

## ARTICLE

# TEACHING READING USING COLLABORATIVE LEARNING AT THE EIGHTH GRADE STUDENTS OF UPTD SMPN 1 PRAMBON IN THE ACADEMIC YEAR 2016/2017



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## TEACHING READING USING COLLABORATIVE LEARNING AT THE EIGHTH GRADE STUDENTS OF UPTD SMPN 1 PRAMBON IN THE ACADEMIC YEAR 2016/2017

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### Abstract

This study was aimed to know the effect of collaborative learning especially buzz groups technique to the students' reading comprehension ability in the eighth grade. This research used quantitative research particularly pre-experimental with one-group pretest-posttest design. This research took place in UPTD SMPN 1 Prambon on August 2017. The subject of this study was the eighth grade students of UPTD SMPN 1 Prambon. The sample of the research was VIII-6 consists of 29 students with 12 males and 17 females. The instrument was reading test in a form multiple choice questions about recount text. Then, the researcher correct students' test based on blueprint and analyzed the data using t-test from Ary. The result showed that the mean score gained from post-test was higher than pre-test. The mean score of post-test was 80 while pre-test was 64. Moreover, it was found that t-score (12) > t-table at the degree of significance 1% (2.462) or 5% (1.701). Thus, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Furthermore, students reading comprehension increased in indicator determining the kind and purpose of the text, stated information, and synonym of the word, but some students still had difficulty in understanding implied information and reference. It can be concluded that collaborative learning especially buzz groups technique is effective to increased eighth grade students' reading comprehension ability at UPTD SMPN 1 Prambon in the academic year 2016/2017.

**Keyword:** Teaching Reading, Collaborative Learning

### A. Introduction

Reading is one of the four basic communication skills besides speaking, listening, and writing. Reading is become important element in language learning process from four skills. Amir (1985:49) states that reading is a combination of these skills (writing, speaking and listening), and reading can also strengthen and develop these skills. Through reading we can get much information from some

sources which are able to expand our knowledge.

Nunan (2003:68) defines reading as a fluent process of readers combining information from a text and their own background knowledge to build meaning. From the definition above, we can conclude that reading is interacting process between readers and the text where the reader comprehend the text by combining information

from a text with their background knowledge to build meaning.

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning (Nunan, 2003:69).

It means that teaching reading should be the main priority for teachers to be considered when the students begin to study language. It is needed to give motivation students to read English text. Moreover, by selecting and devising material, then choosing appropriate technique, it is hoped that students are able to interest and motivate them to read more. Teaching reading is better to start earlier. Thus, the students are able to have a good habit to read effectively and get information widely without going everywhere.

However, many students do not realize the important of reading. It determines the success of them in learning many things in the school. Efficient reading skills are very useful for academic progress and success. In other words, a student who is a good reader is more to do

well in school and easy to answer many kinds of questions than a student who is weak in reading.

Reading cannot be separated from comprehension. Pang et al. (2003:6) states that reading comprehension is about understanding written texts. It means that reading comprehension is active process where the reader is not only read, but also consciously or unconsciously involving their prior knowledge and applying many strategies to understand the text.

There are some aspect should be concerned if the teacher wants to success in teaching reading to their students. One of them is giving a chance to the students to read the text during the lessons and make sure that they are able to comprehend the text completely. But in fact, there will be appeared some problems dealing with reading comprehension. One of basic problem is vocabulary. Because of unfamiliar words, very often, they are stuck and inability in understanding the content. They easily get bored in learning reading and easily to forget the material. This problem is coming because they do not have reading habit, so it makes them difficult to comprehend the text and lack of motivation to read English textbook.

To solve the problem the teacher chooses collaborative learning to teach reading. There are some activity in

collaborative learning which can be used by the teacher to teach English, they are Think-Pair-Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, and Critical debates. The researcher chose buzz group as the technique.

Barkley, et.al. (2005:103) defined buzz group as technique which asks students to discuss course-related questions informal in small groups of peers. This activity is useful for generating lots of information and ideas in a short period of time to prepare for and improve whole-class discussions.

By dividing the class into small groups, more students have the chance to express their thoughts. The students have had an opportunity to practice their comments and to increase their repertoire of ideas in the buzz group, the whole class discussion that follows is often richer and more participatory.

Based on the phenomenon of problem above, this research was purposed to: (1) Identify students' reading comprehension ability before being taught by using Collaborative Learning at the Eighth Grade Students of UPTD SMPN 1 Prambon in the Academic Year 2016/2017?, (2) Identify students' reading comprehension ability after being taught by using Collaborative Learning at the

Eighth Grade Students of UPTD SMPN 1 Prambon in the Academic Year 2016/2017?, (3) Find out whether there is significant effect of collaborative learning on students' reading comprehension ability before and after being taught by using Collaborative Learning at the Eighth Grade Students of UPTD SMPN 1 Prambon in the Academic Year 2016/2017?

Moreover, this research was focus on teaching reading comprehension using buzz groups technique in understanding the kind and purpose of the text, details information, implied information, reference, and synonym.

## B. Research Method

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research particularly pre-experimental research with one-group pretest-posttest design. This research took place in SMPN 1 Prambon. This school is located in Ds. Watudandang, Prambon sub district of Nganjuk regency, which has nine classes of eighth grade. There were 32 students in each class. Therefore, the writer chose VIII-6 as the sample of the research. This class consisted of 32 students with 12 males and 20 females but only 29 students participated in this research. The research conducted on august 2017.

In order to collect the data for the research, the researcher used the pre-test and post-test to measure the students' reading comprehension progress when teaching using collaborative learning especially using buzz groups technique.

There are some processes for collecting the data. The first was pre-test. Pre-test was given by the teacher before the students were taught using buzz groups technique with purpose to know students' reading comprehension before taught using collaborative learning especially buzz groups technique. The second was treatment process. In this process the teacher introduces about buzz groups technique then the teacher ask students to discuss the task with their group collaboratively. After the series of treatment, the last process was post-test. After got treatment with buzz groups technique, the researcher gave post-test in a form multiple choices questions of reading comprehension test to know students' reading comprehension ability after taught using collaborative learning especially buzz groups technique.

To know the result of the reading comprehension test that has been given to the students, the writer used blueprints to calculated students' reading comprehension score. Then analyze the data using T-test from Ary. T-test used to

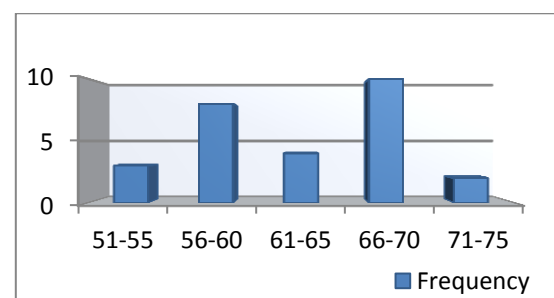
prove the hypothesis based on the writer statements in previous chapter. After that, the researcher calculated in what indicators students' reading comprehension was increasing by calculating average students which can answer reading comprehensions' test. From this process, the writer knew whether this technique was significant or not on students' reading comprehension ability by looking at the result of pre-test and post-test.

### C. Result and Discussion

The aims of this research were to find out the effect of collaborative learning in teaching reading comprehension. After analyzing the data, the writer found the data of students' reading comprehension before being taught using collaborative learning.

Diagram 1

The Diagram Frequency of Pre-Test



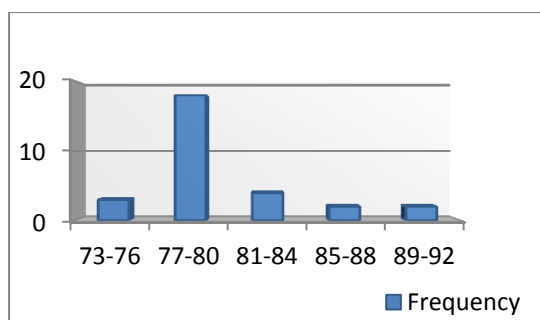
Based on the result of pre-test, the total score of students' pre-test was 1854. The standard score of English subject in the eighth grade students was 76. It can be seen that there are 3 students who got score 51-55, 8 students who got score 56-60, 4



students who got 61-65, 10 students who got score 66-70, 2 students who got score 71-75 and 2 students who got score 76-80. Thus, the students who passed the pre-test only 2 students and more than half students of the class were failed. It can be concluded that the students who cannot pass the pre-test were higher than students who passed the test. It means that their reading comprehension still poor.

Diagram 2

The Diagram Frequency of Post-Test



From the diagram post-test above, there are 3 students who got score 73-76, 18 students who got score 77-80, 4 students who got score 81-84, 2 students who got score 85-88, and 2 students got score 89-92. It can be seen that the students who pass the test are 26 students from 29 students and to total score of post-test (2317) was higher than pre-test (1854). The students who do not pass the test are lower than the students who pass the test. It could be concluded that the score of post-test is higher than pre-test. It means that the students' reading score is increased.

Table 1

N (29 students)	Pre-test	Post-test
Total score	1854	2317
Mean	64	80

From the table, the score of pre-test was 1854 with mean score 64, while the post-test score was 2317 with mean score 80. It can be concluded that the students' score were increased and their reading comprehension got better.

Table 2

df	t-score	t-table 1%	t-table 5%
28	12	2.462	1.701

Based on the data report on the table of t-test above, the result of this research showed that t-score (12) > t-table 1% (2.462) and 5% (1.701). It means that  $H_a$  is accepted and  $H_o$  is rejected. In other words, there was significant effect of collaborative learning especially buzz groups technique on students' reading comprehension ability of the eighth grade students at UPTD SMPN 1 Prambon in academic year 2016/2017.

Moreover, to know in which indicators students' reading comprehension that increased, the writer provided the description below. The indicators of reading comprehension were identifying kind and purpose of the text (indicator 1), detailed information (indicator 2), identifying implied

information (indicator 3), determined synonym of the word (indicator 4), and determined reference.

Table 3  
Average students who can answer reading comprehensions' test

	Pre-test	Post-test	Increasing
Indicator 1	16 Students (55%)	29 Students (100%)	45%
Indicator 2	25 Students (86%)	29 Students (100%)	14%
Indicator 3	21 Students (72%)	19 Students (65.5%)	-6.5%
Indicator 4	10 Students (34%)	24 Students (82.8%)	14%
Indicator 5	21 Students (72%)	18 Students (62%)	-10%

Based on the table above, there was increasing amount of students who can answer the questions in each indicator. There was increasing 45% in indicator 1. There was increasing 14% in indicator 2. There was decreasing 6.5% in indicator 3. There was increasing 14% in indicator 4, and there was decreasing 10% in indicator 5. It means that students still had difficulty in answering implied information and reference but their score in post-test (2317) was increased comparing with pre-test (1854). Thus, it can be concluded that collaborative learning especially buzz groups technique gave significant effect on students' reading comprehension ability at

VIII-6 UPTD SMPN 1 Prambon in academic year 2016/2017.

## D. CONCLUSION

### 1. Conclusion

Collaborative learning particularly buzz groups technique is technique which appropriate to applied in teaching reading comprehension since it was helpful to help students in understanding reading text and they can solve their problem in reading comprehension to understand kind and purpose of text, take conclusion from implied information from the text, find out stated and detailed information, find out reference of the words, and determined synonym of the word in recount text. Through their buzz groups, students have opportunity to discuss, share ideas, clarify and help each other when they got problems to finish the task. It means that they can comprehend the text completely by discussing with their group and teaching and learning goal can be achieved.

From the data analysis being mentioned in the previous chapter, the writer concluded that collaborative learning especially buzz groups technique was effective and helpful to increase students' reading comprehension ability. Moreover, students could answer the questions in each indicator such as identify



kind and purpose of the text, identify detailed information, determined synonym of the word. Furthermore, it also found that there are some students still have difficulty in identify implied information and reference of the word on the text but their score in post-test was increased comparing with pre-test. Thus, it can be concluded that collaborative learning especially buzz groups technique gave significant effect on students' reading comprehension ability at VIII-6 UPTD SMPN 1 Prambon in academic year 2016/2017.

## 2. Suggestion

- a. For English teachers, the writer suggested to use collaborative learning due to through collaborative learning students can work together to achieve the goal. It can create fun and relaxed atmosphere and give new situation so it can attract students' interest and increase their motivation to study English. There are many activities which can be chosen by the teacher based on their goal. Make sure that students know about the concept of collaborative learning. Involving all of students in the activities, approach student who do not involves in the activity and show less motivation to study. Use pictures, songs or video to attract students' attention and motivation before or during teaching learning process.
- b. For the students, they are suggested to practice reading English text since through reading it gives a lot of information and expand their knowledge. It is very helpful for acquisition process of English subject. Through collaborative activity, it is hoped that they will be more active and collaborate with their friend in the learning process and it can overcome their problems especially in reading activity. Their reading ability will gradually improve because they do not only read, but also try to understand and clarify what they read.
- c. For other researcher, the result of this research expected can be taken to enrich the available reference. Applied this strategy with well preparation and make sure that all students participate and active in the teaching and learning process. Moreover, it hoped that the next researcher is able to help students more to understand and identify implied information where they have to conclude the information from the text and identified reference from the text since some students still had problem in those indicators. Hopefully, the following researcher can take the strength and add the

weaknesses to make this research better.

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