

THE IMPLEMENTATION OF COLLABORATIVE LEARNING STRATEGY IN TEACHING READING COMPREHENSION TO STUDENTS OF MADRASAH ARIFAH GOWA

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Abstract

The objective of this research is to find out whether or not Collaborative Learning Strategy (CLS) affects students in their reading comprehension. This study was pre-experimental which involved one group pre-test and post-test. This research took place at Madrasah Arifah Gowa in the 2020/2021 academic year. The population of this research was the first-grade students. The researcher used the total sampling technique in selecting the samples which consisted of 26 students as respondents. This research used a quantitative method design. The researcher used to read test as the research instrument. The technique data collection was pre-test and post-test. The results of students' reading score from pre-test to post-test demonstrate a significant difference. It is found that Sig.(2-tailed) is $0.000 < 0.05$. The results show that the mean score of pretests is 63.65 with standard deviation 7.81, while the mean score of post-tests is 76.34 with standard deviation 9.54. It means that there is an effect of the implementation of Collaborative Learning Strategy in teaching reading comprehension to students of Madrasah Arifah Gowa.

Keywords— *Collaborative Learning Strategy, Reading Comprehension.*

INTRODUCTION

Reading is an activity to pronounce a piece of writing either orally or silently. However, when students asked to read by the teacher, most of them only read it without understanding the meaning of the text. Reading is affecting to our academic success. In addition, a student who read a lot more be able to do well in their academic than a student who does not like to read or rarely to read. Reading also useful for language acquisition that served for students more or less understand of what they read. Mikulecky (2011:5) states that reading is a process involving complex awareness that occurs in which the reader uses a means to rearrange the intended meaning by the author based on data from the text and from what the reader

previously knew. Reading is a process that involves the reader and the reading text in making the value or the meaning of the text. Reading is also the way we obtaining and interpreting information. In addition, readers need to be active in understanding the meaning or idea of the text since reading is one of the ways to increase the ability to create meaning in a language and help students' comprehension.

In the reading process, there is reading comprehension. Reading comprehension is the level of understanding of a reading text because the interaction happens between the written words and how the knowledge is triggered. According to Cahyono (2011:49) 'it is an activity aimed to understand the messages of particular text'. The point is, when we read, it means we are learning to comprehend the meaning or the message in the text, therefore we must focus when reading to capture the contents of the reading text.

Spears (2012:21) said that identifying the writer's objective is the important skill of reading comprehension. Furthermore, readers are hoped to more understand the aim of the text and analyze the purpose of the text in reading comprehension. If students can master the skills, it could help students to more understand the reading text. Those skills are identifying writer's purpose, identifying reference, finding main idea, finding actual information, understanding words in context, and making inference. In this era, many teaching methods are offered to the teacher in teaching reading comprehension to their students, one of them is using Collaborative Learning Strategy. Collaborative learning means learning through group work, not learning by working alone (Barkley, et al. 2012: 4). This strategy trains students to share ideas and information or collaborate with others in learning concepts that are given to them.

Collaborative Learning Strategy is a learning strategy by forming groups by students, which usually consists of two to more students in it to get effective results. Communicate with each other means presenting ideas together, listening to other people's opinions, getting ideas together, not just racing on one or several people. That way, they will find it easier to get answers or ideas than do it alone by themselves as they usually do.

The implementation of collaborative learning strategy is important to be applied in students' reading comprehension because this strategy is very good or helps students in understanding the reading given by the teacher in groups, because in the learning process activities by implementing this strategy, students can collaborate with others, students who have achievement also can directly help the teacher to provide understanding to students who have low reading comprehension. Educationalists consider that collaborative learning is the

process of students actively exchanging information in group learning and developing student learning motivation (Jacobs & Tan, 2015; Felix-Aguelo, 2017). In the collaborative learning process, the learning will not be completed if one of the students in the group does not understand the learning objectives.

Moreover, students should have good communication with each other and have diverse perspectives or thoughts. It is widely known that Collaborative Learning Strategy is more dominant in various rules where students who are at the performance level work together in small groups to achieve the learning goal. (Jacobs, & Tan, 2015). Collaborative learning encourages students to express themselves in front of other students and communicate actively to collect and utilize information in order to achieve learning objectives (Lin, 2019). In addition, the teacher also has a big role in providing support to students if there is something that cannot be understood by students. Students' social skills can also develop as an effect of learning and working collaboratively (Pang et al., 2018). Moreover, Collaborative learning can help students to deepen and achieve higher thinking skills (Rokhaniyah, 2016).

However, special skills are also required in conducting collaborative learning. Furthermore, in the collaborative learning strategy process, in addition to training social skill students, it also trains students' thinking skills to be more in-depth, but of course, it all requires skills from the students themselves.

Understanding about Collaborative Learning Strategy, for students who consider reading comprehension, is difficult because it involves interaction in the form of language visual. It is an activity that implicates students' interaction in the form of visual input of language (La Hanisi et al., 2018). This research will use the Collaborative Learning Strategy to help students in reading comprehension.

LITERATURE REVIEW

Reading is one of the important language skills. Reading is a process that involves activeness that comes from the introduction and understanding of skills. Lone (2011: 1) assumed that reading is the ability to study words or sentences and understand the meaning contained in them. Mikulecky (2011:5) states that reading is a process involving complex awareness that occurs in which the reader uses a means to rearrange the intended meaning by the author based on data from the text and from what the reader previously knew. In addition,

reading is an active process undertaken to find understanding and meaning that will be determined by the reader.

There are 4 ways of reading, such as intensive reading, extensive reading, skimming, and scanning. Reading cannot be separated from comprehension. Comprehension means understanding. When the readers read the text, they have to comprehend what the text informs. Woolley (2011: 5) stating that reading comprehension is the process of create meaning by the text. Moreover, in reading there must be a process of comprehending, it is because the reader should acquire the meaning of what they read.

Reading comprehension is known as a thought-involved process in which readers must conclude from what they have read. Without a thought process, readers will not get any information and they may not be able to understand the text (Fitriani, 2015). Furthermore, the issue in reading comprehension creates meaning from the text. The problem is finished by the conscious action by the reader, it involves the aim of reading as the ability to attract knowledge that is involve to the text (Brassell, Danny, and Timothy, 2008:16).

Elizabeth F. Barkley (2014:4) in her book Collaborative Learning Techniques said collaborate means working together with others. Collaborative learning is learning in which students will be paired with their friends to work together in achieving shared learning goals. Collaborative learning is a focusing strategy that forming a small group of students to work together in maximizing their goals. These learning classifiers group work activities have a positive role to train students in the use of language and improving achievement.

METHODS

This research design was pre-experimental research. The researcher put one group and used pretest and post-test to see the results of the test. The researcher wants to focus on conducting this research in one class. Therefore, the researcher chose one group pretest and post-test design. Pretest and post-test are given to evaluate if there is a significant difference between students' scores before and after reading comprehension are taught by using Collaborative Learning Strategy.

There are two variables in this research, independent variable and dependent variable. The dependent variable is students' reading comprehension, reading comprehension is reading with understanding the meaning of the text overall and the independent variable is Collaborative Learning Strategy.

Based on the explanations above, the population of this research is the first-grade students of Madrasah Arifah Gowa. In this research, the sample is the third grade (9.1) that consists of 26 students of Madrasah Arifah Gowa. The researcher used total sampling technique.

This research instrument was a reading test. The text used in the reading test was the narrative text. The test used in this research is in the form of multiple choices consisting of 20 numbers.

In the procedure of collecting the data, there are some steps which were taken by the researcher. The procedures that the researcher took are gathering all the data via offline, except for the first meeting. There are 4 meetings that the researcher has done. The students were given some texts and the assignments. In this research, the researcher became the teacher.

The score of students' reading comprehension by applying the Collaborative Learning Strategy was analyzed descriptively. Therefore, the researcher used descriptive statistical analysis. The aim is to find the average value and percentage of student learning success through the application of Collaborative Learning Strategy.

In the data analysis, the data were collected through pretest and post-test. The data were analyzed by SPSS (Statistical Package for Social Sciences). Data mean, standard deviation, frequency, percentage, and T-test will be calculated by using SPSS. The researcher will use this formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

Therefore, the test result data analyzed is using the scores of the students' reading comprehension using the table below. The classification of students' scores is using the following scale:

Table 1. Classification Students' Score

No.	Mastery Level	Category
1.	93-100	Very Good
2.	84-92	Good
3.	75-83	Fair
4.	<75	Poor

RESULTS

Students' Frequency and Percentage Score of Pre-test and Post-test

Table 2. The Rate of Frequency and Percentage of Students' Score

No.	Range Score	Criteria	Pretest		Posttest	
			F	P	F	P
1.	95-100	Very Good	0	0.0%	1	3.8%
2.	91-94	Good	0	0.0%	0	0.0%
3.	85-90	Fair	0	0.0%	6	23.1%
4.	80-84	Poor	0	0.0%	4	15.4%
Total			0	0%	11	42%

Based on table 2, it shows from the scores that the collaborative learning strategy has an effect on students' reading comprehension. In the pretest, there is 0 out of 26 students got very good score, 0 out of 26 students got good score, 0 out of 26 students got fair score, and 0 out of 26 students got poor score. While in the post-test, 1 (3.8%) out of 26 students got very good score, 0 student of 26 students got good score, 6 (23.1%) out of 26 students got fair score, and 4 (15.4%) out of 26 students got poor score. It means that that the students' pretest score and percentage is lower than the post-test score and percentage. The result of the post-test shows a better score than the result of pretest.

Mean and Standard Deviation of Students' Pretest and Posttest

Table 3. Mean and Standard Deviation of Pretest and Posttest

Descriptive Statistics					
	N	Min.	Max.	Mean	SD
Pretest	26	45	75	63.65	7.81
Valid N (listwise)	26				

Based on table 3, the mean value obtained from the pretest is 63.65 with a standard deviation of 7.81. Meanwhile, the mean value obtained from the post-test was 76.34 with a standard deviation of 9.54. It shows a significant result so that collaborative learning strategy affects students' reading comprehension.

Paired Sample Test

Table 4. Paired Sample Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	pretest – posttest	12.69231	14.08764	2.76281	18.38243	7.00219	4.594	25	0.000

Based on the output above, it can be seen that the value of Sig. (2-tailed) is 0.000 < from 0.05, so reject H₀. This means that there are differences in scores before and after the implementation of collaborative learning strategy in teaching students' reading comprehension. It can be concluded that collaborative learning strategy has an effect in teaching students' reading comprehension.

DISCUSSIONS

In this study, the researcher finds out whether or not the Collaborative Learning Strategy could affect students' reading comprehension. The results also show that there are differences in students' reading comprehension after students are given treatment.

In the first meeting, the research gives a pretest to the students that contain 20 multiple choices. The type of text used in the test is narrative text. At this first meeting, the school is still implementing online learning therefore, students are given a pretest via WhatsApp group. Furthermore, the students are divided into several groups by Zoom, to differentiate each group, the researcher created breakout rooms. After that, the researcher gives them the material about narrative text, and then the task is in the form of a narrative text.

In the second meeting, learning has been carried out face to face or offline. The activity in the second, third, and fourth meeting were almost the same as the first meeting. The only difference is the core activity. Because this is the first lesson, the students and their group mates are a bit stiff when they are going to have a discussion together.

In the third and fourth meetings, students are given another text in the form of narrative text which is then followed by several tasks that they will discuss with their group friends.

In the fourth meeting, students were given the post-test by the researcher that was similar to the pretest. The result of post-test shows that there are 1 student got very good scores, 6 students got good scores, 12 students got fair scores, and 7 students got poor scores. It means that the collaborative learning strategy can affect students' reading comprehension.

This result is relevant to the previous study conducted by Baiq, Dedi, and Sumarni (2019) find out collaborative learning approach has a significant impact towards students' reading comprehension. During the learning process where students are trained to discuss with group friends, in the end, students' social skills can be trained properly.

At the beginning of the meeting held in the class, some students looked stiff because they have to share ideas with their friends. However, because of the support and assistance from researchers, students have become accustomed to socializing and exchanging ideas with their group friends. Students feel more comfortable study in groups rather than study individually.

CONCLUSIONS

After conducting this research, referring to the results of the data analysis the researcher can conclude that the implementation of collaborative learning strategy is affect students' reading comprehension of the third-grade students at Madrasah Arifah Gowa. This strategy shows a good effect on the student learning activity, it helps students to be more active and trains students' thinking skills in the class. It has shown from the students mean score in pretest is 63.65 with standard deviation is 7.81 and post-test is 76.35 with standard deviation is 9.54. The KKM or criteria of minimum mastery for English subject is 80, it means the collaborative learning strategy affects the students' reading comprehension even it cannot help students to successfully achieve the criteria of minimum mastery.

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