

HALAMAN PENGESAHAN THESIS
INCREASING STUDENTS' ABILITY IN IDENTIFYING
INFORMATION OF READING TEXT THROUGH
COLLABORATION LEARNING

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Dinyatakan telah memenuhi syarat dengan hasil A- dan dengan ini pula
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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading is one of the skills that students must have to learn English and gain knowledge from it. The ability of students to read English text efficiently and effectively is the goal of teaching reading. Students must clearly understand not only the structure of the text but, perhaps more importantly, its implied meaning. Reading is often used to acquire knowledge and develop students' skills. Students must have strong reading skills to learn a foreign language and gain access to the world's information, often in electronic media and printed materials, such as textbooks, journals, articles, newspapers, magazines, and e-mail.

As an English teacher expects the students to learn and read English well. However it make the students courageous and self-belief to read English within the class is not unchallenging. some of problem that make it happen are restricted time and restricted ability of teacher. The teacher only give an explanation for the grammar and the structure of English to fullfill the curriculum goal and generally they read the text without asking the student to read again the text. The teacher had no time to attention on students reading ability. In SMA Swasta HKBP Sidorame Medan specifically in twelve grade, the English teacher is use conventional technique to teach. The teachers start explaining even as the students are listening, then do the assignments.

One of the receptive skills in English is reading, according to (Harmer, 2003) there are four language abilities are intertwined. The ability to read English-language materials is essential for understanding textbooks. Students who continue their education in high schools and universities must be able to read and

comprehend a large number of books written in English. To get the meaning of the text for some purposes the reader must have the reading ability which is called reading comprehension. In this research place, there are still many students of class XII SMA Swasta HKBP Sidorame who are very difficult reading comprehension from the types of texts that have been taught in this research area. Students had difficulties understanding the meaning of a text, and the average score of students' achievement in reading English was low. This low score can be influenced by several problems such as First, in English students have difficulty understanding the meaning of sentences and hard to identify the text. Second, the text is not interesting because they are difficult to find the main idea and the purpose of the text. And lastly, the teacher couldn't use interesting learning because the teacher used a monotonous strategy in teaching so that students are bored and not interested.

According to the researcher experience, the problem that faced by the students especially at the twelve grade SMA Swasta HKBP Sidorame they find difficulties in identifying information of reading text. The researcher considers that collaborative learning can be applied to increase the ability in identifying information. This method develops students reading ability because they are encouraged each other and discuss the problem each other. It is supported by Syarif (2007) that collaborative learning is a way of teaching English as a foreign language where the students have many opportunities to interact each other and focuses on the achievement of language skill. It is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Furthermore, collaborative learning

also can build the students speaking skill because they was discuss each other to solve a problem which they may find in learning process. Based on the explanation above, the researcher would like to conduct a research under the title “Increasing the Students Ability in Identifying Information of Reading Text through Collaborative Learning” to know how collaborative learning method can increase students reading ability. If this method can increase the students reading ability this method should be apply by the teacher at the school.

Table 1.1 The Results of preliminary Research

| No | Name | Score of Reading Test |
|----|------|-----------------------|
| 1 | AW | 60 |
| 2 | JC | 62 |
| 3 | CL | 69 |
| 4 | JM | 65 |
| 5 | SM | 63 |
| 6 | GS | 60 |
| 7 | FS | 60 |
| 8 | AT | 62 |
| 9 | RS | 61 |
| 10 | EB | 66 |
| 11 | SS | 69 |
| 12 | AS | 70 |
| 13 | DG | 70 |
| 14 | YS | 64 |
| 15 | TS | 66 |
| 16 | CP | 60 |
| 17 | SM | 60 |
| 18 | SL | 60 |
| 19 | VL | 68 |
| 20 | JL | 65 |
| 21 | ALT | 60 |
| 22 | NS | 68 |
| 23 | WS | 66 |
| 24 | YM | 60 |
| 25 | ATS | 65 |
| 26 | ITS | 68 |
| 27 | RDS | 63 |
| 28 | SC | 68 |
| 29 | IP | 67 |
| 30 | WVS | 65 |

1.2 The Problem of Study

Based on the background above, the researcher formulates the problem of the study as follow:

Is collaborative learning effective to increase the students' ability in identifying information of reading text at twelve grade SMA Swasta HKBP Sidorame Medan?

1.3 The Objective of Study

Based on the problem statement above, the objectives of this research is to find out how effective is collaborative learning to increase the students' ability in identifying information of reading text at twelve grade SMA Swasta HKBP Sidorame Medan.

1.4 The Scope of The Study

The scope of this study is to focus on the increasing students ability in identifying information, and the limitation of this study is the use of collaborative learning in teaching reading.

1.5 The significant of The Study

This study's finding is expected to be applied both theoretically and practically:

1. Theoretically

1. This study is expected to be a new perspective on teaching speaking strategy on Twelve grade SMA Swasta HKBP Sidorame Medan
2. The study's finding was lead to the development of a new strategy in increasing students' reading ability in identifying information by using collaborative learning.

2. Practically

The study's finding is expected to be beneficial for:

1. English teacher, to help the teacher to apply an collaborative learning for increasing reading ability in identifying information.
2. The students, to help students to increasing their ability in identifying information and motivate them to read every day.
3. The researcher, to help the researcher in conducting the research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Based on the discussion in chapter I, in this chapter the researcher described some theories relate to reading, collaborative learning, students ability, conceptual framework and related research.

2.2 Definition of Reading

Reading is a decoding process from the receiver of the message. It is a procedure to discover the meaning of written language form, so that the whole of message from the writer can be received by the reader. Reading is a receptive skill of written language. It is because the reader tries to get information from the writer. The nature of reading is process of getting information or knowledge of the text. Reading is one of the essential academic skills for students to have as a way to learn and gain knowledge. Reading aims to make the reader understand the writer's idea using words. It has become an important skill that students should know because it influences the success of students learning English. According to Cambria & Gutherie (2010), reading is important because students need it for everything. Obviously, in education, such as reading a book or text, they was need it to absorb as much knowledge as possible for life. Additionally, according to Pangetsu (2012), students must be able to read to succeed in English learning. Students can acquire a wide range of information by reading a text, which can help them expand their knowledge. Students cannot learn to use words and sentences and comprehend text without reading. Reading is more than just reading; it also involves understanding how the reader conveys meaning and

reconstructing those meanings for our comprehension. We can conclude from the preceding procedure that reading plays a significant role in the learning process to accomplish the goal of teaching-learning, particularly in learning English.

Umiyati (2013) stated that reading is one of the important skills in learning English. Reading is one of the skills that students must have to learn English and gain knowledge from it. The ability of students to read English text efficiently and effectively is the goal of teaching reading. Students must clearly understand not only the structure of the text but, perhaps more importantly, its implied meaning. Reading is often used to acquire knowledge and develop students' skills. Students must have strong reading skills to learn a foreign language and gain access to the world's information, often in electronic media and printed materials, such as textbooks, journals, articles, newspapers, magazines, and e-mail.

Based on the all explanation above, the researcher can conclude that reading is the important skill that cannot be separated by other language skill. Reading is activity to get meaning from symbols or printed words and how this ability is used to recognize, understand and interpret in words. Reading skill is also important for students in school live to success in communication and language skill.

2.2.1 Purpose of Reading

Reading is an activity with a purpose. Pierce (Nurmasita, 2009) classifies it into three: functional reading, career based reading, and recreational reading. In functional reading, the students read for practical reasons to answer reading question, to find specific information, to identify the steps in a process which the teacher should define clearly for the students. Functional reading can range from

the low-level evaluations. Coping techniques include reading for everyday living, reading the newspaper, reading job application. Higher level reading purpose includes reading to compare written style of two different materials. In the career-based reading involved a specific purpose. It is aimed at preparing the students for specific jobs tends to focus on the material specific to that job and to the use of language with meanings specific to the job. The language or vocabulary is sometimes called jargon. Recreational reading is the third major purpose for reading activity. Recreational reading means reading for enjoyment, for the pure fun of it. Recreational reading means self-selected reading that is reading selected by the students because of a desire to read it.

Grabe and Stoller (2002) stated the category of purposes for Reading includes: Reading to search for simple information, reading to skim, reading to learn from a text, reading to integrate knowledge, reading to write, reading to critique text and reading for general comprehension.

1. Reading to search for simple information

Reading to search for simple information is common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is best seen as a reading ability.

2. Reading to quickly skim

Reading to skim quickly is a common part of many reading tasks and is a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where something important might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires the ability to remember main ideas, recognize and build rhetorical frames, and link the text to the reader's background.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and likely restructuring or a rhetorical frame to accommodate information from multiple sources.

5. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader requires very rapid and automatic processing of words; strong skills in forming a general meaning representation of the main idea; and efficient coordination of many processes under a very limited time constraint.

The purpose of reading is not only for students but also for people in general. They must read extensively to get information and knowledge of social living. It can assist a person in staying informed about our country's social, economic, political, and cultural issues.

2.2.3 Kinds of Reading

There are four kinds of reading, namely silent reading, oral reading, reading aloud and speed reading (Nurmasita, 2009:8).

1. Silent reading: the aim of silent reading understanding, we can do silent reading faster than oral reading because in silent reading there no physical movement of

speech organ. In silent reading, a reader only says the words in mind. To develop the students understanding in silent reading we may give them short reading passage in the beginning and ask afterwards. To test our students speed and understanding we can do the following steps: a. Give them a limited time to read a certain passage. b. Give them a particular question to answer about it.

2. Oral reading: in oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students was get experience in producing the sound which should be practiced as many times as possible.

3. Reading aloud: is completely different activity. The purpose is not only to understand a text but also to convey the information to someone else. Reading aloud is very useful in the early stage of foreign language learning to practice pronunciation.

4. Speed reading is to improve speed and comprehension in reading. This skill is very important for students. If they do not have the skill, the studying was be slow and ineffective. That is why, speed reading should be regarded as one the main skills in reading. The skill of speed reading must run side by side with the main purpose f reading that is comprehension. There was be on use if reading with faster rate of the purpose of reading is not fulfilled. The rate of reading speed however, depends on the kind of reading material. There are many kinds of speed reading, which depend on the difficulty of material being read as well as the students' own ability and knowledge background.

2.2.4 The Importance of Reading

Reading is a key to get more knowledge and information. We was know anything which we do not know before. By reading, we can add new vocabularies if it is an English text. Ladoo (2012: 1-2) states that there are four importances of reading:

a. Reading can make the students smarter

Reading is a good exercise for brain than watching a movie or listening a music. It forces the brain cells of the people to think about the content of reading or imagine the picture in their mind about what are they read.

b. Reading can improve students'' vocabulary and language skill

As a reader, we can improve our vocabulary and language skill because each literary has its own style and words.

c. Reading make knowledgeable

Book is like a piece of knowledge, more read more knowledge that people get to fill the eXllsting memory in their brain.

d. Reading boots creativity

Reading gives us more knowledge that can make creativity. For example, by reading science and technology book we can develop our innovation in producing new product from that.

2.2.5 Problem in Reading

Every skill in English especially reading also has some problems. The first problem of reading comes from the difficulty of students in comprehending the text. According to (Weta 2010 as cited in Woolley 2011) there are three comprehension problems that faced by the students. The problems are as follows:

a. The length of the text

- b. The failure in finding the writer's message
- c. Inability in outlining the important points of the text.

The other problem stated by Grellet (2004: 14) there are some factors contribute to difficulties in reading comprehension, such as:

a. Lack of prior knowledge of the topic.

Some researchers had done the research related with the students difficulties in reading text; Basar and Gurbuz (2017: 134), the findings of their researches convey that the students difficulties in reading comprehension are vocabulary, grammar knowledge, and reading interest. Lack of prior knowledge means related to the lack of the vocabulary from the text. Irena Shehu (2015) stated that difficulties in comprehend the vocabulary, students must understand new word and relate the new word to the previous or afterward sentence from that word.

b. Difficulty in making inferences (conclusion).

Kuswidyastutik as cited in Tarigan (2008: 21) said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about main idea, finding reference, understanding the difficult word and making inference based on the passage. From that explanation, the students must understand the main idea from the text, so they can understand what the text is discussed (conclusion). Based on the problems of reading previously, it is better that the teacher should be able to minimize and help the students to solve their problems in reading. Eventually, the students can read effectively.

2.3 Collaborative Learning

The term "collaborative learning" refers to a set of teaching and learning practices that encourage students to work together in small group. Collaborative learning encourages students to express themselves to other students and communicate to gather actively to achieve the desired learning goal (Lin 2019 as

cited (Handayani, Mantra, & Suwandi, 2019). Implementing collaborative

learning can help students build knowledge while also encouraging their participation and motivation in the learning process. Students' knowledge and abilities can be developed through collaborative learning as a result of their interaction. Interactions with other students may assist students in constructing deeper and more meaningful knowledge. When students are encouraged to share their ideas, knowledge and experience with their peers, and so on, it becomes even more effective in the teaching and learning process (Ghavifekr, 2020). The main purpose of the collaborative learning method is to improve students' achievement to study English especially reading skills. (Khori & Ahmad , 2019)

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. 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.

Gokhale (2004) defines "Collaborative learning refers to an instruction method in the which learners various performance levels at work are responsible for helping one another to be successful. Smith and Mac Gregor (2004) defines a "collaborative learning is an educational approach to teaching and learning That involves working group of learners together to solve a problem, complete a task,

or create a product. Two of the definitions above emphasizes the 2 characteristics that must exist in the collaborative learning that is, the work in a group with a member difference, help each other to cooperate in solving a problem, doing a complicated job, and produce a product.

2.3.1 Benefits of Collaborating Learning

Srinivas (2009: 125) points out the benefit of collaborative learning as follows:

1. Develops higher level thinking skills
2. Increases the students retention
3. Builds self-esteem in students
4. Enhances students satisfaction with the learning experience
5. Promotes a positive attitude toward the subject matter
6. Develops oral communication skills
7. Develops social interaction
8. Uses a team approach to problem solving while maintaining individual accountability
9. Encourage diversity understanding
10. Encourages students responsibility for learning
11. Enhances self-management skills
12. Modeling problem solving techniques by students' peers.

2.3.2 Features of collaborative Learning

Tinzmann (Syarif, 2007:15) states that collaborative learning seems to have four general characteristics, they are:

1. Shared knowledge among teacher and students The teachers have knowledge

about content, skill, and instruction and still provide that information to the students

2. Shared authority among teacher and students The teacher encourage the students use of their own knowledge, share their knowledge and their learning strategies, treat each other respectfully and help students listen to diverse opinion.

3. Teacher as a mediator The role of teacher is increasingly emphasizes mediated learning. Successful mediator helps students get new information to their experiences and to learn in other areas, helps students to figure out what to do when they are stumped, and help them learn how to learn.

4. Heterogeneous grouping of students Students are not segregated to supposed ability, achievement, interest, or any other characteristic. It deprives all students of opportunities to learn from and with each other.

2.3.3 Procedure of Collaborative Learning

The students was be given some instruction and the class is divided into several groups. The group of students is very important because they have to collaborate the material. By sharing their knowledge through positive independence in discussion, the students make effort to each other and learn each other. Klemm (Syarif, 2007: 18) says that each participant in collaborative classroom may have a different role can conclude:

1. A reader who reads and interprets the assignment to the group.
2. An encourager who prods all members to participate in information gathering and discussion.
3. A summarizer who restates the group's consensus findings.
4. A checker who makes sure that all members can explain how to solve the

assigned problem or generate the appropriate report material.

5. An elaborate who relates the current concepts to what the group knows from previous experience.

6. A recording observer who keeps track of how the group is performing and how each member is fulfilling the assigned role.

2.4 Students Ability

Students' Ability according to Hornby in Trilanti, et. al. (2013) states, that the students are a person studying at a school, college, university, etc. In Indonesia dictionary (2005), the student is a learner especially on the grade of elementary, junior, and senior high school. While, ability is the power needed to do something. A person who is said to be capable if he can do something he has to do. Ability is potential that found in the human being self. Abilities can also be innate or the result of practice. Every student does not have same ability in receiving material, because their power to receive the materials is different. This statement is in line with Akhmat Sudrajat in Nur Hafiza (2016), ability is connecting abilities with prowess words. Each individual has different skills in doing an action. This ability affects the existing potential within the individual.

Based on the definitions above, the researcher concluded that the students' ability is someone who is studying at a school, college, university, etc and they have power or capacity to do something that is manifested through his actions.

2.5 Previous Study

1. the first researcher that has been done by Nur Isra (2015) with the title is "Increasing The Students' Ability in Identifying Information of Reading Text through Collaborative Learning". The objective of the research was to find out the

improvement students' ability in identifying information of reading text through collaborative learning at the Eight Grade at SMP 4 SATAP Bonggakaradeng Kab. Tana Toraja This research used Classroom Action Research that consisted two cycles, where each cycle consisted of four meetings. The number of subject of the research were 26 students in class VII.B at the second semester in academic year 2014/2015. The target of this research was 70.00. The researcher obtained the data by using reading test in every cycle and observation sheet. The research finding indicated the student's ability in identifying information of reading text of the Eight Grade at SMP 4 SATAP Bonggakaradeng Kab. Tana Torajawas fair before implementing collaborative learning. It was indicated by the mean score of data source was 63.65 while the result of cycle 1 was 66.54. Even though there was improvement in cycle 1 but it had not been achieved the target yet. Due to the problem, cycle 2 was decided to organize in the class. So, the result of cycle 2 was 73.46. It was concluded that the implementation of collaborative learning was effective. It was proved by the students' improvement was 10.40%. It means that there was significant improvement of the students' ability in identifying reading text after implementing collaborative learning.

The contribution of this study is used as the reference to my research which by implementing teaching English by using collaborative learning method can increase students reading ability. The similarity is using collaborative learning to increase students reading ability in English and the methodology of research. The differences are the population, sample and location of research.

2. the second researcher has been done by Iffah Salimah (2010) with her title "The Effectiveness of Learning Reading through Collaborative Learning at the Second

Grade Students of SMAN 8 South Tangerang”. The aim of this study is to see the effectiveness of learning reading through collaborative learning. The writer used quantitative method and pre- experimental design. The writer did this study at the second grade students of SMAN 8 South Tangerang that involved 40 students from one class, science class, and the population of science students are 181 students. The writer used pre-test and post-test as the instruments of research. The writer got the result that t_0 was 28,2. The writer used the degree of significance of $5\% = 2,02$ and $1\% = 2,71$. Comparing t_0 and t_t , the result was $2,02 < 28,2 > 2,71$. It meant that H_a was accepted and H_o was rejected because t_0 was higher than t_t . It concluded that collaborative learning is effective in learning reading and students’ achievement in SMAN 8 South Tangerang.

The contribution of this study is used as the reference to my research which by implementing teaching English by using collaborative learning method can increase students reading ability. The similarity is using collaborative learning to increase students reading ability in English. The differences are the methodology of research, the population, sample and location of research.

3. The third researcher has been done done by Eka Nurazizah (2012) with her title “The Effectiveness of Teaching Reading through Collaborative Learning Activities at the Second Grade Students of MTs Hidayatul Islamiyah Jatibaru Karawang”. The aim of this study is to propose an alternative way in teaching reading using collaborative learning to be more conducive and interesting in order to enable the students learn in a positive environment and make the English teaching and learning flow smoothly and effective. The writer used quantitative method and experimental design. The writer did this study at the second grade

students of MTs Hidayatul Islamiyah Jatibaru Karawang that involved 80 students from two classes, 8B and 8C, and the population of second grade students are distributed into four classes. The writer used pre-test and post-test as the instruments of research. The writer got the result that t_0 was 18,65. The writer used the degree of significance of $5\% = 1,99$. Comparing t_0 and t_t , the result was $18,65 > 1,99$. It meant that H_a was accepted and H_o was rejected because t_0 was higher than t_t . It concluded that collaborative learning is effective in teaching reading and students' achievement in MTs Hidayatul Islamiyah Jatibaru Karawang.

The contribution of this study is used as the reference to my research which by implementing teaching English by using collaborative learning method can increase students reading ability. The similarity is using collaborative learning to increase students reading ability in English. The differences are the methodology of research, the population, sample and location of research.

4. The fourth researcher has been done by Rizki Amelia (2013) with her title "Improving Students' Reading Comprehension of Descriptive Text through Group Work Technique at the First Year of VII-I Class of SMPN 10 Tangerang Selatan". The aim of this study is to know whether group work can develop students' reading comprehension of descriptive text through group technique in the first year of VII-I class of SMPN 10 Tangerang Selatan. The writer used classroom action research method. The writer did this study at the first year of VII-I class of SMPN 10 Tangerang Selatan that involved 46 students. The writer used observational sheet, interview guideline, and test (pre-test and post-test) as the instruments of research. The writer got the result that 80,43% of students can

reach values > 65 and have achieved the minimum passing criteria (KKM). It concluded that the students' reading comprehension of descriptive text through group work technique had improved.

The contribution of this study is used as the reference to my research which by implementing teaching English by using collaborative learning method can increase students reading ability. The similarity is using collaborative learning to increase students reading ability in English and the methodology of research. The differences are the population, sample and location of research.

2.6 Conceptual Framework

Reading is one of skills in learning language which has an important role. Reading is a way to get an information from a text. It must be learned and developed because it was be needed by people to add and to broad their knowledge about everything. It also helps people to update the most recent information. Therefore, reading is the window of the world. In contrast, most of students feel reading is a boring activity, moreover reading an English text. They think that reading an English text is difficult because they have lack of vocabulary, so they get problem to understand the text.

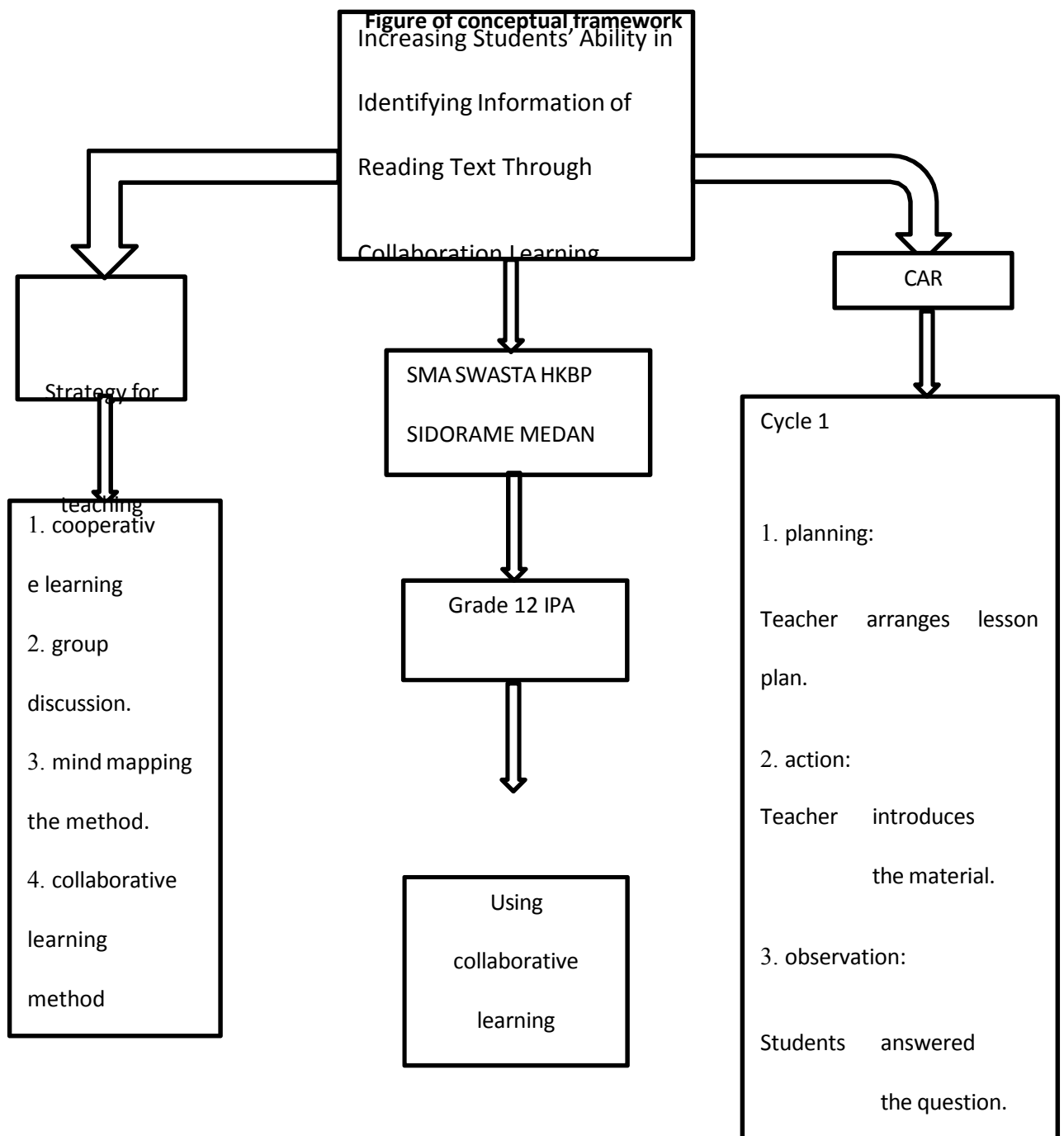
Besides, they do not know exactly how to pronoun words by words well. They have to open dictionary for many times until they feel tired to do it. Finally, they feel better to ask spontaneously to the teacher rather than to open dictionary for many times. When the teacher has to answer the students' question one by one, it was waste time because there are a lot of students in the one class. To avoid the wasting time, group work can help this situation.

Thus, the researcher proposes Collaborative Learning as an approach to learn reading well. Collaborative Learning can be an alternative approach in teaching reading which is

students can work, share, and improve together. It is a process that two or more students in a small group teach each other to reach the same goal. It also encourages students to be

active. Within collaborative learning, students can get benefits for themselves because they help each other.

Based on the elaborations above, the researcher assumes that Collaborative Learning can be effective in increasing students' ability in identifying information of reading text through collaboration learning.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher was use Classroom Action Research research design (CAR). This design is divided into four stages: planning, action, observation, and reflection. According to Start (Burns, 2010), teachers as researchers and reflective practices are concepts related to classroom action research. Action research is frequently used to investigate specific issues or problems related to classroom or school life. Furthermore, Burns also said that this classroom follow-up research made students more active in exploring lessons and thinking more critically. This classroom action research aims to get students closer to a confusing problem. In the action of this class researcher, students can also directly investigate the problem. In addition, this classroom action research also has a greater impact so that what is desired in learning can be achieved because the teacher himself has been encouraged to reach solutions to existing problems.

Based on the preceding definitions, the researcher concludes that classroom action research is classroom action research that can be carried out by researchers and teachers with their colleagues by involving a group of students to improve the teaching and learning process or to increase students' understanding of the lesson.

This research use data observation and documentation to teach reading using the collaborative learning. When we conduct research using CAR we can

analyze the data through two cycles in action. The first cycle and the second cycle in this class action are a series of activities that have a close relationship. The difference is that when we realize cycle II we need to re-correct from the implementation of a cycle I and see which areas the students are unable to do. This research focuses on efforts to increasing students' ability in identifying information of reading text through collaborative learning.

3.2 Population and Sample

3.2.1 Population

Before collecting the sample, the researcher should first determine the population. This research's population consists of first-year students from the 2023/2024 academic year. The population for this research is all of the students in the twelve grade at SMA Swasta HKBP Sidorame Medan, which had two classes with a same number of students in each. In the twelve grade, there are 30 students at SMA Swasta HKBP Sidorame Medan.

3.2.2 Sample

Sample selection is an important step when you want to conduct a research. This sample is part of the population selected to be used as research material. The sample must be chosen properly so that when the researcher is researching, the research can run well. (Arikunto, 2006) suggests that the sample is a selected subject that represents the population. In addition, the sample is a collection of the population (Arikunto, 2006). In this research, the researcher decided to take 2 group from class XII, which is XII IPA adn XII IPS which consists of 30 students as a sample.

3.3 The Data Collection Instrument

This research applies two data collection instruments, namely qualitative and quantitative data. The instrument of data collection in quantitative data is using a reading test. This test is useful to find out how far the students' reading ability is. Meanwhile, to collect qualitative data, the researcher uses observation sheets, questionnaires, and documentation which are intended to record all activities that occur during the teaching and learning process. In this case, what is identified are teachers, students, and class conditions. This data collection is to find out whether students give a positive response during the reading learning process and can they accept what the teacher explains to them.

3.3.1 Qualitative Data

In this research design, the researcher collect qualitative and quantitative data. "In terms of status, relevance, and methodological rigor, good qualitative research has equaled, if not surpassed, quantitative research," (Writers, D., 2014). Qualitative data was collect by observing the teaching and learning process. The following are data collection techniques that researchers use:

1. Observation

The goal of this observation is to learn more about the factors that contribute to student failure in reading comprehension teaching and learning activities. The researcher observed the teaching and learning process from the beginning to the end of the lesson. The researchers observed the following aspects: how the students responded to the subject matter, how the teacher delivered the subject matter, the material presented by the teacher, and the condition of the class, whether or not it was comfortable in the study room.

Table 3.1 The Observations Sheet

| No. | The procedure for learning | Percentage |
|------------|---|-------------------|
| 1. | The students focus on the writer's explanation of the descriptive text as well as the current assignment. | |
| 2. | Students pay special attention to meaningful explanations and the steps of the RAP strategy. | |
| 3. | The students get and read the teacher's descriptive text. | |
| 4. | The students must determine the topic of the descriptive text. | |
| 5. | The students get the levels of Reading Comprehension | |
| 6. | The students ask for some unfamiliar words from the researcher. | |
| 7. | Students use a dictionary to change some of the words in the text with synonyms. | |
| 8. | The students inquire about how to identify the primary idea and supporting facts of each paragraph from the researcher. | |
| 9. | Using a dictionary, the students determine the meaning and synonyms of keywords. | |
| 10. | Students use the synonyms they learned earlier, then rephrase the gist concept and supporting facts of each paragraph and debate them with their classmates and the researcher. | |
| 11. | The students presented their paraphrase results. | |

3.3.2 Quantitative Data

To get quantitative data, the researcher gives the students test, namely the reading comprehension test. "Quantitative research entails gathering information to quantify and statistically treat it to support or refute "alternative knowledge claims." (Creswell, 2003). The writer gives the students two kinds of tests, namely pre-test and post-test. This pre-test and post-test serve to determine the extent to

which the progress and development of students' reading before and after the researcher applies the method of collaborative learning.

The achievement test used by the researcher consists of 30 multiple choice questions which include getting information and getting the main idea. The pre-test is usually done at the beginning of the lesson to find out why students have low scores in reading ability in identifying text. Meanwhile, the post-test is carried out at the end of the lesson which aims to evaluate and obtain an overview of the results achieved by students. Then the results achieved by the students in the pre-test and post-test were compared by the researchers. From the test results, in the end, the researchers find out whether the implementation of the collaborative learning method is successful or not in increasing students' reading ability.

3.4 Sources of Data and Data

3.4.1 Sources of Data

The source of the data referred to in this research is where the data is obtain by the researcher. Usually, the data source is referred to as the respondent. Respondents are people who answer written or oral questions given by the researcher. According to Sugiyono research data sources are grouped into 2, namely primary data sources and secondary data sources.

1. Primary Data Source

The definition of primary data is a data source that directly provides data to data collectors ((Sugiyono, 2017:193). This means that the author immediately gets an answer or response from the source, either in the form of observations, diaries, or interviews. From this primary data source, the results obtained by the author usually reflect the truth or according to facts.

2. Secondary Data Source

Secondary data is a data source that indirectly provides data to the researcher (Sugiyono, 2017; 193). That is, the researcher obtains data from sources that have been collected by other people. To get the data, the researcher can also visit the library to look for the data that has been archived. From the information above, the data source used by the author is the primary data source. The researcher obtained data directly from class XII IPA SMA Swasta HKBP Sidorame Medan

3.4.2 Data

According to Wasiams and Sawyer (2007: 25), data are facts and figures obtained by the writer from the results of reading texts, observations, and interviews and then processed into information. So, the data in this study are everything that is obtained from students during the teaching and learning process.

3.5 Procedure of the Research

This study makes use of classroom action research, with data gathered in two cycles. There are four stages in each cycle: planning, action, observation, and reflection. The following diagram depicts the steps taken in conducting this research:

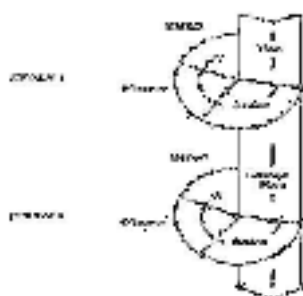


Figure 3 Simple Action Research Model

Source: Stephen Kemmis, 2014

3.5.1 Cycle I

The collaborative learning method is used by the teacher to teach reading comprehension. The following is how to use it:

a. planning

Before starting the teaching-learning process, the first step is to develop a lesson plan. After compiling the lesson plan, the researcher prepares the media that is used in delivering the material. The next step is to prepare teaching materials. But before making the material to be tested, the researcher prepared a checklist observation sheet and the last step is making test materials to be tested in cycle I.

b. Action

In the first step of this action, the teacher greets the students first and the teacher continues by explaining the material about the descriptive text. The teacher next introduces the collaborative learning method and how this method works in the teaching-learning process in reading ability.

c. Observation

In this step, the researcher makes observations to find out the activities carried out by students in reading texts. After that, the researcher observes students' responses and enthusiasm during the teaching and learning process. Pay attention to the effect of using the collaborative learning method.

d. Reflecting

This last step intends to analyze all activities that have been carried out in the room. Based on the data that has been collected, teachers and researchers discuss and evaluate the implementation of the next cycle.

3.5.2 Cycle II

The writer sees that the student's scores in the first cycle have increased from before. However, it is still necessary to continue the second cycle to achieve student scores by the KKM 70. In this cycle, the writer was raise students' enthusiasm and focus on dealing with the difficulties faced by students. The writer uses the same steps with cycle I.

a. Planning

The first step that the writer does is to identify the problem that students face in cycle I and after that create a solution for it. A writer makes a lesson plan which was use in the teaching-learning process. Getting the material's media ready and creating instructional materials is the next step in this cycle. Then, create a checklist observation to know how far the success of the applied Collaborative learning strategy in reading identifying is. And the last step is to create the testing material.

b. Action

In this action, there are several steps that the teacher has done. In the first step of this action, the teacher greets the students first and the teacher continues by explaining the material about the descriptive text. The teacher next introduces the collaborative learning strategy to students and how this strategy works in the teaching learning process in reading ability in identifying text. And the last the teacher forms students into several groups and asks them to identifying the text according to the existing topic.

c. Observation

Observations have purposes to observe, namely making observations to find out the activities carried out by students in reading texts. After that, the writer observes students' responses and enthusiasm during the teaching and learning process. Pay attention to the effect of using the collaborative learning strategy.

d. Reflecting

In reflection of cycle II, the writer concludes that the result of the second cycle has reached the goal determined because the students have understood and comprehended the text. The writer keeps applying the steps in cycle II, but to improve the students' scores, understanding and comprehending the text, the writer improves her planning by explaining the steps clearly, changing materials, giving motivation, using the video as a media in the learning process and controlling the class better than in the first cycle.

The number of students in the second cycle test who scored up to 85 increased. This means that student scores have increased after the collaborative learning strategy was implemented. So, if the average student's reading score is above the KKM (70) then the CAR is not continued to the next cycle. However, if the average reading score of students is below the KKM (75) then the CAR needs to be continued to the next cycle.

3.6 The Technique of Analysis Data

The researcher collecting data for this study using both quantitative and qualitative methods. Questionnaires was be used to collect qualitative data, which was be analyzed. Meanwhile, quantitative data from the reading test was be analyzed. The researcher used the following steps to analyze the data:

1. Examining student papers
2. Scores are tabulated from lowest to highest.
3. Examining student performance in cycles I
4. Determining the percentage of student grades
5. Reaching conclusions

After the teaching and learning process is complete, the researcher assesses the results of the students' exams to find out how many results are obtained by students. Then, the researcher sees how many students have low scores and how many students have high scores. In the third step, the researcher compares the scores produced by the students in the first cycle. The fourth step is to calculate the percentage obtained by students to find out the results they achieve when using CAR in the teaching and learning process.

To scoring students' test the writer used:

$$S = \frac{R}{N} \times 100\%$$

Where:

S= The test result

R= The number of correct answers

N= Number test items

The writer used the following formula to determine the mean of the student's assessment scores:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where :

\bar{X} = the mean of the students' score $\Sigma X =$

the total score

N