**CHAPTER I**

**INTRODUCTION**

1. **Background of The Research**

Language is a system or way used to express feeling, idea, suggestion, etc. In such a way that language called as a means of communication or means of interaction that only human have it. As douglas said “Language is a system of arbitrary, vocal symbols which permit all people in a given culture, to communicate or interact.”[[1]](#footnote-1) And according to Harmer “a language function is a purpose you wish achieve when you say or write something.”[[2]](#footnote-2)

As an International language, English is very important in our daily life. Most electronic tools use English in their instructions, such as computer, rice cooker, washing machine, et cetera. It is very dangerous if those tools are used without its instruction being read. If someone wants to communicate with people from other countries, he should master English well. It is because English is the language used in international communication. So, it is very important for people to learn English.

There are four main skills in English: those are reading, listening, speaking, and writing. One of four skills which should be comprehended by English learners is reading skills. Reading skills is necessary for learners to access information and understand texts literatures in English. Besides, books and books about teaching reading skills strategies for TESOL (Teacher of English to Speaker of Other Language) are published. It indicates that reading skills is a serious problem which should get more attention from English teachers.

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. The students will get information and ideas which need to know. Moreover, the students will be able to know what do not know before. Reading is a complex process which involves not only the read the text but also students' experience to comprehend it.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

The students’ difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher.

To improve the students’ motivation in learning, the teachers should be creative in teaching the lessons to their students. The strategies or the method of teaching should be easy, enjoyable, motivate, stimulate, and improve students’ ability in reading. For example using cooperative learning method, among other things is collaborative learning strategies.

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it.

The observation result when the researcher conducted teaching practice at the second grade of SMPI Darul FalahKota-Serang, the students’ reading comprehension still low. It proved from their minimum score. Actually Minimum Criteria for Completeness (KKM) in it school is 60. But in fact, still many students have not gotten standard value yet. All of students can be read, but only a few of students can comprehend or can understand what they have read especially English text. It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the Direct Method. It is also make the students more bored to study English.

Daarul Falah is a foundation of boarding school founded by KH. Ahmad Matin Djawahir, located on Jl. Pusri kemang, Km 1,5 Lingk. Ciloang, Village Sumur Pecung, Subdistrict Serang 42118, Serang-Banten.Foundation boarding school of Daarul Falah is an institution of a legal entity recognized by the public, education held at foundation boarding school of Daarul Falah are Madrasah Diniyah, Islamic Junior High School, and Madrasah Aliyah.

The writer focuses on the research in the Islamic Junior High School of Daarul Falah. SMPI Daarul Falah is one of school in Indonesia that makes English as subject in school. The curriculum used of SMPI Daarul Falah is The KTSP Curriculum, character of the nation in 2006.

Facing the problem above, the writer would like to introduce a method that could be used by teacher to improve their teaching and can help the students to have better comprehension in learning English reading. It is Collaborative Learning.

Using Collaborative Learning Method will be helpful the students in reading. It makes substantial improvement in their ability to answer comprehension question based on textbook material, gains that are maintained over time.

Based on the explanation above, the writer would like to conduct a experimental research under title “The Effectiveness Of Collaborative Learning Toward Students’ Reading Comprehension ” (A Experiment Action Research at The Eight Grade Students of SMPI Daarul Falah Kota-Serang in Academic Year 2016 - 2017).

1. **The Statement of the Problems**

Based on description above, the statement of research problems are formulated as follow:

1. How is the application of collaborative learning in teaching reading comprehension?
2. How is the effectiveness of collaborative learning toward students’ reading comprehension?
3. **The Aims Of The Study**

Based on the statement of problems above, the researcher has aims as follows:

1. To know how the application of collaborative learning toward students’ reading comprehension is.
2. To know how effectiveness of collaborative learning toward students’ reading comprehension is.
3. **Assumption and Hypothesis**

Based on the background of the study above, the writer submits the hypothesis. The hypothesis is a temporary answer to the issue of research, the truth remains to be tested empirically.[[3]](#footnote-3)

The writer concludes two hypothesis for the research title “The Effectiveness Of Collaborative Learning Toward Students’ Reading Comprehension” the hypothesis of the research can be formulated as follow:

1. : means that there is no sigficant The Effectiveness Of Collaborative Learning Toward Students’ Reading Comprehension.
2. : means that there is significant improving The Effectiveness Of Collaborative Learning Toward Students’ Reading Comprehension.
3. **Organization of Writing**

The result of the study is reported in a research paper outlined. This paper is systematically divided into three chapters. The following is short description about what each chapter contains.

First chapter provides an introduction to the study. It contains of the background of the research, Statements of the Problems, The Aims of the Study, Assumption and Hypothesis and Clarification of the Terms.

Second Chapter presents the Theoretical Framework, it contains of the Definition of Reading, Reason for Reading, Types of Reading, definition of reading comprehension, level of reading comprehension,The last Chapter, chapter three is about Research Method, Population and Sample, Instruments, Data Collection and Data Analysis, and Research Procedure.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Reading**
2. **Definition of reading**

Allah said in the holy Qur’an surah Al-‘Alaq 1-5

1. Read! In the Name of your Lord, Who has created (all that exists),
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen.
5. Has taught man that which he knew not.[[4]](#footnote-4)

Surah al-‘Alaq 1-5 is the first revelation that Allah sent down to the Prophet Muhammad SAW through the Jibril when the prophet Muhammad SAW in cave Hira, the contents of this surah is the order of reading.

From the above verse we can conclude that reading is so important in our daily lives and also we can know what we do not know.......

There are many definition of reading. According to Naf’an (2012) in “Reading 1 Basic Reading Skills” Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Therefore, before we discuss about reading, the first think that we must know is reading habits. Your reading habits can make a big difference in your reading.[[5]](#footnote-5) Jim Trelease’s stated “*Reading is a skill and the more you use it, the better you get at it. Conversely, the less you use it, the more difficult it is*.”

Reading is one of four skills that developed in learning English. By through reading we can know everything that occurred in the past, present and we know update information. According to Jeremy Harmer “There are many reasons why getting students to read English is an important part of the teacher’s job. In the fires place many of them want to be able to read text in English either for their careers, study purposes or simply for pleasure”.[[6]](#footnote-6)Acording to Namara, Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story.[[7]](#footnote-7)Its means that the students have many reasons for getting the purposes of their reading, for example, know some information from newspaper, study purposes from textbook, and even for pleasure from novel, comic etc.

Besides that, reading is an activity done by people in order to get some information and the meaning from the text. In reading, the reader is able to proceed at his own speed and go back to read what he may not have grasped at once. In my opinion, that reading is an active activity from the communicative skill and also related with writing. According to Jordan “Reading as a skill is normally link with writing. This a fundamental characteristic of the target academic situation which students are typically reading books and journal, noting, summarizing, paraphrasing and then writing essay etc”.[[8]](#footnote-8)

Harmer says that “Reading is not a passive skill.”[[9]](#footnote-9) Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures understand the arguments, and work out if we agree with them. If we do not do these things-and if students do not do these things – then we only just scratch the surface of the text and we quickly forget it. And, according to ZviaBreznitz, “Reading is a cognitive skill that starts exclusively with the decoding of printed materials”.[[10]](#footnote-10)

1. **The purpose of reading**

According to Jordan, when students read, it is for a purpose clearly students have the purposes in their reading, these will include:

1. to obtaining information (facts data etc)
2. to understanding ideas or theories
3. to discovering author’s view points
4. to seeking evidence for their own point of view (and to quote)all of which may be needed for writing their essays.[[11]](#footnote-11)

It’s mean when we read we should know what is our purpose, it is for getting information some information or knowledge, to know what the ideas or maybe just reading for pleasure and any thing ealse that we can get from reading.According to William Grabe, the purposes of reading are:

1. Reading to search for information (scanning and skimming)
2. Reading for quick understanding (skimming)
3. Reading to learn
4. Reading to integrate information
5. Reading to evaluate, critique, and use information
6. Reading to general comprehension (in many cases, reading for interest or reading to entertain).[[12]](#footnote-12)

Rivers and Temper in Nunan, suggest that there are seven main purposes for reading:

1. To obtaining information for some purposes or because we are curious about some topic;
2. To obtaining instructions on how to perform some task for our work or daily life (e.q., knowing how an appliance works);
3. To acting in a play, play a game, do a puzzle;
4. To keeping in touch with friends by correspondence or o understand business letters;
5. To knowing when or where some things will take place or what is available;
6. To knowing what is happening or has happened (as reported in newspaper, magazine, reports);
7. For enjoying or excitement.[[13]](#footnote-13)

Thosearesomepurposes of reading according to david nunan, william grabe, jeremy harmer, zcia braznet as lingustik as well as the author of the books. They explain somebenefit of reading.Finaly,thepurpose of readingis the ability to understand text reading for information , knowledge and understand what the purpose of read it.

1. **Types of reading**

There are different types of reading: choral, silent, intensive, extensive and supplement reading.

* 1. Choral reading
  2. Silent reading
  3. Intensive reading
  4. Extensive reading
  5. Supplementary reading

1. **The ways of reading**

In Grellet’s mind, the main ways of reading are as follows:

1. Skimming : quickly running one’s eyes over a text to get the go of it.
2. Scanning : quickly going through a text to find a particular.
3. Extensive reading : reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading : reading shorter texts, to extract specific information. This more an accuracy activity involving reading for detail.[[14]](#footnote-14)
5. **Models of Reading Process**

Jo Ann Abersold and Mary Lee Field, suggest that there are main models of how reading occurs:

1. **Bottom-up theory**argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates (see Eskey 1988; Stanovih 1990).
2. **Top-down theory**argues that readers bring a great deal of knowledge,, expectations, assumptions, and question to the text and, given a basic confirms their expectations (Goodman 1967).
3. **Interactiveschool** of theorists – which most researcher currently endorse – argues that both top-down and bottomup processes are occurring, either alternately or at the same time.[[15]](#footnote-15)
4. **Reading Comprehension**
   * + - 1. **The definition of Reading Comprehension**

Comprehension is a process of extracting and constructing meaning through interaction and involvement with written language. According to Karen “Comprehension is the center of reading.”[[16]](#footnote-16) Comprehension requires making meaning from words when listening, speaking, reading, and writing.

According to Mcnamara “A reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.”[[17]](#footnote-17)Mean while greallet stated “reading comprehension is understands a written text. This means extracting required information from the text s efficiently as possible.[[18]](#footnote-18)This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

Reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.According to Danny Brassell “Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read.”[[19]](#footnote-19)

Jennete said “Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[[20]](#footnote-20)According to William Grabe (2009) in “reading in a second language” Reading comprehension is critically dependent on the reader’s fluency in identifying printed words, as reflected in the reader’s accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Fluent reading depends heavily on a great deal of practice in reading, spelling and writing. It also depends on reading and rereading material at an appropriate level of difficulty.[[21]](#footnote-21)There are some skills and strategies that good readers use when they are reading and it include:

1. Rapid and accurate word reading
2. Setting goals for reading
3. Noting the structure and organization of text
4. Monitoring their understanding while reading
5. Creating mental notes and summaries
6. Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed
7. Capitalizing on what they know about the topic and integrating that with new learning
8. Making inferences
9. Using mental images such as visualization to assist them in remembering or understanding events or characters.[[22]](#footnote-22)

Reading comprehension also very important for the students’ because reading comprehension is one of process in learning. And also with a lot of reading so knowledge and information will increase. Koda said that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.”[[23]](#footnote-23)

From the definition above, the researcher conclude the factors influencing of reading comprehension is word level skills, vocabulary knowledge and oral language, broad conceptual, knowledge and abilities requires, thinking and reasoning skills, and motivation to understand and work toward academic.

Based on theopinions above, the researcher concludes that researcher concludes that reading comprehension is a process to understand a passage. It is a complex skill that involves students’ ability in the vocabulary, the accuracy of recognition, and so on

* + - * 1. **The Elements of Reading Comprehension**

Comprehension entails three elements:

1. The reader is doing comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is apart
4. The reader
5. The text
6. The activity
   * + - 1. **Levels of Reading Comprehension**

Reading have levels of reading. This level reading as seen from the reading skill of students. The success of the reading students depending on the level of the text. Therefore there must be a balance between the material and the ability of students.

1. Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names or characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself.
2. Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text.
3. Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.[[24]](#footnote-24)

From the definition above, the researcher conclude reading has three level of reading comprehension there are is literal comprehension, inferential comprehension, and critical or evaluate comprehension. Although literal comprehension is undoubtedly important (without surface-level understanding of a text, deeper interactions with the text are not possible), those designing and providing instruction and developing tests must also recognize that literal understanding is a stepping-stone to more advanced comprehension skills that must also be examined to continue to see growth in reader performance.

1. **Description of collaborative learning**
2. **Definition of collaborative learning**

We had known that studying together is better than alone. Studying in a group is more attractive and competitive. Students can do an interaction, share idea, and give respect to each other. Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc. According to Bruffe “collaborative learning is discussed sometimes as a process that constitutes fields or disciplines of study and sometimes as a pedagogical tool that "works" in teaching composition and literature”.[[25]](#footnote-25) According to Diane Larsen “Cooperative or collaborative learning essensialy invloves students learning from each other group”.[[26]](#footnote-26)

According to goodsel, Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it.[[27]](#footnote-27) In additional, Davidson said that “collaborative learning is arguably the most recent of the three approaches to group learning, being recognized as a unique approach to group learning in higher education in part through the efforts.”[[28]](#footnote-28)

Based on the definition above, that Collaborative Learning is one of techinque can help the students’ in reading comprehension, because with the group, they can share with other friends and make their reading comprehension more improve. They feel enjoyed and fun.

1. **Step Of Applying Collaborative Learning In Teaching Reading**

There is also enormous variability in the goals and processes of collaborative activities. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others are comfortable with a more spontaneous agenda developing out of student interests or questions.

1. **Benefit Of Collaborative Learning**

The are many benefit of using collaborative learning to improving students’ reading comprehension. “goal of collaborative learning is to enable students to build knowledge together. By working together to achieve a common goal, they construct knowledge through their interactions with each other.”[[29]](#footnote-29)It can be utilized to increase student’s reading achievement by giving students comprehension questions to answer by the groups. In the technique, the teacher can start with factual information questions, and as students become more familiar with the strategy, the teacher can ask questions that rewire analysis or synthesis of information.

1. **Description of NHT (Number Head Together)**
2. **Definition of Number Heads Together**

NumberHead Together is a collaborative learning that holds each other student accountable for learning the material. Student are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question a student “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson from the group. By having student work together in a group, the strategy ensures that teach member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

According to Steven G.McCafferty **“**Numbered Heads Together is one of the techiniques or structrues that was originally derived from russ frank. The structure was the refined and named by Kagan Back in 1992. “as a cooperative learningtechinque, Numbered Head Together is designed to involve more students in reviewing materials covered heads together is designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a lesson’s content.”[[30]](#footnote-30)

Based on the definition above, that Numbered Head Together is one of techinque can help the students’ in reading comprehension, because with the group, they can share with other friends and make their reading comprehension more improve. They feel ejoyed and fun.

1. **Steps of Applying Number Heads Together in Reading Instruction**

There are no right or wrong answers for this. The key is that course members can provide reasons for their explanations. This relates to the collaborative skill of asking for and giving reasions.”[[31]](#footnote-31) And there is a great deal of steps of implementing Numbered Heads Together technique in teaching reading. However, the foundation remains the same, that is dividing students in groups of four (more or less), assigning numbers to student 1,2,3,4, or 5 according to student’s number in a group, discussing questions based on the text given by the teacher and students with a number called out by the teacher should answer the question, McCloskey suggests some steps in applying numbered heads together technique in teaching reading which include: first, having participants work in groups of about 3 or 4. Second each student in group of four gets a number: 1, 2, 3, or 4. Third, the teacher or a student asks a question (questions) based on the text the class is reading or a problem to be solved. Fourth, students in each group put their heads together to come up with an answer or answers. They should also be ready to supply support for their answer(s) from the text and/or from other knowledge. Fifth, the teacher gives pupils time to discuss the answer in their groups. Sixth, the teacher pulls a number out of a box or hat and has the pupils with that number stand up. Seventh, the teacher calls a number from 1-4. The person with that number gives and explains their group’s answer. Finally, after the activity, have groups evaluate how well they performed their roles and make suggestions for improvement for next time.

Numbered head together technique encompasses dividing the class into small (4 members), heterogeneous learning groups within which students number the selves (1 to 4). The number given to students is intended to help student oncentrate on doing their task since they will be called upon by the teacher to give the answer based o the umber they have. Next, the teacher gives questios based on the text students read. Then, students “put their heads together” in response to each teacher’s question based on the text; come up with their best answer, and make sure that everyone on the team knows the answer. One randomly selected student from those who raise their hands then responds to each question and the teacher checks with other student agreement. Since students are given time to discuss possible answers prior to rsponding, it is more likely that everyone, including lower achieving students, will know the correct responses. Moreover, since groups cannot predict who will be called upon to respond, they are more likely to ensur that everyone knows the answer.

Number Heads together (Kagan 1992)

In this technique, students work together and check that all group members can explain what their has done.

1. Each group members has a number (e.g 1,2,3,4)
2. Students work alone to do a taask assigned by the teacher
3. Each student shares his or her answer, and student put their heads together to try to agree o an answer
4. A number is chosen. Students with that number report and explain their group’s work.[[32]](#footnote-32)
5. **Benefits of Number Head Together Technique**

There are a number of adventages of Number Head Together. First, it can enhance students’ academic achievement and be implemented to almost all subjet areas. Kagan points out that “Number Head Together can be applied for an ESL/EFL reading activity.”[[33]](#footnote-33) It can be utilized to increase student’s reading achievement by giving students comprhension questions to answer by the groups. In the technique, the teacher can star with factual information questions, and as students become more familiar with the strategy, the teacher can ask questions that rewuire analysis or synthesis of information.

**CHAPTER III**

**METHOD OF THE RESEARCH**

1. **Research Method**

The writer used experimental research for doing this research, especially quasi experimental design. Quasi experimental design is practical compromises between true experimental and the nature of human language behavior which wish to investigate. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relation by manipulating which is not caused by other variable.

A quasi-experiment is an experiment study used to estimate the causal impact of an intervention on its target population. Quasi-experimental research shares similarities with the traditional experimental design or [randomized controlled trial](https://en.wikipedia.org/wiki/Randomized_controlled_trial), but they specifically lack the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. Quasi experimental will carry out in order to know the correlations between variables. Here will use two class, the first class is as experimental, and the last one is as control class. A quasi experiment consists of control and experiment groups to which subject has been randomly assigned, and in which all subject are tested before and after the intervention or treatment under investigation has been administered to the experiment group[[34]](#footnote-34) in order the writer can see the point of there is or no the influence of using collaborative learning. To get the data, the writer will used pre-test and post-test towards the subject of research.

1. **Population and Sample**
2. Population

Population is whole units to be searched according to Arikunto, population is whole subject[[35]](#footnote-35). The Population is the entire group of entities or person to which the result of the study are interested.[[36]](#footnote-36)

The population in this research is taken from all the student of SMPI Darul falah kota-Serang. In this research the population was the second grade student of SMPI Darul Falah kota-Serang period 2016-2017. There were two classes in the second grade of SMPI darul falah kota-Serang.

1. Sample

Sample is a sub group of the population. This group represent the characteristic of the population. According to Arikunto, sample is representative of the population that is investigated.[[37]](#footnote-37)

In this research, the researcher consider that the characteristics of students from all of classes are equal. So, it will be taken two class which consists of 30 students as sample and divided into two groups, each group consist of 15 students they are class A as experimental class and class B as control class. Because the researcher want to know how far the student’s comprehension in reading.

1. **Instruments**

To get the data that the writer needs in this research, the writer uses several techniques of data collecting in this research as follows:

1. Observation

Observation is the way and technique data collecting in which the researcher does experiment systematically, to the subject of the research. Also the observation is needed to get the primary information from the school. This research observed the students of four class of SMPI darul falah kota- Serang. And the research conducted to teach students’ reading comprehension through collaborative learning which focus on number head together.

1. Test

Test is said to be valid if it measure accurate what it is intended to measure. Test is very important because the outcome of the test determines the success and failure of students in the narrow meaning. Test provides much information that is useful to be evaluation of teaching and learning process. The writer gave one class experiment reading pre-test before applying Number Head Together and post-test after applying Number Head Together Method.

In this step, the writer gave pre-test and post-test items were 20 questions those 20 multiple choice.

1. **Data Collection and Data Analysis**
2. Data Collection

After getting the data, researcher used the achievement test in the process of the collecting the data. The writer test to both the experimental group and the control group. The result of the test consist of pre-test and post-test.

In the pre-test researcher checks the equivalence of the experimental group and the control group. The pre-test of data analysis can be used to investigated the achievement of both groups after the treatment.

In the post-test, the data analysis does not need to check normal distribution and homogeneity of variances. Therefore the matched test directly used. The steps used it as in the pre-test and post-test data analysis.

The pre-test of experimental group is represented by X1 and the control group presented by Y1.

1. Data Analysis

After conducting the test and taking back the test, the researcher did scoring and classifying it into some categories. The scores are needed to interpret the result of the teaching and learning process and are used to depict the students’ level of achievement; they were analyzed and processed by using static calculation of T-test, T-test formula was applied to see whether there was a significant difference between a pre-test and post-test.

The writer got two data. The first data is the result of pre-test and the second data is the result of post-test. The technique of analyzing data, the writer used step as follow:

1. The result of post-test in experiment class is named variable ()
2. The result of post-test in control class is named variable ()

After getting the data from pre-test and post-test, the writer analyzes it by using statistic calculation of t-test formula with the degree of significance 5% the formula as follow:

1. Determine mean of variable X with formula:

=

1. Determine mean of variable X with formula:

=

1. Determine deviation score variable with formula:

= -

1. Determine deviation score variable with formula:

= -

1. Determine standard deviation variable X with formula:

or =

1. Determine standard deviation variable Y with formula:

or =

1. Determine standard error of variable X with formula:

SE =

1. Determine standard error of variable Y with formula:

SE =

1. Determine standard error means of differences score between variable X and variable Y, with formula:

=

The conclusion from this research can be seen from the result of the :

=

Note :

Mx : The average score of experimental class

My : The average score of control class

X1 : Sum of the squared deviation score of experiment class

Y1 : Sum of the squared deviation score of control class

N1 : The number of students of experimental class

N2 : The number of students of control class

2 : Constant Number

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Description of the Data Test**

The research held in Junior High School of SMPI Darul Falah for two week, and it was down for the students of class eight. In those class eight B consist of 21 students and in those class eight A 23. Class eight A as experimental class and eight B as control class.

The result of pre-test and post-test of experimental class can be seen in the table:

**Table 4.1**

**The result of Experimental Class**

|  |  |  |
| --- | --- | --- |
|  | | |
| No. | Name | Score | | Aspect of Assesment in post test | | | | |
| Pre-test | Post-test | vocabulary | | comprehension | grammar | |
| 1. | AHMAD SOLAHUDIN | 55 | 90 | 2 | | 13 | 3 | |
| 2. | EKA NURFADILAH | 65 | 95 | 2 | | 13 | 4 | |
| 3. | FATULAH | 60 | 75 | 1 | | 12 | 2 | |
| 4. | IHMAT NUHAN | 50 | 90 | 1 | | 14 | 3 | |
| 5. | IIN FADILAH | 50 | 85 | 2 | | 13 | 2 | |
| 6. | IPANT PATIMAH | 55 | 85 | 1 | | 12 | 4 | |
| 7. | LINA MARLINA | 60 | 85 | 2 | | 12 | 3 | |
| 8. | MUHAMAD IQBAL | 55 | 85 | 2 | | 11 | 4 | |
| 9. | MUHAMAD ROHMAN | 60 | 75 | 1 | | 12 | 2 | |
| 10. | MUHIBAH | 50 | 90 | 2 | | 14 | 2 | |
| 11. | MUSTOFA | 75 | 85 | 2 | | 12 | 3 | |
| 12. | NANANG MULYANA | 60 | 85 | 1 | | 13 | 3 | |
| 13. | NURDIANSYAH | 65 | 95 | 2 | | 14 | 3 | |
| 14. | RIZKI DARMAWAN | 50 | 85 | 2 | | 13 | 2 | |
| 15. | SILVIYANTI NURMALASARI | 50 | 65 | 2 | | 8 | 3 | |
| 16 | SINTA AMANATL HUSNA | 55 | 90 | 2 | | 13 | 3 | |
| 17 | SITI SARIKAH | 55 | 95 | 2 | | 14 | 3 | |
| 18 | SUFRON | 75 | 85 | 1 | | 13 | 3 | |
| 19 | SULISTIAWATI | 60 | 90 | 2 | | 12 | 4 | |
| 20 | SURYAN | 80 | 95 | 2 | | 13 | 4 | |
| 21 | VINA MARLIYANA | 55 | 85 | 2 | | 12 | 3 | |
| TOTAL  AVERAGE | | 1185 | 1810 |
| 56,42 | 86,19 |

From the table above, the researcher could calculate the mean of student’ score. Determine of pre-test VIII A as Experimental class by formula :

M =

=

= 56,42

Then, determine of post-test VIII A as experiment class by formula:

M =

=

= 86,19

The table above shows about the student’s pretest score and also post-test score in the effectivenes of collaborative learning toward students’ reading comprehension at the experiment class. The data shows that the lowest score pre-test at the experiment class is 50, gotten by five student, the highest score post-test at the experimental class is 80, gotten by one students, average score of pre-test at the experimental class is 56,42.

**GRAPH 4.1**

Here is the improvement graph of students’ activeness from first cycle, and second cycle or posttest and pretest.

The students score after treatment of post-test at the experimental class has good score and the exercise score that highest from pre-test. Post-test was given after treatment. The data shows that the lowest score post-test at the experimental class is 65, gotten by one student. The highest score of post-test at the experimental class is 95, gotten by four students, average score of post-test at the experimental class is 86,19.

After conducting pre-test and post-test score, the researcher calculated the score of distribution frequency as following table:

**Table 4.2**

**The score of Distribution Frequency of Experimental Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Name | Score | | X | Gained Score |  |
| Pre-test | Post-test |
| 1. | AHMAD SOLAHUDIN | 55 | 90 | 72,5 | -35 | 1225 |
| 2. | EKA NURFADILAH | 65 | 95 | 80 | -30 | 900 |
| 3. | FATULAH | 60 | 75 | 67,5 | -15 | 225 |
| 4. | IHMAT NUHAN | 50 | 90 | 70 | -40 | 1000 |
| 5. | IIN FADILAH | 50 | 85 | 67,5 | -35 | 1225 |
| 6. | IPANT PATIMAH | 55 | 85 | 70 | -30 | 900 |
| 7. | LINA MARLINA | 60 | 85 | 72,5 | -25 | 625 |
| 8. | MUHAMAD IQBAL | 55 | 85 | 70 | -30 | 900 |
| 9. | MUHAMAD ROHMAN | 60 | 75 | 67,5 | -15 | 225 |
| 10. | MUHIBAH | 50 | 90 | 70 | -40 | 1600 |
| 11. | MUSTOFA | 75 | 85 | 80 | -10 | 100 |
| 12. | NANANG MULYANA | 60 | 85 | 72,5 | -25 | 625 |
| 13. | NURDIANSYAH | 65 | 95 | 80 | -30 | 900 |
| 14. | RIZKI DARMAWAN | 50 | 85 | 67,5 | -35 | 1225 |
| 15. | SILVIYANTI NURMALASARI | 50 | 65 | 57,5 | -15 | 225 |
| 16 | SINTA AMANATL HUSNA | 55 | 90 | 72,5 | -35 | 1225 |
| 17 | SITI SARIKAH | 55 | 95 | 75 | -40 | 1600 |
| 18 | SUFRON | 75 | 85 | 80 | -10 | 100 |
| 19 | SULISTIAWATI | 60 | 90 | 75 | -30 | 900 |
| 20 | SURYAN | 80 | 95 | 87,5 | -15 | 225 |
| 21 | VINA MARLIYANA | 55 | 85 | 70 | -30 | 900 |
| Jumlah | | 1185 | 1810 | 1525 | -550 | 17450 |
| Rata-rata | | 56,4 | 86,1 | 72,6 |

The table above tells us about deffence score of pre-test and post-test ∑D is the result of post-test minus pre-test, the result of ∑D2 is quadrate of ∑D, and then result of each is calculated. The writer found that ∑D=-550 and ∑D2 = 17450.

Beside above the score of distribution frequency of pre-test and post-test of experimental class as follow:

M =

= = 72,61

The interpretation of the means score of pre-test and post-test of experiment class :

**Table 4.3**

**The interpretation of the mean X variable**

|  |  |  |
| --- | --- | --- |
| No. | The mean | Interpretation the mean |
| 1. | 80-100 | Excellent |
| 2. | 70-79 | Very good |
| 3. | 60-69 | Good |
| 4. | 50-59 | Average |
| 5. | <50 | Poor |

Beside on calculated of mean in experiment class above gives score 72 and after interpreted by the interpreted by the interpretation table, apparently score 72 is between 70-79 the interpretation is very good.

The following table is student’s score of pre-test and posttest of control class.

**Table 4.4**

**Students score of pre-test and post-test of control class**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Name | Score | |
| Pre-test | Post -test |
| 1. | AD | 70 | 75 |
| 2. | AA | 60 | 80 |
| 3. | ASP | 50 | 70 |
| 4. | DM | 40 | 60 |
| 5. | G | 55 | 80 |
| 6. | L | 45 | 75 |
| 7. | MAF | 65 | 85 |
| 8. | M | 55 | 75 |
| 9. | MHR | 65 | 80 |
| 10. | MIR | 50 | 65 |
| 11. | MS | 60 | 85 |
| 12. | MA | 65 | 80 |
| 13. | M | 55 | 80 |
| 14. | NA | 75 | 75 |
| 15. | OF | 55 | 85 |
| 16 | LG | 75 | 85 |
| 17 | MI | 70 | 80 |
| 18 | MAC | 70 | 75 |
| 19 | NA | 60 | 70 |
| 20 | NIM | 70 | 75 |
| 21 | NK | 75 | 70 |
| Total score  Average | | 1285 | 1540 |
| 61,1 | 73,3 |

From the table above, the researcher could calculate the mean of student score. Determine mean of pre-test VII A as control class by formula:

=

=

=61,19

Then, determine of post-test VIII A as control class by formula :

=

=

=73,3

**GRAPH 4.2**

Based on the conclusions in table and graph I assessment of pre-test and post-test class control, the highest score post-test in controlled is 85 and lowest score is 55. It was known that the cumulative value of pre-test was 1285, when on average the pre-test result of control class was 61,1. In addition from the above table it could be seen also that the cumulative result of post-test of control class 61,19 when on average the post-test result was 73,3.

After applying learning reading by using collaborative learning, the researcher knew that the assessment result in control class, a significant changed from pre-test value of cumulative amount to 1285 to reach a value of cumulative post-test amounted 1540.

**Table 4.5**

**The score of Distribution Frequency of Controlled Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Name | Score | | X | Gained Score |  |
| Pre-test | Post-test |
| 1. | AD | 70 | 75 | 72,5 | -5 | 25 |
| 2. | AA | 60 | 80 | 70 | -20 | 400 |
| 3. | ASP | 50 | 70 | 60 | -20 | 400 |
| 4. | DM | 40 | 60 | 50 | -20 | 400 |
| 5. | G | 55 | 80 | 67,5 | -25 | 625 |
| 6. | L | 45 | 75 | 60 | -30 | 900 |
| 7. | MAF | 65 | 85 | 75 | -20 | 400 |
| 8. | M | 55 | 75 | 65 | -20 | 400 |
| 9. | MHR | 65 | 80 | 72,5 | -15 | 225 |
| 10. | MIR | 50 | 65 | 57,5 | -15 | 225 |
| 11. | MS | 60 | 85 | 72,5 | -15 | 225 |
| 12. | MA | 65 | 80 | 72,5 | -15 | 225 |
| 13. | M | 55 | 80 | 67,5 | -15 | 225 |
| 14. | NA | 75 | 75 | 75 | - | - |
| 15. | OF | 55 | 85 | 70 | -30 | 900 |
| 16 | LG | 75 | 85 | 80 | -10 | 100 |
| 17 | MI | 70 | 80 | 75 | -10 | 100 |
| 18 | MAC | 70 | 75 | 72,5 | -5 | 25 |
| 19 | NA | 60 | 70 | 65 | -10 | 100 |
| 20 | NIM | 70 | 75 | 72,5 | -5 | 25 |
| 21 | NK | 75 | 70 | 72,5 | 5 | 25 |
| Total  Average | | 1285 | 1540 | 1448 | -300 | 5950 |
| 61,1 | 73,3 | 68,9 |

The table above tell us about diffence score of pre-test and post-test ∑D is the result of post-test minus pre-test, the result of ∑D2 is quadrate of ∑D, and then result of each is calculated. The writer found that ∑D=-300 and ∑D2 = 5950.

Beside above the score of distribution frequency of pre-test and post-test of experimental class as follow :

M =

=

= 68,9

The interpretation of the means score of pre-test and post-test of control class:

**Table 4.6**

**The interpretation of the mean X variable**

|  |  |  |
| --- | --- | --- |
| No. | The mean | Interpretation the mean |
| 1. | 80-100 | Excellent |
| 2. | 70-79 | Very good |
| 3. | 60-69 | Good |
| 4. | 50-59 | Average |
| 5. | <50 | Poor |

Based on calculated of mean in control class above gives score 68 and after interpreted by the interpretation table, apparently score 68 is between 60-69 the interpretation is good.

1. **Data Analysis**

Based on data above, the writer has calculated the result of ∑D = -1080 and ∑= 31300 then the writer tried to find out the standard deviation with the formula :

= –

-

=

=

=

SD = 9,3

Based on the data table I as the score of pre-test and post test, the writer tried to calculated the mean of differences (MD) between pre test and post-test with the formula :

MD =

=

= -14,28

After going the result of SD = 9,3 the writer calculated the standard error from mean of differences (SE MD) between pre-test and post-test by using formula:

=

=

=

=

SE = 2,0

The last procedure of the calculate is determining the result of (t observation) of the test by the formula :

=

=

= 7,14

The result (7,14) indicate that there is a different of degree as much (7,14) regardless the minus for does not indicated the negative score.

If > the alternative hypothesis is accepted, it means there is any significant different of teaching English Reading use Collaborative Learning.

If < the alternative hypothesis is rejected, it means there is no significant different of teaching English Reading use Collaborative Learning.

Then order to complete the result of this research, the writer tried out degree of freedom (df) by the formula:

DF = N-1

= 21-1 = 20

Based on the result calculation, the writer obtain the value of = 7,14 and degree of freedom (df) is 20. In significance 5% from 20 (t table) = 2,08. In degree of significant 1% from 20 (t table) = 2,84.

After gets the data the writers compared it with table both in degree significance 5% and 1%. Therefore, : = 7,14 > 2,08 in degree of significance 5% and : = 7,14 > 2,84 in degree of significance 1%. It means there is significance the effectieness of collaborative learning toward students’ reading comprehension

1. **The test Hypothesis**

Before deciding the result of hypothesis the writer propose interpretation toward (t observation) with procedure as follow :

1. Formulating alternative hypothesis (Ha): there are significant mean differences between X variable and Y variable.
2. Formulating null hypothesis Ho : there are not significant mean differences between X variable and Y variable.

Furthermore, the writer followed some assumption as the statistic hypothesis state:

1. If the result of calculation To (t observation) is higher than Tt, the zero hypothesis (Ho) is rejected. It means that the experiment technique is accepted.
2. If the result of calculation that to (t observation) is smaller than tt (table) to<tt the hypothesis (ho) is accepted. It means that the experiment technique is rejected.
3. **Data Interpretation**

From the result of control class is mean of pretest score 61,1 and post-test 73,7. The result of experiment class is mean of pre-test 56,4 and post-test 86,1. It mean of control class is lower than experiment class.

Here is the differences average score of control class and experiment class from pretest and posttest.

**GRAPH 4.3**

If that > hypothesis is accepted. It means that there is significant different between students understanding in learning reading without using collaborative learning in controlled class and which collaborative learning in experiment class.

If that > the alternative hypothesis in learning reading is accepted. It means that there is no significant between by using collaborative learning in experiment class and learning speaking without using collaborative learning in controlled class.

Based on calculation above is know that t table with level significance 5% and 1%. Therefore, > = 7,14 > 2,08 in degree of significance 5% and : = 7,14> 2,84 in degree of significance 1%. It means there is a significance the effectivenes of collaborative learning toward students’ reading comprehension. The writer can conclude that there are Improving Student’s English Reading comprehension trought collaborative learning in eight grade of SMPI Darul Falah Kota-serang.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTION**

1. **Conclusions**

Based on the experiment that was given to the students at the class VIII A. it is the Effectiveness of Collaborative Learning Toward Students’ Reading Comprehension is very way to improve the students reading comprehension. Based on the result of the research, the writer can take the conclusion,

1. By using Collaborative Learning , the students will know how the application of Collaborative Learning in teaching reading comprehension at SMPI Darul Falah kota-Serang and more participating and active in learning and teaching process and helps them to communicate it. English will be solved finally, the student will not easy to get bored or forget the meaning of the word that have taught in the class because using Collaborative Learning in teaching and learning process and also testing the effectiveness of Collaborative Learning it’s make them feel enjoy, fun and relax in doing testing reading mastery.
2. The students’ comprehension in reading at the second grade of SMPI Darul Falah Kota-Serang was under the standard before the researcher conducting the research. However, after conducting this research by using Collaborative Learning, the students’ achievement in reading comprehension was improved. It can be seen from the test result that the researcher held.
3. The researcher concluded that after conducting Collaborative Learning, there were important of students’ achievement in reading comprehension. It can be seen from the result of control class is mean of pre test score 57,6 and post test 82,3. The result of experiment class mean of pre test 57,3 and post test 84,6. It showed the Collaborative Learning could improve students’ reading comprehension.
4. **Suggestion**

Based on conclusion, the writer also has some suggestion from the research findings:

For Students

1. The students of Junior High School, especially SMPI Darul Falah Kota-Serang in the second grade, must increase on improve reading comprehension, one of way is getting through Collaborative Learning in reading on students’ achievement.

For Teacher

1. The teacher should employed various strategy and technique in teaching language especially reading. It will make learning become fun.
2. The teacher of English should learn more how to enhance their abilities in teaching English and to establish a good atmosphere in the class, so that the students feel happy and enthusiastic in Learning English.
3. The teacher should be a facilitator be a facilitator and motivation in teaching and learning process or discussion and become a motivator to make studeng get active participation.

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