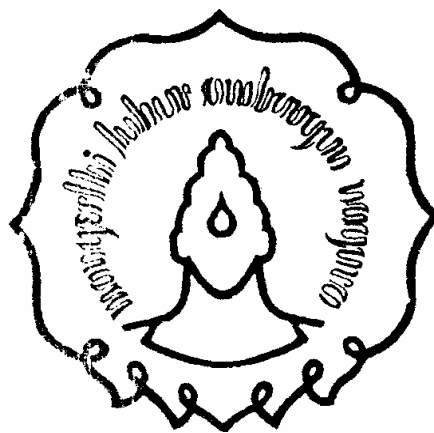# IMPROVING THE STUDENTS' CAPABILITY IN COMPREHENDING THE ENGLISH TEXT TYPES THROUGH COLLABORATIVE LEARNING

(A Classroom Action Research at Madrasah Aliyah Negeri Sukoharjo in 2008/2009 Academic Year)

A Thesis

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ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

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2009

APPROVAL

IMPROVING THE STUDENTS' CAPABILITIY IN COMPREHENDING THE

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "Improving the Students' Capability in Comprehending the English Text Types through Collaborative Learning (A Classroom Action Research at Madrasah Aliyah Negeri Sukoharjo in 2008/2009 Academic Year)". It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July, 2009

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ABSTRACT

Hardi, S.890907008: *Improving the Students' Capability in Comprehending the English Text Types through Collaborative Learning (A Classroom Action Research at Madrsah Aliyah Negeri Sukoharjo in 2008/2009 Academic Year). Surakarta: English Education Department Graduate Program University of Sebelas Maret.*

This research was conducted at MAN Sukoharjo. The subjects of the research were the eleventh year students of science one in 2008/2009 academic year. The research aims to (1) identify whether collaborative learning (CL) can improve the students' capability in comprehending the English texts; (2) and describe the teaching and learning situation when CL activity is implemented in reading class.

The study applied action research technique to improve the students' capability in comprehending the English texts through CL. Action research is a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be. The research consisted of two cycles, with four meetings in every cycle; consisting of planning, action, observation, and reflection in each cycle.

There are two types of data in the research, namely the numerical and non numerical data which were collected by observation, interview, questionnaire, and test. The numerical data was analyzed by using descriptive statistic, finding out the mean of the scores in the test and the significant improvement of the score by using non independent t-test. The non-numerical data were analyzed by using constant comparative technique proposed by Strauss and Glasser consisting of the following steps: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; delimiting the theory; and (4) writing the theory.

The result of the research showed that CL technique could improve the students' capability in comprehending the English text types. The mean of pre-test was 4.0, the mean of cycle 1 was 5.4, and the mean of cycle 2 was 6.6. The data proved that CL which was supported by Counseling Learning really improved the students' capabilities. First, they could mention some English text types,

differentiate them, classify the organization of the text, mention the language features, mention the social function of the text, and infer the conclusion. Second, their ability in oral activities improved through the phases of the treatments. Third, they got good understanding from the phases of the treatments to improve the writing activities. Fourth, finishing the tasks collaboratively could motivate them to be communicative activities so that they could create good atmosphere. And fifth, they got the ability to improve their learning strategy without being instructed and guided by the teacher. The institution should prove the required facilities to support teaching and learning process. The other researcher should prepare the planning of the research well in order to get a good result.

MOTTO

Fa inna ma'al 'usri yusran

After difficulties, there will be ease.

Sesungguhnya setelah kesulitan, akan ada kemudahan.

(QS. Al Inssyirah: 6)

DEDICATION

This thesis is dedicated to:

His Mother and Father for their love, affection, patience, support and prayer along his life, they show him the true of life.

Her beloved wife, Tri Sarwosri, for her love, affection, patience, attention never ending supports in facing this life.

His sons, Imam Syuhada and Maulana Adam Sahid who always remind and help him to finish this thesis.

His beloved daughter, Salsabila Nisa Azizah who always gives him inspiration.

His beloved sisters and brothers for their love and praying.

His beloved parents in law: Ibu Ginem Hadi Sukarno and Bapak Hadi Sukarno, they are proud of being part of their family.

All his friends.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English teaching language in Indonesia is regarded as foreign language teaching. It deals with four language skills, namely listening, speaking, reading, and writing. Since English has not been used as the second language in Indonesia, it faces some problems. In national examination that involves reading skills as the biggest portion among others, students still get difficulties in comprehending the English texts.

Reading is the activity of perceiving a written text in order to understand its meaning or message. In relation to that activity, Hornby (1974: 698) defines that reading is a way in which something is interpreted or understood. Coady (1997: 175) also states that reading theory tells us that reading comprehension involves complex interaction between reader and text in which the reader uses information from the surrounding text and from other knowledge sources to verify and elaborate the mental textual representation. Comprehension may be regarded as relating what we attend to the world around us – the visual information of print in the case of reading – to what we already have in our heads (Smith in Gebhard, 2000: 197). Another definition of reading is also stated by Smith in Fauziati (2005: 139), it defines that reading is more pragmatically as an understanding a message conveyed by the writer through visual and non- visual

information. Finally, reading is an action of a person to look at and understand the meaning of written or printed words. In this case, the reading capability means the capability of the students in looking at and understanding the written or printed words.

In teaching reading, a teacher usually provides his students with a reading material and a number of questions dealing with the text to answer. This kind of procedure is like testing reading. This will not help the students develop their reading skills. Teachers should understand and use a learning style and learning strategies in order to help the students in understanding the English text. Jordan (1997: 95) defines that a learning (or cognitive) style is the particular approach by which a student tries to learn. Major influences which condition or shape the way learners think and study are: the educational system, the socio-cultural background and personality variables. Learning strategies, on the other hand, are the ways in which learners try to understand and remember new information, e.g. techniques for learning new words in foreign language.

In order to improve the students' capability in comprehending the English texts, the teacher must help them change their inefficient reading habits as reading word by word, focusing too much attention on form, relying heavily on dictionary, and so on. It is also necessary for him to create his role which is suitable with the situation and condition.

In teaching reading, a teacher should make the condition to be communicative. In this case, a teacher should focus on the involvement of the

students in discussing the materials, so that all students participate and have good responsibility for the improvement of their learning achievement and ideally they get more than six in the tests because English is the subject of national examination.

As a matter of fact, the eleventh year students of science one of MAN Sukoharjo were low motivation and got less than six (mean: 4.0) in English semester test. These were caused by many factors. One of them was from the extrinsic influence which did not support their talents and competencies. It could be derived from the teacher, surrounding community or environment, and the students themselves.

Although most of the students in this class got less than six in English tests in general, they got six or more than six for their report. This condition is very dangerous for them, because they must get more than six in English national examination in order to pass the examination in the end of academic year. Some of the students do not realize that they must be well-prepared in facing the national examination, especially English national examination, which is considered as the difficult subject matter in educational program.

The above condition was caused by the weaknesses in learning English. One of the weaknesses which they had in learning English was the capability in comprehending the English texts. Some, even most of the students got difficulties in this matter. In this case, the writer took them into two parts of classification, quantitative and qualitative.

The writer asked the English teacher to get the quantitative data. He got the real marks of the English test in the first semester of the eleventh class. There were thirty seven students in the eleventh class of science one. All of them got less than six in their English test in the first semester. There was one student who got marks between 2.0 to 2.9, there were fifteen students who got between 3.0 to 3.9, there were nineteen students who got between 4.0 to 4.9, and those who got between 5.0 to 5.9 were two students.

In his qualitative data, he interviewed some of them about the English texts types, they did not show their capability well. For example, when they were asked about the type of the text, the organization of paragraph, what about the last paragraph is, in relation to the exposition text, some of them kept silence and few of them gave the wrong answers which were far from the hoped answers.

It is also clear that the problems of the students of MAN Sukoharjo, especially the eleventh year of science one are about the difficulties in understanding the English texts. According to the curriculum (2006) and KTSP, there are twelve genres (text types) to be taught to the students. They include procedure, recount, narrative, descriptive, news items, report, analytical exposition, and review. The students should understand about them well because they are expected to be able to go up to the next grade. And when they are in the twelfth or third year, they are also expected to be well prepared in facing the national examination.

Concerning with the students' problems, there are many factors which cause their difficulties in understanding the English texts. Based on the interview the writer got from either students or the teacher informally, the causes are as follows.

Firstly, in teaching English reading and comprehension, the teacher tended to present the material monotonously. For example, when she taught a certain topic, she just explained the material related to the topic while the students listened to the teacher's explanation, and took notes, or even for sometimes took a nap. Then, she asked the students about the difficult words or the new vocabularies. After that she asked them to answer the questions with their friends to be discussed and checked together. These are the weaknesses what the teacher did.

A teacher is expected to be able to improve his role to create the quality of learning. In order to create a good quality of learning, it is necessary for him to determine the correct method and technique to manage the classroom. The learning activities that the teacher selects will also influence the quality of learning. The way in which he presents the materials, reflects his beliefs and values, and the learners in turn will interpret the activities in ways that are meaningful to them. The activities are designed to increase awareness of learning aims and how these relate to these to the actual lesson taught. The factor planning and organization of learning are the understanding of aims (Wajnryb, 1992: 67). Brown in Wajnryb (1992: 67) offers one way of clarifying and classifying aims by differentiating between pedagogic, language learning, and social aims as follows:

(1) pedagogic aims: these are the overall syllabus goals, both sort and long-term;

(2) language learning aims: this is at the lesson level and relate to why learners are

asked to do at any phase or sub-phase of a lesson; (3) social aims: these relate to

the social climate in the classroom and sorts of roles that will be expected by

learners.

Teaching and learning process of language program must be

communicative because what is studied is about language. Richards (2001: 155)

states that communicative language teaching means little more than an integration

of grammatical and functional teaching. Wood in Richards (2001: 155) also states

that one of the most characteristic features of communicative language teaching is

that it pays systematic attention to functional as well as structural aspects of

language. He also states that communicative language teaching means using

procedures where learners work in pairs or groups employing available language

resources in problem solving tasks. In planning for teaching, it is necessary to

develop a model of teaching because different models of teaching make different

assumption about the nature of language and language learning, the role of

teacher, learners, and instructional materials. In language teaching program,

(Richards, 2001: 215) states that teaching models are often based on particular

methods or approaches. For example: (1) The communicative approach: The focus

of teaching is authentic communication; extensive use is made of pair and group

activities that involve negotiation of meaning and information sharing. Fluency is

a priority; (2) Cooperative learning model: Students work in cooperative learning

situations and are encouraged to work together on common tasks and to

coordinate their efforts to complete tasks. Rewards systems are group oriented rather than individually oriented; (3) The process approach: In writing classes, students take part activities that develop their understanding of writing as a process. Different stages in the writing process (planning, generating ideas, drafting, reviewing, revising, editing) form the focus of teaching; (4) The whole-language approach: Language taught as a whole and not through its separate components. Students are taught to read and write naturally, with a focus on real communication, authentic texts, and reading and writing for pleasure.

Secondly, the students were low motivation and they tended to be passive because of their experience when they were in the tenth and class. Some of the students felt relaxed because they could go up to the next grade although their marks were not so good, especially English. They don not realize that they must have better capability in order to prepare the national examination. They still hope that the teacher can help them in determining the success of national examination.

In line with the situation above, it is necessary to conduct a study focused on how the teacher prepares to teach, what process of teaching English as foreign language looks like in comprehending the English text types, how the teacher transforms the skills in what kinds of roles the students and teacher stand for, and what kinds of evaluation are used to assess the students' achievements.

Besides, in teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that all students

involve in the discussion. The most important thing to carry out the English teaching is that the teacher must be able to use suitable approach, design, and procedures.

In order to participate or involve all students in the discussion of learning activity, the writer will apply the effective technique called Collaborative Learning. In relation to this, Richards (2001: 192) says Cooperative Language Learning (CLL) is part of a more general instructional approach known as Collaborative Learning (CL). Cooperative Learning is in an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the class room. Olsen and Kagau in Richards (2001: 192) also defined that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and motivated to increase the learning of other.

Based on the idea above, the writer proposes "a collaborative learning" (CL) as a solution. It is considered appropriate to improve the students' capability because of the following reasons. Firstly, CL provides a set of meaningful activities and it does the following: (1) raise the achievement of all students, including those who are gifted or academically handicapped; (2) help the teacher build positive relationships among students; (3) give the students the experience they need for healthy social, psychological, and cognitive development; (4) replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizations structure. Secondly, CL is

working together to accomplish shared goals. Within cooperative situations, individuals seek outcome beneficial to themselves and all other group members. CL is the instructional use of small groups through which students work together to maximize their own and each other's learning (Johnson in Richards, 2001: 192). Thirdly, CL tends to use the discussion group, group work, and pair work. The groups are used to give a change from the normal pace of classroom events and to improve the amount of student participation in lessons.

Through CL, it is expected that the involvement of all students can maximize their learning so that their achievements increase, especially in comprehending the English text.

B. Problem Statement

Based on the background of the study, the writer formulates research questions as follows:

1. Can collaborative learning improve the students' capability in comprehending the English texts?

2. What happens when collaborative learning is applied to improve the students' capability in comprehending the English texts?

C. The Objectives of the study

The objective of the research is to examine whether or not collaborative learning can promote the students' capability in comprehending the English texts. Besides, the research is also designed to study what happens when

collaborative learning is applied to improve the students' capability in comprehending the English texts.

D. The Benefits of the study.

The research result is expected to be able to give some benefits for the teacher who teaches English at MAN Sukoharjo, because the teacher can get description about how to use the teaching technique in teaching English effectively to senior high school students in which it should be suited to their characteristics. Besides, it can lead him or her how to create an interesting and comforting atmosphere in classroom so that students will not feel boring to join the learning activity. In addition, their motivation to master the English texts will increase.

Meanwhile, the benefits for students, it can serve them the more comforting and interesting situation inside the classroom so that they will be more interested to join the class. Dealing with their capability in comprehending the English texts, they will get easier to master it through collaborative learning and they will be able to increase their English achievement.

The benefit for readers probably will be used as the reference for those who want to conduct a research in English teaching process, especially in improving the students' capability in comprehending the English text types. At least, it can be used as an input or only a large knowledge in English teaching process.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter consists of three main sections including (1) theoretical description, (2) rationale, and (3) action hypothesis.

A. Theoretical Description

This section will talk about reading comprehension, collaborative learning, and English Text-Types.

1. Reading Comprehension

Reading, one of the four language skills, has the important role in performing the students' English knowledge. By reading they can understand what they are learning about. Harmer (1991: 190) states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. Unlike a listening text, a reading text moves at the speed of the reader. In other words it is up to the reader to decide how fast he or she wants to read a text, whereas listeners often have to do their best with a text whose speed is chosen by the speaker. The fact that reading texts are stationary is clearly a huge advantage. He also says that it is often difficult to convince students of English as foreign language that text in English can be understood even though there are vocabulary items and structures the students has never seen before.

Many kinds of approach have been given in order to help the learners in comprehending the reading materials efficiently, but the effectiveness in reading is subjective, it varies from reader to reader and depends on the text type. Jordan (1997: 17) states that methods to improve reading efficiency usually involve exercises and practice in increasing vocabulary range, anticipation of language, improved comprehension, awareness of eye movements, variable reading speed and timed reading passages.

Nunan (1992: 120) states that comprehension is regarded as an active process of constructing mental representations of meaning by anticipating message contents. The models of communicative competence generally include the notion of strategic competence, referring to the ability to process language data in real time and under the constraints of a limited short-memory. Fauziati (2005: 144) also states that comprehending a text is an interactive process between the reader's background knowledge and the text. The psycholinguistic perspective views that reading is "a psycholinguistic guessing game" which involves interaction between thought and language. By guessing, readers predict the content of the text. This means that their background knowledge is important to help understand the text. This is also in line with the schema theory which bears two basic mode of information processing: text based or bottom-up and top-down or knowledge based information processing. Another statement is stated by Richards (1996: 164) that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making

predictions based, on information in the text), and evaluation (making judgment about the content of a text based on personal or other values).

Smith in Fauziati (2005: 139) defines that reading more pragmatically as is an understanding a message conveyed by the writer through visual and non-visual information. Based on a modern psycholinguistic perspective reading is considered as a psycholinguistic guessing game (Goodman in fauziati, 2005: 139). This activity involves an interaction between thought and language. The reading processes are cycles of sampling, predicting, testing, and conforming. By guessing the readers predict, test, and confirm the content of the text. This implies that the learners' background knowledge is important to help understand the text.

Bill in Coady (1997: 112) states that reading comprehension is enhanced when he can recognize the conjugated forms of familiar verbs, distinguish between transition words and nouns or verbs, identify different forms of a familiar root word, and realize that in certain contexts a cognate may have a minor, noncognate meaning. Coady (1997: 175) also states that reading theory tells us that reading comprehension involves complex interaction between reader and text in which the reader uses information from the surrounding text and from other knowledge sources to verify and elaborate the mental textual representation. Different levels of text comprehension can involve differential analysis of unfamiliar or partially known individual words, corresponding to the kinds of knowledge involved in "knowing a word."

In addition, Richards (1996: 58) states that there are six different beliefs about reading held by the students in the class. These guide the way the students approach reading during the class time and influence the kind of reading behaviors they use: (1) Reading is saying words correctly. For these children, the focus is on saying words aloud. They view reading as performance in calling out words; (2) Reading is schoolwork. For these children, reading is just another obligatory assignment to be completed before moving on to something that they will really like to do. It is not normally something they want to do on their own; (3) Reading is a source of status. That is, it is an activity to be announced and performed in front of others; (4) Reading is a way to learn things. For these children, reading meant studying, and they chose to read materials that contain information; (5) Reading is a private pleasure. These children chose books that had personal meaning for them; And (6) reading is a social activity. For these students, reading is a shared activity conducted collaboratively in pairs or groups. It is a source of pleasure with friends.

Crandall in Richards (2001: 272) states that in developing reading material, it is helpful to consider the following general guidelines. The reading texts should: (1) encourage appropriate use of both top-down and bottom-up strategies; (2) offer opportunities for developing speed/fluency as well as deliberateness/accuracy; (3) include different text types, rhetorical genres, and topics; (4) incorporate different types of reading tasks with different purposes (reading to learn, reading to do, reading to evaluate, reading for enjoyment); (5) offer sufficient interaction with a topic or a text to develop content and related

vocabulary knowledge; (6) encourage students to examine their own reading strategies and try out different strategies for dealing with different types of texts or for reading for different purposes; (7) introduce students to different types of directions encountered in texts and tests; and (8) assist in identifying and building culturally variable information needed for text interpretation, while treating positively the students' primary language and culture. Pre-reading activities include: (1) discussion questions and prewriting activities that help relate the reading to a student's prior experiences, activating and expanding the student's content and formal schemata, building vocabulary, and helping to identify cultural influences that may affect reading comprehension or interpretation; (2) prediction activities that draw attention to the organization of the text and to identification of potential themes and directions the author may take; (3) skimming activities that provide students with a general idea of the text themes and the organization and development of ideas; (4) questions and other activities that focus on graphic cues such as titles, chapter headings, indentations, and white space, as well as any visuals and other text displays that highlight the organization and relative importance of various themes in the text; (5) scanning activities that highlight key (including technical) vocabulary, as well as names, dates, places, and other important facts; and (6) question that can serve to focus a student's attention during reading as well as engage student sufficiently to motivate doing the reading. Activities for use during reading include: (1) filling a graphic while reading: completing a Venn diagram (for comparisons), a flow chart (for processes), a table (for classification or definitions), or other organizers that

reflect the logical relations between ideas in the text and highlight for the student what is important enough to be noted and remembered; (2) guided or controlled writing assignments or discussion questions that encourage students to react to and reflect upon what they are reading at key stages in the process and note confusion or question they hope to have answered before the end of the reading; (3) underlining, highlighting, or note-taking activities that help the students develop more effective study skills; (4) vocabulary building activities that help the students find clues for meaning within the text; (5) periodic paraphrasing and summarizing activities, which encourage students to see how an idea is develop and a text is structured, to draw inferences, and to effectively tie new ideas to prior topics; and timed activities that encourage rapid reading, perhaps combined with questions that require skimming for general answers or scanning for the key information. Post-reading activities include: (1) vocabulary activities, helping the students to expand their vocabulary by applying affixes and roots drawn from the key vocabulary in the reading, using charts and tables to illustrate the relationship between words; (2) questions to encourage critical analysis and evaluation of the reading; (3) activities that help the students to summarize the text, beginning with partially completed summaries; (4) cloze activities and sentence strip activities for developing vocabulary; and (5) application activities, which encourage the students to apply what they have read to some tasks or activities.

Reading becomes the basic ability in understanding the material of English teaching and learning process. The vocabulary mastery also becomes the basic understanding to the reading text. Based on those two statements, the

understanding of English teaching and learning material is finally also influenced by the vocabulary mastery of the students.

Jordan (1997: 143) states that in the process of reading, students will be concerned with the subject content of what they read and the language in which it is expressed. Both aspects involve comprehension, though of different kinds. Depending on the reading purpose, different reading strategies and skills will be involved; in turn, the skills can be divided into sub-skills. In relation to his statements, he also expresses some of the main strategies, skills and sub-skills utilized in reading are as follows: prediction, skimming (reading quickly for the main idea or gist), scanning (reading quickly for a specific piece of information), distinguishing (between factual and non-factual information, important and less important items, relevant and irrelevant information, explicit and implicit information, ideas and examples and opinions), drawing inferences and conclusions, deducing unknown words, understanding graphic presentation (data diagrams, etc.), and understanding text organization and linguistic/semantic aspects (relationship between and within sentences and recognizing discourse/semantic markers and their function).

Fauziati (2005: 140) states that a reading text always contains information, meaning, or messages which the writers intend to communicate to their readers. Therefore, a reading text is also a piece of discourse. The elements of a text comprise words, which are combined into phrases to form clauses and sentences and then organized into the right cues to form concepts or meanings. Readers have to develop their abilities to perceive the elements of the reading text

to get meanings with sufficiently efficient speed. What follows are some activities which are worth doing in order to develop text-based processing skills.

Thus, it can be concluded that reading comprehension is an action, interactive, interpretative, and active process of a person to look at and understand the meaning of written or printed words. In this case, the reading ability means the ability of the students in looking at and understanding the written or printed words.

In relation to the statements, Harmer (1991: 183) states that readers or listeners employ a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear depends to a large extent on their expertise in these specialist skills. He looks at six skills predictive skills, extracting specific information, getting the general picture, extracting detail information, recognizing function and discourse patterns, and deducing meaning from context.

a. Predictive Skills

Harmer (1991: 183) states that efficient readers or listeners predict what they are going to hear or read; the process of understanding the text is the process of seeing how the content of the text matches up to these predictions. As they continue to listen and read, however their predictions will change as they receive more information from the text.

b. Extracting Specific Information

Harmer (1991: 183) states that very often readers and listeners read something or listen to it because they want to extract specific bits of information- to find out a fact or two. They may quickly look through a film review just to find the name of the star. They may listen to the news, only concentrating when the particular item that interests them comes up. In both cases they may largely disregard the other information in the review or the news bulletin. They will be aware of this information and may even at same level take it in, but they do so at speed as they focus in on the specific information they are searching for. This skill when applied to reading is often called scanning. Crandall in Richards (2001: 273) also states that scanning activities that highlight key (including technical) vocabulary, as well as names, dates, places, and other important facts. In relation to these definitions, successful readers can scan things they read to locate facts or specific information. Another statement is stated by Mc Worter in Fauziati (2005: 144) that going over the text quickly while trying to pick out ideas will also provide background knowledge. Scanning involves quickly looking through a text, or surveying it, in order to find specific information (Jordan, 1997: 17). In scanning, the candidate can quickly find: specific words or phrases; figures, percentages; specific items in index; specific names in bibliography or set of references (Arthur Hughes, 2003: 138). From the descriptions it can be concluded that scanning is making a quick overview of a passage, looking for specific information.

c. Getting the General Picture

Readers and listeners often read or listen to things because they want to 'get the general picture'. They want to have an idea of main points of the text-an overview-without being too concerned with the details. When applied to reading this skill is often called skimming and it entails the reader's ability to pick out main points rapidly, discarding what is not essential or relevant to that general picture (Harmer, 1991: 183). Skimming involves the quick reading of a text –not every word- in order to understand the gist or main points of a passage (Jordan, 1997: 17). Readers can skim a text to get general idea of a passage, for example, most readers are able to read a newspaper headline and the first paragraph or the second one of a text to determine what it is about. Skimming activities provide students with a general idea of the text themes and the organization and development of ideas (Crandall in Richards, 2001: 272). In skimming, the candidate can: obtain the main ideas and discourse topic quickly and efficiently; establish quickly the structure of a text; decide the relevance of a text (or a part of a text) to their needs (Arthur Hughes, 2003: 138). Another statement is stated by Djuhari (2007: 264) that in reading for main ideas or skimming is generally characterized by giving the following questions: (1) What is the topic of the text?; (2) What is the main idea?; (3) What is the subject?   From the descriptions, it is concluded that to skim is to get general idea of a passage.

d. Extracting Detailed Information

Harmer (1991: 184) states that readers or listeners often have to be able to access texts for detailed information. The information required can be of many kinds. Exactly what does the writer mean? What precisely is the speaker trying to say? Questions like 'How many?' 'Why?' 'How often?' are often answered by reference to this kind of detail. Sometimes the detail they are looking for is the writer's or speaker's attitudes; how do they feel about the situation or person they are describing? What, precisely, is their intention? In our need to teach purposeful reading and listening with an emphasis on skimming and scanning (in reading) readers should not forget the importance of detailed reading and listening.

e. Recognizing Function and Discourse Patterns

Harmer (1991: 184) states that native speakers of English know that when they read or hear someone say 'for example' this phrase is likely to be followed by an example. They read 'in other words' a concept is about to be explained in a different way. Recognizing such discourse markers is an important part of understanding how text is constructed. Readers are expected to understand paragraph structure and paragraph organization and they recognize devices for cohesion. They know which phrases are used by the writers or speakers to structure their discourse or give them 'time to think'. They need to make students aware of these features in order to help them to become more efficient readers and listeners.

f. Deducing Meaning from Context

Teachers can assume that students already have a considerable store of vocabulary. Teaching the new words the teachers can show the students examples of words in action and ask them to use their knowledge to work out what words can go with others, when they should be used and what connotations they have. They are also asked what words mean and how and why they are being used. Therefore, one of things that the teachers can do for the students is to help them to develop their ability to deduce the meanings of unfamiliar words from the context in which they appear.

2. Collaborative Learning (CL)

a. The Meaning of Collaborative Learning

The writer starts giving the definition from collaboration. Tikunoff and Griffin in Oja (1989: 12) state that collaboration is viewed as teachers, researchers and trainer developers working with parity and assuming equal responsibility to identify, inquire into, and resolve the problems and concerns of classroom teachers. Such collaboration recognizes and utilizes the unique insights and skills provided by each participant while, at the same time, demanding that no set of responsibilities is assigned a superior status. Cummings and Threadgold in Oja (1989: 13) also state that collaboration also assumes that researchers and practitioners will communicate frequently and openly throughout the process to avoid possible conflicting perceptions and assumptions which result from their different positions in the field. Cook and Friend (2000: 6) state that collaboration

is a style of interaction; it cannot exist in isolation. It can only occur when it is used by people who are engaged in a specific process, task, or activity. It can be done for planning an educational program for a student, sharing the teaching responsibilities for an academic lesson, or arranging next year's text book adoption time line. What the term of collaboration conveys is how the activity is occurring, that is, the nature of the interpersonal relationship during the collaboration. They also give a definition of interpersonal collaboration that it is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal. From these explanations it is concluded that collaboration is a style of interaction which is used by people who are engaged in a specific process, task, or activity which includes joint responsibility and the mutual development.

In relation to the explanation above that collaboration needs parity among the participants. Friend and Cook (1996: 7) define that parity is a situation in which each person's contribution to an interaction is equally valued and each person has equal power in decision making. If one or several individuals are perceived by others as having greater decision-making power or more valuable knowledge or information, collaboration cannot occur. So it is concluded that in collaboration it is necessary to understand that individuals may have parity as they work together in one situation and not in another.

In order to reach the purpose, Friend and Cook (2000: 8) also state that collaboration is based on mutual goals. The members or individuals who collaborate must share at least one goal. Teachers can imagine that a meeting at

which a decision must be reached about what specialized services students should receive and how much time the students should spend in a general education setting. In one sense, the mutual goal of designing an appropriate educational program seems to be obvious. In reality, however, there may be at least two goals present. For example, the parents, social workers, and principal might think that the students should be included in general education for most of the day, whereas the special education teacher, classroom teacher, and psychologist might believe that great care needs to be taken before any inclusion occurs. In this case, the goal of designing an appropriate program would have to be significant enough for all parties to commit their time and energy to collaboration. Therefore, professionals do not have to share many or all goals in order to collaborate, just one that is specific and important enough to maintain their shared attention.

To support the idea above, Cook and Friend (2000: 10) state that professionals who anticipate collaboration must believe that the results of their collaboration are likely to be more powerful and significant than the results of their individual efforts, or else they are unlikely to persevere. Typically, the success in collaboration leads to increased commitment to future collaboration, and so beliefs and attitudes become increasingly positive. They also state that an additional element of the value system that supports collaboration is the belief that two heads are better than one. Individuals who collaborate usually do not have the same expertise. If someone is skilled in an area in which his colleague is not, the colleague can rely on his input and is not obliged to try to acquire mastery of it.

Starting with the premise that schools are reflection of society, the current trend toward collaboration in our nation and around the world makes it quickly apparent why collaboration is such a prominent trend in schools. At schools, collaboration is usually related to the way of learning. Brown (2000: 7) states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Kimble and Garmezy in Brown (2000: 7) define that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. He also gives breaking down the components of the definition of learning as follows: (1) learning is acquisition or getting; (2) learning is retention of information or skill; (3) retention implies storage system, memory, cognitive organization; (4) learning involves active, conscious focus on and acting upon event outside or inside the organism; (5) learning is relatively permanent but subject to forgetting; (6) learning involve some form of practice, perhaps reinforced practice; and (7) learning is a change in behavior.

In relation to these definitions, Bauwens and Hourcade (1995: 7) define that educational collaboration is simply an overall guiding principle based on the shared and ongoing commitment of two or more professionals to joint ownership of, and obligation to, a larger part of a school's educational responsibilities than either professional individually has assumed in traditional school settings. They also state that collaboration is a way for people to interact, not a process or an end in and of itself. Collaboration is best conceptualized as an overall way to think about and organize the shared planning and working relationship through which professionals approach their work.

Another definition which has similar meaning to collaborative learning is stated by Olsen and Kagan in Kessler (1992: 1) that cooperative learning (CL) is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement. Linda Lundgren (1994: 5) states that cooperative learning is an old idea. As early as the first century A.D., philosophers argued that in order to learn, one must have a learning partner. She also states the basic elements of cooperative learning are as follows: (1) students must perceive that they sink or swim together; (2) students are responsible for everyone else in the group, as well as for themselves, learning as the assigned material; (3) students must see that they all have the same goals; (4) students must divide up the tasks and share the responsibilities equally among group members; (5) students will be given one evaluation or reward that will apply to all members of the group; (6) students share leadership while they acquire skills for collaborating; and (7) students will be held individually accountable for material worked on in cooperative groups.

The writer also finds a statement of cooperative learning in Indonesian which has the closed meaning to collaborative learning. Slavin in Etin and Raharjo (2007: 4) states that cooperative learning "*mengandung pengertian sebagai suatu sikap atau perilaku bersama dalam bekerja atau membantu di antara sesama dalam sruktur kerja sama yang teratur dalam kelompok, yang terdiri dari dua orang atau lebih dimana keberhasilan kerja sangat dipengarui oleh keterlibatan dari setiap anggota kelompok itu sendiri*".

Collaboration is a good approach. Nunan (1992: 3) describes a large scale curriculum renewal project involving the collaborative efforts of teachers, learners, and curriculum specialists. Despite the problem and difficulties involved, it is found that collaboration encourages learners: (1) to learn about learning, to learn better; (2) to increase their awareness about language, and about self, and hence about learning; (3) to confront, and come to terms with, the conflict between individual needs and group needs, both in social, procedural terms as well as linguistic, content terms; (4) to realize that content and method are inextricably linked; and (5) to recognize the decision-making tasks themselves as genuine communicative activities.

Thus, it can be concluded that cooperative learning can provide a means of working towards such goals, with a significant part of learning taking place in a small, mixed ability teams consisting of two to four learners (Nunan, 1992: 37).The work in the teams is structured so that there is positive interdependence and individual accountability among the learners, with each participant contributing to the team product and the team being in charge of helping its teammates to learn.

b. The Description of Collaborative Learning

Johnson et al. in Nunan (1992: 32) states that cooperative learning seems to provide classroom environment in which such needs can be met in a way that is beneficial for academic achievement and the development of the learners' social and learning skills. He also describes that classroom work is goal-oriented,

aiming to achieve certain learning goals, and it is conducted under some goal structure. A learning goal can be defined as a desired future state of competence or mastery in the subject area being studied, such as foreign language proficiency. The work to achieve learning goals can be structured so as to promote individual learning, competition between students or cooperation among them. The goal structure thus specifies the type of interdependence among students as they work to accomplish their learning goals. The way in which the teacher structures interdependence among students will determine how they interact with each other and the teacher during the instructional session.

In relation to these descriptions, Johnson in Nunan (1992: 33) summarizes the differences between the individualistic, competitive and cooperative goal structures as follows: (1) in individual work, learners work on their own at their own pace and in their space to achieve a pre-set criterion of learning; (2) in competitive work, learners compete with each other to see who is best; and (3) in collaborative work, learners work together in small groups, aiming at a common goal.

In individualistic tasks students work alone on their own sets of materials and at their own speed. Their achievements are usually evaluated on a criterion-referenced basis. Their goal achievements are thus independent of each other: students perceive that the achievement of their learning goals is unrelated to what other students do.

In competitive learning situation students compete to achieve their individual goals. If achievement is graded on a norm-referenced basis, students' test scores are rank-ordered to determine the individual grades. This tends to create a negative interdependence in the class: students perceive that they can obtain good grades when other students do worse. In such a learning environment there is thus little motivation to work together. While competition encourages some students to work hard to do better, there are other students who are labeled as being failure in school. There are also a number of students who give up because they do not believe that they have a chance to do well in the competition.

In cooperative learning situations learners work together to accomplish shared goals. Their achievements are evaluated on a criterion-referenced basis. However, since all group members now share a common goal, they are motivated to work together for mutual benefit in order to maximize their own and each others' learning. This creates a positive interdependence among the learners: they perceive that they can reach their goals best when the others in the same learning group also do as well as possible. Jack C. Richards (1996: 153) states that the use of group work activities is another frequently cited strategy for changing the interactional dynamics of language classrooms. He also states that group work has a number of advantages: (1) it reduces the dominance of the teacher over the class; (2) it increases the amount of the student participation in the class; (3) it increases the opportunities for individual students to practice and use new features of the target language; (4) it promotes collaboration among learners; (5) it enables

the teacher to work more as a facilitator and consultant; and (6) it can give learners a more active role in learning.

Slavin (1995: 2) states that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understandings. Cooperative work rarely replaces teacher instruction, but rather replaces individual seatwork, individual study, and individual drill. When properly organized, students in cooperative groups work with each other to make certain that everyone in the group has mastered the concepts being taught.

Thus, it can be concluded that cooperative learning which is also known as the collaborative learning is entering the mainstream of educational practice because it can support to increase the students' achievements, as well as other outcomes as improved inter-group relations. It can also improve the students learn to think, to solve the problems, and to integrate and apply knowledge and skills.

c. The Description of Classroom Management

The students will feel difficult and boring in learning English if the teacher doesn't use the methods and hold classroom management correctly and interesting. Clements in Jones (2001: 3) describes that the concept of classroom management is broader than the notion of student discipline. It includes all the

things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment.

In traditional classroom management, the teacher can be the bridles of the whole activities. All attention can be pointed at the teacher, and it can be described as follows:

Figure 1
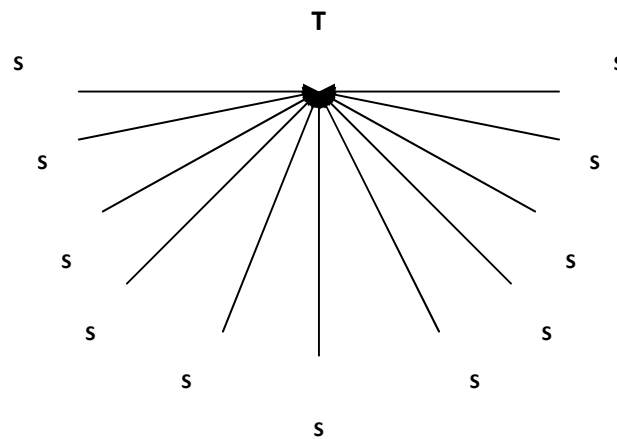
In today classroom management, some teachers use fair and group work in teaching learning process of English. The fair work can be described as follows:

Figure 2
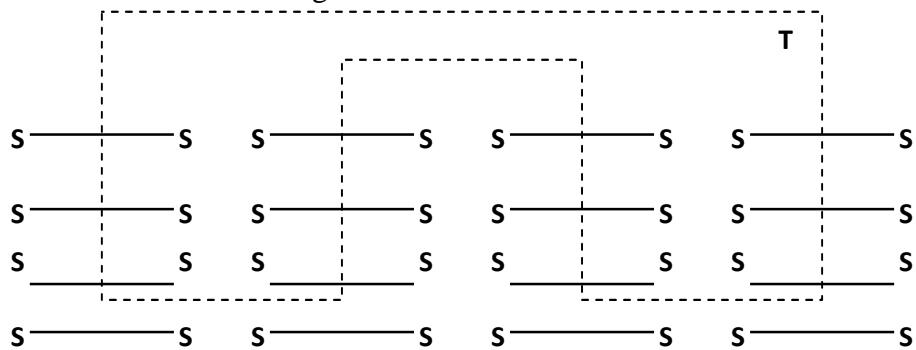
While, the group work can be described as follows:

Figure 3
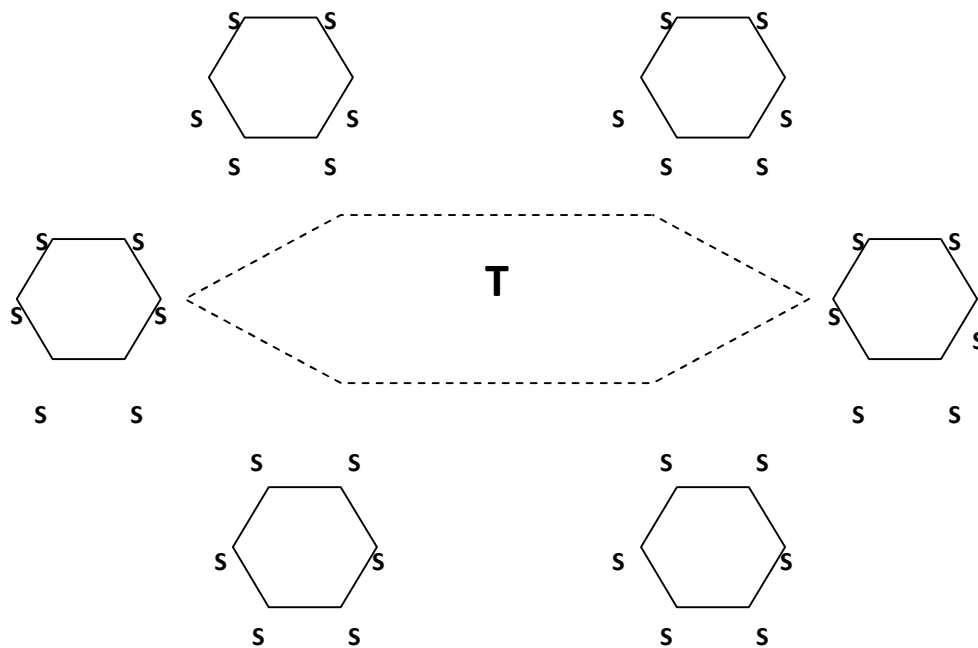
In a group work that consists of three or more students, they finish the work collaboratively. The teacher goes from one group to another group to control, to help, to encourage, and to see whether the tasks can be done well or not. Here, the role of the teacher is not as the single authority, but he is as a facilitator and co-communicator. In this case, the technique will be used in order to improve the students' capability in comprehending the English text types.

d. The Strategies in Collaborative Learning

Lundgren (1994: 15) states that the activities and strategies that follow are structured ways of introducing cooperative learning skills. Working relationship skills help groups function effectively by developing communication

and interpersonal skills. There are two kinds of roles, working relationship roles that help students with communication and interpersonal relationships and task roles that help students get their work done. If working relationships are good, the work is accomplished effectively.

The cooperative strategies (Lundgren, 1994: 15) are divided into Getting Acquainted, Comparing Cooperative Learning with Individual Learning, Building Team Identity, Beginning Strategies, Intermediate Strategies, and Advanced Strategies.

Getting acquainted, in order to make groups work together effectively, is important in which students become comfortable with each other. Games and activities that encourage getting acquainted should be done before introducing skills and strategies.

Comparing cooperative learning with individual learning, it is essential that students are given the opportunity to see for themselves the benefits of cooperative learning as the teacher introduces this learning strategy. He asks students to work for five to ten minutes on something a bit is too difficult for them to do alone. It can be identification of animal tracks, a list of health-related myths and facts which they must identify as true or false, a complex crime scene which must be resolved, or "mind bender" type puzzles. Afterwards the teacher asks them how it is felt when they cannot solve the problem. They are asked how to work in a group of six to resolve the same problem. Finally, they compare individual learning with cooperative learning.

Building team identity, after the students have worked in their groups a few times, it is beneficial to do an activity that will help develop positive group identity and give members a sense of unity.

Beginning cooperative strategies, for example, on reading assignment of one or two pages that does not have sequential importance, divide up the reading among the members of a group five or six. Each person reads his or her part of the assignment and then teaches it to the other group members. Other group members should be quizzed by the teacher to make sure that they understand the material. Do not divide up entire chapters or unit until students have developed expertise in cooperative learning.

Advanced cooperative learning strategies, after simple cooperative learning strategies are used, students will be ready to use more complex strategies. The strategies near the end of this list should be used after students have experience with earlier strategies.

3. English Text Types

Arthur Hughes (2003: 140) states that texts that candidates are expected to be able to deal with can be specified along number of parameters: type, form, graphic features, topic, style, intended readership, length, readability or difficulty, range of vocabulary and grammatical structure. Text types include: text books, handouts, articles (in newspapers, journals or magazines), poems/verse, encyclopaedia entries, dictionary entries, leaflets, letters, forms, diary, maps or plans, advertisements, postcards, timetables, novels (extracts) and short stories,

reviews, manuals, computer help systems, notices and signs. He also states that text forms include: description, exposition, argumentation, instruction, and narration.

In the 2006 English curriculum or the so-called Curriculum in the Unit level of Education (KTSP), the texts the students should master include spoken as well as written. The spoken ones include transactional and interpersonal conversations, and monologues. The written texts include simple transactional texts and various kinds of genres, for example description, report, explanation, analytical exposition, hortatory exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, and news item.

a. Description

This kind of text is used to describe a particular person, place or thing. It usually has the schematic structure, identification and description. This factual genre has the language features: (1) focus on specific participants; (2) use of attributive and identifying processes; (3) frequent use of epithets and classifier in nominal groups; and (4) use of simple present tense.

b. Report

It is to describe the way things are, with reference to arrange of natural, manmade and social phenomena in our environment. Its schematic structures are general classification, description habits or behavior (if living); uses (if non-natural). It has language features as follows: (1) Simple Present tense is mostly used in the report text either in active sentences or passive sentences; (2) The use

of relational process such as: consist of, function as, derive from, to be classified into, and to be identified as; (3) The use of special nouns that denotes the characteristics of the thing such as: features, forms, functions, and species. (4) The use of special technical terms such as: the parts of the body (brain, vein, vascular), the parts of the tree (stem, root, leaf, branch), the parts of a machine (gear, screw, bolt); and (5) No temporal sequences are used. If there is (first, second, third, the last), it only indicates numbering not an event. There are some kinds of report text such as: textbooks, scientific magazines, government reports, reference books, environment programs, magazines and newspaper articles, science programs on media, local information texts about health and services, encyclopedias, historical texts, factual reading books, classroom lessons, television documentaries, and information about important issues.

c. Explanation

Explanation text tells how and why thing occurs in scientific and technical fields. They may include social image, such as flow charts and diagrams, which need to be carefully examined. The purpose of this text type is to explain the processes involved in the formation or workings of natural or social-cultural phenomena. It usually has the schematic structures a general statement to position the reader, a sequenced explanation of why or how something occurs, and closing. This factual genre also has the language features such as: focus on generic, non human participant, use of simple present tense, use of temporal and casual conjunctive relations, use of mainly material or action clauses, and use of passive sentences.

d. Analytical Exposition

Its communicative purpose is to persuade the reader or listener that something is in the case. It has the schematic structure thesis, arguments, and reiteration or summing up. It has the language features such as: focus on generic human and non-human participant, use of simple present tense, more use of modality and modulation, few temporal conjunctive relations, reasoning expressed as verbs and nouns, and use of material, relation and mental process.

e. Hortatory Exposition

There is little difference between hortatory and analytical exposition that the former has the communicative purpose to persuade the reader or listener that something should or should not be the case. In hortatory exposition the organization of the text is thesis, arguments, and recommendation. This factual genre has the language features such as: focus on generic human and non-human participants, use of mental processes, material processes, relational processes, use of simple present tense.

f. Discussion

This text type is used to look at more than one side of an issue. Discussion allows us to explore various perspectives before coming to an informed decision. Its social function is to present at least two points of view about an issue. The schematic structure of this text type is issue, arguments for and against or statements of differing points of view, conclusion or recommendation. It has the language features such as: focus on generic human

and non-human participants, use of modality and modulation, use of logical conjunctive relations, reasoning expressed as verbs and nouns, use of material, relational, and mental process.

g. Procedure

This factual genre is used to describe how something is accomplished through a sequence of actions or steps. They can be a set of instructions or directions. Its schematic structure is goal, materials and equipments needed, and steps or sequences of actions. This text type has language features such as: focus on generalized human agents, use of simple present tense or imperatives, use of technical terms, use of mainly temporal conjunctive relations, and use of mainly material or action clauses.

h. Review

It is used to critique an art work or event for a public audience. This text type has the schematic structure orientation, interpretative recount, evaluation, evaluative summation. It also has the language features such as: focus on particular participants, direct expression of opinion through use of attitudinal lexis, use of elaborating and extending clause and group complexes to package the information, and use of metaphorical language.

i. Narrative

This story genre is used to amuse, entertain and to deal with actual or various experience in different ways. Its schematic structure is orientation,

evaluation, complication, resolution, and reorientation. The language features in this text type are focus on specific participants, use of past tense, use of temporal conjunctions and temporal circumstances, and use of material or action processes. The narrative text type can be folktales (wonder tales, fables, cumulative tales, legend, myth, and realistic tales), mysteries, science fiction, realistic fiction, fantasy, and historical fiction.

j. Spoof

This kind of text type is used to retell an event with a humorous twist. The organization of this text is orientation, events, and twist. The language features in this text type are focus on individualized participants, use of material processes, use of circumstances of time and places, and use of past tense.

k. Recount

It is used to retell events for the purpose of informing or entertaining. It is also used to tell the readers what happened in the past through a sequence of events. The schematic structure of this text type is orientation, events or series of events, and reorientation. In orientation, it usually gives the reader or listener the background information needed to understand the text (who was involved, where it happened, when it happened). In events or series of events, tell what happened in a chronological sequence. And in reorientation, give the conclusion of the experience. It has the language features such as: focus on individualized participants, use of past tense, focus on a temporal sequence of events, and use of material or action clauses.

l. Anecdote

This story genre is used to share with others an account of an unusual or amusing incident. The organization of the text is abstract, orientation, crisis, reaction, and coda. This type of text usually has language features such as use of exclamatory, rhetorical questions and intensifiers to point up the significance of events, use of temporal and continuative conjunctions, use of material or action processes, and use of relational and mental processes to evaluate events.

m. News Item

This factual text type is used to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important. The schematic structure of this genre is newsworthy events, background events, and sources. In newsworthy events, recounts the events in summary form. In background events, elaborate what happened, to whom, in what circumstances. And in sources, give comments by participant in, witnesses to and authority expert on the event. This kind of text type usually has language features such as short, telegraphic information about story summarized in one-sentence headline, use of material or action processes to retell story, use of projecting verbal processes in source stage, focus on circumstantial meanings, and often dramatic use of participant structure.

B. Rationale

English is considered as one of the difficult subject matters in educational program. The students of MAN Sukoharjo have some problems in understanding the English, and one of the problems they have is the capability in comprehending the English texts. Some, even most of them get difficulties with this matter. They should understand them well in order to pass the national examination when they are in the twelfth year.

The difficulties in comprehending the English texts can be overcome by using collaborative learning technique because it can encourage learners to: (1) learn about learning, learn better; (2) increase the awareness about language and about learning; (3) work together to achieve common learning goals; (4) recognize the decision-making tasks as the communicative activities; and (5) participate the discussion in the classroom.

Besides, the work in collaborative learning teams is structured so that there is positive interdependence among the members in the group. The students feel that they work together and have responsibility for mutual benefit. Positive interdependence needs to be structured carefully in order to encourage all group members to work for their full capacity. In a well-functioning cooperative group, there is sense of joint responsibility where students care about and get commitment to each others' success. A team environment where students state each others' successes and provide assistance to each other is likely to promote more positive relationships. Finishing the tasks collaboratively can make the

situation to be communicative activities so that students can create good atmosphere and increase their capability and academic achievement.

From the description above, it can be clearly understood that collaborative learning can give great contribution to the improvement of students' capability in comprehending the English texts.

C. Action Hypothesis

Based on the rationale the writer has described, he proposes action hypothesis as follows:

1. Collaborative Learning (CL) can improve the students' capability in comprehending the English text types very effectively.

2. There are some benefits when CL is applied to improve the students' capability in comprehending the English text types.

CHAPTER III

RESEARCH METHODOLOGY

A. The Setting of the Research

The research was carried out at Madrasah Aliyah Negeri (MAN) Sukoharjo, Central Java. The school is located at Jalan Kyai Haji samanhudi, Jetis, Sukoharjo, Central Java, phone number (0271) 593766.

Geographically, Madrasah Aliyah Negeri Sukoharjo is a strategic place. The school is located near the town of Sukoharjo. It is not difficult to reach the school by any means of transportation. Buses pass by the area of this school, and any kinds of city transportation from any directions also pass by near the area of this school. It is a quiet place because it is about 200 meters from the main street, and it is about 600 meters from the most popular factory in Sukoharjo, that is Sritex Factory.

Madrasah Aliyah Negeri Sukoharjo is one of the state Islamic senior high schools in Sukoharjo. It is considered as a good state Islamic senior high school by seeing the following indicators. Firstly, almost all students can pass UAN or UANAS every year. Secondly, many students have won some competitions in any opportunities such as English speech contest, scouting activity, sport tournaments, and others.

The research was done in order to collect the data. It was conducted from November 2008 to June 2009. The researcher arranged the time schedule for the research activities as follows:

Table 1.

Time Schedule of the Research

ACTIVITIES	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MEY	JUNE	JULY
Pre-Survey	▓	▓	▓						
Proposal			▓	▓					
Reviewing Literature				▓	▓				
Developing Instrument					▓	▓			
Collecting and Analyzing the data						▓	▓		
Writing the Report							▓	▓	▓
Submitting the document								▓	▓

B. The Subject of the Research

The subjects of the research were the eleventh year students of science one of MAN Sukoharjo. The subjects as the sample of the research were taken based on purposive sampling because the researcher is the English teacher of the students and knows exactly what problems faced by them. There were thirty seven students in this class. They consisted of seven males and thirty females. They

happily participated in the lesson with the researcher who gave more explanation about information of the lesson. They were asked to learn the English text because it was related to the material of national examination. They were motivated to join seriously and were expected to be able to improve their understanding so that they are well-prepared in facing the national examination in the next grade or in the twelfth class.

The students of the eleventh year class of science one got difficulties in comprehending the English text types, because all students got less than six in their English test in the first semester. When the English teacher of this class held a remedial testing with the same materials of the test, the results were like as what they did before. It means that they still got less than six. They felt relaxed and had no burden with that condition when the researcher tried to come in this classroom to ask about their English and the results of their English tests. They also felt slow because they are still in the eleventh year. But some of them also said that they actually liked English very much and they had tried to learn it seriously. When the researcher tried to ask about English text types orally, there were no answers and they just kept silence.

In addition to the fact, the students of the eleventh year of science one of Madrasah Aliyah Negeri Sukoharjo need to get more attention in learning English, especially in comprehending the English texts, because this is one of the subjects for the national examination. When they are in the twelfth class, they must get more than six in order to pass the final examination.

The writer is interested in conducting the research in this classroom to be his subjects because of the following reasons:

1. He is an English teacher of Madrasah Aliyah Negeri Sukoharjo, so he knows the information and condition of that classroom.

2. He tries to change and improve that condition, especially in English class.

C. The Method of the Research

In this study, the writer applies a classroom action research. Carr and Kemmis in McNiff (1992: 2) define that action research is a form of self reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situational in order to improve the rationality and justice of (a) their own social and educational practices, (b) their understanding of these practices, and (c) the situation (and institutions) in which these practices are carried out. Another statement is stated by Kemmis and McTaggart in Jack C. Richards (1996: 12) that action research refers to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices. Action research typically involves small-scale investigate projects in the teacher's own classroom, and consist of a number of phases which often recur in cycle: planning, action, observation, and reflection.

In relation to the descriptions above, Cook and Harding in Oja and Smulyan (1989: 3) describe that action research is a field which developed to satisfy the needs of sociopolitical individual who recognizes that, in science, he

can find the most reliable guide to effective action, and the need of scientist who wants his labors to be of maximal social utility as well as of the theoretical significance. Corey in Oja and Smulyan (1989: 4) states that through action research however, changes in educational practice would be more likely to occur because teachers, supervisors, administrators would be involved in inquiry and the application of findings. His assumptions are supported by teachers, they state that we are convinced that the disposition to study, as objective as possible, the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered regarding the consequences of his teaching. The latter may be helpful. The former is almost certain to be. Oja (1989: 7) also states that action research emphasizes the involvement of teachers in problems in their own classrooms and has its primary goal in the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education.

Carr in Oja (1989: 12) states that the key characteristic of action research past and present is collaboration, which allows for mutual understanding and consensus, democratic decision making, and common action. When describing a project in which they had worked, Carr and Kemmis in Oja and Smulyan (1989: 22) also state that the situation did not change as radically as the teachers had hoped, but they learned something about the process itself: that they needed to involve others in the learning process they had gone through, and to involve them early. Action research aims to contribute both to the practical concern of people in an immediate problematic situation and to the goals social

science by joint collaboration within a mutually acceptable ethical framework (Rapoport in Oja and Smulyan, 1989: 12).

In relation to the statements above, Oja and Smulyan (1989: 42) state that collaborative action research occurs in schools-based teams because groups allows teachers to support each other, take risks, explore new ideas, learn from each other, and because groups encourage teachers to work on classroom or school-based issues of concern to practitioners. The school setting and history will influence the team's process and outcomes.

Kemmis in Nunan (1992: 17) argues that three defining characteristics of action research are that is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that is aimed at changing things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice. Jordan (1997: 274) states that it is useful to look at a popular of small-scale research. Its main purpose is to find solutions to problems and to enable teachers to improve aspects of teaching/learning. It is usually classroom based (Nunan in Jordan, 1997: 274).

Thus, it is concluded that a classroom action research is an action research which is applied in the classroom in order to change the condition to get the improvement.

In relation to the explanation above, classroom action research (CAR) can be characterized as follows:

1. It is designed and applied in a certain classroom setting; the research findings are applicable only to that classroom. The findings may be applicable elsewhere depend upon the empirical similarity of setting and other context.

2. It is aimed at finding solution for local and practical problems.

3. It is done in cyclic with certain steps as follows: Planning, Acting, Observing, and Reflecting.

4. It is done collaboratively. It means the researcher involves other teachers to monitor the activity of teacher as researcher as well as the students. And the observer will give comment on how the program has been gong on.

5. It tends to be reflective. Critical reflection upon the process and outcomes are important parts of each cycle.

D. The Procedure of the Study

Classroom action research applied in this study follows the following phases: Initial Reflection, Planning, Action, Observation, Reflection (Jack C. Richards, 1996: 27). The following is a brief description of each step in the procedure.

1. Initial Reflection

The first phase was done to conclude that there is a problem or problems to consider. Then, the researcher conducted a classroom action research in order to solve the problem or problems identified. The problem could be categorized into two: teachers' problems or students' problems. The former dealt with teachers' problem in doing the jobs as educators and the latter was concerned with the students' problems in learning. In this phase, the researcher also identified and arranged the problems according to their importance. After being identified and arranged, the problems were solved. There were problems that had to be solved soon, and there were problems whose solution could be delayed until later. The urgent problems were analyzed so that the researcher had a better understanding of the problems. Then, the next phase to do was to formulate the problems based on the identification and the analysis of the problems. The formulation of the problems was accompanied by the causes of the problem so that the researcher was able to plan appropriate solution.

2. Planning

Because the researcher has clear problems, he then plans the solution. The solution must be appropriate with nature of the problems and must be based on relevant theories. Literature reviewing enables the researcher not only to familiarize the nature of the problems but also to determine the appropriate solution for the problems. When planning the solution, he should consider the feasibility of its implementation. In this case, the researcher designs activities that will be conducted in the classroom. It includes the choice of materials for

learning, the method of learning activities and the media needed. The researcher starts his activities by conducting a pre-test to measure how far the students understand the English texts. After giving the pre-test to the students, the researcher plans to divide the activities into three phases of reading, pre-reading, while-reading and post-reading.

3. Action

In this action phase, the researcher implements the teaching-learning process based on the previous plan. In teaching-learning process, the researcher will take the following steps: (1) Pre-reading phase: the researcher asks questions to introduce and arouse interest in the topic, to motivate students by giving reasons for reading and to provide some language preparation for the text. (2) While-reading phase: in this phase, the students are grouped into groups of 5 or 6. While-reading phase is done to help the understanding of the writer's purpose, to help the understanding of the text organization and to clarify text content. (3) Post-reading phase: it is done to consolidate or reflect upon what has been read, to relate the text to the learners' own knowledge, interest and views. Post-reading activity is also used to evaluate the students' understanding of the materials. The researcher asks the students to submit their groups' works. The works can be the summary and the results their discussion in groups. The classroom has 37 students. They are divided into groups of 5 or 6, so there are 6 groups of discussion. However, its realization is often not as simple as the planning, because the reality in the field is much more complicated than what has been in the mind

of researcher when he develops the planning. What he can do is to anticipate what is going on in the future and to adapt the planning of the action.

4. Observation

The researcher and his collaborative teacher observe how students are active in trying to understand and to discuss the materials. He also interviews students what their opinion about the text is and whether the text is too difficult, interesting or not. In this case, this step is to monitor the effect of the action. He also considers the fact that there are some actions whose effect can be immediately seen, but there are some actions whose effects can be seen much later. Therefore, the observation is carried out while he takes the action or some time after he does it. It depends upon the nature of the problems.

5. Reflection

Reflection in this research refers to the activity of analyzing what has been going on the collaborative learning after the action. In this step, the researcher and his collaborative teacher explain any success and failure of the action and their effects. The information in this reflection is useful for the researcher to develop the planning for the next cycle. On the basis of the reflection the researcher determines whether he or she stops the research or moves on to the next cycle.

E. Technique of Collecting Data

The data the writer obtained in this research were quantitative and qualitative data. The quantitative data were taken from the achievement of the

subjects of the research in doing the tests of English text types: narrative, explanation, hortatory exposition, and analytical exposition.

The quantitative data were collected by using test of student English achievement. The researcher held the tests three times. First, he gave a pre-test to the students before giving the treatment to know how far their achievement in comprehending the English text types. Second, he gave a post-test to the students after the treatment of cycle 1 to know whether there was an improvement or not. Finally, he gave the second post-test to the students after the treatment of cycle 2 to know whether there was an improvement or not from the prior conditions.

The qualitative data of the research were taken by observing the teaching and learning process when Collaborative Learning was applied. The qualitative data were collected by using the following techniques: observation and questionnaire. The following are brief description of the techniques:

1. Observation

The researcher and his collaborative teacher observed the activities of collaborative learning. They observed how students were active in trying to understand and to discuss the materials. They recorded whatever happened during the actions and made field notes. They also held meeting and made field notes.

2. Questionnaire

Set of questions were also used to gain responses about situations. The questions were focused on specific issues of genre-based materials especially

English text-types as the genres to be taught to the students in the preliminary reflection and at the beginning of the cycle to know the prior knowledge of the genre to be taught.

3. Test

The researcher needed the scores of the students' capability in comprehending the English texts. Therefore, he carried out pre-test and post-test of cycle 1 and cycle 2 to know the improvement and the condition of the students' capability before and after implementing Collaborative Learning (CL). The main target of the test was to know whether there was a significant improvement on the students' capability in comprehending the English texts or not through CL.

F. Technique of Analyzing the Data

The technique applied in analyzing the data in this research was by comparing the results of the pre-test and the results of the post-test in the research and the number of the students being active in the first cycle and the ones in the following cycle after the treatments were given in the first and the second cycle.

As there were two kinds of data collected from the research, there were two different techniques of data analysis. In analyzing the quantitative data, the students' achievements were listed and were determined the highest and the lowest scores and the means. Then, the writer compared the results with the prior condition. The quantitative data were also analyzed by using non independent t-test to know whether there was a significant improvement or not between the students' scores in the previous condition/pre-test and the students' scores after

being given treatments/post-test 1 and post-test 2. The formula of non independent t-test is as follows:

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{n}}{n(n-1)}}}$$

The qualitative data were analyzed by using Constant Comparative Method as suggested by Glaser and Strauss (1980: 105). The method has four steps namely: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4) writing the theory. The process includes the following steps.

Comparing incidents applicable to each category. In this step, the process was analyzed by coding each incident in the data into as many as categories as possible. Coding needed to consist only of nothing categories on margin but can be done elaborately. As categories and the properties emerge, the analyst would discover two kinds: constructed and abstracted of language research situation.

Integrating categories and their properties. The researcher started to note the relationship among the concept then the relationships to be emerged, therefore, it was necessary for the researcher to notice all concepts.

Delimiting the theory. As soon as possible, the formula of the relationships among the concepts initially noted but evidently irrelevant to the

inquiry and reduce and reduced the categories of the theory that the theory became simpler.

Writing the theory. Finally, the researcher shared with the others about his findings in the words. These steps were regarded as the process of the research study.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the various stages of activities developed as part of implementing the collaborative learning in a classroom action research. The objective is to present the fact findings which provide evidence answering the problem statement stated in chapter I. The description of the findings is based on the data from the researcher's field note, the participant's notes, the collaborator's observation, the interview, and the tests. Broadly, the activities, spread out over a period of 9 weeks, fell into two groups: those considered preliminary phase of CL and the main phase of CL applying teaching cycle under the following steps: pre-reading activities, while-reading activities, and post-reading activities.

A. Introduction

This study began when the researcher realized that the eleventh year students of science one of MAN Sukoharjo had problems in comprehending the English texts. The problems were indicated by the low achievement of English semester test (mean: 4.0) and low motivation of the students. Then the researcher conducted the preliminary observation to find out the problems faced by the students and teaching-learning situation done by the previous teacher.

Concerning with the students' problems, there were many factors which caused their difficulties in comprehending the English texts. Based on the

interview the writer got from either students or the previous teacher informally, the causes were as follows.

Firstly, the previous teacher still used product approach in teaching reading. It meant that she just provided her students with reading material and a number of questions dealing with the text to answer. Besides, the teacher tended to present the material monotonously. For example, when she taught a certain topic, she just explained the material related to the topic while the students listened to the teacher's explanation, and took notes, or even for sometimes took a nap. Then, she asked the students about difficult words. After that she asked them to answer the questions with their friends to be discussed and checked together. These would not help the students develop their reading skills. Teacher should understand and use a learning style and learning strategies in order to help the students in comprehending the English texts.

Secondly, the students were low motivation and they tended to be passive because of their experience when they were in the tenth and class. Some of the students felt relaxed because they could go up to the next grade although their marks were not so good, especially English. They did not realize that they should have better capability in order to prepare the national examination. They still hoped that the teacher could help them in determining the success of national examination.

In relation to the problems above, the researcher considered that the attempt to improve the student' capability in comprehending the English texts

in this class was difficult enough. Therefore, the researcher tried to maximize the students' capability in comprehending the English texts with the available media. Moreover, he wanted to use the Collaborative Learning (CL) technique which is theoretically able to improve the students' learning because of the following reasons. Firstly, CL provides a set of meaningful activities and it does the followings: (1) raise the achievement of all students, including those who are gifted or academically handicapped; (2) help the teacher build positive relationships among students; and (3) give the students the experience they need for healthy social, psychological, and cognitive development. Secondly, CL is working together to accomplish shared goals. Thirdly, CL tends to use the discussion group, group work, and pair work. The groups are used to give a change from the normal pace of classroom events and to improve the amount of student participation in lessons. And fourthly, through CL, the involvement of all students can maximize their learning so that their achievements increase, especially in comprehending the English text.

B. The Description of the Previous Condition

MAN Sukoharjo is a State Islamic Senior High School that is located on K.H. Samanhudi street, telephone number (0271)593766. The total number of students MAN Sukoharjo in 2008/2009 academic year is 429 students. It consists of 127 tenth year students, 184 eleventh year students and 118 twelfth year students. Viewed from the pure junior high school state examination score, MAN Sukoharjo can be called as a good senior high school because most of the students who joined the final examination could pass well until the end of 2007/2008

academic year. And some of them were also received in the selection of entrance test of state universities.

Because of the limited school budget, the learning infrastructure possessed by the school relatively needs more budget to support the inadequate learning facilities. The school only has one room for language development with traditional equipments, one computer room, and one science laboratory room.

The effort to increase the learning facilities is often handicapped by the limited students' social economic status.

The subject of this research was the eleventh year students of MAN Sukoharjo. There are 184 students of this grade. They sit in 5 classrooms: namely: eleventh year of science 1, eleventh year of science 2, eleventh year of social 1, eleventh year of social 2, and eleventh year of social 3. The classroom of eleventh year science 1 was the subject of this research. The classroom was chosen based on purposive sampling.

Based on the previous observation and interview, there were many teachers who used conventional technique to teach reading comprehension by asking the students to read, to find difficult words, and to translate the text, then giving evaluation to them. Unfortunately, when the researcher gave the students the field note and asked them to express their interest about English, there were many students who did not like it because of being bored in the classroom. Moreover, many of them said that the technique used by the previous teacher was not interesting. Some of them had low motivation in learning English. It was

based on their statements in field notes, for example: *"Saya sebenarnya senang bahasa Inggris, tapi saya males mempelajarinya", "Saya cepat ngantuk kalau belajar bahasa Inggris", and "Senang dengan belajar bahasa Inggris tapi membingungkan".*

In relation to the problems above, the researcher considered that the attempt to improve the student' capability in comprehending the English text in this class is difficult enough. Therefore, the researcher tried to maximize the students' capability in comprehending the English texts with the available media. Moreover, he wanted to use the collaborative learning technique which is theoretically able to improve the students' learning.

C. The Description of Cycle 1

The researcher had to do many steps in conducting the research in the classroom because it was a classroom action research. The steps he had to do were as follows: initial reflection, planning, acting, observing, and reflecting. He did not work alone. He took considerations and ideas from his collaborators and students during all the activities in the research.

1. Initial Reflection

The study was conducted with the researcher's and his colleague's awareness that there was a big problem faced by the students because of the new curriculum focusing on the genre-based learning. The problem that most of the students encountered was especially the difficulty in comprehending the English text types which consisted of procedure, recount, narrative, descriptive, spoof,

news item, report, analytical exposition, hortatory exposition, discussion, explanation, anecdote, and review.

2. Planning

In order to make everything more manageable and easy to do, it was very important for the researcher to make planning. In this research, the researcher planned some activities needed to do in the first cycle.

Table 2

Schedule of Cycle 1

No	Activities	Day/Date	Place
1	Interviewing to the previous teacher (collaborator)	Saturday, January 31,2009	Teacher's office
2	Giving the field notes to the students	Monday, February 9, 2009	Classroom
3	Pre-test	Tuesday, February 10, 2009	Classroom
4	Treatment – Meeting 1	Tuesday, February 17, 2009	Classroom

	– Meeting 2	Friday, February 20, 2009	Classroom
	– Meeting 3	Tuesday, February 24, 2009	Classroom
	– Meeting 4	Friday, February 27, 2009	Classroom
5	Post-test	Tuesday, March 3, 2009	Classroom
6	Interviewing to the students after treatment	Friday, March 6, 2009	Classroom

Table 3

Schedule of Materials

Meeting	Materials
Meeting 1	Narrative/Tankuban Perahu
Meeting 2	Explanation/Tsunami

Meeting 3	Narrative/Cinderella
Meeting 4	Explanation/Petroleum Product
Planned solutions: Through collaborative learning	

3. Action

a. Sharing Ideas with Collaborator

The subject of the research was the second year students of science 1 that consists of 37 students. This class was taught by the collaborator who was Mrs. K. W. The researcher and collaborator shared the ideas about teaching reading on Tuesday, 13th January 2009. Based on the interview, it could be found that:

1. The students cannot mention the type of the texts and they cannot differentiate

   English text types well.

2. The students cannot classify the organization of the paragraphs.

3. The students cannot mention the characteristics of English text types.

4. The students are not active readers, so they seldom find the correct answers.

5. The students have insufficient vocabularies.

In teaching reading, the collaborator had done the classroom procedure as follows:

1. Collaborator asked the students to read loudly

2. The students wrote or looked for difficult words

3. They translate it together

4. Collaborative teacher evaluated their comprehension by giving some questions related to the texts.

By doing so, the researcher could find that the collaborative teacher did not evaluate the students' comprehension but teaching how to read and teaching them vocabulary in the form of translation.

Based on this interview, the researcher proposed the technique called collaborative learning to the collaborator. In this occasion, the researcher explained the concept of collaborative learning which allowed the students to be more active in the classroom. The researcher asked his collaborator to be an observer during the research and she agreed.

Based on the problems that the collaborator had delivered, the researcher asked what other problems that she had encountered, and then she answered that the students could not answer the implied questions and the main idea of the text. Finally, both researcher and his collaborator made some planning in order to solve the problems. It could be described as follows:

Table 4

Alternative of Solving the Problem

Problems:
1. The students can not infer the English text type from a certain text
2. They are not active reader, so they seldom find detailed information
3. They do not understand the main idea
4. They cannot differentiate between one text type and other text types
Alternative of solving the problem (Plan of Action I): Doing collaborative learning

b. Teachers' Field Notes

In order to know the students' interest in reading comprehension, the researcher asked some information obtained from the fields. As a matter of fact that the eleventh year students of science one got less than six in their daily tests, including mid semester tests and semester tests, this condition was caused by the weaknesses in comprehending the English text types. Some of them did not show their capability well when the researcher asked about English text types. For example, they could not classify the paragraph, they could not mention the language features, they could not know the social purpose, they could not infer what type of text it is, and they cold not find the main idea.

Besides that, the researcher also asked the students about the teaching approach. In this case, the students said that the teacher tended to present the material monotonously. For example, when the teacher taught a certain topic, she just explained by translating while the students listened to the teacher, or even some of them took a nap. They were bored with this strategy.

c. Pre-test

The aim of the research was to solve the problems above. After analyzing the problems, the researcher gave pretest in order to measure the students' capability in comprehending the English text before being given the material through collaborative learning. The scores could be described into the table of system of score category below:

Table 5

Pre-test Scores

Very poor	Poor	Fair	Good	Very good	**Mean Score**
5 students (13.51%)	22 students (59.46%)	8 students (21.62%)	2 students (5.41%)	_	**40 (Fair)**

Based on the pretest scores, it could be seen that there were 22 students (59.46%) who were poor, 8 students (21.62%) were fair, 2 students (5.41%) were

good, 5 students (13.51%) was very poor, and none of them was very good. Meanwhile, the students' mean score were in the fair category (40).

Based on this data, it could be concluded that the students still had the low capability in comprehending the English text types and the attempts to improve the students' capabilities in comprehending the English text types are still needed.

d. Treatment

1) *Meeting 1*

In this phase, the researcher implemented the teaching-learning process based on the previous plan. In teaching-learning process, researcher took the following steps: pre-reading activities, while-reading activities, and post-reading activities (Nuttall in Jack C. Richards, 1996: 120).

Pre-reading activities were used to introduce and arouse interest related to the topic, to encourage students by giving some questions, statements, and reasons for reading and to provide some language preparation for the text. Jack C. Richards (1996: 120) states that pre-reading activities are activities which prepare the students for reading text. Such activities could include providing a reason for reading, introducing the text, breaking up the text, dealing with the new language, and asking signpost questions.

While-reading activities were used to help understanding of the writer's purpose, to help understanding of the text structure and to clarify text content. In

this phase students were grouped into groups of 6 or 7. Jack C. Richards (1996: 120) states that while-reading activities are activities which students complete as they read and which may be individual, group, or whole-class. He (1996: 153) also states that group work has a number of advantages including: (1) it reduces the dominance of the teacher over the class; (2) it increases the amount of student participation in the class; (3) it increases the opportunities for individual students to practice and use new features of the target language; (4) it promotes collaboration among learners ; (5) it enables the teachers to work more as a facilitator and consultant; and (6) it can give learners a more active role in learning.

Post-reading activities were used to provide and to know the understanding of the text through evaluation. Jack C. Richards (1996: 120) states that post-reading activities are activities which are designed to provide a global understanding of the text in terms of evaluation and personal response. Such activities could include eliciting a personal response from the students, linking the content with the student's own experience, establishing relationships between this text and others, and evaluating characters, incidents, ideas, and arguments.

a) Pre-reading activity

It was held on Tuesday 17th February. In this phase, the students were given the discussion about one of the English text type, narrative, with the title of "Tangkuban Perahu". The researcher and his collaborators entered to the classroom at 10.00, then he greeted the students by saying*"Assalamu'alaikum*

warrohmatullahi wabarokatuh", they responded *"Wa'alaikum salam warrohmatullahi wabarokatuh"*. He also greeted in English by saying *"Good morning, students. How are you doing?"* they responded *"Good morning. I'm studying."* But when he asked, *"How are you?"* they answered *"I'm fine, and you?"*. It proved that they did not know yet about the other expressions of asking condition. There were 37 students in the first meeting, and all of them were present. He divided them into 6 groups. All groups consisted of 6 students, except the last group, group 6 consisted of 7 students.

Then, the researcher gave some questions orally to the students which were designed to be related to the aspects of the topic. First, he asked *"Have you ever read a popular Indonesian story or legend?",* all students kept silent. Then he asked, *"Have you ever read or heard the story about Ande-Ande Lumut, Timun Mas, and Cinderella?",* most of the students answered *"Yes"*. The next questions were: *"Do you know or have other stories; What was the title of the story?; Where did it happen?; Who was the main character of the story?; What did he/she do?"*. These questions were only answered by certain students. Then he asked the students to make groups to do the written questions collaboratively. He distributed task 1 to each group. The task consisted of written questions as follows: (1) Have you ever read a popular Indonesian story or legend from West Java?; (2) What was the title of the story?; (3) How many characters were there?; (4) Who was the main character?; (5) How was the ending of the story?; and (5) Do you find moral value from the story? After about 10 minutes, the researcher gave the answers by

discussing them with the students together. These questions could be answered by almost of all the students in their groups.

b) While-reading activity

In this step, the researcher asked the students to do the next tasks. He then distributed the copies of next tasks to each group. After distributing the copies of the tasks, he asked the students to read the text about *'Tangkuban Perahu'* quickly (task 2). Then he asked them to do task 3 which consisted of the following questions: (1) Who was the girl's dad?; (2) What was the girl's mum?; (3) Who were the characters?; (4) Who was the main character?; and (5) What was the deal given by the woman in order to marry her? All of these questions could be answered well by the students in their groups. After discussing task 3, he asked them to read the text again carefully and seriously and then he gave task 4 to the groups. The instruction of this task was *"Find the temporal conjunctions in the text and discuss their function."* In this task, the researcher gave the example of temporal conjunction found in the text *"then"*. This task could not be answered well by them. Then, he gave the answer by discussing them with the students together.

c) Post-reading activity

In post-reading activity, the researcher tried to evaluate their comprehension. It was done by giving the task based on the text given before. In this task (task 5), the students were asked to reread the text carefully and seriously and then to do the following questions: (1) What does the third paragraph tell you

about?; (2) In which paragraph do you find the tragic incident?; (3) Why did his mother kick him out of her house?; (4) When did she find another man?; (5) He said "I was hit by my mother". What does the underlined word refer to?; (6) Why didn't the man finish the ship before the sun rose?; (7) Did the story have sad or happy ending?; (8) What moral value can we get from the text?; (9) What is the communicative purpose of this text? Is it to critique an art work or to entertain the reader or listener?; (10) Is the text written in Present or Past Tense?; and (11) Find some verbs that express a certain tense? Before giving the discussion of these questions, they were asked to give the results of their discussion to the researcher. One group only gave one work. The discussion was running well because most of the students gave the responses and correct answers.

2) Meeting 2

a) Pre-reading activity

The second meeting was held on Friday, February 20, 2000. The meeting was done in the same class. The researcher gave the students the different material of English text type, explanation, with the title "Tsunami". In warming the students up, the researcher gave clues about the topic that would be given by asking some questions as follows (Task 1): (1) Do you still remember a tragedy in Aceh by the end of 2004?; (2) Why does Indonesian government consider the tsunami in Aceh as a national tragedy?; (3) What do you know about tsunami?; (4) Do you know any natural signs or phenomenon before a tsunami occurred?;

and (5) Write your idea in a text of explanation. This task could be answered well by them, except number 5. Then the researcher gave the explanation about it.

b) While-reading activity

In this phase, the researcher distributed the copy of the text about tsunami to the groups. Then he asked them to read it before answering the next questions (Task 2). The questions were as follows: (1) When does a tsunami occur?; (2) The displaced rock pushes water above it like a giant paddle. What does the underlined word refer to?; (3) …where their height increases as they …. What does the underlined word refer to?; and (4) Mention some disastrous effects of a tsunami. These questions were done about 10 minutes. To check whether their answers were true or false, then he gave the answers by discussing them together about 4 minutes.

c) Post-reading activity

In this step, the researcher tried to evaluate their comprehension by giving some questions in the next task (task 3) based on the text given before. The students were asked to reread the text carefully and seriously before answering and discussing with their friends. The questions were as follows: (1) In what paragraph do you find the following generic structure: a general statement, explanation, and closing?; (2) Which of these is the purpose of the text? a. To describe the way things are b. To explain the natural phenomenon; (3) How many action verbs are there used in the text? What are they?; (4) How many sentences are there written in passive form? What are they?; (5) Are there any conjunctions

used in the text? Mention them!; and (6) Do you find many noun phrases used in the text? What are they? In this activity, the groups were asked to give the results of their work to the researcher. They took 30 minutes to finish this task. To prove whether their answers were alright or not, then the researcher gave the answers by discussing them together in about 15 minutes.

3) Meeting 3

a) Pre-reading activity

It was Tuesday, February 24, 2009. The researcher tried to give the material of English text type, narrative, with the title "Cinderella". The researcher and his collaborator entered to the classroom at 10.00. The researcher greeted the students by saying *"Assalamu'alikum warrohmatullahi wabarakatuh"* and by saying *"Good morning students. How are you?"* They responded together and happily. He continued checking the presence of them, and all of them were present.

Then he gave some questions which were designed to be related to the aspects of topic. The questions were as follows: *"Do you still remember any stories from Java? And what are they?"* Most of them answered, *"Yes, They are Ande-Ande Lumut, Nyi Roro Kidul, Roro Jonggrang, Tangkuban Perahu, Timun Mas, Misteri Gunung Merapi, and so on"*. The next questions: *"Do you also have other stories from other countries? What are they?. Few of them answered, *"Yes, they are Romeo and Yuliet and Cinderella"*. Then he gave them some questions as follows (Task 1): (1) Have you ever seen or read the story of Cinderella?; (2) Who

is she? Is she beautiful?; (3) Whom does she live with?; (4) What happened to her?; (5) Who was the man interested in her?; (6) Why did he marry her?; (7) Where did she live? With whom did she live?; and (8) How were her sisters? The researcher gave 10 minutes to discuss these questions in their groups. Then he gave the answers by discussing with them in about 5 minutes. All of these questions could be answered by them well.

b) While-reading activity

In this step, the researcher distributed the next tasks to each group. After distributing the copies of the tasks, he asked the students to read the text about 'Cinderella' quickly (Task 2). Then he asked them to do Task 3 which consisted of the following questions: (1) What is the text about?; (2) Who were the characters in the text?; (3) Who was the main character in the text?; (4) What happened to her?; (5) When did it happen and where?; (6) Give the description of each character in the text!; (7) Did Cinderella's sisters love her?; Explain your answer!; (8) Why is Cinderella crying?; (9) Why did her sisters leave her away?; (10) What did the fairy god mother do to help Cinderella?; (11) What did Cinderella do with the king's son?; (12) Why did she hurry to leave the king's son?; (13) What's wrong with her glass slippers? Why?; and (14) Did you find moral value in the story? The researcher gave them 20 minutes to discuss these questions. To prove whether their answers were true or false, then the researcher discussed them with the students in 10 minutes.

c) Post-reading activity

The researcher tried to evaluate their comprehension in this step. It was done by giving the tasks based on the text given before. In this task (Task 4) the students were asked to reread the text carefully and seriously and then to do the questions with their friends in their groups. The questions were as follows: (1) What genre is the story; (2) What is the social function of telling this kind of story?; (3) What problems did Cinderella face?; (4) Did the problems arise more than one? Explain your answer?; (5) What did Cinderella feel when the king's page came?; (6) How did Cinderella solve her problem? Who helped her?; and (7) How was the ending of the story? After finishing these questions, they were asked to complete the following table based on the language features of the story (Task 5).

No	Language Features	Examples
1	Specific Participant	
2	Past Tense (verb)	
3	Action Verbs	
4	Circumstance of time	
5	Circumstance of place	
6	Coordinate conjunction	

7	Saying verbs	
8	Linking verbs	
9	Temporal conjunction	
10	Mental verb	

After that, they were asked to complete the next chart to distinguish the schematic structure of the story genre (Task 6).

Genre	Generic Structure	What it tells
Narrative	Orientation	…………………………………………….
		……………………………………………
		……………………………………………
	Complication	……………………………………………
		……………………………………………
		……………………………………………
	Resolution	……………………………………………
		……………………………………………
		……………………………………………

The researcher gave them 30 minutes to discuss task 4, 5, and 6. He also asked them to give the results of their work to him. Then he gave the answers by discussing together in about 10 minutes. The students joined the discussion seriously and none of them were sleepy.

4) Meeting 4

a) Pre-reading activity

It was held on Friday, February 27, 2009. In this phase, the researcher tried to give the material of English text type, explanation, with the title "Petroleum Product". In warming the students up, he gave some questions which were designed to be related to the topic (Task 1). The questions were as follows: (1) What do most people use fuel for? Why?; (2) Which is saver to use, natural gas or kerosene? Why?; and (3) What needs petroleum the most? Why? These questions were done by the students with their friends in their groups in 10 minutes. To prove whether their answers were true or false, the researcher gave the answers by discussing together in about 5 minutes. They joined the discussion seriously and attentively.

b) While-reading activity

In while-reading activity, the researcher asked the students to read the text quickly and to find the difficult words with their meanings. Then in their groups, they were asked to find the text structure used in the text. This activity

took about 15 minutes. To check whether their works were alright or not, the researcher gave the explanation for this activity about 10 minutes.

c) Post-reading activity

Because the researcher wanted to evaluate their comprehension, so in this post-reading activity the researcher asked the students to reread the text seriously and carefully. Then he gave them the following questions: (1) Where do petroleum products come from?; (2) Where can we find crude oil?; (3) How is crude oil brought up to the surface?; (4) What does the writer introduce in the second paragraph?; (5) How do petroleum products appear?; (6) "…, but these are of such <u>minute</u> quantities." What do you think the meaning of the underlined word is?; (7) "<u>These</u> product are the so-called … ." What does the underlined word refer to?; (8) What is the main idea of paragraph 3?; (9) What is the meaning of the verb "are distilled" in paragraph 3?; and (10) What type of text is this? In their groups, the students could finish these questions in 30 minutes. Then every group gave the work to the researcher. To prove whether their works were true or false, he gave the answers by discussing them together. It took 15 minutes.

e. Post-test

To know whether the treatment could improve the students' capability or not, the researcher gave the post-test to the students. It was held on Tuesday, March 3, 2009. They were asked to do the test individually. Then from the results of the post-test, the researcher could categorize the students' achievements in the form of table below:

Table 6

Post-test Scores of Cycle 1

Very poor	Poor	Fair	Good	Very good	Mean Score
_	5 students (13.52%)	26 students (70.27%)	6 students (16.21%)	_	54 (Fair)

Based on the table above, it could be seen that the highest category was in fair score (70.27%), the middle category was in the good score (16.21%), the lowest category was in the poor score (13.52%), none of them was in very poor score, and the mean score was still in fair category (54).

In conclusion, based on data above, the students' capabilities in comprehending the English text types had improved, but the improvement was not significant enough, because they were still in the similar system category that was the fair category because their mean score was 54.

f. The Interview to the Students after the Treatment

It was done on Friday, March 6, 2009. Based on the interview, the students still felt difficult to write the English text types, narrative and explanation text. They got difficulties because they did not have sufficient vocabularies, they could not construct the sentence pattern well, they did not understand about tenses

well, and they seldom practiced writing. But in this case, they felt rather easy in comprehending the texts after being given treatments. For example: they could mention the generic structures and language features of narrative and explanation texts, they could infer that it was narrative or explanation text, they could mention the purpose of narrative or explanation text, and so on.

Beside that, the students felt that they got some advantages with collaborative learning. For example: they felt confident when they expressed something because what they said was from the results of the discussion, they got motivation from their friends, they could get the explanations from the other members of their group in comprehending the difficult materials, and so on.

From the result of the interview, it could be concluded that the students had understood the aim of doing collaborative learning. As a result, collaborative learning technique could be their own technique in comprehending the English text types when they were not under the teacher's guidance. In addition, the students had also been aware of its function.

There were still many obstacles in doing collaborative learning activities, because there were still few inactive students and lack of vocabularies. The students did not get difficulties in comprehending the English text types of narrative and explanation. In the next step, the researcher decided to emphasize the students' capabilities in comprehending the other English text types, hortatory exposition and analytical exposition.

4. Observation

In observing the action, the researcher was helped by the collaborator and the students as the active participants in the research. Based on the field note and daily conversations that they expressed in each meeting, it can be concluded that there were some positive and negative responses of collaborative learning technique used to improve the students' capability in comprehending the English texts.

In the first meeting, the researcher wanted to show that the students did not need to feel stressed and nervous while joining the lesson, so he gave some jokes in the form of questions to be answered orally to the students after the learning process. The questions were as follows: (1) How many students are there in this classroom?; (2) How many male students are there?; (3) How many female students are there?; (4) Who is the handsomest student?; (5) Who is the most beautiful student?; (5) Who is the most beautiful teacher in this classroom?; And who is the handsomest teacher in this classroom? And finally he stopped the jokes by saying "Don't worry we will enjoy studying". In responding these questions, the situation was noise because most of the students tried to answer them although by using English and Indonesian. In this case, the researcher and his collaborator concluded that the noise was because of communicative situation.

Based on the collaborator's view, there were some students who did the collaborative actively and there were few students who were inactive in their groups. They did other non academic activities and just kept silent. It could be

caused by the lack of motivation and being bored in joining the lesson. But few of them would be active if the researcher got closer to them.

In relation to their capability in comprehending the English text of narrative, the students could not mention the schematic structure and the language feature of narrative text, they could not infer whether it was narrative text or not, they did not know the purpose of the narrative text, and they could not find the idea, so the researcher emphasized to give them some questions related to those problems. At the beginning, he gave some questions which were designed to be related to the topic to warm them up. According to his collaborator, the students joined and took attention seriously when the researcher discussed the questions together with them, so the collaborator hoped that they had clear understanding.

The second meeting, the students looked enthusiastic and very serious to join the lesson in their groups because the researcher and would collaborate to help them and his collaborator would be in their classroom until the end of learning process. They did all the tasks cooperatively and seriously with their members in their groups.

Based on the collaborator's view, in second meeting, the students did the collaborative actively and there were no inactive students in their groups. They all did the academic activities seriously. Moreover, they were responsive when there were oral questions. Two students, Anggit Prabowo and Apriyani said, "Saya sebenarnya juga ingin bias berbicara dengan bahasa Inggris." From their statement, it was concluded that they actually needed English.

In relation to their capability in comprehending the English text of explanation, the students could not mention the schematic structure and the language feature of explanation text, they could not infer whether it was explanation text or not, they did not know the purpose of the explanation text, and they could not find the idea, so the researcher emphasized to give them some questions related to those problems. At the beginning, he gave some questions which were designed to be related to the topic to warm them up. According to his collaborator, the students joined and took attention seriously when the researcher discussed the questions together with them, so the collaborator hoped that they had clear understanding.

In the third meeting, the students looked more enthusiastic and very serious to join the lesson in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or story. It was proved when the researcher asked them "How about these tasks?", some of them answered "Insya Allah bisa Pak, kita belajar narrative lagi". Although the researcher collaborated to help them and his collaborator was in their classroom until the end of learning process, the researcher did not help much, he just checked and controlled them. They did all the tasks cooperatively and seriously with their members in their groups.

Based on the collaborator's view, in the third meeting, the students did the collaborative actively and there were no inactive students in their groups. She viewed that the collaborative learning was alive because the students did the tasks by discussing and giving opinion one another, they were communicative, and they

created a good atmosphere. She also said that it was necessary for the researcher to give more time for practicing oral activities before teaching and learning process. She added that the oral activities done before learning process would encourage the students interested in learning English.

In relation to their capability in comprehending the English text type of narrative, the students said that they had clearer description because they had got the discussion about it in the first meeting and the members of the group would help one another in comprehending it. According to the collaborator's view, through collaborative learning the students could be easy to get more skills in comprehending the English text types of narrative. In this case, she said that the students could mention the language features, determine the schematic structure, infer the idea, understand the social function of the text, and so on. The observer also said that there was a good improvement because the students felt more confident and they had good capabilities in comprehending a narrative text.

In the fourth meeting, the students looked more enthusiastic and very serious to join the lesson in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or different discussion. Every group looked readier to join the teaching and learning process. It was proved when the researcher asked them before pre-reading activity started. He asked to every group with the following questions: *Is this group ready?"; "Does this group have any problems?"; "Does this group have any difficulties with the last material or discussion?"; and "Do you enjoy studying?",* all the members of every group could respond together spontaneously. Moreover, one of

the students in three, responded *"Yes, I enjoy studying with this technique, cara belajarnya seperti ini terus saja"*. From the responses, it could be concluded that there was a good improvement through collaborative learning.

Based on the collaborator's view, in the fourth meeting, the students did the collaborative more actively and more seriously. She also said that they looked more responsible for their groups, so they also tried to make the members of their group more active. And she added *"Insya Allah, dengan kolaborasi dapat menjadikan siswa-siswa lebih maju"*. She viewed that the collaborative learning in the fourth was more alive because the students did the tasks by discussing and giving opinion one another, they were more communicative, they created better atmosphere, and they were responsible for the improvement of their group and their friends.

In relation to their capability in comprehending the English text type of explanation, the students said that they had clearer description because they had got the discussion about it in the second meeting. According to the collaborator's view, through collaborative learning the students could be easy to get more skills in comprehending the English text types of explanation. In this case, she said that the students could mention the language features, determine the schematic structure, infer the idea, understand the social function of the text, and so on. The observer also said that there was good improvement because the students felt more confident and they had good capabilities in comprehending an explanation text.

Although there was a good improvement, the student just studied about two kinds of the English text types, narratives and explanation, through collaborative learning. Therefore, the researcher would try to give the other kinds of English text types in the next meeting for the next cycle to get betterment.

5. Reflection

In analyzing the data, both researchers and his collaborator analyzed the strength and the weaknesses of collaborative learning technique, the problems that had been solved during the first cycle based on the activity in the classroom and the task in the post reading. Based on the observation in the first cycle, it could be concluded that the students had understood the function of collaborative learning. Moreover, there were some positive things or the strength of collaborative learning implemented in the first cycle. There were: first based on the previous interview, the students stated that this technique was able to help to improve their capability in comprehending the English text types because the members of the group could help and motivate one another. They discussed the problems together so that they could do the tasks well and they all understood the solutions. Second, based on the tasks in the post reading, through collaborative learning technique, the students' mistakes in answering the detail questions could be reduced. Third, this technique could stimulate them to discuss and solve other problems when they found difficulties in comprehending the other texts. Fourth, the technique could also encourage the students to improve the students' oral activities.

There were still many weaknesses in implementing the collaborative learning. First, there were still few inactive students who did non academic things when the researcher was not closed and did not control them. Second, there were still few students who felt shy to ask and express to their friends and the researcher when they found difficulties, and third the students had insufficient vocabularies that could influence them in expressing something in the discussion and could influence them their capabilities in comprehending the English text.

Although there were still some weaknesses in implementing the collaborative learning, it could be concluded that the collaborative learning influenced the improvement of the students' capabilities in comprehending the English text types. The action was continued in the next cycle in order to get better improvement and to reduce the weaknesses. Therefore, the researcher also tried to take attention about the weaknesses of the first cycle by doing some approaches to them in the next cycle.

D. The Description of Cycle 2

1. Planning

There were weaknesses found in English language teaching and learning process in cycle 1. Some students did non academic activities during the instructional process. They did not give contribution at all to the discussion in the collaborative learning. Some of them were chatting and disturbing others. Considering this condition, the researcher designed a plan involving some alternative activities in cycle 2. Unlike the activity done in cycle one which was

only dealing with discussing tasks in small groups, there was counseling learning activity in cycle 2.

Counseling Learning is a way of learning and teaching in which one or more persons involved acts as a 'counselor' to the others, in order that the work of other (s), whether the work is learning or teaching, may be fuller, smoother, and more satisfying (Stevick in Fauziati, 2005: 49). In counseling learning, there was a student who played as a counselor in each group. The student managed the activities in the group. She/He also warned the students who did non academic activities. When there was a student in the group who had difficulties in the group work, the chosen students (counselor) guided her friend in solving the problem. Here, the teacher played as facilitator.

There were some activities that had been done in the second cycle. As the researcher had done in the first cycle, he always discussed all the activities with his collaborator. Therefore, the activities in the second cycle were started by sharing ideas with the collaborator, then the treatment, interview and post test. In this research, the second cycle was arranged and done as the table bellow:

Table 7

The schedule of Activities of Cycle 2

No	Activities	Date	Place
1	Sharing ideas with collaborator	Tuesday, March 10, 2009	Teacher's office

2	Treatment:		
	Meeting 1	Friday, March 13, 2009	Classroom
	Meeting 2	Tuesday, March 17, 2009	Classroom
	Meeting 3	Friday, March 20, 2009	Classroom
	Meeting 4	Tuesday, March 24, 2009	Classroom
3	Giving the field notes to the students	Friday, March 27, 2009	Classroom
4	Post test	Tuesday, March 31, 2009	Classroom

Related to the treatments in the second cycle, the researcher and collaborator had discussed and prepared some materials which were suitable with the curriculum. The materials could be described in the following table:

Table 8

The schedule of Materials of Cycle 2

No	Meetings	Materials
1	Meeting 1	Hortatory Exposition/Crime in Cities
2	Meeting 2	Hortatory Exposition/Ideal Woman
3	Meeting 3	Analytical Exposition/The Limits on Economy Freedom

4	Meeting 4	Analytical Exposition/Two Teaching Styles
Planned solution: CL supported by Counseling Learning approach		

2. Action

a. Sharing Ideas with Collaborator

Like the first cycle, the researcher asked same English teacher, Mrs. Kw., and another English teacher, Mr. Km., to be his collaborator. In the previous cycle, the collaborator always gave the ideas, views, and suggestions for better achievement of the classroom practice and he did too in the second cycle. In this second cycle, the collaborators had the same roles as the first cycle those were as the observers and advisors. It was on Tuesday, March 10, 2009, the researcher and his collaborators shared ideas about what they should do in the second cycle in order to reach the betterment of the next classroom practices.

As a result, there were many things that should be revised in the second cycle. First, the collaborator said that there were still few inactive students in their groups and doing non academic things when the researcher was not closed and did not control them. Second, the collaborator said that there were also few students who were shy to ask and express to their friends and to the researcher when they found difficulties. Therefore, the researcher proposed the new approach, called Counseling Learning that allowed the students to be more active. Counseling Learning is a way of learning and teaching in which one or more of the persons

involved as a 'counselor' to the others, in order that the work of other (s), whether the work is learning or teaching, may be fuller, smoother, and more satisfying (Stevick in Fauziati, 2005: 49). Fauziati (2005: 49) also states that in Counseling Learning, as an approach to education, one person knows something that the others want to learn. This person is usually the 'teacher' or the 'knower'. A teacher is one who carries responsibility not only for 'knowing' but also for managing or directing the learning of others. The collaborator responded it well, so the researcher and collaborator agreed to use Collaborative Learning and Counseling Learning approach at the same time to maximize the students' capabilities in comprehending the English text types in the second cycle.

b. Treatment

In the second cycle, the researcher took four meetings as the follow up of the first cycle. It could be so, because of considering the amount of problems that should be resolved and the limited time that the researcher had. As planned before, the second cycle used the Collaborative Learning and Counseling Learning. The researcher chose the Collaborative Learning technique and Counseling Learning approach because of the fact that the students needed to visualize the concept of their capabilities in comprehending the English texts in an interesting way and in a helpful way. The researcher used Collaborative Learning technique and Counseling Learning approach in order to maximize the students' capability in comprehending the English text types.

Like the previous meetings, the teaching learning process used pre-reading activity, while-reading activity, and post-reading activity. In pre-reading activity, the researcher greeted the students, checked the students' attendances, stimulated the topic that they would face, and found the difficult words. While-reading activity was the main activity in teaching and learning process. It might be so because the collaborative learning technique had been done in this step. Because of a technique and an approach, the researcher managed the class into groups, and every group there was one counselor or knower. In this case, the researcher chose one of the students in every group who was considered as the responsible person for the improvement in his or her group. At last, there was post-reading activity. In this step, the students were asked to do the teacher's tasks using the technique which the teacher used before. The researcher hoped that this technique would be their own strategies when they comprehended the texts. In the second cycle, the treatment of each meeting could be described as follows:

1) Meeting 1

a) Pre-reading activity

It was done on Friday, March 13, 2009. The researcher and his collaborator entered to the classroom at 10.00, then the researcher greeted the students by saying *" Assalamu'alaikum warahmatullahi wabarahatuh"* and continued *"How are you doing?"*, they answered *"Wa'alaikumsalam warahmatullahi wabarahatuh"* and *"I'm fine, thank you, and you?"*. They

responded together and fluently because they used to do it. There were 37 students, and all of them were present in this meeting.

After greeting and checking the students' attendance, the researcher tried to encourage the students' oral activities by giving some questions that should be answered orally by the students individually. The questions were about the things that they had at home, for examples: *"Do you have motorcycles?; How many motorcycles do you have?; Do you have a car?; What kind of a car do you have?; Do you have a television?; What do you usually watch television?; What programs do you like best?";* and so on. The students looked seriously and happily to respond the questions.

Before doing the next task, the students were asked to make groups of six and they were also asked to choose one of them to be a counselor. Then, in this phase, the researcher tried to give the different material of English text, hortatory exposition. Like what was done before, in warming the students up, the researcher gave some questions which were designed to be related to the topic. Before giving the questions, the researcher asked them to make groups. The questions were as follows (Task 1): (1) Mention some TV programs about crimes; (2) What kinds of crime do you often read from the papers or watch on TV?; (3) What age commits crime most?; (4) Have you been a victim of a crime? When?; (5) How does the government overcome the cases?; and (6) Was every problem of crime in Indonesia always solvable? Why and why not? This task could be done well by the students and there were not inactive students because the counselor in each group tried to involve his/her members to take part in the discussion. The

researcher gave 10 minutes to finish this task. To check whether their works were alright or not, he gave the answers by discussing together about 5 minutes.

b) While-reading activity

In while-reading activity, the students were given the text with the title of *"Crime in Cities"*. Then they were asked to read it quickly before doing the questions in task 2. The questions were as follows (<u>Task 2</u>): (1) What is the main idea of the first paragraph?; (2) What does the word "This" in paragraph 1 refer to?; (3) The word "They" in paragraph 4 refers to….; (4) The word "They" in paragraph 5 refers to ….; (5) Do you find the thesis? In what paragraph is it?; (6) In what paragraphs do you find the arguments?; and (7) Do you find the recommendation? In what paragraph is it? The students did these questions for about 20minutes. In discussing this task, writer needed 10 minutes. The students could answer number 1 to 4 well, but they found difficulties in answering number 5 to 7. Although they found difficulties in this task, the counselor in each group could manage his/her members well. Then he explained and discussed them together with students.

c) Post-reading activity

In this phase, the researcher tried to evaluate their comprehension. It was done by giving some questions in the next task based on the text given before. Before doing the task with their friends in their groups, the students were asked to reread the text carefully and seriously. The task consisted of the following questions (<u>Task 3</u>): (1) What is the passage about?; (2) Why does the writer say

that crime in cities is getting worse?; (3) Why money is part of the crime problem?; (4) What do young people in poor neighbourhoods do to earn money?; (5) What is the relation between drug and crime?; (6) What condition in poor neighbourhood lead to crime?; (7) What does paragraph 3 tell us about?; (8) What does paragraph 4 tell us about?; (9) What is the purpose of the text?; and (10) Observe the text to complete the following table:

TITLE (CRIME IN CITIES)	
Generic Structure	Paragraph
THESIS Announcement of issue concern	
ARGUMENTS Reasons for concern that lead to recommendation	
RECOMMENDATION Statement of what ought or ought not to happen	

All students were active and communicative in finishing this task because the counselor in each group could involve and encourage his/her members. The researcher gave 30 minutes to do this task. Every group was asked to give one work to the researcher. Then to prove whether their works were true or false, he gave the answers by discussing together for about 15 minutes.

2) Meeting 2

a) Pre-reading activity

The second meeting was held on Tuesday, March 17, 2009 at 10.00. The researcher tried to encourage the students' oral activities before giving the material of reading. He brought a parcel. Then he asked the students to guess individually what in the parcel was. He promised to the students that he would give the content of the parcel if they could guess correctly. He started by saying *"It's something and it's very interesting, what is it"*. Almost all of the students tried to answer enthusiasm, but none of them were correct. He continued by giving clues *"It's not food, every girl usually likes this"*. No students could guess again. Finally, he gave clear clues *"It's from a tree, and it's as the sign of love"*. Most of the students answered *"flower",* but Siti Naryatun gave the answer "It's a red rose". Then he opened the parcel and gave the red rose to her. A boy student, Hartono Sidiq, said, *"You love Siti, Pak"*. He answered *"Yes"*.

Before doing the next task, the students were asked to make groups of six and asked one of them to be a counselor. In this pre-reading activity, the researcher wanted to give the same type of discussion about the English text as the

first meeting of cycle 2, hortatory exposition with different title. He tried to warm the students up by giving some questions which were designed to be related to the topic. The questions were as follows (Task1): (1) How many sexes in the world were created by God?; (2) What is your sex?; (3) What do you think about the other sex?; (4) Have you ever thought about what men think about women, and what women think about men?; and (5) What do they think? After about 10 minutes, he discussed the questions together. All of these questions could be answered by the students well in their groups. Although there were some different answers, but all were considered as the logical and correct answers. All students were active and communicative.

b) While-reading activity

In this phase, the researcher distributed the text with the title *"Ideal Woman"*. Then he asked them to read it carefully, to study the generic structure and the language features with their friends in their groups (Task 2). After about 15 minutes, the researcher discussed it together. In this activity, he considered that the students got clear description about the organization paragraph of the text of hortatory exposition because most of them gave the responses well and correctly in the discussion.

c) Post-reading activity

Like the previous activity, in this post-reading activity, the researcher tried to evaluate their comprehension. It was done by giving some questions in the next task. Before discussing the questions with their friends in their groups, the

students were asked to reread the text carefully and seriously. Then he distributed the copy of the questions. The questions were as follows (Task 3): (1) How does the writer get the information about what men think about women?; (2) What criteria do men consider in choosing women to be their wives?; (3) According to the writer, what do women want from men?; (4) What does the writer mean by 'intelligent'?; (5) The word 'their' in '…who constantly discuss their diets or health clubs,' (line 29) refers to ….; (6) The word 'They' in 'They are responding in a quite in a confused way to the confused …, (line 33-34) refers to ….; (7) Do you think the writer is a man or a woman?; and (8) Do you think the writer respects women or not?

After finishing task 3, the students were asked to continue doing the next task (Task4). In this task, they were asked to write a summary of the text which could distinguish the part of the text based on its generic structure by filling in the following chart.

Thesis	…………………………………………………………… …………………………………………………………… ……………………………………………………………
Argument	…………………………………………………………… …………………………………………………………… ……………………………………………………………

Argument	……………………………………………………………………
	……………………………………………………………………
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Argument	……………………………………………………………………
	……………………………………………………………………
	……………………………………………………………………
Argument	……………………………………………………………………
	……………………………………………………………………
	……………………………………………………………………
Recommendation	……………………………………………………………………
	……………………………………………………………………
	……………………………………………………………………

After finishing task 3 and task 4, the students were asked to give the results of their discussion in answering them to the researcher. Then to prove whether their answers were alright or not, he gave the answers by discussing together.

3) Meeting 3

a) Pre-reading activity

It was held on Friday, March 20, 2009. After giving greeting, the researcher started the activity by encouraging the students' oral activities. It was done by telling the way how to get certain places around Sukoharjo. In this activity, the students were not in their groups yet, they were expected to join and respond what the researcher wanted. First, he told them the way how to get MAN Sukoharjo in which the researcher and the students studied from his house. Then he asked them to tell the way how to get BRI, BNI, Post Office, DKR, and Mulur Dam together. The students joined this activity seriously and happily. After that, he wanted one of the students, Nopi Wulandari, to go in front of the class to tell the way how to get MAN Sukoharjo from her house. This activity took about 7 minutes.

Then, he continued warming the students up by giving some questions to the students because he wanted to give them the new material of English text type, analytical exposition. After asking them to make groups, he distributed the copy of questions. The questions were as follows (Task 1): (1) Do you get the lesson of economics in your school?; (2) Do you spend your money economically?; (3) What do you do to live economically?; and(4) Does it have any beneficial result?; All of these questions could be answered well by them. After discussing these questions, he asked them again orally *"What do you think*

about the title of the text we will discuss?". Most of them answered *"Economy"*.

Then he also responded *"That's right"* to them.

b) While-reading activity

In this activity, the researcher distributed the copy of the text with the title *"The Limits on Economic Freedom"*. Then he asked them to read it carefully to determine the generic structure and the language features of the text with their friends in their groups (Task 2). After about 10 minutes, he discussed them together. In the discussion, students could join and do well because they had studied about hortatory exposition.

C) Post-reading activity

Like the previous activity, in this post-reading activity, the researcher tried to evaluate their comprehension. It was done by giving some questions in the next task. Before discussing the questions with their friends in their groups, the students were asked to reread the text carefully and seriously. Then he distributed the copy of the questions. The questions were as follows (Task 3): (1) how can a person be said to be economically free?; (2) What would happen if there were no laws in economy?; (3) What is the concern of economic laws?; (4) The word 'their' in the first paragraph refers to ….; (5) The word 'they' in the second paragraph refers to ….; and(6) Why is the law relating to economic conditions related to employers and employees?

After finishing task 3, the students were asked to continue doing the next task (Task4). In this task, they were asked to write a summary of the text

which could distinguish the part of the text based on its generic structure by filling in the following chart.

Thesis	…………………………………………………………… …………………………………………………………… ……………………………………………………………
Argument	…………………………………………………………… …………………………………………………………… ……………………………………………………………
Argument	…………………………………………………………… …………………………………………………………… ……………………………………………………………
Conclusion	…………………………………………………………… …………………………………………………………… ……………………………………………………………

After finishing task 3 and task 4, the students were asked to give the results of their discussion in answering them to the researcher. Then to prove whether their answers were alright or not, he gave the answers by discussing together. In this

meeting, all students were more active and communicative because the counselor in each group could manage the discussion well.

4) Meeting 4

a) Pre-reading activity

The fourth meeting was held on Tuesday, March 24, 2009 at 10.00. The researcher tried to encourage the students' oral activities before giving the material of reading. He brought a parcel. Then he asked the students to guess individually what in the parcel was. He promised to the students that he would give the content of the parcel if they could guess correctly. He started by saying *"It's something and it's very interesting, what is it"*. Almost all of the students tried to answer enthusiasm, but none of them were correct. He continued by giving clues *"It is food, every child usually likes this"*. No students could guess again. Finally, he gave clear clues *"It is small, it is sweet, and children, you, and I also like this"*. Most of the students could guess *"Candy"*, but Dewi Untari, one of the students who could guess the earliest. Then he opened the parcel and gave the candies to her. 2 boys, Kristanto and Pranoto, said, *"Ada sebehnnya lho"*, then he responded by saying *"Don't be jealous"*.

Then, he continued warming the students up by giving some questions to the students because he wanted to give them the same material of English text type as the third meeting of cycle 2, analytical exposition, with the different title. This material was given again in order to enforce their understanding about analytical exposition. After asking them to make groups, he distributed the copy

of questions. The questions were as follows (<u>Task 1</u>): (1) How many teachers are there in your schools?; (2) How many lessons do you get in this grade?; and(3) What do you think about the way of your teachers teach you? Can you get good achievement from your teachers by their ways of teaching? After about 10 minutes, he discussed the questions together. All of these questions could be answered by the students well in their groups. Although there were some different answers, but all were considered as the logical and correct answers. Then he asked them *"What do you think about the material we are going to discuss?"*. Some of them answered *"school, education, education in Indonesia and teachers in our school"*.

b) While-reading activity

In this activity, the researcher distributed the copy of the text with the title *"Two Teaching Styles"*. Then he asked them to read it carefully to determine the generic structure and the language features of the text with their friends in their groups (<u>Task 2</u>). After about 10 minutes, he discussed them together. In the discussion, he considered that the students got clear description about analytical exposition because they had studied about it before.

c) Post-reading activity

In this phase, the researcher tried to evaluate their comprehension. It was done by giving some questions in the next task based on the text given before. Before doing the task with their friends in their groups, the students were asked to reread the text carefully and seriously. The task consisted of the following

questions (Task 3): (1) How many teachers are compared in the text?; (2) What method does Ms. Jacobson use in teaching?; (3) How does Ms. Jacobson teach her students?; (4) How does Mrs. Quintana teach her students?; (5) What is the name of Ms. Jacobson's teaching method?; (6) What is the name of the method used by Mrs. Quintana?; (7) The word 'she' in the sentence: "She also uses cooperative-learning technique such as …" (paragraph 3) refers to ….; and(8) Which method of teaching among the two described in the text is better according to you? Why? After finishing task 3, the students were asked to go on doing the next task (Task4). In this task, they were asked to write a summary of the text which could distinguish the part of the text based on its generic structure by filling in the following chart.

Thesis	………………………………………………………………… ………………………………………………………………… …………………………………………………………………
Argument	………………………………………………………………… ………………………………………………………………… …………………………………………………………………
Reiteration	………………………………………………………………… …………………………………………………………………

	…………………………………………………………………

After finishing task 3 and task 4, the students were asked to give the results of their discussion in answering them to the researcher. Then to prove whether their answers were alright or not, he gave the answers by discussing together. All students were more active and communicative in this meeting because the counselor in each group could involve his/her members to take part in the discussion.

c. Post-test

After the treatment, the researcher held a post-test to know whether the treatment could improve the students' capability or not. It was held on Tuesday, March 31, 2009. They were asked to do the test individually, and it was followed by 37 students. As the first cycle, the students' scores were categorized into five categorizes, they were very poor, poor, fair, good, and very good. Then from the results of the post-test, the researcher could categorize the students' achievements in the form of table below:

Table 9

Post-test Scores of Cycle 2

Very poor	Poor	Fair	Good	Very good	**Mean Score**
_	2 students (5.41%)	17 students (45.95%)	13 students (35.14%)	5 students (13.51%)	**66 (good)**

Based on the table above, it could be seen that there was none of the students' score that could be categorized as very poor score. There were two students categorized in poor category, 17 students were fair, and 13 students were good category. There were 5 students who got the score higher than 80 which could be categorized as very good score and the average score was 66 that could be categorized into a good score.

In relation to the data above, the students' capabilities in comprehending the English texts could be concluded that there was a big improvement from the students' pre-test scores, post-test scores in the first cycle, and post-test scores in the second cycle.

d. The Interview to the Students after the Treatment

It was held on Friday, March 6, 2009. Based on the interview, the students felt that it easy for them to understand the English text through

Collaborative Learning which was supported by Counseling Learning. They said that through Collaborative Learning which was supported Counseling Learning they felt easier to do any kinds of English questions. Even, they wanted to propose to the other teachers to use that technique. In relation to the abilities in comprehending the English text types, the students got no difficulties after being given treatments, for example they could mention the generic structures and language features of texts, they could infer that it was a certain type of texts; they could mention the purpose of a certain type of texts, and so on.

Beside that, the students felt that they got some advantages with Collaborative Learning which was supported by Counseling Learning. For example: they felt more confident when they expressed something because what they said was from the results of the discussion, they got motivation from their friends, they could get the explanations from the other members in their group in comprehending the difficult materials, and so on. They also felt that they would be able to solve the problems without teachers through Collaborative Learning and Counseling Learning.

Through the treatments, the students had understood the aim of doing Collaborative Learning which was supported by Counseling Learning. As a result, Collaborative Learning technique and Counseling Learning approach could be their own technique in comprehending the English text types when they were not under the teacher's guidance. In addition, the students had also been aware of its function. In this case, it was concluded that Collaborative Learning which was

supported by Counseling Learning could influence the capabilities in comprehending the English text types.

3. Observation

The activities in the action were observed by the researcher that still helped by the collaborator and the students as the active participants in the research. The researcher observed and reported both teaching learning in the classroom and the learning progress that the students had achieved related to the improvement of the students' capabilities in comprehending the English text types.

In the first meeting, the researcher tried to motivate the students' oral activities after greeting and checking their presence by giving some questions about the things they had at home, they could respond well together. Most of the students could give the logical answers. Even some of them could give the questions to the researcher back. They asked him, *"And what about you, sir?; Do you have a good house?; How many televisions do you have?; Do you have washing machine?; and do you have computer?"*. This condition could be concluded that the situation became more communicative, and in this case the students could improve their capabilities of oral activities. The collaborator also said that it was more communicative, and she also viewed that there was a good improvement of oral activities.

Based on the collaborator's view, all students were involved in the activities although the researcher was not closed and did not control them. They

had a good motivation, they were active in their groups, and they did the academic activities because they had a good awareness in doing tasks collaboratively. She also said that the involvement of the members in the group would improve the students' capabilities.

In relation to their capability in comprehending the English text of hortatory exposition, the students could join and give the responses in the discussion well. They could mention the schematic structure and the language feature of hortatory exposition text, they could infer whether it was hortatory exposition or not, they could mention the purpose of hortatory exposition text, and they could find the idea. This condition could make researcher easier to give the explanation about it. In this case, according to his collaborator, the students could improve their capabilities in comprehending the English text types.

The second meeting of the second cycle, the researcher tried to enforce their understanding in comprehending the English text type of hortatory exposition. Because they had studied and got knowledge about it in the first meeting of the second cycle, the felt more confident, they looked more enthusiastic and more serious to join the lesson in their groups, so the researcher only controlled and checked whether their works were alright or not. They looked that there were no problems in discussing the tasks. They did all the tasks more cooperatively and more seriously with their members in their groups.

Based on the collaborator's view, in second meeting, the students looked more confident in finishing all the tasks because they felt that they just

reviewed they had got in the first meeting of the second cycle. She also said that they did the Collaborative Learning more actively and there were no inactive students in their groups. They all did the academic activities more seriously. Moreover, they were responsive when there were oral questions. In this case, the collaborator said that Collaborative Learning supported by Counseling Learning could improve the students' activeness so that it could improve the students' capabilities.

In relation to their capability in comprehending the English text type of hortatory exposition, the students looked that they did not have any problems about it because they could finish all the tasks by themselves in the group. It was also proved when the researcher tried to check whether their works were alright or not by discussing together, that they could join and give correct responses. They had good understandings about it, so it was concluded that there was a better improvement in this step.

Although the researcher tried to give the students a new material of English text type of analytical exposition in the third meeting of the second cycle, the students looked more enthusiastic and very serious to join the lesson in their groups. When the researcher asked them, *"What do you think about the topic we will discuss?",* after pre-reading activities, they answered, *"About Economy, Economy in Indonesia, and Social and Economy".* This proved that the students had a good prediction to be related to the topic he would discuss. Although the researcher collaborated to help them and his collaborator was in their classroom until the end of learning process, the researcher did not help much, he just

checked and controlled them. They did all the tasks cooperatively and seriously with their members in their groups.

Based on the collaborator's view, in the third meeting of the second cycle, the students did the collaborative more actively and there were no inactive students in their groups. She viewed that the collaborative learning was more alive because the students did the tasks by discussing and giving opinion one another, they were more communicative, and they created a better atmosphere. She added that the students were more responsive in answering the oral activities. She also said that giving the students oral activities before pre-reading activities would improve the students' interest in learning English.

In relation to their capability in comprehending the English text type of analytical exposition, the students said that they would try to understand by discussing the tasks with their friends in their groups before the researcher gave the answers and the discussion. In this case, it was concluded that the students had known about the aim, function, and the influence of Collaborative Learning and Counseling Learning. His collaborator also said that the students could finish tasks in the third meeting of the second cycle well before the researcher explained about the material. The collaborator viewed that collaborative learning could actually influence the students' capabilities and could add more skills in comprehending the English text types.

In the fourth meeting, as he planned that it was the last treatment, the researcher tried to enforce the students' capabilities in comprehending the same

English text type of analytical exposition as the third meeting of the second cycle with different title, *"Two Teaching Styles"*. The students looked more enthusiastic and very serious to join the discussion in the last treatment in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or different discussion. Every group looked readier to join the teaching and learning process. It was proved when the researcher asked them before pre-reading activity started. He asked to every group with the following questions: *"Is this group ready?"; "Does this group have any problems?"; "Does this group have any difficulties with the last material or discussion?"; and "Do you enjoy studying?",* and he also said that it was the last treatment, all the members of every group could respond together spontaneously. Moreover, some students responded *"Yes, I like studying English with you, teruskan saja sampai tes semester ini"*. From the responses, it could be concluded that there was a better improvement and motivation through Collaborative Learning and Counseling Learning.

Based on the collaborator's view, the fourth meeting of the second cycle or the last treatment, the students did the collaborative more actively and more seriously. She also said that they looked more responsible for their groups, so they also tried to involve the members of their group more active. And she added that Collaborative Learning could increase the students' knowledge. She viewed that the Collaborative Learning which was supported by Counseling Learning in the fourth meeting of the second cycle was more alive because the students did the tasks by discussing and giving opinion one another, they were

more communicative, they created better atmosphere, and they were responsible for the improvement of their group and their friends.

In relation to their capability in comprehending the English text type of analytical exposition, the students said that they had clearer description because they had got the discussion about it in the third meeting. According to the collaborator's view, through Collaborative Learning and Counseling Learning, the students could be easy to get more skills in comprehending the English text types. The observer also said that there was good improvement because the students felt more confident and they had good capabilities in comprehending the analytical exposition text.

Finally, it could be concluded that Collaborative Learning which was supported by Counseling Learning could improve the students' capabilities in comprehending the English text types. It meant that Collaborative Learning which was supported by Counseling Learning could influence the students' achievement.

4. Reflection

After giving the treatment, the researcher would like to reflect the conditions of the second cycle. In the second cycle, the researcher used the Collaborative Learning technique which supported by Counseling Learning in giving the treatment to the students and he gave the discussion about the English texts with different types, hortatory exposition and analytical exposition. The treatments ran well because the students had a good awareness in learning about them. In the second cycle, the researcher spent four meetings. In these four

meetings, the students could show good responses. It could be seen from the involvement of the students in their groups and they could finish all the tasks themselves by discussing with their friends in their groups. In addition, the students could make a better improvement in comprehending the English text types in each meeting. Besides that, they were relatively more self confident in learning English.

Based on the scores of post-test of cycle 1 and post-test of cycle 2, it could be stated that the students had shown the improvement of their capabilities in comprehending the English text types although they still needed practicing in order to make their capabilities in comprehending the English text types perfect. In fact, both post-test of cycle 1 and post-test of cycle 2, there was no student who got very poor category under 20. There was declined number of students in poor category from 5 students to 2 students, in the fair category from 26 students to 17 students. Good category rose from 6 students to 13 students. At last, there were 5 students who could be included in very good category where there was no student in this position before.

Based on those results, the researcher could interpret that the students had been able to increase their capabilities in comprehending the English text types better. Therefore, the researcher hoped that Collaborative Learning technique which was supported by Counseling Learning approach could be their own strategy to improve their capabilities in comprehending the English text types.

Based on the researcher's and collaborator's observation, it could be concluded that there were strength and weakness that could be reported during teaching learning activity in the second cycle as follows:

a. The strength

Based on the students' field notes, the students were interested in Collaborative Learning technique which was supported by Counseling Learning, and they wanted to use this technique and this approach in the other opportunities in order to solve the problems, especially in comprehending the English text types. Consequently, when the students read the new English text types, the technique was possible to be implemented by the students to solve the difficulties without the teacher's instruction and guidance.

b. The weakness

During the learning process, the researcher and collaborator found that there were still few students who felt shy to ask and express to their friends and the researcher when they found difficulties. Although this condition would influence them in expressing something in the discussion and could influence their capabilities in comprehending the English text types, but there was a good improvement based on the analysis.

Based on the data analysis, all the students' problems in comprehending the English text types could be overcome by improving the Collaborative Learning. Finally, it could be concluded that Collaborative Learning technique which was supported by Counseling Learning approach could improve

the students' capabilities in comprehending the English text types in MAN Sukoharjo in 2008/2009 academic year.

E. Discussion

Before doing the research, the researcher conducted pre research observations in order to know what problems that the students faced. After that, he formulated those problems to be solved. In order to collect the data, he interviewed the previous English teacher, Mrs. K.W. As a result, they proposed the problem. The problems related to the students' capabilities in comprehending the English text types. Therefore, the researcher proposed to his collaborator to use Collaborative Learning technique as the attempt to improve the students' capabilities in comprehending the English text types and she agreed.

According to the collaborative teacher, Mrs. K.W., the teaching learning process could run well because the researcher gave the prepared materials and gave the discussion clearly. The researcher gave the instructions of the tasks clearly so that the students could understand and did what he wanted well. The focus of teaching learning activity at that time was about the capabilities in comprehending the English text types. He gave the discussions of the materials about narrative and explanation texts to the students in the first cycle, and hortatory exposition and analytical exposition in the second cycle.

At the beginning of the treatment, the researcher started by warming the students up. In warming the students up, he gave some questions which had been designed to be related to the topic, *"Tangkuban Perahu"*. Although the students

could response the questions, they did not know yet that the researcher would give the discussion about it. Then he said that he would give them the discussion by distributing the copy of the text about it.

In the first meeting of the cycle 1, the students could not mention the schematic structure and the language feature of narrative text, they could not infer whether it was narrative text or not, they did not know the purpose of the narrative text. The researcher gave the explanation by observing the text about "*Tangkuban Perahu"* to indicate the organization of the paragraphs. It consisted of orientation, complication and resolution. He discussed the language features of narrative that it focused on specific participants, used past tense, and used temporal conjunction. And he also explained that the purpose of narrative was to amuse or to entertain the readers or listeners. The students could join and understand the explanation well, and it did not take much time.

There were still few inactive students in first meeting, so in the second meeting, the researcher tried to collaborate, to close, to control, and to help them in order to make them involved and active in the discussion in their groups. His collaborator also tried to accompany until the end of the meeting. As a result, the students did all the tasks cooperatively and seriously with their members in their groups.

In the second meeting, the students could not mention the schematic structure and the language features of explanation text, they could not infer whether it was narrative text or not, they did not know the purpose of the

explanation text. The researcher gave the explanation by observing the text about *"Tsunami"* to indicate the organization of the paragraphs. It consisted of general statement, explanation, and closing. He discussed the language features of narrative that it focused on generic, non-human participant, used simple present tense, and used temporal and casual conjunctive relations. And he also explained that the purpose of explanation text was to explain the processes involved in the formation or workings of natural or socio-cultural phenomena. The students could join and understand the explanation well, and it did not take much time.

In the third meeting, the researcher tried to enforce the students' capabilities in comprehending the English text of narrative with different title from the first meeting. The students looked more enthusiastic and very serious to join the lesson in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or story. Although the researcher collaborated to help them and his collaborator was in their classroom until the end of learning process, he did not help much, and he just checked and controlled them. They did all the tasks cooperatively and seriously with their members in their groups.

In relation to their capability in comprehending the English text type of narrative, the students had clearer description in the third meeting because they had got the discussion about it in the first meeting and the members of the group helped one another in comprehending it. In this case, the students could mention the language features, determine the schematic structure, infer the idea, know the social function of the text, and so on. Therefore, the researcher did not explain

much about narrative. And it was concluded that there was a good improvement because the students felt more confident and they had good capabilities in comprehending a narrative text.

In the fourth meeting, the researcher tried to enforce the students' capabilities in comprehending the English text of explanation with different title from the second meeting. The students looked more enthusiastic and very serious to join the discussion in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or different discussion.

In relation to their capability in comprehending the English text type of explanation, the students had clearer description in the fourth meeting because they had got the discussion about it in the second meeting and the members of the group helped one another in comprehending it. In this case, the students could mention the language features, determine the schematic structure, infer the idea, know the social function of the text, and so on. Therefore, the researcher did not explain much about explanation text. And it was concluded that there was a good improvement because the students felt more confident and they had good capabilities in comprehending the explanation text.

In cycle 2, the researcher tried to improve the students' capabilities in comprehending the English text types by giving the new discussions of English text types, hortatory exposition and analytical exposition through Collaborative

Learning which was supported by Counseling Learning. He was also helped by his collaborator and certain students.

He used to try to improve the students' oral activities before giving the discussion of English text types. The situation and condition were communicative because they could give the responses well. They were sometime noise, but the noisy was because of the communicative situation. In this case, it was concluded that the students' oral activities could improve better in the second cycle.

All students were involved in the activities in the second cycle although the researcher did not close them. They had a good motivation, they were more active in their groups, and they did the academic activities because they had a good awareness in doing tasks collaboratively. And the involvement of the members in the group could improve the students' capabilities.

In the first meeting of the second cycle, the students could not mention the schematic structure and the language feature of hortatory exposition text, they could not infer whether it was hortatory exposition or not, they could not mention the purpose of hortatory exposition text, and they could not find the idea. Then, the researcher tried to give the discussion and explanation about them. He asked the students to open and observe the text about *"Crime in cities",* and then he indicated the organization paragraphs of the text. The text had the schematic structure: a thesis or an announcement of issue concern, arguments or reasons for concern that lead to recommendation, and recommendation or statement of what ought or ought not to happen. It had the language features: focus on generic

human and non-human participants, use of simple present tense, and use of material and relational processes. The purpose of the text was to persuade the reader or listener that something should or should not in the case. The students could join the discussion well.

The second meeting of the second cycle, the researcher tried to enforce their understanding in comprehending the English text type of hortatory exposition. Because they had studied and got knowledge about it in the first meeting of the second cycle, they felt more confident, they looked more enthusiastic and more serious to join the lesson in their groups, so the researcher only controlled and checked whether their works were alright or not. There were no problems in discussing the tasks. They did all the tasks more cooperatively and more seriously with their members in their groups.

In relation to their capability in comprehending the English text type of hortatory exposition, the students did not have any problems about it because they could finish all the tasks by themselves in the group. They could join and give correct responses in the discussion. They had good understandings about it, so it was concluded that there was a better improvement in this step.

The researcher tried to give the students a new material of English text type of in the third meeting of the second cycle, analytical exposition. The students were more enthusiastic and very serious to join the lesson in their groups. When the researcher asked them some questions in pre-reading activity, they

could give the responses well, and they could predict the topic or the title that the researcher was going to give in the discussion.

Because it was a new material of the English text type, in the third meeting of the second cycle, the researcher gave the explanation about the schematic structure of the text that it consisted of a thesis, arguments, and conclusion or reiteration. He also explained about the language features of the text that it focused on generic human and non-human participants, used few temporal conjunctive relations, use of material, relation and mental process, and used simple present tense. And he explained that the purpose of the text was to persuade the reader or listener that something is in the case.

When the researcher gave the discussion about analytical exposition in the third meeting of the second cycle, one the students him, *"What is the difference between analytical exposition and hortatory exposition, sir"*. Then he gave the explanation about them by focusing the purpose analytical exposition and hortatory exposition text. They could understand well. In this case, it was concluded that there was a better improvement in this step.

In the fourth meeting, the researcher tried to enforce the students' capabilities in comprehending the same English text type of analytical exposition as the third meeting of the second cycle with different title, *"Two Teaching Styles"*. The students were more enthusiastic and very serious to join the discussion in the last treatment in their groups. They felt easier to do the tasks because they had studied that kind of text type although it was different title or

different discussion. Every group looked readier to join the teaching and learning process. It was proved when the researcher asked them before pre-reading activity started. When the researcher asked to every group with the following questions: *"Is this group ready?"; "Does this group have any problems?"; "Does this group have any difficulties with the last material or discussion?"; and "Do you enjoy studying?",* and he also said that it was the last treatment, all the members of every group could respond together spontaneously. Moreover, some students responded *"Yes, I like studying English with you, teruskan saja sampai tes semester ini".* From the responses, it could be concluded that there was a better improvement and motivation through Collaborative Learning which was supported by Counseling Learning.

In the last meeting, the students had clearer description about analytical exposition and they could do the tasks well because they had got the discussion about it in the third meeting. It was proved when the researcher tried to give the discussion to check whether their works were alright or not that the students could join and give the responses correctly and there were no questions from students. So, it was concluded that there was good improvement because the students also felt more confident and they had good capabilities in comprehending the analytical exposition text.

In this research, the researcher chose the Collaborative Learning technique to be applied in the first cycle and Collaborative Learning which was supported by Counseling Learning approach in the second cycle. As a result, it was very effectively done to improve the students' capabilities in comprehending

the English text types. The improvement was not only in the teaching and learning process but also the scores of the tasks in the post-test. Based on each skill of reading comprehension, the researcher concluded that they were able to find the appropriate main idea, classify the organization of the paragraphs, mention the language features of the certain text types, differentiate the social function of text types, and infer the conclusion better than before.

Based on the result of the research, the researcher would like to conclude that Collaborative Learning technique is one of the effective techniques which is able improve the students' capabilities in comprehending the English text types. The researcher agreed to McGroarty's theory in Kessle (1992: 2) who identifies six primary benefits of CL for students acquiring English that CL offers:

1. Increased frequency and variety of second language practice through different types of interaction.

2. possibility for development or use of the first language in ways that support cognitive development and increased second language skills;

3. opportunities to integrate language with content-based instruction;

4. opportunities to include a greater variety of curricular materials to stimulate language as well as concept of learning;

5. freedom for teachers to master new professional skills, particular those emphasizing communication; and

6. Opportunities for students to act as resources for each other, thus assuming a more active in their learning.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In this research, the researcher conducted a classroom action research related to the attempt to improve the students' capabilities in comprehending the English text type through Collaborative Learning. After the researcher did the action, he concluded that there was an improvement of the students' capabilities and achievement. Therefore, the previous hypothesis which stated that the Collaborative Learning technique can improve the students' capabilities in comprehending the English text type is right.

In the attempt of improving the students' capabilities in comprehending the English text type, the researcher faced some eases and obstacles. These eases and obstacles were formulated into the strength and weaknesses. In this research, the strengths of Collaborative Learning technique were: first, in Collaborative Learning, the students could motivate one another because they were responsible for the improvement of their groups. Second, the Collaborative Learning technique was possible to be implemented by the students to solve the difficulties without the teacher's instruction and guidance.

Besides their strengths, there were some weaknesses of this technique. First, there were few students who felt shy to ask and express their ideas when

they found difficulties, and they had insufficient vocabularies that could influence them in expressing something in the discussion and could influence their capabilities in comprehending the English text types. Second, there were inactive students who did non academic things when the researcher did not close them. These weaknesses could be overcome by applying the Collaborative Learning technique which was supported by Counseling Learning. Apart from their strengths and weaknesses, it could be concluded that Collaborative Learning technique could improve the students' capabilities in comprehending the English text types in MAN Sukoharjo in 2008/2009 academic year.

B. Implication

By looking at a fact that there was significant improvement achieved by the students in comprehending the English text type through Collaborative Learning, it implies that three main stages in teaching reading, they are pre-reading, while-reading, and post-reading activities are interrelated each others.

C. Suggestions

Based on the researcher's experiences during this research, the researcher would like to give some suggestions for the betterment of students' capabilities in comprehending the English text types as follows:

1. For English teachers

For improving the students' capabilities in comprehending the English text types, the English teachers are suggested to:

a. implement the Collaborative Learning technique which are able to explore the

   students' capabilities in comprehending the English text type easily.

b. encourage the students to use this technique as their own strategies.

c. help the students to become facilitators when this technique is used.

d. pay attention to the students' level of comprehension.

2. For students

In order to improve their own capabilities in comprehending the English text types, the students are suggested to:

a. pay attention and obey the entire teacher's instruction when they are being

   taught.

b. keep reading some texts by using the technique that they have learned with

   their teacher.

c. keep improving their vocabulary by more practicing Collaborative Learning

   technique.

d. consult their difficulty to the teachers or related expert in order to prevent of

   getting the false comprehension.

3. For the school or institution

For the effectiveness of teaching learning process, the school or institution is suggested to:

a. make the policy to the English teachers to conduct a research and discussion.

b. facilitate the school or institution with several books and teaching media which help the effectiveness of collaborative learning technique implementation.

4. For other researchers

Finally, the researcher gives the suggestion to other researchers to conduct a classroom action research related to the attempt to improve the students' capabilities in comprehending the English text type by using different technique and media. However the researcher hopes that this research can be used as the references for the other researchers to conduct a better research from the different perspectives.

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