CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 The Result of Pre-Test

The pre-test was conducted before the researcher took action. This pre-test was conducted on October 28, 2024 in class VIII F which was attended by 29 students. This pre-test consisted of 15 multiple-choice questions with a processing time of 30 minutes.

After conducting this pre-test, the researcher calculated the scores obtained by the students. The following are the results of the students' pre-test:

Table 1. Students score in Pre-test

No.	Name	Score	Description
1.	Aisyah	73, 3	Below KKM
2.	Alya	80	Passed KKM
3.	Asyifa	80	Passed KKM
4.	Azzara	66,6	Below KKM
5.	Bagas	66,6	Below KKM
6.	Claudia	73,3	Below KKM
7.	Dzikra	73,3	Below KKM
8.	Fathiyah	60	Below KKM
9.	Huril	93,3	Passed KKM
10.	Izza	53,3	Below KKM
11.	Khanza	66,6	Below KKM
12.	Khoirun	66,6	Below KKM
13.	Kirana Nadin	53,3	Below KKM
14.	M ikhsan	80	Passed KKM
15.	Moh Rafa	93,3	Passed KKM
16.	Muh Arkhan	53, 3	Below KKM
17.	Moh Fahri	73,3	Below KKM
18.	Moh Fikri Al Zuhdi	93,3	Passed KKM
19.	Muh Firmansyah	66,6	Below KKM
20.	Muh raja	66,6	Below KKM

21.	Nabil	66,6	Below KKM
22.	Nabila	53,3	Below KKM
23.	Naura Bianca	80	Passed KKM
24.	Putri Khairani	60	Below KKM
25.	Qanita Husna	73,3	Below KKM
26.	Raihanah	66,6	Below KKM
27.	Rama	86,6	Passed KKM
28.	Zhahir	66,6	Below KKM
29.	Deadra Andika	33.3	Below KKM

To find the student's achievement score, the researcher calculated the mean value as follows:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{1932,3}{29}$$

$Mx = 71,56$

After that, the researcher calculated the number of students who passed the KKM using the following formula:

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

$$P = \frac{8}{29} x\ 100\%$$

$P = 27\%$

Based on the data obtained above, it is known that the average score of students in the pre-test is 71.56. After calculating the number of students who passed the KKM, there were 8 students or 27% who passed the KKM. 73% or 21 students did not pass the KKM, where the KKM score was 75. It can be concluded that students who have not passed the criteria are still high, which means that students' reading comprehension is still low. So, the researcher

applied the Collaborative Reading Strategy to improve students' reading comprehension.

4.1.2 The implementation of Collaborative Reading Strategy

1. Cycle 1

A. Planning

The first step taken by the author is planning according to the stages in classroom action research (CAR). At this stage, the author makes a lesson plan or module for the first cycle at the first meeting after discussing with the supervising teacher. After previously discussing the problems or phenomena found by the author during observations in the classroom, namely students are less interested in reading and also the lack of vocabulary owned by students.

After discussing the existing problems, the researcher and teacher agreed to implement a collaborative reading strategy and the teacher agreed on a lesson plan that would be used for the learning process on the narrative text material. After that, the researcher prepared the media needed.

B. Acting

After making a lesson plan and preparing the media needed for the learning process to implement the collaborative reading strategy, the researcher began the action on October 28, 2024-November 18, 2024. At this stage, the researcher acted as a teacher who explained the material and implemented the collaborative reading strategy.

1. The first Meeting

At the first meeting was held on Monday, October 28, 2024. Learning began at 08.30-10.50 so this learning process lasted for 3 lesson hours. After the researcher entered the classroom, the students prepared themselves and prayed to start the lesson. Then the teacher greeted the students while introducing themself and explaining the purpose of the study. After the introduction was complete, the researcher continued by taking student attendance.

After completing the attendance of students, the researcher invited students to pray before starting learning. After that, the researcher explained the learning material with a whiteboard. The researcher explained in detail about narrative text and explained the competencies that students must master after the learning was completed.

During the learning process, the researcher showed several pictures of stories that students had or might not have heard before and asked students to guess what the story was about based only on the pictures shown by the researcher. At this stage, some students were willing and active in guessing and discussing with the researcher, and many students only listened to the researcher's explanation and asked questions if there was anything they did not understand.

Before implementing collaborative reading strategy, the researcher explained in detail about collaborative reading strategy, CRS stages and the purpose of implementing this collaborative reading strategy. After the researcher ensured that all students understood the concept of this strategy, the

researcher divided the students into 5 groups consisting of 5-6 people per group. In this group selection, researchers randomly select students to be placed in their respective groups. Then the researcher divided the roles for each student. Some of these roles are Leader, Click Expert, Clunk Expert, and Announcer. After that, the researcher began implementing collaborative reading strategy. This learning process took place according to the lesson plan that had been made previously. After that, the researcher gave students time to discuss with their respective group members.

2. Second Meeting

The second meeting was held on Monday, November 4, 2024, starting from 08.30-10.50. In this second meeting, it was the same as the previous meeting, namely the researcher greeted and invited students to pray and then did ice breaking. After praying and ice breaking, the researcher asked the students how they were and their readiness to start the lesson. The researcher checked student attendance. Then the researcher explained the material and objectives of the learning material to be implemented. The researcher explained and the students' paid attention to the researcher's explanation.

In the core learning activity, the researcher reviewed the previously studied material, namely the general structure of narrative text. In this second meeting, the learning process also ran according to the lesson plan that had been made previously. To start the discussion, the researcher changed the roles of each group member previously as Leader, Click Expert,

Clunk Expert, and Announcer and explained their respective roles. Then the researcher provided narrative text material for them to discuss according to their respective roles.

After the students finished discussing, the researcher asked representatives from each group to come to the front of the class to read the results of their group discussions. After this activity was completed, the teacher and students made conclusions about what had been learned that day, then the teacher closed the learning that day.

C. Observing

In this phase, the researcher acts as a teacher and the teacher as an observer to assess the English learning process using collaborative reading strategy during learning in the first cycle. The teacher uses an observation sheet and the researcher uses field notes. After the learning process in the cycle is complete, the researcher concludes with several results as follows:

1. Teacher's role in the learning process

Observation activities on the role of teachers in the learning process in cycle 1 meeting 1 by referring to the observation sheet for teachers. In this first meeting it still has not achieved what is expected. At the beginning of the activity, the teacher did not implement it according to the previously prepared learning plan, where in the initial activity there is no ice breaking as in the RPP that has been made previously but only checks student attendance and asks students to pray before starting learning. It can be seen in the teacher's observation table (see in appendix 4).

From the results of the observation table, it can be seen that at the first meeting in cycle 1, the teacher was able to prepare the material quite well, but the teacher had difficulty in conditioning the class and handling students to be actively involved in the learning process. This can be seen from the less conducive class situation. Many students were noisy, some students could not be handled, walking here and there when the teacher was explaining. Despite the teacher's effort to maintain order, some students still disobey and repeat the same mistakes. Based on the data obtained from the observation sheet, the teacher, as the observer considers that the researchers, as a teacher has not yet been able to provide learning motivation to students to be better in the future.

From the observation notes, it's seen that the teacher has not been able to create active and enjoyable learning, as seen from the number of students who wander around and ignore the teacher. However, the teacher is quite good at conveying the competencies that must be achieved by students and is quite good at delivering explanations about learning materials using the Collaborative Reading Strategy.

2.   Students' participation in learning

In this first cycle, only a few students really paid attention to the teacher's explanation. As evidenced by the many students', wandering around the classroom, often asking for permission to go to the restroom and shouting so that it disturbed other friends who were focusing on listening to the teacher's explanation, there were even students who slept

and completely ignored the teacher's explanation. There were also students who were just quiet, not noisy but also not active in discussions.

3.   Students' Cooperation

In cycle 1, only a few students were really serious about discussing the text given by the teacher. Some had difficulty discussing it and most were confused about the role given by the teacher.

4.   Students Understanding

In cycle 1, students' reading comprehension is quite good and students can also follow the instructions given by the teacher. Although there are many students who are confused about this collaborative reading strategy, they are active in asking questions so that the teacher must explain repeatedly.

After the implementation of learning in the first cycle, the researcher gave post-test 1 to students. This post-test was conducted to evaluate students' understanding and what needs to be improved in the future.

Post-test 1 was conducted on November 4, 2024. From the data obtained, it can be seen that the average score of students in post-test 1 was 72.31. The number of students who passed the KKM was 12 people or 41%. The average score obtained in the post-test 1 72.31 was higher than the average score obtained in the pre-test, which was 71.56. Even so, in post-test 1 the number of students who had not passed the KKM was still higher than the students who passed the KKM. So, it can be concluded that the

implementation of collaborative strategy reading in cycle 1 has not met the criteria.

D. Reflecting

Reflection is the last phase of this cycle after completing the previous phases. It aims to find out the results of the first cycle and to improve what is needed for the implementation of the next cycle to achieve maximum learning outcomes. To increase students' reading intentions and improve students' reading comprehension better than in the previous cycle.

Based on data obtained from meetings 1 and 2 through observations made by researchers, there were differences in the first and second meetings. Students experienced an increase in terms of learning contributions. At the first meeting, there were still many students who did not want to be actively involved in group discussions, but at the second meeting the number of students who did not want to actively discuss decreased. They tried to be actively involved in group learning and discussions. At the second meeting, students also paid more attention to the teacher's explanation.

Based on the data obtained above, it can be seen that there is an increase in students' learning motivation and also students' reading comprehension after the implementation of the Collaborative Reading Strategy. Although there is an increase, it has not reached the target, there are still many things that need to be considered and improved in terms of teaching using this collaborative reading strategy. Researchers also found several obstacles that made the

achievement of the target in the first cycle not optimal or had not reached the desired target. Seen from there are still many students who are still confused about the implementation of this collaborative reading strategy even though they have tried hard to do it. And also, the random selection of groups also affects the involvement of students to actively discussing with their group mates.

In the previous meeting where the teacher randomly selected group members so that noisy students were united in one group so that they compactly made a commotion in their group and a commotion in the class. For that, in the next cycle, group selection was really be considered. Based on several reflections found above, the researcher revised the lesson plan to address several issues found in the previous cycle.

2. Cycle 2

A. Planning

In the planning of cycle 2, the researcher discussed with the teacher whether to modify the lesson plan applied in this cycle based on the results of observations in the previous cycle. For that, there are several things that must be revised for the lesson plan in cycle 2.

The first is based on the results of observations in the previous cycle that it was found that many students were still confused about the implementation of this collaborative reading strategy, so the researcher must explain in more detail about this CRS and provide more detailed

examples and the researcher must guide students more so that the implementation of this CRS can run more optimally.

Secondly, the researcher must change the student group. Previously, the selection of group members was done randomly so that students who often made noise joined the same group, making them even more noisy in class. Therefore, in preparing this learning plan, the researcher changes the previous group and chooses which students should be combined into one group. In addition, the teacher should be more active, attentive, and encourage students, to actively participate in discussions. The seating arrangement should be considered. In this cycle 2 the teacher arranges the students' seating position so that disruptive students are not seated near other disruptive students.

The last one is in accordance with observing the observation sheet for teachers, then researchers must try to create an interesting and relaxed learning atmosphere and invite students to participate in the learning process. Furthermore, researchers also prepare assessment sheets for teachers and students and field notes at each meeting in cycle 2.

B. Acting

After creating and modifying the lesson plan and preparing the media needed in cycle 2, the researcher took action on November 11 and November 18, 2024. By carrying out this second cycle, students are expected to improve their reading comprehension. And get the maximum score to pass the KKM, which is 75.

1. The first meeting

    The first meeting in cycle 2 was held on Monday, November 11, 2024, at 08.30-10.50. From the beginning of the learning, the researcher acted as a teacher and the teacher as an observer.

    The initial activities carried out in this cycle are the same as those carried out in the first cycle. The first is checking student attendance, then icebreaking and reviewing what has been learned previously to remind what knowledge has been learned in the previous meeting.

    Then the researcher created new groups and divided their respective roles. The researcher reminded them of their respective roles and the stages in CRS. The learning material in this meeting was to find out the generic structure of narrative text. The researcher gave students examples in the form of pictures and short examples of a text, then the researcher asked the students to guess what the text was about. The researcher asked for some of the students' opinions, then explained what the text was about. After that, the researcher applied a collaborative reading strategy.

2. Second Meeting

    The second meeting in the second cycle was held on November 18, 2024, at 08.30-10.50. Before starting the lesson, the researcher who acted as the teacher greeted the students and checked their attendance. Then the researcher asked the students to sit in their respective groups according to what had been formed in the previous meeting. Then the teacher gave some questions to stimulate students about the material to be studied. After that,

the researcher asked the rest to work and discuss according to their respective roles and the lesson continued according to the previously made learning plan.

C. Observing

In the observation in the second cycle, the researcher still acts as a teacher and the teacher as an observer to assess the English learning process using collaborative reading strategies during learning in the second cycle. The teacher uses an observation sheet and the researcher uses field notes. After the learning process in the second cycle is completed, the researcher concludes with several results as follows:

1. The role of teachers in the learning process

In the second cycle meeting, the teacher made progress. The teacher has begun to be able to condition the class and handle students to be actively involved in the learning process. Although there are some students who are difficult to handle and still have problems. It can be seen from the observation table (see in appendix 5).

Based on the observation table notes, it can be seen that in this second cycle the teacher has been able to explain the learning more relaxed and not nervous so that the delivery of the material is clearer and the explanation of the stages of the collaborative reading strategy to students who are still confused is better. Teacher are also quite capable of motivating students to learn better and are able to control the class. In this second cycle,

students are more interested in learning, more focused on learning and providing good responses in the learning process. Different from the previous cycle where only a few students were willing to respond and actively ask questions.

2. Student's participation in learning

In the second cycle meeting, student participation in the learning process has increased. Although there are still some students who are less careful about paying attention to the teacher's explanation. Another visible improvement is that the interaction between students and teachers is better than before. In this cycle, students' enthusiasm for participating in learning is much better than in the previous cycle. Then, students are also more courageous in expressing their thoughts about the learning being discussed, and also more students dare to ask questions.

3. Students' Cooperation

Students are better able to work together in groups. This is also because they already understand more about what they have to do. The arrangement of group members also affects the willingness of students to learn in groups. Although there are still students who are still passive but not as passive as the previous meeting.

4. Students' Understanding

In this cycle 2, students' reading comprehension has increased and students can also follow the instructions given by the teacher. Students are also able to work on the questions given by the teacher well according to the implementation of the collaborative reading strategy. Although there are still many students who are confused about this collaborative reading strategy, they are active in asking questions so that the teacher must explain repeatedly.

After the implementation of cycle 2 was completed, the researcher gave post-test 2 to see students' reading knowledge after the classroom action. Based on the data obtained, students who passed the KKM were 72% or 21 people where there were still 28% or 8 people who had not passed the KKM. Even so, from the implementation of this second cycle, data was obtained that there was an increase of 31% compared to post-test 1 where only 41% of students passed the KKM.

D. Reflecting

After carrying out all phases in classroom action in the second cycle, all instruments collected during the implementation of classroom

action research were analyzed. This analysis was conducted to compare the results obtained in the first cycle and the second cycle. The results showed that students experienced good improvement. In the second cycle, students were more able to work together, more easily managed, and willing to discuss with their group members. Developments in working together in groups also increased. This can be seen from students who actively discuss with their group members and ask questions if they do not understand.

In this second cycle, students also slowly became more responsive to teacher questions and responded to each other. Compared to the first cycle where only a few students were studying and actively asking questions. In addition to the teacher's observation sheet and field notes, the researcher also analyzed the results of post-test 2 which showed an increase.

The success criteria in this Classroom Action Research (CAR) is 70% of students who pass the KKM. And the number of students who passed the KKM in post-test 2 was 72%. It can be concluded that students in class VIII F were successful in reading comprehension by implementing collaborative reading strategies.

4.1.2 Finding after Implementing the Classroom Action Research

1. **The Result of Post-Action Test**
 A. **The Result of students' Reading Comprehension Post-Test 1**

Table 2. Students score in Post-test 1

No.	Name	Score	Description
1.	Aisyah	73,3	Below KKM
2.	Alya	86, 6	Passed KKM
3.	Asyifa	80	Passed KKM
4.	Azzara	66,6	Below KKM
5.	Bagas	66,6	Below KKM
6.	Claudia	80	Passed KKM
7.	Dzikra	80	Passed KKM
8.	Fathiyah	60	Below KKM
9.	Huril	93,3	Passed KKM
10.	Izza	60	Below KKM
11.	Khanza	66,6	Below KKM
12.	Khoirun	66,6	Below KKM
13.	Kirana Nadin	60	Below KKM
14.	M ikhsan	80	Passed KKM
15.	Moh Rafa	93,3	Passed KKM
16.	Muh Arkhan	53, 3	Below KKM
17.	Moh Fahri	80	Passed KKM
18.	Moh Fikri Al Zuhdi	93,3	Passed KKM
19.	Muh Firmansyah	66,6	Below KKM
20.	Muh raja	66,6	Below KKM
21.	Nabil	66,6	Below KKM
22.	Nabila	53,3	Passed KKM
23.	Naura Bianca	80	Passed KKM
24.	Putri Khairani	80	Passed KKM
25.	Qanita Husna	73,3	Passed KKM
26.	Raihanah	66,6	Below KKM
27.	Rama	86,6	Passed KKM
28.	Zhahir	66,6	Below KKM
29.	Deadra Andika	46,6	Below KKM

To find out the students' score in post-test 1, the first stage the researcher calculated the mean score as follows:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{1952,4}{29}$$

$$Mx = 72,31$$

The data above shows that the average student score on post-test 1 is 72.31 while on pre-test it is 71.56. This shows that there is a change from pre-test to post-test 1. And to see the percentage increase in students from pre-test to post-test using the following formula:

$$P = \frac{y^1 - y}{y} x \ 100\%$$

$$P = \frac{72,31 - 71,56}{71,56} x \ 100\%$$

$$P = 1,01\ \%$$

From the calculation above, it can be concluded that the total increase in pre-test to post-test is 1.01%. Then the researcher calculated the number of students who passed the Minimum Mastery Criteria (KKM) in post-test 1 using the following formula:

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

$$P = \frac{12}{29} x \ 100\%$$

$$P = 41,37\%$$

2. The Result of students' Reading Comprehension Post-Test 2

Table 3. Students score in Post-test 2

No.	Name	Score	Description
1.	Aisyah	80	Passed KKM
2.	Alya	93,3	Passed KKM
3.	Asyifa	80	Passed KKM
4.	Azzara	86,6	Passed KKM
5.	Bagas	80	Passed KKM
6.	Claudia	80	Passed KKM
7.	Dzikra	73,3	Below KKM
8.	Fathiyah	66,6	Below KKM
9.	Huril	93,3	Passed KKM
10.	Izzaq Essa	80	Passed KKM
11.	Khanza	93,3	Passed KKM
12.	Khoirun	80	Passed KKM
13.	Kirana Nadin	73,3	Below KKM
14.	M ikhsan	86,6	Passed KKM
15.	Moh Rafa	93,3	Passed KKM
16.	Muh Arkhan	73,3	Below KKM
17.	Moh Fahri	86,6	Passed KKM
18.	Moh Fikri Al Zuhdi	93,3	Passed KKM
19.	Muh Firmansyah	73,3	Below KKM
20.	Muh raja	80	Passed KKM
21.	Nabil	86,6	Passed KKM
22.	Nabila	80	Passed KKM
23.	Naura Bianca	80	Passed KKM
24.	Putri Khairani	60	Below KKM
25.	Qanita Husna	86,6	Passed KKM
26.	Raihanah	73,3	Below KKM
27.	Rama	93,3	Passed KKM
28.	Zhahir	80	Passed KKM
29.	Deadra Andika	53,3	Below KKM

To calculate the score obtained in post-test 2, the researcher first calculated the students' average score, using the following formula:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{2339,2}{29}$$

$$Mx = 80{,}66$$

From the data above, it can be seen that the average score of students in the second post-test was 80.66. While the average score in post-test 1 was 72.31. This shows that there was a change in post-test 2. Then to find the percentage increase in students' scores from post-test 1 to post-test 2, the researcher used the following formula:

$$P = \frac{y2 - y}{y} x\ 100\%$$

$$P = \frac{80{,}66 - 72{,}31}{72{,}31} x\ 100\%$$

$$P = 11{,}54\%$$

The calculation above shows that the increase in post-test 1 to post-test 2 was 11.54%. Then the researcher looked for the number of students who passed the KKM in post-test 2 using the formula:

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

$$P = \frac{21}{29} x\ 100\%$$

$$P = 72\%$$

From the data above, the number of students who passed the Minimum Completion Criteria (KKM) was 21 students or 72%. While students who had not passed the KKM were 8 people or 28%. It can be seen from the following diagram:
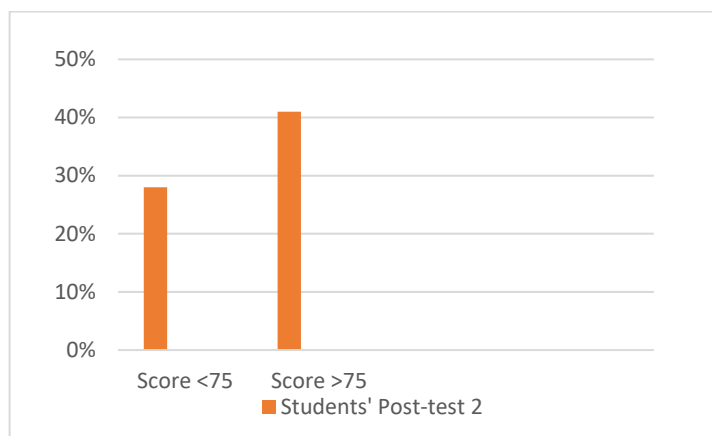
Figure 4.1 The result of Students' Post-test 2

From the calculations above, the researcher compared the results of the pre-test, post-test 1 and post-test 2. The comparison results are in the following diagram:
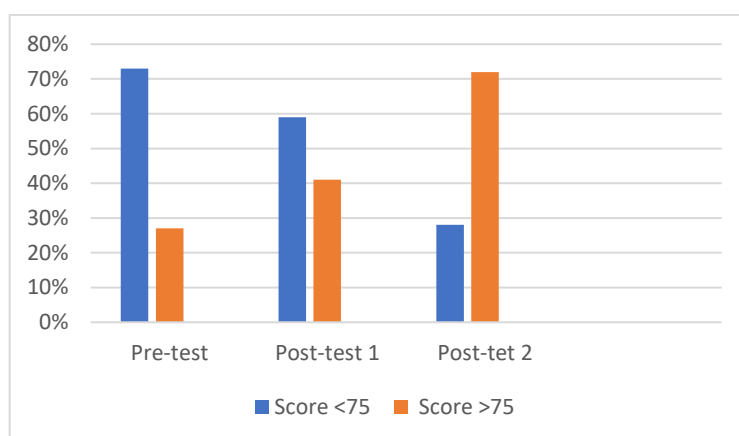
**Figure 4.2 The comparison Score of Pre-test, Post-test 1
and Post-test 2**

From the diagram above, it can be seen that there is significant development in students' reading comprehension. In the pre-test, only 27% of students passed the KKM and there were still 73% of students who had not passed the KKM. In post-test 1, there were 41% of students who passed the KKM and there were still 51% who had not passed the KKM. In post-

test 2, the number of students who had not passed the KKM was still higher than the students who had passed the KKM.

Even so, the students who passed the KKM in post-test 1 were higher than the students who passed the KKM in the pre-test. In post-test 2, the number of students who passed the KKM was 72% while those who had not passed the KKM were 28%. Although there were still those who had not passed the KKM, the success criteria in this classroom action research had been achieved. The classroom action research was completed up to cycle 2.

4.2 Discussion

After revealing the research findings, the researcher would like to discuss the research. This study aims to improve students' reading comprehension by using Collaborative Reading Strategy on narrative texts for eighth grade students of SMP N 7 Kota Jambi. From the results of the research that has been conducted, the researcher found that the application of Collaborative Reading Strategy is effective in improving students' reading comprehension on narrative texts. From the data obtained indicate that the students' understand the structure of narrative text, which is demonstrated by their success in answering the test provided.

This is shown by a significant increase after the implementation of the Collaborative Reading Strategy. The enthusiasm for learning and the activeness of students also showed good progress. Students who had difficulty in translating certain words that they did not understand before

were helped by the Click and Clunk strategy. In line with what was mentioned by Kligner and Vaughn (1998), that Collaborative Reading Strategy is a great teaching technique to teach students' reading comprehension and build their vocabulary. This statement proves that students can develop their vocabulary by implementing this strategy.

In addition, there is a significant difference before and after the implementation of Collaborative Reading Strategy in the learning process in the classroom. In the pre-test of 29 students who took the test, only 8 people passed the KKM and the average score in the pre-test was 71.56 before the implementation of classroom action. After conducting the first cycle of classroom action, students who passed the KKM increased to 12 people with an average score of 72.31. Because the success criteria for this classroom action is 70% and in the first cycle the success criteria have not been achieved, the researcher continued the action to the second cycle. In the second cycle, the number of students who passed the KKM was 72% or 21 students with an average score of 80.66. So, it can be concluded that in this second cycle the number of students who passed the KKM was more than 70%, so the research was declared successful.

Therefore, the results of this study indicate that collaborative reading strategy has a positive influence on students in learning English, especially students' reading comprehension in narrative texts. The results of this study are almost the same as the results of the study conducted by Risma, 2019.

She states that teaching reading through Collaborative Strategic Reading (CSR) has an improve the students' reading comprehension on narrative text after giving the treatment of using Collaborative Strategic Reading (CSR) were higher than the students' reading comprehension on narrative text before they were given treatment.

Studying in groups in this strategy also helps students understand the contents of the text more easily because they interact more often with their group members to talk about what they don't know. The stages in CRS also help students understand the contents of the text more easily, because students can develop their insights to make it easier for them to understand the contents of the text given. As mentioned by Husniati (2021), students are helped to understand English texts more easily with the CSR stages. Students can increase their English vocabulary and easily understand the information contained in the text. Collaborative Reading Strategy is an effective strategy in teaching reading comprehension to eighth grade students of SMP N7 Kota Jambi.

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