

**THE EFFECT OF USING COLLABORATIVE LEARNING IN IMPROVING  
STUDENTS READING COMPREHENSION OF TENTH GRADE  
OF SMAN 13 KABUPATEN TANGERANG  
IN ACADEMIC YEAR 2019/2020**

Putri Dewi Christyanti<sup>1</sup>, Hery Nuraeni<sup>2</sup>

<sup>1</sup> English Language Education Faculty of Teacher Training and Education, Universitas Islam  
Syekh- Yusuf

email: [pdewich27@gmail.com](mailto:pdewich27@gmail.com)

<sup>2</sup> English Language Education Faculty of Teacher Training and Education, Universitas Islam  
Syekh- Yusuf

email: [hnuraini@unis.ac.id](mailto:hnuraini@unis.ac.id)

**Abstract**

This experimental study aims to find out the effect of collaborative learning in improving students' reading comprehension by using collaborative learning and individual learning. This experiment was implemented to the senior high school students' with two classes, two hours per week, over 3 meetings. Seventy two students' participated in this study, with 36 students' in the experimental class and 36 students' in the control class. The writer employed a pretest and posttest in reading comprehension with quasi-experimental design. The experimental class received learning used collaborative learning, whereas the control class received learning used individual learning the data were analyzed by means, standard deviations, independent t-sample. Statistical result revealed that the experimental class did much better than the control class and consequently there is a significant effect of collaborative in improving reading comprehension on tenth grade of SMAN 13 Kabupaten Tangerang in academic year 2019/2020

**Keywords:** Effect, Collaborative Learning, Reading Comprehension, Quantitative

**1. INTRODUCTION**

English is one of the international languages that is very important to learn. English has divided into four language skills, namely listening, speaking, reading, and writing. As one of the four language skills, reading is one of the most important skill that should be learned by the students, especially in senior high school.

Reading for English Language Learning in Indonesia will be assessed in National Examination (UN). It becomes very essential because most of the questions in the National Examination are about reading comprehension. In order to pass the final examination, the students should be able to answer these reading comprehension questions. Therefore, English teaching and learning process in Indonesia is more focused on <sup>reading</sup>.

There are some problems from the students related to reading comprehension. Most of them had low comprehension of texts. They found difficulties for answering the questions about general information (topic of the text), specific information (detail information), and getting general idea on reading comprehension. The problem related to vocabulary mastery which is an important aspect in comprehending a text. They could not understand about the text, because they could not find the meaning of the words. The students of tenth grade at SMAN 13 Kabupaten Tangerang, also think that reading is a boring activity. It

is due to the materials that depended on LKS or text books. This problem lead the techniques that the teacher used in the class to be monotonous.

Shehu (2015) that reading comprehension can be the step or the process of identification of the written text by means of gaining information without any misperception. For foreign learners who use English as a second language, they should have a good ability in reading comprehension by means of gaining information from the written or printed texts without any misinterpretation.

The writer found solution to overcome those problems. For solving the problems, Cummings & Barton (2008) explained that no matter how homogeneous the student teams are in Collaborative Learning, there is determined to be a certain difference in the individual views of the problems at hand. Needing to come to a consensus to progress in their work, students will hopefully both argue, try to persuade, listen to others and be critical to their own views. Such processes promote the ultimate goal of real learning, which is to construct knowledge out of information. Through dialogue and critical examination of the different perspectives in the team, the learners become more knowledgeable and strategic thinkers.

In this case, the writer decides to conduct an experimental research in order to investigate whether there is a significant effect by using Collaborative Learning on improving students' reading comprehension. This strategy is believed can build a friendly atmosphere in learning. The students' can be more confident to share and exchange the knowledge together with their friends. Collaborative Learning lead a positive interaction between the students' that can assist to the improvement of reading comprehension.

## **2. LITERATURE REVIEW**

Pang et al (2003) stated that reading comprehension is an active process of deriving meaning from connected text. The reader would actively engage with the text to construct meaning including making use of prior knowledge.

Shanahan (2005) stated reading comprehension is the act of interpreting information within a text where comprehension itself it's about forming an active and a dynamic thinking of one's own knowledge that requires the thoughtful interaction of a reader with a text. The meaning of reading comprehension also stated Grellet, (1986) reading comprehension is extracting the required information from a written text efficiently, for example when looking at advertisement, locating relevant advertisement demonstrate that reading purpose is successfully fulfilled. A competence reader will reject the irrelevant information.

In addition, Perfetti & Stafura (2014) also stated that reading comprehension is among the most complex human activities. To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax to understand the underlying meaning of the sentence.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge, they have to get the clear understanding of the writer's

message. On the other hand, reading comprehension can be the step or the process of identification of the written text by means of gaining information without any misperception. Therefore, reading comprehension is the process to understand the meaning of the text and to acquire meaning from individual words or sentences that combine with the readers' previous knowledge.

Barkley, Elizabeth E., Cross, K. P., & Major (2005) explained that Collaborative Learning is working together with others. The process of Collaborative Learning means working in pairs or in a small group to achieve learning goals. They also explained that in Collaborative Learning implies learning strategy by forming a group student which each member must actively contribute to reach certain goals. There are some methods which imply Collaborative Learning such as forming a learning group, monitoring and facilitating students to form a learning task which later would be evaluated accordingly. Roberts (2004), Collaborative Learning is a method that use interaction to achieve common goal. While the educator must rethink and entrust student as a way to perform good Collaborative learning. Ali (2015) stated that the concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

According to Laal & Mohammad (2012) there are benefits of Collaborative Learning which includes social, psychological and academic aspect. In Social aspect Collaborative Learning helps to develop learning communities where the psychological benefits play a role to increase students' self-esteem. On the other hand, Collaborative Learning is accountably helpful in motivating students at the specific curriculum by utilizing a variety of assessment. However, there are unbenefits of Collaborative Learning students' opinions and questions can deviate from the subject matter, requires a lot of time, the existence of personal traits that want to stand out or vice versa, the weak feel inferior and always dependent on others and roundness or material conclusions are sometimes difficult to achieve.

Additionally, Johnson, Johnson, & Holubec (2010) explained that the purpose of collaborative learning so that each member of the group to achieve success by helping each other, support, encourage, and appreciate each other in learning. Thus, make students strive to benefit each other so that members in the group can understand the material provided by the teacher.

In addition, work in group can improve each students understanding of the concept even that makes students braver if it is compared with studying individually. These three of advantages of collaborative learning definitely help the students in learning.

### 3. METHOD OF THE RESEARCH

#### 3.1 Place and Time of the Research

This research was conducted in X grade of SMAN 13 Kab. Tangerang in the academic year of 2019/2020. It is located at Jln. Raya Pasarkemis-Rajeg Km.03, Sindangpanon, Sindangjaya Kab.Tangerang, Banten. The research was began from 12<sup>th</sup> of August until 30 August 2019.

#### 3.2 The Method and The Research Design

In this research, the writer used Quasi Experimental design, because the writer wants to find out the effect of Collaborative Learning in the teaching reading comprehension process. It means there are one independent variable and one dependent variable:

- a. Variable X as the independent variable (collaborative learning).
- b. Variable Y as the dependent variable (reading skill).

**Table 3.2**  
**Quasi Experimental Design Table**

Class	Pre-test	Treatment	Post-test
E	O1	X	O2
C	O3	Y	O4

Where:

X: Treatment by using Collaborative Learning.

Y: Treatment by using Collaborative Learning.

O1: Test that was done in experimental class before treatment.

O2: Test that was done in experimental class before treatment.

O3: Test that was done in control class before treatment.

O4: Test that was done in control class before treatment.

E : Experimental Class.

C : Control Class.

#### 3.3 Population and Sample

The population in this research is tenth grade students of SMAN 13 Kabupaten Tangerang in academic year 2019/2020. The population of this research consists of 2 classes. As the population there are about 324 students.

The selection sample of population in this research are the students of tenth grade at SMAN 13 Kabupaten Tangerang in the academic year of 2019/2020 that consists of two classes, includes 67 students. There are the students of X MIPA 3 (36 students) and X IPS 1 (36 students). The students of X IPS 1 for control class and X MIPA 3 for experimental class.

The writer used purposive sampling for collecting data. Purposive sampling is a technique to choose the member from the population based on certain purposes. Therefore, the writer took the class sample based on the teacher's judgment.

#### 4. FINDING AND DISCUSSION

##### 4.1 Finding

Based on the result of students reading comprehension in pre-test, the highest score was 78 and the lowest score was 38, mean 64.39. On the other hand, the result of pre-test showed their reading comprehension was poor. While for the post-test result which are held with treatment the highest score on this test was 90 and the lowest score was 52 with mean 76.78, standard deviation 7.080 and variance 50.121. It means the result of post-test is higher than pre-test. Meanwhile the result of students reading comprehension in pre-test, the highest score was 78 and the lowest score was 38, mean 64.39. On the other hand, the result of pre-test showed their reading comprehension was poor. While for the post-test result which are held with treatment the highest score on this test was 90 and the lowest score was 52 with mean 76.78, standard deviation 7.080 and variance 50.121. It means the result of post-test is higher than pre-test.

##### 4.2 Discussion

Based on the table, the writer found the different score between experiment and control class. It showed from mean score in experiment class 76.78 and control class 62.81. The standard deviation in experiment class 7.080 and control class 8.857. The different minimum in experiment class was 52 and control class 42. The different of maximum score of experiment class 90 and control class 42. Then, total score differences of experiment class 2764 and control class 2261. So it can be concluded that the students can improve their reading comprehension by using Collaborative Learning.

#### 5. CONCLUSION

Based on the result test and questionnaire, it clearly showed that most of the subjects in control class still had low ability in reading comprehension, but most of students in experimental class increased in reading comprehension. The writer concluded that Collaborative Learning was effect than Individual learning in the teaching reading for the tenth grade of SMAN 13 Kabupaten Tangerang in academic year 2019/2020.

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