

Collaborative Learning Approach Towards Students' Reading Comprehension; Does It Have Any Effect?

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Abstract. This research was aimed to find out the effect of Collaborative Learning Approach towards students' reading comprehension at MA Darunnajah Al-Falah Telagawaru in academic year 2018/2019. This research was pre experimental research with one group pre-test and post-test design. The sample was taken from all population of the second grade students of MA Darunnajah Al-Falah Telagawaru which consisted of 23 students. The students were treated by using Collaborative Learning Approach. The instrument of collecting the data used reading test that consisted of 25 items in form multiple choice. The result of technique of data analysis showed that the value of sig two tailed was 0.000. It meant that, the value of t-test was lower than the significance level ($0.000 < 0.05$), indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. Thus, it can be concluded that Collaborative Learning Approach is an appropriate and effective approach for teaching reading because, it has a significant effect towards students' reading comprehension at MA Darunnajah Al-Falah Telagawaru in Academic Year 2018/2019.

Keywords: Reading Comprehension, Collaborative Learning Approach

Abstrak. Penelitian ini bertujuan untuk menemukan pengaruh Collaborative Learning Approach terhadap pemahaman membaca siswa di MA Darunnajah Al-Falah Telagawaru tahun ajaran 2018/2019. Penelitian ini merupakan penelitian pre experimental dengan desain one group pre-test and post-test. Sampel penelitian diambil dari seluruh populasi kelas XI IPS MA Darunnajah Al-Falah Telagawaru, yang berjumlah 23 siswa. Para siswa diperlakukan menggunakan Collaborative Learning Approach. Instrumen untuk mengumpulkan data menggunakan tes membaca yang berjumlah 25 soal dalam bentuk pilihan ganda. Hasil dari analisis data menunjukkan bahwa nilai dari sig two tailed yaitu 0.000. Hal tersebut berarti bahwa, nilai t-test lebih kecil dari tingkat signifikan ($0.000 < 0.05$), menandakan bahwa hipotesis alternatif (H_a) diterima dan hipotesis null ditolak. Dengan demikian, dapat disimpulkan bahwa Collaborative Learning Approach adalah pendekatan yang tepat dan efektif untuk mengajar reading karena memiliki perbedaan yang signifikan terhadap pemahaman membaca siswa di MA Darunnajah Al-Falah Telagawaru tahun ajaran 2018/2019.

Kata Kunci: Reading, Collaborative Learning Approach

INTRODUCTION

Reading is an activity to get informations from the text. Students should know how to read properly, because there are much valuable informations that they have to recognize. For the students who learn language, reading has an important role, since reading is one of the way to improve the ability of students to create meaning of a language and

develop their comprehension in learning language. Johnson (2008: 3-5) stated that reading is the practice of using text to create meaning, a constantly developing skill, integrating visual and non-visual information and the act of linking one idea to another. Thus, students should know how to read with comprehension to gain more knowledge in learning English. Andrew P. Johnson (2008: 3)

stated that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. There is no reading if the meaning is not created.

Reading is a practice to construct meaning in the text that obtained when someone reads a text. In addition, reading is one of the receptive skill. Harmer (2003: 199) stated that receptive skills are the ways in which people extract meaning from the discourse they see and hear. It can be concluded that reading is not only see and read a text but also process of comprehension that we approach.

Comprehension is a special kind of thinking process. According to Duffy (2009: 107), comprehension is an active cycle of mental activity, that starts when the readers anticipate meaning by predicting ahead of time what they will find in passage. It can draw a conclusion that, reading comprehension is reading with finding information, determining meaning, solving certain problems and understanding meaning.

According to Chesla (2002), there are nine indicators of reading: Main Idea; Vocabulary; Specific fact or detail information; Exceptions; Location of Information; Inference; Reference; Paraphrased Sentences; and Sentence Insertion

Based on the pre-observation at MA Darunnajah Al-Falah Telagawaru in 7-9 January 2019, it was found some problems faced by students in learning reading. First, the students were difficult to understand the reading text and to find the informations in it. Second, the students had lack of vocabulary. Third, The approach used previously by the teacher was conventional approach that has monotonous teaching style. The last problem was the classroom situation was passive because students' less participation during learning.

Considering the problems above, the researcher conducted a research using

Collaborative Learning Approach which may the solution to create new achievement in reading comprehension.

According to Slavin (1983 in Irawan (2015: 27)) and Sharan *et al* (1984 in Irawan (2015: 27)), Collaborative Learning Approach is an approach that optimize students' participations in exploring and/or applying selected course materials, which reduces teacher's domination in classroom.

It can be concluded that Collaborative Learning Approach is an approach that emphasize in minimizing teacher's presentation and encouraging students' to work together with their friends to certain goal. The Collaborative Learning Approach makes the students more active in class to participate the teaching and learning process because they work together. The purpose of the study was to find out the effect of Collaborative Learning Approach towards students' reading comprehension at MA Darunnajah Al-Falah Telagawaru in academic year 2018/2019.

RESEARCH METHOD

The researcher used pre experimental with one group pre-test and post-test design. According to Emzir (2008: 96), named pre experimental because it follows the basic procedures experimental but has no control group in the observation. There were some procedures that used in this research. In this design, the researcher came to the class and gave pre-test to the students. Then, researcher treated the students with Collaborative Learning Approach. In the end, the researcher gave post-test. The design of this research as follow:

One Group Pre-test and Posttest Design

O ₁	X	O ₂
Pretest	Collaborative Learning Approach	Post-test

Population of the research was all of students of grade XI IPS at MA Darunnajah Al-Falah Telagawaru in academic year 2018/2019. By using total sampling technique, the

researcher took all of students of XI IPS as the sample of this research. It consisted of 23 students. The researcher used reading test that aimed to know students' reading comprehension that made by the indicators of reading. The researcher used five among the nine indicators as the aspects to assess the students' reading. They are main idea, vocabulary, specific fact or detail information, inference and reference. The test consisted of 25 items in form multiple choice. The data of this research was taken from pre-test and post-test of the students' reading comprehension. Pre-test was the first step in collecting the data for students' reading comprehension to know the basic ability of the students before getting treatment. In this research, post-test was the last step in collecting the data.

After collected the data, the researcher used descriptive statistic and inferential statistic to analyze all of data. According to Kothari (2004: 131), descriptive statistics concern the development of certain indices from the raw data. The first step to analyze all of the datas, the researcher used descriptive statistics to process the raw data became mean, median, mode and standard deviation. The researcher used SPSS 19.0 for Windows by using method Descriptive Statistics, Frequencies to get the result of descriptive statistics.

Inferential statistics is analysis derived from sample data that used to make inferences about the population from which the sample was taken. In this research, the researcher used t-test to compute the data from pre-test and post-test to find out the significant difference between pre-test and post-test. To get the value of t-test, the researcher used SPSS 19.0 for Windows by using the method Paired Sample t-test with significance level 95% (0.05).

FINDINGS AND DISCUSSION

The highest score of pre-test was 60, the lowest score was 12 and range score of pretest score was 48. Meanwhile, the highest score of

post-test was 100, the lowest score was 56 and range score of post-test was 44.

Subsequently, the following statement below explained the result of students' pre-test and post-test score in detail.

Data Description of Pre-Test

The result of pre-test showed that the highest score was 60 and the lowest score was 12. After computing the data by using SPSS 19.0 with method Descriptive Statistics, Frequencies, the researcher found the mean score was 36.52, the mode score was 36, the median score was 36, the range was 48, and standard deviation was 12.493.

Frequency Distribution of Pre-Test

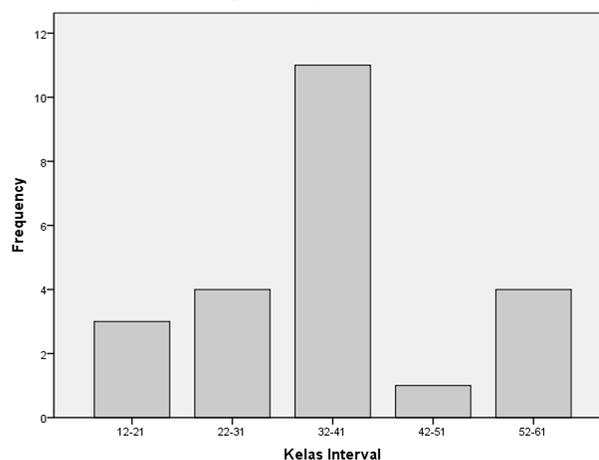
	Frequency	Valid Percent	Cumulative Percent
Valid 12-21	3	13.0	13.0
22-31	4	17.4	30.4
32-41	11	47.8	78.3
42-51	1	4.3	82.6
52-61	4	17.4	100.0
Total	23	100.0	

Descriptive Statistics of Pre-Test Statistics

Nilai_Pre_Test

N	Valid	23
	Missing	0
Mean		36.52
Median		36.00
Mode		36
Std. Deviation		12.493

Bar Chart of Pre-Test



Data Description of Post-Test

The result of post-test showed that the highest score was 100 and the lowest score was 56. After computing the data by using SPSS 19.0 with method Frequency Command, the researcher found the mean score was 79.83, the mode score was 84, the median score was 84, range was 44, and the standard deviation was 12.029. Then, the frequency distribution and bar chart of the data were shown in table and graphic below.

Frequency Distribution of Post-Test

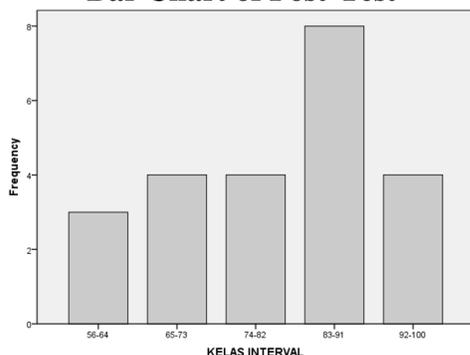
	Freque ncy	Valid Percen t	Cumulat- ive Percent
Valid			
56-64	3	13.0	13.0
65-73	4	17.4	17.4
74-82	4	17.4	17.4
83-91	8	34.8	34.8
92-100	4	17.4	17.4
Total	23	100.0	100.0

Descriptive Statistics of Post-Test Statistics

Nilai_Post_Test

N	Valid	23
	Missing	0
Mean		79.83
Median		84
Mode		84
Std. Deviation		12.029

Bar Chart of Post-Test



Normality and Homogeneity Test

Before computing the data into t-test to make the inference, the researcher would like to show the result of the test of normality of the data from pre-test and post-test. It was to know whether the data distribution were normal or not. The researcher used SPSS 19.0 for Windows to compute the data.

The Result of Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre_Test	.934	23	.135
Post_Test	.948	23	.271

According to the result above, it was found that the value of Sig. of pre-test and post-test in Shapiro-Wilk test of normality were 0.135 and 0.271. It was higher than the significance level ($0.135 > 0.05$ and $0.271 > 0.05$). It indicated that there was no significant difference between the data. It can be concluded that the data distribution of pre-test and post-test were normal.

After that, the researcher conducted the test of homogeneity of the data by using SPSS 19.0 to know whether the data's homogeneous or heterogeneous.

The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.064	1	44	.802

Based on the result above, it showed that the value of Sig. of the data from pre-test and post-test was 0.802. It was higher than the significance level ($0.802 > 0.05$). It indicated that there was no significant different between the data. It can be concluded that the data of pre-test and post-test were homogeneous.

Testing Hypothesis (t-test)

Testing hypothesis is process in deciding whether alternative hypothesis would

be accepted or null hypothesis would be rejected. In previous data shown that the mean score of post-test was higher than pre-test. The mean score of pre-test was 36.52, and the mean score of post-test was 79.83 ($79.83 > 36.25$). Furthermore, the hypothesis tested by using SPSS 19.0 for Windows by using the method Paired Sample t-test with significance level 0.05 (95%). The hypothesis found of this research was the sig two tailed ($0,000 < 0,05$) with 23 sample. The detail was shown in the table below.

The Result of Paired Samples t-test
Paired Samples Test

		Paired Differences			
		Mean	T	df	Sig. (2-tailed)
Pair 1	Pre_ Test - Post_ Test	- 43.304	- 24.195	22	.000

Based on the result showed above, the value of sig (2-tailed) was 0.000. The value of sig two tailed was lower than the significance level (0.05). It can be concluded that there was a significant effect of Collaborative Learning Approach in learning reading comprehension. It indicated that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It meant that Collaborative Learning Approach is appropriate and effective for teaching reading comprehension.

Discussio

In this research, the researcher has investigated the effect of collaborative learning approach towards students' reading comprehension at XI IPS class of MA Darunnajah Al-Falah Telagawaru in academic year 2018/2019. After computing the data in this research, it was found that collaborative learning approach has a significant effect towards students' reading comprehension. It

meant that collaborative learning approach is the appropriate approach or strategy that can increase students' comprehension in learning reading. This was in line with the research that conducted by Kabir and Kiasi (2018). It revealed that the collaborative reading strategy significantly influenced students' performance in reading comprehension.

Collaborative learning approach makes the students socialize better with their friends since they work together to achieve a certain goal in learning. In a similar research, Kaldirim and Tavsanlı (2018) examined the effect of collaborative learning approach on students' academic achievement (grammar, writing, reading and general course). The result showed that collaborative learning approach is qualified enough to fulfill its contribution to academic achievement and social skills of individuals.

The findings also showed that students can perform better in collaborative situations compared with working individually as the previous approach by the teacher was done only with conventional way by finishing task independently. Also, collaborative learning approach consistently can make the students with low proficiency have a better score. It supported by Momtaz (2015) who stated that for students' with low and high proficiency, their score by reading collaboratively were consistently higher than those for private reading and also had high proficiency while reading collaboratively. Collaborative learning also more effective for students in lower proficiency.

Collaborative learning makes the students' reading comprehension was better than before getting the treatment and makes students more active because it focused on students, thus, the reading practice becomes more exciting because the students are able to expand their whole capabilities and potential through significant and valuable activities, such as exploring and discussing ideas with their friends and stating opinion to exchange the

ideas. Since it affects to reading as one of the important skills in English, the researcher believes it can increase students' comprehension in other skills in English. Wahyuni (2014) supported the findings as the result of her research was the students with high reading habits who were taught by collaborative writing had better writing skill in recount text than who are taught by conventional teaching and students' who were taught by using collaborative writing strategy get better achievement in students' writing of recount text than those who were taught by using conventional technique.

In addition, teaching and learning reading collaboratively makes a balance situation between the approach with the situation and condition that exist in the environment of the class. Therefore, the students can enlarge their comprehension significantly. Al-Kaabi (2016) stated that there were significantly higher scores that undertook collaborative learning with the same learning style in a blended learning environment due to their learning style, with the converging learning style being associated with.

CONCLUSION

Based on the analysis of the data that collected during this research, it can be concluded that Collaborative Learning Approach is proper and suitable approach for learning reading comprehension, since there was a significant difference between students' progress before and after being taught using Collaborative Learning Approach.

It can be concluded that collaborative learning approach can be used as an approach or strategy in teaching reading comprehension. It was found that the result of sig two tailed was 0.000. It was showed that the value of sig two tailed was lower than the significance level (0.05). It meant that the Null hypothesis (Ho) was rejected because the level of significance (0.05) was higher than the value of sig two

tailed. Thus, Alternative hypothesis (Ha) was accepted which means collaborative learning approach was effective in teaching reading comprehension.

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