and the second one was posttest. It was given after the writer had given the treatment to the class.

3.5 Conceptual Definition

Reading is an extremely complex activity. It is involving combination of linguistic and cognitive abilities. Relating to linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspects of language competences such as vocabulary, structure, spelling and pronunciation. It has been discussed in preceding chapter.

3.6 Operational Definition

Operational definition of reading test is reading passage which is covered by some items that can be answered by the students in the pretest and posttest. Hence, the writer would operate the students' score of the test as the instrument of the research.

3.7 Specification

Table 3.1 Specification of reading test

No	Theme	Items Number	Total
1	Getting information of the passage	1, 2, 3, 4, 5, 7, 8, 12, 13, 14, 21, 22	13
2	Find the main idea of the passage	9, 10, 23,	3
3	True and False of the sentences based on the passage	16, 17, 18, 19, 20	5
4	Reference	15, 24,	2

No	Theme	Items Number	Total
5	Synonym	11, 25	2
6	Identifying Cause and Effect	26, 27, 28, 29, 30	5
	Total items		30

3.8 Population and Sample of the Research

The object of the research is the eighth grade of SMPN 2 Jambi. The eighth grade of this school consists of 34 students. The writer did not take the total population as sample. It was taken only 30 students of the eighth grade for the sample.

3.9 Procedures of Collecting Data

Considering that the kinds of the research of the study are pre-experimental study, the writer has three steps that would be followed. The first step is giving students a pretest before they are taught by collaborative learning. The second step is applying the collaborative learning in reading activities. Then, as a final step, the writer gave the students a posttest.

3.10 Techniques of Data Analysis

To find out how significant the increase of students' reading skill using collaborative approach, the writer used a statistical calculation of t-test to determine the final calculation of t_o (t observation) that is done to measure last score of the research test.

The formula that used is³⁴:

$$t_o = \frac{MD}{SE_{MD}}$$

MD = mean of differences; the average score from the differences gain scores

between Y_1 and Y_2 variable, which are calculating with the formula:

$$MD = \frac{\sum D}{N}$$

N

$\sum D$ = the total score between Y_1 and Y_2 variable, D is gained with the formula: $D =$

$Y_1 - Y_2$ N = total of students

SE_{MD} = the standard error from mean of differences which is gained with the

formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$\sqrt{N-1}$

SD_D = the standard deviation from the difference between scores of variable Y_1

and variable Y_2 which is gained with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

N N

CHAPTER IV

FINDING AND DISCUSSION

1. Description of Data

After conducting the research, the writer obtained two kinds of data; the scores of the pretest and the scores of posttest.

A. The pretest scores (X)

Table 3.2
The result of the students' pretest

Student (N)	Score Pretest (X)
1	86
2	63
3	53
4	86
5	53
6	83
7	70
8	63
9	66
10	43
11	83
12	56

Student (N)	Score Pretest (X)
13	23
14	53
15	53
16	46
17	63
18	76
19	26
20	73
21	56
22	46
23	66
24	53
25	83
26	70
27	73
28	66
29	63
30	56
$\Sigma X = 1850$	

Based on the table of the results on pretest, the writer calculated the result of variable X ($\sum X$) is 1850, and sought the mean score of variable X, the higher score, and lower score of the students pretest with formula.

- $\frac{\sum X}{N} = \frac{1850}{30} = 61.66$ (Mean score) N = 30
- The higher score = 86
- The lower score = 23 Pretest result

$$P = \frac{F}{N} \times 100\%$$

P= Percentage F= Frequency

N= Number of sample

Ratio (R) is the highest score (H) minus the lowest score (L) $R = H - L + 1$

$$= 86 - 23 + 1$$

$$= 86 - 23 + 1$$

$$= 64$$

Number of class (C) $C = 1 + (3.3) \log n$

$$= 1 + (3.3) \log 30$$

$$= 1 + (3.3) (1.477712)$$

$$= 5.87450$$

$$= 6 \text{ classes}$$

$$\text{Interval (I)} = \frac{R}{C} = \frac{64}{6} = 10.6 = 11$$

Table 3.3

Frequency and percentage of the pretest resul

Interval	Frequency	Percentage	Midpoint (xi)	F. xi
76-87	6	20%	81.5	489
64-75	7	23%	69.5	486.5
52-63	12	40%	57.5	690
40-51	3	10%	45.5	136.5
28-39	0	0%	33.5	0
16-27	2	7%	21.5	43
Total	30	100%		$\sum F.xi=1845$

$$\text{Mean} = \frac{\sum F.xi}{N} = \frac{1845}{30} = 61.5$$

N 30

i. The posttest score (Y)

Table 3.4

The result of the students' posttest

Student (N)	Score Posttest (X)
1	93
2	76
3	66
4	90
5	70
6	76
7	73
8	53
9	70
10	70
11	86
12	56
13	46
14	76
15	73
16	70
17	73
18	83
19	56

Student (N)	Score Posttest (X)
20	86
21	70
22	66
23	70
24	70
25	83
36	70
$\Sigma Y = 2189$	

Based on the table of the results on posttest, the writer calculate the result of variable Y ($\sum Y$) which is 2189, and seek the mean score of variable Y, the higher score, and lower score of the students pretest with formula.

- $\underline{MY} = \frac{\sum Y}{N} = \frac{2189}{30} = 72.96$ (Mean score) N = 30
- The higher score = 93
- The lower score = 46 Posttest result

$$P = \frac{F}{N} \times 100\%$$

P= Percentage F= Frequency

N= Number of sample

Ratio (R) is the highest score (H) minus the lowest score (L) $R = H - L + 1$

$$= 93 - 46 + 1$$

$$= 48$$

Number of class (C) $C = 1 + (3.3) \log n$

$$= 1 + (3.3) \log 30$$

$$= 1 + (3.3) (1.477712)$$

$$= 5.87450$$

$$= 6 \text{ classes}$$

$$\text{Interval (I)} = \frac{R}{C} = \frac{48}{6} = 8$$

$$C = 6$$

Table 3.5

Frequency and percentage of the posttest result

Interval	Frequency	Percentage	Midpoint (xi)	F. xi
86-94	6	20%	90	540
77-85	2	7%	81	162
68-76	16	53%	72	1152
59-67	2	7%	63	126
50-58	3	10%	54	162
41-49	1	2%	45	45
Total	30	100%		$\sum F.xi=2187$

$$\text{Mean} = \frac{\sum F.xi}{N} = \frac{2187}{30} = 72.9$$

N 30

ii. The comparison between the pretest and posttest score.

After finding the score of the students' pretest and posttest, the writer compared the result of the test by using t-test formula:

$$t_o = \frac{MD}{SE_{MD}}$$

Table 3.6

The result of the students' English pretest and posttest

Student (N)	The score of pretest (X)	The score of posttest (Y)	$D = (X-Y)$	$D^2 = (X-Y)^2$
1	86	93	-7	49
2	63	76	-13	169
3	53	66	-13	169
4	86	90	-4	16
5	53	70	-17	289
6	83	76	-7	49
7	70	73	-3	9
8	63	53	10	100
9	66	70	-4	16
10	43	70	-27	729
11	83	86	-3	9
12	56	56	0	0
13	23	46	-23	529
14	53	76	-23	529
15	53	73	-20	400
16	46	70	-24	576
17	63	73	-10	100
18	76	83	-7	49
19	26	56	-30	900

21	56	70	-14	196
22	46	66	-20	400
23	66	70	-4	16
24	53	70	-17	289
25	83	86	-3	9
26	70	86	-16	256
27	73	76	-3	9
28	66	70	-4	16
29	63	83	-20	400
30	56	70	-14	196
N = 30	$\sum X = 1850$	$\sum Y = 2189$	$\sum D = -373$	$\sum D^2 = 6643$

Note:

N = Number of students X = the score of pretest Y = the score of posttest

$\sum X$ = the total score of X

$\sum Y$ = the total score of Y

$\sum D$ = the total of difference

$\sum D^2$ = the total of quadrate difference

Based on the data in table 3.4, the writer calculated the result of $\sum D = -373$ and

$\sum D^2 = 6643$. Then, the writer tried to find out the standard deviation with formula: SD_D

$$= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$= \sqrt{\frac{6643}{30} - \left[\frac{-373}{30} \right]^2}$$

$$= \sqrt{221.43 - 15.12}$$

30

30

$$= \sqrt{221.43 - [12.43]^2}$$

$$= \sqrt{221.43 - 154.50}$$

$$= \sqrt{66.93}$$

$$SD_D = \mathbf{8.18}$$

To find out the mean of differences (MD) between variable X and Y, the writer used formula:

$$MD = \frac{\sum D}{N}$$

N

$$= \underline{-373}$$

$$30$$

$$MD = \mathbf{-12.43}$$

After finding the result of SD_D , the writer can seek SE_{MD} (the standard error from mean of differences which is gained with the formula:

$$SE_{MD} = \underline{SD_D}$$

$$\sqrt{N-1}$$

$$= \underline{8.18}$$

$$\sqrt{30-1}$$

$$= \underline{8.18}$$

$$\sqrt{29}$$

$$= \underline{8.18}$$

$$5.38$$

$$SE_{MD} = \mathbf{1.52}$$

The last calculation is determining the result of t_o (t observation) that is done to measure last score of the research test with formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{-12.43}{1.52}$$

$$t_o = -8.17$$

The last result -8.17 indicates that there is a difference of degree as much as -

8.17. Regardless the minus it does not indicate negative score.

Then to complete the result of the research, the writer tries to find out the degree of freedom (*df*) with formula:

$$df = N-1$$

$$df = 30-1$$

$$df = 29 \text{ (see table of "t" values at degree of significance of 5 \% and 1 \%).}$$

$$\text{At the degree of significance of 5 \%} = 2.04 \text{ At the degree of significance of 1 \%} = 2.76$$

The result of analyzing the data by using the formula above shows that the coefficient is 8.17. This means that there is a significant increase in students' reading scores by using collaborative learning.

3.12 Interpretation of Data

Based on the data collected from the test gained from the pretest and posttest has showed the mean scores of posttest after using collaborative learning in reading activities was 72.96 while the mean score of pretest before using collaborative learning was 61.66.

From explanation above about the analysis of the result, we can see that the collaborative learning approach to improve students' reading skill is adequate success. It can be seen on the table above.

3.13 The Hypothesis Testing

The writer states the hypothesis as follows= (1) H_a = "There is a significant difference on students' reading score before and after using collaborative learning approach", (2) H_o = "There is no significant difference on students' reading score before and after using collaborative learning approach".

According to Sudjono, if the result of calculation t_o (t observation) is higher than t_t (t table), $t_o > t_t$; so the null hypothesis is rejected. It means that there is a significant difference on students' reading score before and after using collaborative learning approach, and if the result calculation t_o (t observation) is lower than t_t (t table), $t_o < t_t$; so the null hypothesis (H_o) is accepted.³⁵

As stated above, the result of the statistic calculation indicates that the value of t_o is 8.17 and the value of df ($30-1=29$) on degree of significance of 5 % and 1 % are 2.04 and 2.76. Comparing the t_o with each values of the degree of significance, the result is $2.04 < 8.17 > 2.76$.

Since t_o which is obtained from the result of calculating is higher than the t_t , so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

4.1 CONCLUSION

Derived from the result of the analysis of the research, the value of “ t_o ” (t observation) is 8.17 and the value of “ t_t ” (t table) from the df (29) on degree of significance of 5% and 1% are 2.04 and 2.76. It means that the value of t_o is higher than the value of t_t . Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be said that there is significant increase in students’ score after being taught by using collaborative learning approach. It also can be concluded that by using collaborative learning in reading activities to the students of SMPN 2 Jambi is successful.

4.2 SUGGESTION

There are some suggestions that can be given in relation to the writer’s conclusion. This study would like to propose the following suggestion for the School Principal, teacher, and further researchers. As the decision maker, the school principal has the authority to improve the teacher quality in teaching and learning activities. Furthermore, the teachers are suggested to use varied strategies in their teaching and learning activities. In this case, the teachers can use collaborative learning to improve the students’ reading skill in their classroom. Finally, the suggestion will deliver as a basic data and useful information for the next researchers who are interested in developing similar study in the future, such as different field, and with more deeply problem to be discussed.

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