IMPROVING STUDENTS' READING COMPREHENSION ON RECOUNT

TEXT THROUGH COLLABORATIVE LEARNING

A RESEARCH ARTICLE

by :

SEPRIANA HULO

F42112062

ENGLISH EDUCATION STUDY PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

TANJUNGPURA UNIVERSITY

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IMPROVING STUDENTS' READING COMPREHENSION ON
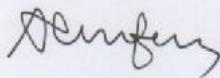# RECOUNT TEXT THROUGH COLLABORATIVE LEARNING

RESEARCH ARTICLE
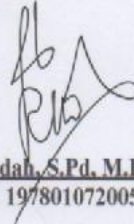
SEPRIANA HULO

F42112062

Approved by,

Supervisor I

Dr. Albert Rufinus, MA
NIP. 195208031983031001

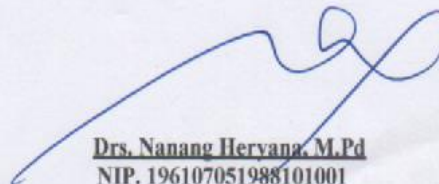Supervisor II

Wardah, S.Pd, M.Pd
NIP. 197801072005012001

Legalized by,

The Dean of Teaching Training and
Education Faculty

Dr.H. Martono, M.Pd
NIP. 196803161994031014

The Chairman of Languages and
Arts Educations Department

Drs. Nanang Heryana, M.Pd
NIP. 196107051988101001

IMPROVING STUDENTS' READING COMPREHENSION ON RECOUNT TEXT THROUGH COLLABORATIVE LEARNING OF SMK NEGERI 02 PONTIANAK

Sepriana Hulo, Albert Rufinus, Wardah
English Education Study Program FKIP Untan Pontianak
Email: seprianahulo@gmail.com

Abstract

The research was conducted based on the problems found in teaching and learning process. Students had problems in reading comprehension, especially in finding main ideas, understanding the meaning of word, details, reference, and inference in the text. The purpose of this research was to investigate how Collaborative Learning improved students' ability in reading comprehension to the Tenth Grade Students of SMK Negeri 02 Pontianak. The research was conducted through Classroom Action Research in two cycles. The participants of this research were the tenth grade English teacher and 38 students in class X TAV. The researcher used observation and measurement test to collect the data. The researcher elaborated the result of observation checklist, field note and students' test result in order to get the research findings. The results showed that students' reading comprehension improved by implementing Collaborative Learning. Most of the students were engaged well in learning the material and implementing Collaborative Learning. They worked cooperatively in a group. They also could understand the vocabulary in the passage appropriately and determine the main idea, details and reference word properly. The researchers expected at least the students' minimum score in reading comprehension was 80. The students' individual score in comprehending the text had achieved the researcher's expectation. In conclusion, Collaborative Learning improved students' reading comprehension ability.

Keyword: Reading Comprehension, Collaborative Learning, Recount Text.

INTRODUCTION

As one of the four skills in English, reading plays an important role in enhancing students' English ability. More importantly, this language skill is useful to acquire information from every reading passage, especially in learning English. Woolley (2011) stated that the goal of reading is to gain an overall understanding of what is described in the text rather than to obtain the meaning from isolated words or sentences. Reading is one of the basic skills in English which is not simply translated word by word but need to acquire during language course.

Through reading, students can obtain plenty information which can expand their knowledge more and more. Besides, being able to comprehend reading passage is a must. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text. Reading is not just pronouncing the words but it requires understanding the text. When the teacher gives the text for the students to answer some question or to instruct the students to identify the information of the text, they possibly cannot answer it well if they do not comprehend reading passage well.

In fact, based on the researcher's observation through preliminary study during teaching and learning process and by the result of interview to the English teacher at SMK Negeri 02 Pontianak, the researcher

found that many students have difficulties in comprehending the text. They have the difficulty in understanding the passage because of lack of vocabulary. They also have difficulties in determiningmain idea, supporting details, and reference.

Reading is the major problem of the students in SMK Negeri 2 Pontianak. In teaching learning English, they were afraid of making mistakes in comprehending English text, because they did not know the meaning of the words. There were some students who have tried to comprehend the text by reading it many times but they failed because they did not know its meaning. In this case, teachers must try to make the students like to read the text first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students take more time to practice reading.

Reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents and components in reading such as topic of the materials is really new for the students and they do not know what actually the text tells about such as: finding main idea, understanding the meaning of word, details, and reference in the text.

Many techniques have been developed that allow students to participate actively in their own language learning process; one of them is Collaborative Learning. It is a learning technique which allows the students to work together in small group to capitalize on their own and others' learning.Denden (2000) cited in Robert (2004) explains that collaborative learning uses social interaction as a means knowledge building. Moreover, Robert (2004) also stated that technique implies working in a group of two or more to achieve a common goal while respecting each individual contribution to the work. Collaborative learning encourages the students to know how to learn and work together in a group to solve the problems that occurs in learning.

The students can understand the ideas easier if they do it collaboratively. It means that if they find the problem, they can ask or share the problem with their friends in the group. Each member of the group must have such kind of responsibility in their mind toward what they are learning because group success belongs to all member of the group.

Students learn four strategies through (a) Preview, (b) Click and Clunk, (c) Get the Gist, and (d) Wrap Up(Klingner & Vaughn, 1998). In other words, students were given the opportunity to share their ideas to their group by working together. The four CSR strategies were designed to activate background knowledge and make predictions prior to reading (preview strategy); monitor reading and enhance vocabulary development during reading (click and clunk strategy); identify important ideas (get the gist strategy); and summarize key ideas following reading (wrap-up strategy) (Klingner & Vaughn, 1998).

Many researchers have conducted research to prove that Collaborative Learning can improve students' reading comprehension. Adnyana (2014) in her research entitled "Teaching Reading Comprehension through Collaborative Learning to the Eight Grade Students of SMPN2 Sukawati in Academic Year 2013/2014" found out that Collaborative Learning had given positive impact to the students' abilility in comprehending a reading text and the students also enjoy the reading through Collaborative Learning. The same results were from a research conducted by Puspita (2012) entitled "Improving Students' Reading Comprehension Using Collaborative Strategic Reading *(A Classroom Action Research Study at the Eight Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year 2011/2012)"*

In this study, the researcherfound that a teaching technique in collaborative learning has given significant impact for the students in increasing their ability of comprehending a

text. By applying this technique, all of the students have the ability to share their ideas in discussion sessions. The groups supported each member and provided opportunities to practice and discuss the content of the material or task given.

RESEARCH METHOD

In conducting this study, the researchers applied Classroom Action Research as the research methodology. The purpose of conducting Action Research according to Burns (2010) is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Action Research is used in this study because it can facilitate the researcher to implement a technique as an alternative solution to the problem in teaching and learning process. Since there are problems found regard to students' reading comprehension in tenth grade students of SMKN 2 Pontianak, action research is an appropriate design to help the teacher finds the right technique for teaching reading and improve the students reading comprehension. In conducting this study, the research was going to be the 'reflective practice'. It means that the researcher acted as a researcher meanwhile the teacher acted as the collaborator who used Collaborative Learning in teaching reading.

The researcher would be an investigator as well as an explorer of the teacher's teaching. The researcher and the teacher assessed the teaching activities and planned the next strategy based on the assessments result. Firstly, the researcher identified students' problems in comprehending a reading text. It could about vocabulary mastery, determining main idea, making references, or comprehension of the whole text. After identifying what exactly the problem faced by the students, the researcher and the teacher tried to find alternative solutions to solve those problems.

After one of the best strategies selected, the teacher made it into an instructional scenario. The scenario would be implemented as classroom activities and both the researcher and the teacher would observe and assess whether the implementation of the scenario was effective or not. When it was not so effective, it would be revised to be implemented again in the following cycle until the problem could be solved. The procedure of this research was divided into some cycles. According to Kemmis and Mc Taggart in Cohen et al (2005: 227), in each cycle, classroom action research has four stages, planning, and implementation of action, observation and reflection.

In analyzing data, the writer elaborated the result of observation and test items. The checklist notes observation data and field notes would be analyzed qualitatively while the test will be analyzed quantitatively. After collecting the data, the writer needed to analyze the data. Firstly, the writer used qualitative analysis for the data that were taken from observation checklist and field note. Secondly, the writer gathered the quantitative data from the students" test to know students" vocabulary improvement from one cycle to another cycle. The writer analyzed the qualitative data using the qualitative explanations that were taken from the observation checklist and field note. According to Best and Kahn (2006), there are some steps for analyzing qualitative data as follows:

1. Organizing the data

In this step, the writer selected and organized the data through observation. For observation data, the writer organized the data that were recorded on observation checklist to know the conditions of the individuals, settings, or times in teaching and learning process.

2. Description

After organizing the data from observation, the writer described the various data in the findings related aspects of the study. The aspects of study included the teacher and students' performance, the setting or condition of teaching and learning process, and the effects of the activities of the participants.

3. Interpretation

The interpretation of qualitative research data depends on the writer's background, skills, and knowledge in making the conclusion of the data. In this stage, the writer made the conclusion based on the findings. According to Best and Kahn (2006), "Interpretation involves explaining the findings, answering "why" questions, attaching significance to particular results, and putting patterns into an analytic framework." The writer made the interpretation about the data that were collected through the observation. The individual score and mean score of students' test are categorized based on table 1.

Table 1. Table of Specification

Total score	Qualification
76-100	Excellent
56-75	Good
26-55	Poor
4-25	Very poor

(Heaton, 1988)

After interpreting the data, both the teacher and the writer would stop the actions if the result was satisfying and the indicators fulfilled the criteria of success. The criteria of success in this research at least the students' score was 80 in every aspect. But if the result of action stage was not unsatisfying to fulfill the indicators of success, both the teacher and the collaborator would continue the action to the next cycle.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In conducting this research, the researcher had applied classroom action research. This research method had solved the problems found in X TAV (Audio Video Technique) of SMK Negeri 02 Pontianak. The students had problems in reading comprehension. Thus the researcher implemented collaborative learning in order to improve students'reading comprehension. The researcher analyzed the databased on the result of data analysis which was gathered from observationchecklist sheet, field notes, and the result of students' test that related to the aspects of reading comprehension.

The findings of this research indicated that Collaborative Learning could improve students' reading comprehension. The process of teaching and learning using Collaborative Learning improved from cycle to cycle. Through the observation in the classroom, it was indicated that there was an improvement on the students' performance in the process of teaching and learning using Collaborative Learning from cycle to cycle. The students were engaged well in the learning process. They participated in the class actively and implementing Collaborative Learning appropriately. The students' individual score in comprehending the text also achieved the researcher's expectation.

In helping the students to solve students' problem in vocabulary, the teacher explained how the click and clunk strategy should be implemented. The teacher gave the model to use the strategy in order to make the students understand more how to use it. She guided students to identify 'clunk' or unrecognized word in the text. She explained that when students had to a clunk in their reading, they found a word or section that they did not understand and pursue their comprehension of the text. The teacher explained how to use fix up strategy by rereading the sentences of the 'clunk' andguessing the definition of a 'clunk' based on the context.

But in the first cycle, the students still had the difficulties in determining the

meaning of clunk. In the second cycle, the teacher used additional way to help the students. She asked the students to find the synonym and antonym of the clunk they have listed. They could open their dictionary to find them.

After applying the strategies continuously and the students have accustomed to the strategy, the result in second cycle was satisfying. They improved their comprehension especially in analyzing the vocabulary.Based on the researcher observation, it could be seen that this technique provided an opportunity for

students to find unrecognized word or clunk and try to find the meaning as well as synonym and antonym by their own.

Furthermore, click and clunk strategy was provided the opportunity for students to guess the definition of a 'clunk' based on the contextby rereading the sentences before and after the clunk. This activity was very helpful for students in comprehending the text, especially in determining the meaning of unrecognized word. Moreover, the improvement scores of students' vocabulary were 68% in cycle 1, and 80% in cycle 2. It was pictured in chart 1.
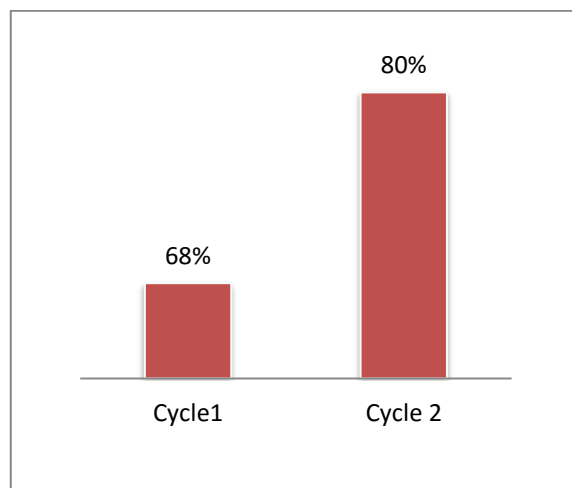
Chart 1. .Students' Score of Vocabulary

In helping the students identify the main idea, the teacher explained how the strategies should be implemented. The teacher gave the model to use the strategy. After that,the teacher guided students to identify the main idea by asking them to establish the most important idea and rephrased that idea in only ten words or even less.

But in the first cycle, the students still had the difficulties in determining the main ideas. They took much time in reading discussion to find the main idea of each paragraph. Then, in the second cycle, the teacher decided to teach them how to find the gist by skimming the text.

In the second cycle, the teacher taught the students the way to identify the main idea by skimming. She explained that skimming is

reading rapidly in order to get a general overview of the paragraph.She read the first paragraph at a glance and wrote the general idea in the whiteboard. The teacher asked students to do not read every word and pay special attention to key words. She also taught students how to paraphrase the idea into a sentence.

Furthermore, the teacher gave the students a text to be analyzed, so they could apply the strategies that had been modeled before. After applying the strategies continuously and the students have become accustomed to the strategy, the result was satisfying. They improved their comprehension especially in finding the main idea of the text.Based on the researcher observation, it could be seen that this technique provided an opportunity for

students to develop their ideas during reading discussion and discussing it together in their group. Furthermore, get the gist strategy was to rephrase the main ideas of the paragraph in their own words to make sure they have understood what they have read.

Moreover, the improvement scores of students' determining main idea in a text were 71% in cycle 1, and 85% in cycle 2. It was pictured in chart 2.
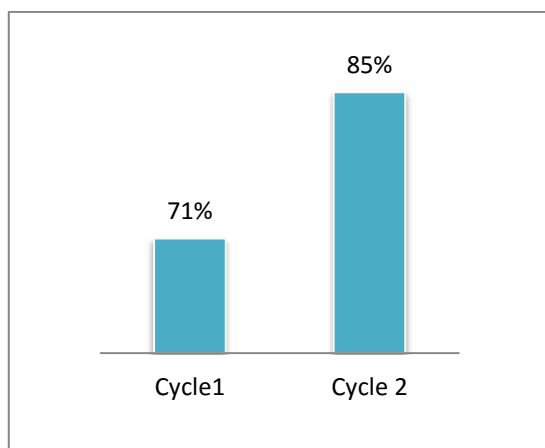

Chart 2. Students' Score of Main Idea

In helping the students identify the supporting idea, the teacher gave the model to use wrap up strategy in order to make the students understand more how to use it.In brief, wrap up strategy was about making questions. The teacher gave the example of making questions by using 5W+1H. Then, she explained about reference by looking at the previous sentences, words or concepts that have already appeared in the text. She also gave the example to make questions and answers about reference words. Furthermore, the teacher asked the students to work in group to discuss and share their ideas together in making the questions. They were given a recount text to be analyzed by using wrap up strategy.

But in the first cycle, the students still had the difficulties in finding the supporting ideas. They took much time in reading discussion to find supporting ideas and did many grammatical errors in making questions and answers. Then, in the second cycle, the teacher decided to teach them how to find the details in the text by scanning the text and teach them the structure of simple past tense.

In the second cycle, the teacher taught the students the way to identify the supporting ideas by scanning. She alsotaught the students about the structure of simple past tense to help the students in making questions and answers and checked the students' understanding in using it.Then, the teacher told students that they were going to have a reading discussion.

Furthermore, the teacher gave the students a text to be analyzed, so they could apply the strategies that had been modeled before. The teacher also asked students to make at least two questions about the reference words. After applying the strategies continuously and the students have become accustomed to the strategy, the result was satisfying. They improved their comprehension especially in finding the supporting details and reference words of the text.

Based on the researcher observation, it could be seen that this technique provided an opportunity for students to develop their ideas during reading discussion and discussing it together in their group. Furthermore, this strategy's goals were to improve students' knowledge, understanding,

and memory of what have they read. And it was seen when they used this strategy, they could make 5W+1H question appropriately, they could find the details and understand the details in the passage. They also could make the questions and answers about reference words correctly. In addition, the improvement scores of students' comprehension of supporting ideas and reference were 77 % in cycle 1 and 87% in cycle 2, and it pictured in chart 3.
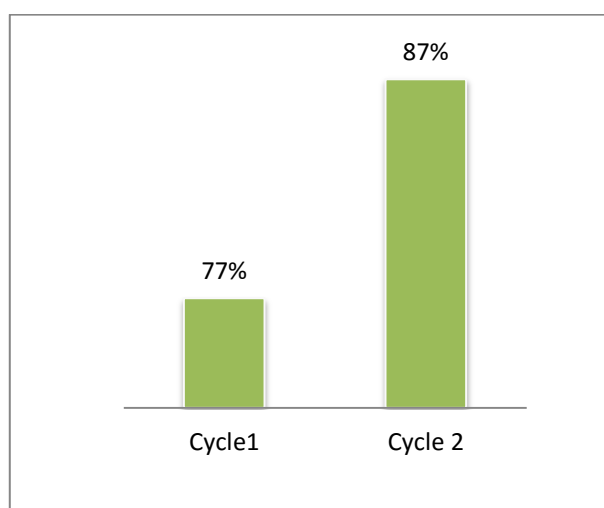

Chart 3. Students' Score of Supporting ideas and Reference

Discussions

Regarding to the research findings, the data showed that the students' reading comprehension by using the Collaborative Learning technique improved from cycle to cycle. The improvement which was taken place in the classroom was considered as the result of actions. The action was using Collaborative Learning techniquein improving the students' reading comprehension. Serravallo (2010) stated that reading is thinking, understanding and getting at the meaning behind a text. He explained that reading must be directed toward the understanding and catching the idea that the text provides. Collaborative Learning consisted of some strategies that provided the opportunity for students to analyze the text, so it could help them to get the better understanding through the text. The strategies were click and clunk, fix up, get the gist, and wrap up strategies.

Based on the results of observation in cycle one, the researcher found that that only a half of the students were active in the class,

a half of students needed more attention from the teacher in teaching learning process. Students were so noisy because they still confused about the procedures of Collaborative Learning. The students also got the difficulties in generating questions and answers because of they still confused about the structure of simple past tense. The students also still had the difficulties in determining the meaning of word, main ideas and supporting ideas. Moreover, the teacher took much time in explaining the material, and time allocation was not organized well.

Moreover, the researcher also found that a group of students where as most of members have the difficulties in analyzing the text. The teacher said that the members of this group could be categorized into lower students. So that, both the teacher and the researcher would be divided students into some groups that were consisted of upper, middle and lower for the next cycle.

The researchers expected at least the students' minimum score was 80. But there were only 10 students got equal to 80 and 7

students got higher than 80. It meant only 17 students that passed the criteria. Moreover, students' reading comprehension in every aspect was still low. The students' scores of vocabulary were 68%, determining main idea were 71%, and finding supporting ideas and reference were 77 % .

After knowing the result of action stage was not unsatisfying to fulfill the indicators of success. Both the teacher and the collaborator decided to continue the action to the next cycle. Moreover, after doing the reflection, the teacher got some ideas for the next cycle. The teacher should give a clear instruction, so that, the students got clear procedures in reading discussion.

Moreover, the teacher should ask the students to find the synonym and antonym of the clunk they have listed to make the students have the better understanding about the clunk. The teacher should teach the students more about how to get the gist or main idea by skimming and find the supporting ideas by scanning to help the students save the time while reading.The teacher should teach the students about the structure of simple past tense and check the students' understanding in using it, so that the students can generate questions and answers correctly in wrapping up strategy. The teacher should divided students into some groups that consisted of upper, middle and lower for the next cycle, so that they can help each others in analyzing the text.

The teaching and learning process in cycle two was organized properly. All activities had been applied by the teacher and the students properly. The students enjoyed the reading discussion by using Collaborative Learning. They also enjoyed analyzing the text with the new friends in teams. The teacher could encourage the students to engage well in reading discussion. Moreover, the students were engaged well in learning the materials and doing every activity in this cycle.

After applying the click and clunk strategy, the result of students' vocabulary understanding in second cycle was satisfying. This strategy provided an opportunity for students to find unrecognized word or clunk and try to find the meaning as well as synonym and antonym by their own. Accoding to Brown (2004, p.188), "Analyzing vocabulary is s strategy for readers to make guessing when they don't immediately recognize a word is to analyze it in terms of what they know about it." Click and clunk strategy was provided the opportunity for students to guess the definition of a clunk based on the contextby rereading the sentences before and after the clunk. This activity was very helpful for students in comprehending the text, especially in determining the meaning of unrecognized word.

They also improved their comprehension especially in finding the main idea of the text.It was improved through get the gist strategy and skimming. Based on the researcher observation, it could be seen that this technique provided an opportunity for students to develop their ideas during reading discussion and discussing it together in their group. As Solomon in Putri (2016) stated that reading for main idea is a skill that requires carefully reading text to identify the main point without worrying about unnecessary detail. Get the gist strategy was to rephrase the main ideas of the paragraph in their own words to make sure they have understood what they have read.

Furthermore, the students' comprehension in finding the main idea also improved from the previous cycle.It was improved through wrap up strategy and scanning. Comprehension Handbook written by NSW Center (2013) stated that research has shown that when students with reading difficulties are taught to generate questions as they read, their comprehension improves. Therefore, this strategy was very helpful to improve students' knowledge, understanding, and memory of what have they read. And it was seen when they used this strategy, they could make 5W+1H question appropriately, they could find the details and understand the details in the passage. They also could make the questions and answers about reference words correctly.

In the second cycle, almost all of students had achieved the researcher's expectation. There were only 2 students got lower than 80. Moreover, the improvement scores of students' vocabulary were 68% in cycle 1, and 80% in cycle 2, students' determining main ideas were 71% in cycle 1, and 85% in cycle 2 and students' comprehension of supporting ideas and reference were 77 % in cycle 1 and 87% in cycle 2.The teacher and the collaborator (researcher) explored what they had done in this cycle and evaluated the effects of the actions that were recorded from observation checklist and field note. There was the improvement on the process of teaching and learning using Collaborative Learning. The findings indicated the weaknesses found in teaching and learning process in cycle 1 had been successfully minimized by the teacher and the students. Teaching and learning process in cycle 2 was satisfying.

Most of the students were engaged well in learning the material and implementing Collaborative Learning. They also worked cooperatively. Most of students could understand the vocabulary in the passage appropriately. They also could determine the main idea, details and reference word properly. After interpreting the data, both the teacher and the researcher decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success. After interpreting the data, both the teacher and the researcher decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success.

CONCLUSION AND SUGGESTION
Conclusion

Based on the findings of this research, it can be concluded that students' reading comprehension skill in class X TAV (Audio Video Technique) of SMK Negeri 02 Pontianak improved after being taught by Collaborative Learning. The process of teaching and learning using Collaborative Learning improved from cycle to cycle.

Most of students could understand the vocabulary in the passage appropriately.

They also could determine the main idea, details and reference word properly. Students' vocabulary was improved after being taught by Click and Clunk strategy in Collaborative Learning. Students' determining the main idea was improved after being taught by Get the Gist strategy in Collaborative Learning. Students' comprehension of supporting ideas and reference were improved after being taught by Wrap Up strategy in Collaborative Learning.

After interpreting the data, both the teacher and the researcher decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success. The findings indicated the weaknesses found in teaching and learning process in cycle 1 had been successfullyminimized by the teacher and the students. Teaching and learning process in cycle 2 was satisfying. Most of the students were engaged well in learning the material and implementing Collaborative Learning. They also worked cooperatively in a group. All teaching and learning activities were conducted by both the teacher and the students. The students' individual score in comprehending the text also achieved the researcher's expectation.

Suggestion

There are some suggestions based on the findings of this research: (1) Collaborative Learning is recommended for the English teacher to improve students' skill in reading comprehension. Moreover, this technique is required students to participate actively during the reading discussion. (2) The teacher should manage the time well in explaining the material and in asking students to implement Collaborative Learning. (3) The teacher should give a clear instruction to students and demonstrate the procedures in implementing Collaborative Learning, so that, the students get clear procedures for reading discussion. (4) Teacher should divide students into a team of four that consisted of different students' levels (upper, middle, and lower) in reading discussion using Collaborative Learning, so that, they can help

each others in analyzing the text. (5) Further researchers can apply Collaborative Learning to solve students' reading problems that used

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