

**A THESIS
THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN
TEACHING READING COMPREHENSION AT ELEVENTH
GRADE STUDENTS' OF SMKN 3 SIDRAP**



By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

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to

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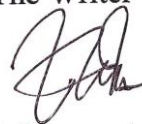
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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Adriansyah. *The Implementation of Collaborative Strategy in Teaching Reading Comprehension at Eleventh Grade Students' of SMKN 3 Sidrap* (Supervised by Arqam and Munawir).

Collaborative Strategy has become one of the strategies used in teaching students reading comprehension. The purpose of this research is to determine whether students' reading comprehension improves after implementing the collaborative strategy at the Eleventh Grade of SMKN 3 Sidrap.

This research used an experimental design with a pre-experimental approach. The total sample consisted of 20 students, and the treatment involved four meetings of pre and posttests. The data analysis used descriptive statistics to describe the existing data and obtain facts from respondents. The instrument used for this research was a reading test.

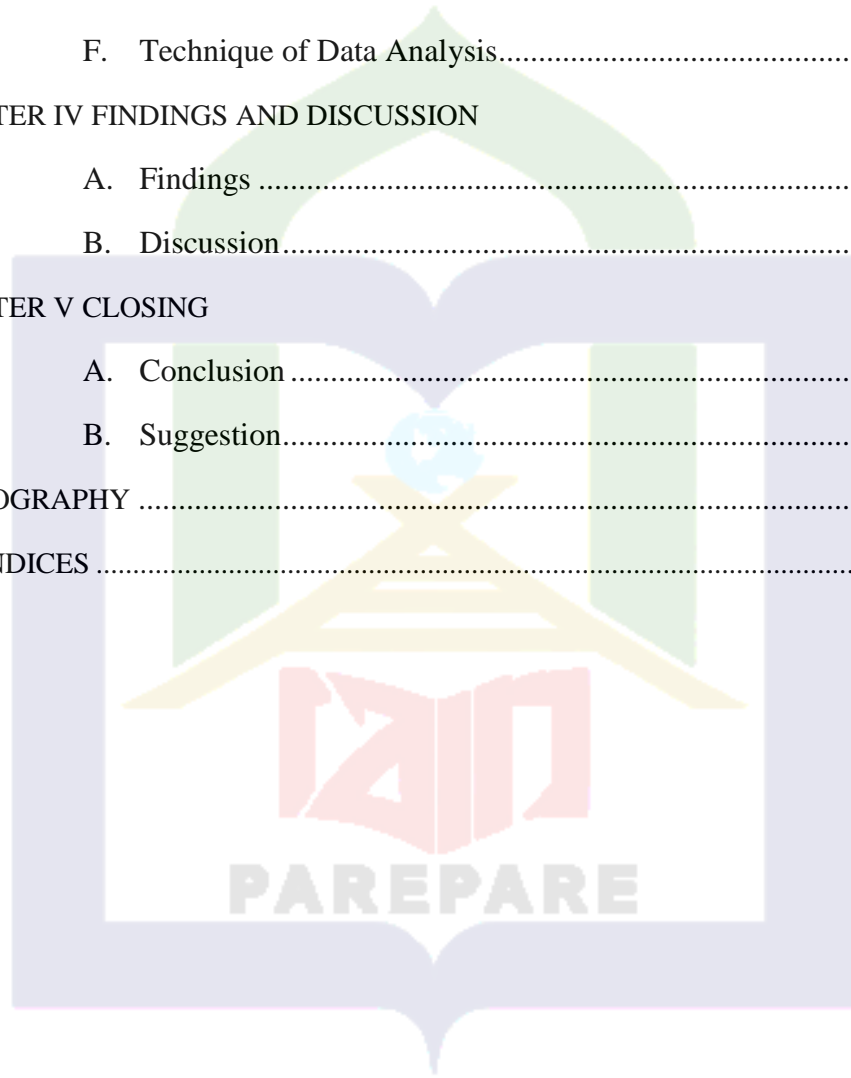
The results of the research showed that the students' reading comprehension before implementing the collaborative strategy was categorized as fair, with a mean score of 65.50. After implementing the collaborative strategy, the students' reading comprehension improved significantly and was categorized as very good, with a mean score of 80.00 or above the Standard Accumulation Score (>KKM). The implementation of the collaborative strategy at the Eleventh Grade of SMKN 3 Sidrap resulted in a significant increase in students' reading comprehension, as evidenced by the obtained t-value of 4.924, which was greater than the critical value of 1.729.

Keyword: Collaborative Strategy, Reading Comprehension, Improving

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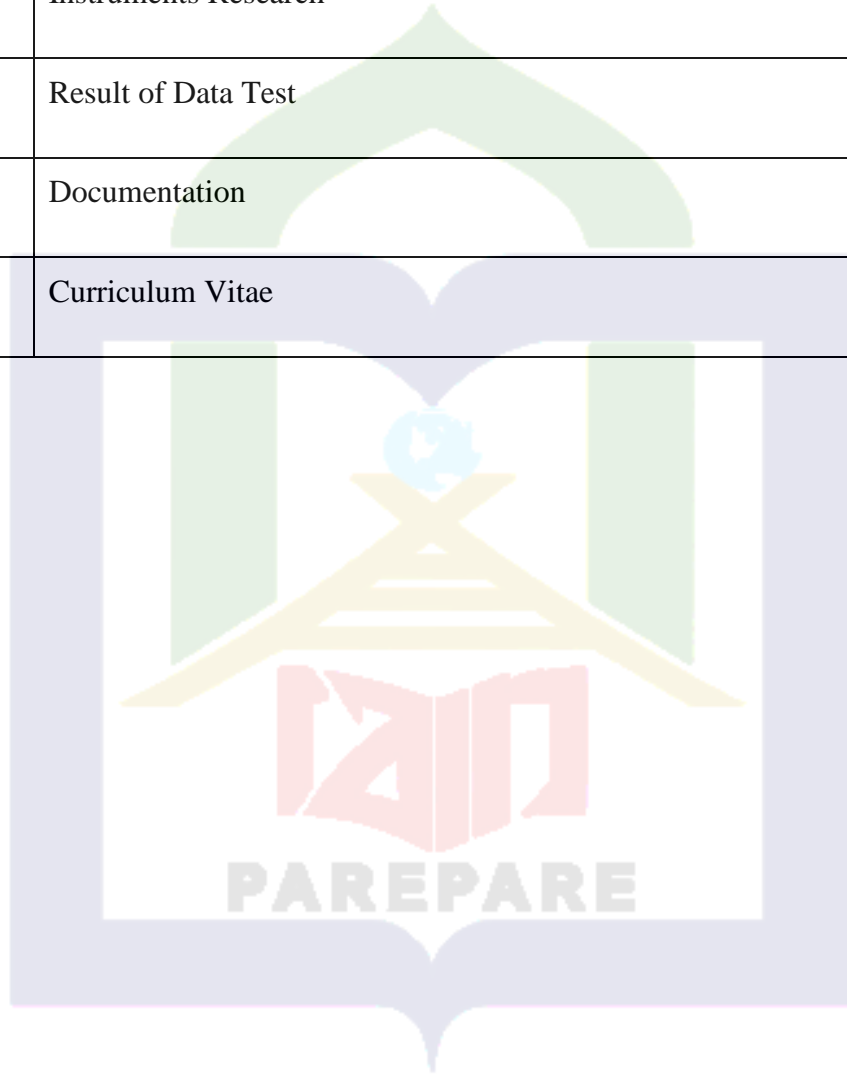
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CHAPTER I

INTRODUCTION

A. Background

Reading is an activity to get information from text. Reading is one of the four English skills that must be studied continuously because there is a lot of information to be obtained from reading, especially for students, because through reading process students will get a lot of knowledge from various fields, in the field of education reading is very important to understand lessons and to get new information, understand the meaning and others. Reading is also necessary for students studying English subjects in their classes.

As McDonought and Christopher stated that “reading is the most important foreign language skill”.¹ Reading becomes essential for students in order to enrich their knowledge. Based on the 2013 curriculum in Indonesia, especially English subjects, students need reading as a lesson to build their ability to read English texts such as to understand main ideas, supporting ideas, meanings of words, sentences, and explicit and implicit texts. This means that students also need reading comprehension to achieve the goals of the 2013 curriculum. At the SMA/SMK level students are asked to understand the text from the textbook and there will be questions from the teacher or students must answer questions from the book. That is one way to find out whether students have understood the text or not.

¹ Jo McDonought & Christopher Shaw, *Materials and Methods in ELT: A Teachers' Guide* (Oxford: Lackwell Publisher, 2012) p.9

Reading comprehension is important, not only for understanding texts, but for broader learning, success in education, and work.² Students must have a good understanding and understanding of the information through reading. In general, the purpose of teaching reading is to develop students' ability to read material, obtain information and understand texts. Reading comprehension is one of the important points in the 2013 curriculum. According to Snow reading comprehension is a process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement in written text.³ In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information. Reading comprehension is when a person not only reads but also builds and constructs meaning from what we has read. This means that reading comprehension is an important thing to do when someone is reading. To understand the meaning of the text one needs to understand the text. Therefore reading is always associated with understanding.

The English teacher at this school has delivered material to students based on the curriculum and the teacher usually uses books in the teaching and learning process. The teacher uses textbooks to explain the material. The teacher asks students to read a certain text in a student's book or exercise book, and then he asks them to do an assignment following that text. The teacher has explained the material very clearly. But in fact, some students are still not able to understand the text as a whole. There is a clear problem that students have difficulties in reading comprehension.

² Delviani Giawa, "Teacher Strategies in Teaching Reading Comprehension at the Eight Grade Student of Junior High School 1 Umbunasi," *Jurnal Ilmiah Mahasiswa Keguruan*, 2022, hal.2

³ Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Washington DC & Ran Cooperation, 2012) p.84

Students' difficulties in reading activities can be seen from the existing phenomena. The phenomenon is that some students have deficiencies or weaknesses in vocabulary, find it difficult to grasp the meaning of reading texts, have difficulty memorizing vocabulary, in identifying detailed information and the main ideas of reading texts they also experience difficulties.

Based on the phenomenon above, students need reading strategies to read with understanding. English is taught in Indonesian education from elementary school to university. As foreign language learners, students need strategies to understand English reading texts. Currently, many variations of techniques are offered in teaching reading. One of the techniques is Collaborative Strategy. According to Klingner and Vaughn, Collaborative Strategy is a technique that has been designed to improve students' reading comprehension through small group discussions in which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up".⁴ Here, students work in groups, and they are taught to activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and form appropriate texts. Questions about the text. In other words, students are given the opportunity to contribute to their group by working together.

The goal of Collaborative Strategy is to facilitate students in improving their reading comprehension by working together in groups and to better understand the material in their reading assignments. As a result of implementing Collaborative Strategy, students can not only have a better understanding of texts but also learn to

⁴ Vaughn J. K. Klingner & S, *Using Collaborative Strategic Reading*. (The Council for Exceptional Children, 2011) p.23

communicate in small groups. Thus, by involving this technical activity, students are expected to be able to solve their problems in understanding reading texts. Based on preliminary observations at SMK Negeri 3 Sidrap, the authors found several problems faced by students in understanding texts, most students at this school were confused in processing information in phrases or sentences. They cannot connect between sentences. They only tend to translate one word at a time to understand its meaning. Some students also feel that reading is boring. Learning English in senior high schools and vocational high schools is expected to reach the informational function stage.

The information stage in English competence describes the condition in which people have the ability to access knowledge by fully designing their competency in the language they are learning. In fact, reading is the key to getting information from the text. In Indonesia there are still many who have difficulty understanding texts, especially English. In addition, to get information from English texts, students need to understand English by understanding the text. In addition, teachers also experience difficulties in designing reading comprehension tests using conventional methods such as teachers having to use a lot of paper to copy the test and distribute it to students to read, this method automatically tends to make students sick of reading the entire text in a reading comprehension test. This monotonous activity causes boredom for most students. Based on the explanation above, the writer will conduct research with the title " The Implementation of Collaborative Strategy in Teaching Reading Comprehension at Eleventh Grade Students of SMKN 3 Sidrap".

B. Research Questions

Based on the background of the study above, the research formulates research question as follows:

1. How is the students' reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap ?
2. How is the implementation of collaborative strategy in teaching reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap ?
3. Is there any improvement of student's reading comprehension after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap ?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated;

1. To know the students' reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap.
2. To know the implementation of collaborative strategy in teaching reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap.
3. To know either student's reading comprehension get improvement after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap.

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know their reading comprehension after using collaborative strategy and it can become the option of the students for their learning solution.

2. Teachers

The teacher can understand the students' reading comprehension and can become resources for teaching the next student or class, so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

CHAPTER II

REVIEW OF REATED LITERATURE

A. Review of Previous Research

Many researcher's have conducted their research on using of collaborative strategy in teaching reading students' reading comprehension. Their findings are consecutively presented below:

First research is conduct from Anang Tri Purwanto which title "The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension to the Tenth Grade Students of SMAN 6 Kediri In Academic Year 2015/2016". Based on the result of the research, known that Collaborative Strategy Reading is an interesting strategy for teaching English to students because within CSR students were taught cooperatively, so they feel interested in answering the question from the teacher.⁵

Second Research from Indah Fadhilah Rahman which title "The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension". The study reveals that the implementation of CSR has a significant effect on students' reading proficiency in terms of content of the text: preview, klik and clunk, get the gist and wrap up. The results of students' reading score from pre-test to post-test demonstrate a significant difference. It is found that sig. (2-tailed) is 0.000 lower than 0.05. The finding

⁵ Anang Tri Purwanto, "The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension to the Tenth Grade Students of SMAN 6 Kediri in Academic Year 2015/2016," *University of Nusantara PGRI Kediri*, 2016.

signifies that CSR is positively responded by the experimental class. The implementation of CSR increases students' reading proficiency.⁶

Third research from Fitriadin which title "The Using Collaborative Strategic Reading to Improve The Students' Reading Comprehension at the Eighth Grade of Mts Al-Badar". Based on the calculation, the result of the data analysis showed that the mean score of the experimental class was 59.10 the meant score of control class was 56.78. The mean score of the posttest of experimental class was 77,36 and the meat score of post test of control class was 67.5. It can be seen that the students' learning outcomes of experimental class is higher that the students' learning outcomes of the control class. So according the theory the collaborative strategic reading is able to encourage reading comprehension at the eight grade of MTs Al-Badar.⁷

Fourth is research from Oryza Eka Satifa which the title "Improving Students' Reading comprehension Through Descriptive Text by Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021". The result of this research showed that there was improvement of the students reading comprehension. It could be seen from the result of the post-test I and II that been improved. From 47,75 % students who achieved the minimum score in pre-test become 62,50% in post-test I then 84,37% in post-test II. It can be concluded that

⁶ Indah Fahdhilah Rahman, "The Implementation of Collaborative Strategy Reading (CSR) and Its Effectes on Students' Reading Comprehension," *English Education Department of UIN Alauddin Makassar* 1 (2015).

⁷ Fitriadin, "The Using Collaborative Strategic Reading to Improve The Students' Reading Comprehension at the Eighth Grade of MTs Al Badar" (2020).

Collaborative Strategic Reading (CSR) can make students' reading comprehension better than before.⁸

Fifth is research from Siti Patimah which the title "The Implementation of Collaborative Strategy in Teaching Reading Comprehension (A Pre-Experimental Research at the Eleventh Grade of MA Mannongkoki Takalar)". The research findings indicated that Collaborative Strategy Reading gave greater contribution to the students' reading comprehension. In literal level, the students' mean score of pretest was 58 and it was classified as poor, posttest was 77 and it classified as fair good and the improvement of students' achievement in literal was 32.7%. In interpretive level, pretest was 59 and it classified as poor, posttest was 76, it classified as fair, and the improvement of students' achievement in interpretive was 28.8%. Where the t-test is greater than t-table means that there is significantly difference between pretest and posttest after using treatment. It indicates that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of posttest as the final result gave significant improvement. It was concluded that the use of Collaborative Strategy Reading (CSR) was able to give greater contribution in teaching and learning reading comprehension in MA Mannongkoki Takalar.⁹

According to some previous finding above it is shown that all of the using Collaborative Strategic Reading but different way. The first one focus on teaching area content then he used descriptive qualitative as a method, second

⁸ Oryza Eka Satifa, "Improving Students' Reading Comprehension Through Descriptive Text by Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021" (2021).

⁹ Siti Patimah, "The Implementation of Collaborative Strategy in Teaching Reading Comprehension (A Pre- Experimental Research at the Eleventh Grade of MA Mannongkoki Takalar)" (2018).

one using experimental research by using two groups' namely pre-test and post-test, the third one using quasi experiment, the fourth one used classroom action research and in this last study, it was almost similar to my research because both used the pre-experimental method but it would be different from his research location and the total samples. Thus, in this case the research interests to implemented collaborative strategy in teaching reading comprehension in different way, which is using pre-experimental research.

B. Some Pertinent Ideas

1. Concept of Reading Comprehension

a. Definition of Reading

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.¹⁰

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment.¹¹ Reading is the meaningful interpretation of

¹⁰ Deborah Daiek, *Critical Reading for College and Beyond* (New York: McGraw Hill, 2014) p.42

¹¹ William H Rupley Arthur W. Heilman, Timothy R. Blair, *Principle and Practice of Teaching Reading Fifth Edition* (Ohio: Charles E. Merrill Publishing Co, 2014) p.81

printed or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world.¹² Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.¹³

Based on the explanation above, the researcher given definition that reading is an activity of interpreting and understanding written messages in the form of letters, words, sentences, and text, by using reading skills which include understanding words, understanding sentences, and understanding texts. In reading, individuals process information from the text they read by using cognitive abilities such as memory, attention, and language processing. Good and effective reading skills are very important in everyday life, because reading is one of the main ways to acquire knowledge, broaden horizons, and enrich vocabulary. In addition, reading can also improve problem-solving skills, creativity, and social sensitivity and empathy.

b. Reading Comprehension

Understanding comprehension processes are crucial to study of reading. Any definition of comprehension should really be related to a consideration of the purpose set for reader, or by the reader, for reading. According to Grabe and Stolle, Reading comprehension is an ability to understand or to gain information from a text.¹⁴

¹² Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (New York: Longman Inc, 2015) p.124

¹³ Three Watson, *Reading Comprehension Skills and Strategies Level 7* (United States of America: Saddleback Education Publishing, 2014) p.87

¹⁴ Frederica L Stoller Grabe William, *Teaching and Researching Reading* (New York: Longman, 2013) p.42

Goodman states reading comprehension is as an interaction between thought and language.¹⁵ It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is language. Reading comprehension is a complex intellectual process involving number of ability.¹⁶

Based on the explanation above, the researcher also given definition that reading comprehension is the ability to understand and interpret the meaning contained in a text. This involves active and critical processing of information, as well as the ability to make inferences and conclusions based on the information contained in the text. The process of reading comprehension involves several stages, including reading the text quickly, highlighting or recording important information, interpreting the meaning of words and phrases, recognizing the structure of the text, and organizing this information into a broader understanding. Good reading comprehension enables one to understand the information given in the text in an effective way, facilitates recall of that information, and facilitates better critical and analytical thinking. Therefore, reading comprehension is an important skill needed in many aspects of life, including in education, work, and in everyday life..

c. The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language

¹⁵ Wayne Otto, *How to Teach Reading* (Philippines: Addison-Wesley Publishing Company, Inc, 2014) p.81

¹⁶ Dorothy Rubin, *Dianosis and Correlation Reading Instruction* (Simultaneously in Canada, 2013) p.144

processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.¹⁷

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

d. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the

¹⁷ Three Watson, *Reading Comprehension Skills and Strategies Level 7* (United States of America: Saddleback Education Publishing, 2013) p.89

most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. The stages of teaching reading according to Brown can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can hook students comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended.

2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

e. Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading text. According to Brown on their paper that, there are ten strategies which can be applied in the teaching reading comprehension in the classroom.¹⁸

¹⁸ Budiasih Maharani Dyah Ayu Setiawati, "Strategies on Teaching Reading Comprehension for the Junior High School Students During the Covid-19 Pandemic," *International Journal of Research on English Teaching and Applied Linguistics*, 2021, hal 5-7.

1) Identifying the purpose in reading

Effective reading consists of identify the purpose of reading clearly. In here students shall know and be able to identify the purpose of their reading. This strategy is important because by find out the purpose of reading allows students to easily get the information that they are searching and looking for in the text and also get rid of potentially distracting information in the text. The easiest way to find the purpose of reading is the teacher explains to the student about the purpose of reading according the type of reading text and look for main ideas in each paragraph.

2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

In many cases, students are familiar with the spoken language. They also have difficulty in English spelling terms. Students may need an explanation of certain English orthographic rules and their characteristics. This is because not all grapheme-phoneme correspondences can be obtained easily. In addition, they have to use the rules and patterns of graphemes that are made to fit between spoken and written English.

3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

This strategy is not suitable for the first level because the learners at this level still have limited vocabulary and grammar pattern mastery. In the reading process, intermediate to advanced students do not need to read fast because the teacher can aid them to increase their efficiency by teaching silent reading. Focus on words that are important for global understanding,

skip unnecessary words and try to deduce the meaning of the context.

4) Skimming the text for the main ideas

Quick skimming directs the student's gaze across the text to find the gist of the reading text. Skimming aids students to predict the goal of, the main topic, the message in the reading, and maybe some ideas that develop or support the text. The teacher provides several questions related to the reading content and asks students to read the text to answer the question.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

5) Scanning the text for specific information

The aims of this strategy are to find specific information without reading the entire text. Scanning reading focuses students on phrases that contain important information and leaves phrases that are deemed unimportant to make it easier to find detailed information. The teacher can instruct students to do the scanning exercise related to search the name of the characters, setting of place, setting of time or to list some sentence/word supporting details.

6) Using semantic mapping or clustering

Semantic mapping strategies or grouping ideas into meaningful clustering can help students organize and minimize reading clutter. Semantic

map making can be done independently, but with productive group work techniques make the students pushed collectively and can make mapping into sections so the student easier in reading comprehension.

7) Guessing when you are not certain

In this strategy the teacher can help students become accurate guessing. The teacher can use this strategy by liken reading as a guessing game. When students are able to understand the guesses in the reading, the students' reading comprehension ability is very good.

8) Analyze Vocabulary

The teacher can use this strategy when the student cannot analyze of the vocabulary. The students who have difficulty understanding the meaning of vocabulary need an easy way to analyze vocabulary. To analyze vocabulary the student can search prefixes (like inter-, and un) to give clues of words, search suffixes (like -tion and -ally) to find the type of part of speech, search roots that are familiar with the student, search grammatical contexts that might key information, and search the semantic context for clues in analyzing vocabulary.

9) Distinguish between literal and implied meaning

This needs the application of top down skills. Not all languages can be interpreted with regard to literals and syntax. The implied meaning should usually be derived from pragmatic information processing. Many students find it difficult to distinguish between literal and implied meanings because the student lack of vocabulary, pragmatic and syntactic mastery. This strategy can help students to have the ability to understand literal meanings

but also to understand discourse analysis.

10) Capitalized on discourse makers to process relationship

Many discourse makers in English hint at the relationship between ideas expressed through phrases, clauses, and sentences in the reading text. Understanding that is so clear can improve reading efficiency for readers. Such clear understanding can improve reading efficiency for readers.

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

The teacher can choose the strategy that is most likely to help students understand the text well. Teacher must pay attention to student abilities, student reading difficulties, reading levels, and student assessments. In teaching reading, teacher have responsibility to help students achieve reading goals. The teacher can provide, select or create texts that are appropriate with the lesson plans and students' abilities, design of reading assignments that are useful for students to understand reading texts, organize effective learning activities, and create a supportive environment for practicing reading.

f. Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson proposes eight

principles of teaching reading as follows.¹⁹

1) Exploit the readers' background knowledge

As it has been stated that background knowledge helps students to comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw) it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2) Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

g. Teach Reading Strategies

Strategic reading is not only knowing what strategy to use, but also how to use and integrate a range of strategies.

1) Encourage readers to transform strategies into skills

¹⁹ N. J Anderson, *Teaching Reading*. in D. Nunan (Ed.), *Practical English Language Teaching* (New York: McGraw Hill Publishers, 2003) p.49

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are “strategies that has become automatic”. The teacher should make the strategies automatic to be employed by students with a lot of practices.

2) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students’ reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

3) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson argue that the good teachers need to understand the nature of reading process.²⁰

h. The Indicator of Reading

1) Identifying main idea

The main idea is a statement that tells the author’s point about the topic. Finding main idea is a key to understand the paragraph or short selection.²¹ The main idea is used to located in a sentence and it usually put in the first sentences but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a

²⁰ G.G Anders, P.L., Hoffma, J.V.,& Duffy, “Teaching Teachers to Teach Reading: Paradigm Shifts, Persistent Problems.,” *Handbook of Reading Research 3* (2000) p.32

²¹ J Longan, *Reading and Study Skill: Seventh Edition, Atlanta Cape Community College, Seventh* (New York: McGraw Hill Companies, 2013) p.51

paragraph and where the main idea position is located.

2) Vocabulary

The student expand their knowledge when she/he is reading a text. Such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps the student making a general prediction about the meaning.²² It means that, having prediction from the context will help the student understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In fact one of the problem that readers have difficulties in understanding paragraph is that they have lack of vocabularies.

3) Detail information

The last type of question that is usually found in reading test is detail question or information. This questions usually checks student ability to understand material that is directly written in the text.

Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest? ” ,

“All of the following are the true expect..”,

“A person, date, or place is,,,”.

In understanding and answering detail question, the student can use scanning strategy. In addition, to find out the answer of detail question, the readers can note or underline a key word in the question, and then scan the passage for that words synonym.

²² J. P Sharpe, *How to Prepare The TOEFL Test*, 11th ed. (Ohio, 2015) p.19

2. Concept of Collaborative Strategy

a. Definition of Collaborative Strategy

Collaborative Strategy is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn. According to K. Klingner and Sharon Vaughn said that Collaborative Strategy is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.²³

It means that Collaborative Strategy is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Moreover, Bremer stated that "Collaborative Strategy is a reading comprehension practice that combines two instructional element: Modified reciprocal teaching and cooperative learning".²⁴ In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategy designed as an activity through some strategies by working together.

In sum up, Collaborative Strategy is a set of comprehension strategies designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get

²³ Fan Yen Yen Chi, "The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension," *Asian Social Science*, 2013, p.90

²⁴ Saron Vaughn, Janette K.Kligner, "Using Collaborative Strategic Reading," *Council for Expectional Children*, 2014, p.134

the gist, and wrap up through small group discussion).

b. Purpose of Collaborative Strategy

There are some purposes of Collaborative Strategy. According to Abidin, “The goal of Collaborative Strategy is to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement”.²⁵ It means that Collaborative Strategy is designed to help students to be successful and to maximize students’ contribution in improving reading comprehension.

c. Procedure Collaborative Strategy

Collaborative Strategy can be implemented in two phases:

Phase 1 : Teaching the Strategies

In this phase, students are taught four strategies: preview, click and clunk, get the gist, and wrap up. Based on Klingner and Vaughn describe the four strategies as follows.²⁶

1) Preview

The preview strategy is the first strategy to be done in the Collaborative Strategy which students preview the entire passage before they read each section and make prediction what the passage might be about.

2) Click and Clunk

The concept of "Click and Clunk" involves students actively

²⁵ Mohamad J. Z Abidin, “Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies Perspectives,” *International Journal of Humanities and Social Science* 02 (2012): 192–198.

²⁶ S Klingner, J. K., and Vaughn, “Using Collaborative Strategic Reading,” *Teaching Exceptional Children*, 2013, 32–37.

monitoring their reading comprehension and recognizing moments of understanding or confusion within the text. The aim of this strategy is to help students become aware of their own comprehension and identify instances where they encounter difficulties. When a student encounters a part of the text that makes sense, it is referred to as a "click" - a moment of comprehension where everything falls into place smoothly. Conversely, when a word, concept, or idea doesn't make sense, it is labeled as a "clunk" - a breakdown in comprehension. For example, encountering an unfamiliar word would be considered a clunk.

Many students who struggle with reading and learning often fail to monitor their understanding while reading. "Clicking and clunking" is specifically designed to teach students to be attentive to their comprehension, recognizing both when they understand and when they don't, whether reading independently or listening to someone read aloud. The teacher actively prompts the students by asking questions like, "Is everything clicking? Who encountered any clunks in the section we just read?" Students anticipate and remain alert to identify clunks during their reading process.

Similar to other strategies, the click and clunk approach can be introduced at the beginning of the year and applied in different contexts. Initially, students receive guidance from the teacher, but gradually they apply these fix-up strategies within their small groups. Lucille Sullivan, a proponent of this technique, encourages her students to click and clunk throughout the day. She enthusiastically explains, "One aspect I love about

this technique is its transferability. Students even use it outside the classroom, such as in the cafeteria, where they might say, 'Hey, look at this clunk word, what does it mean?' It's incredibly rewarding."

3) Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When you teach students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

4) Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but "in your head". Encourage students to ask questions that involve higher-level thinking skills, rather than literal recall.

With her fifth-grade students, Tiffany Royal emphasizes that every question can be made into an even better question with the addition of the phrase, "Why do you think that?" To facilitate students' ability to generate higher-level questions, you may provide question stems, such as the following:

- a) How were _____ and _____ the same? Different?
- b) What do you think would happen if _____?
- c) What do you think caused to happen?
- d) What other solution can you think of for the problem of _____?
- e) What might have prevented the problem of _____ from happening?
- f) What are the strengths (or weaknesses) of _____?

To review, students write down the most important ideas they learned from the day's reading assignment in their Collaborative Strategy Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

Phase 2 : Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. Moreover, during Collaborative Strategy process, students are divided into small group that consists of 4-6 students each group, and perform a different role.

i. Teaching Reading Using Collaborative Strategy

There are some steps in teaching reading by using Collaborative

Strategy, but before involving students in Collaborative Strategy, the teacher introduces the procedure of Collaborative Strategy with the benefits students get. Then, the teacher explains to the students that Collaborative Strategy would be helpful to improve their reading comprehension on descriptive text. Furthermore, the teacher explains the basic rules in applying Collaborative Strategy in reading descriptive text.

j. The Materials Used in Collaborative Strategy

The following materials may be helpful as a teacher assists students to use Collaborative Strategy and cooperative learning techniques. Reading materials. When selecting reading materials for Collaborative Strategy, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting

Clunk cards. Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

Cue cards. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of Collaborative Strategy for each role. Each role comes with a corresponding

cue card that explains the steps to be followed to fulfill that role.

Learning log. Collaborative Strategy learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) research guides for students.

Timer (optional). Timers that students set by themselves can help groups to remain on task.

Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

k. Process of Collaborative Strategy

The basic steps to apply Collaborative Strategy in a cooperative learning group

Step 1: The researcher introduce the material, the topic, teaches key vocabulary, and provides instructions.

Step 2: The researcher doing cooperative group activity (during preview, click and clunk, get the gist, and wrap up). Each group member plays an assigned role and fills out a Collaborative Strategy learning log during the activity.

Step 3: The researcher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.

l. The Advantages and Disadvantages of Collaborative Strategy

The Advantages of Collaborative Strategy According to Standish the advantages of Collaborative Strategy are as follows:²⁷

²⁷ Janette K. Kligner, Sharon Vaughn "Using Collaborative Strategic Reading," *The Council for Exceptional Children*, 2014, p51.

- 1) The students with content area reading disabilities will improve their reading comprehension.
 - 2) The students can improve their words identification and fluency.
 - 3) The students will spend a great amount of classroom discussion so that they can assist one another.
 - 4) CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.
 - 5) Promoting student and academic achievement.
 - 6) Increasing students' retention.
 - 7) Enhancing student satisfaction with their learning experience.
 - 8) Helping students develop skills in oral communication.
 - 9) Developing students 'social skills.
 - 10) Promoting students self –esteem.
 - 11) Helping to promote positive race relation.
 - 12) Cooperative learning concept in Collaborative Strategy promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. Collaborative Strategy can improve students 'comprehension in technical terms used in content area reading.
- m. The Disadvantages of Collaborative Strategy

According to Klingner and Vaughn disadvantages of Collaborative Strategy such as:²⁸

- 1) Collaborative strategy requires much time to teach to students and much

²⁸ Janette K. Klingner, Sharon Vaughn "Using Collaborative Strategic Reading," *The Council for Exceptional Children*, 2014. p40-41.

time may be wasted in negotiations about who would perform a specific role.

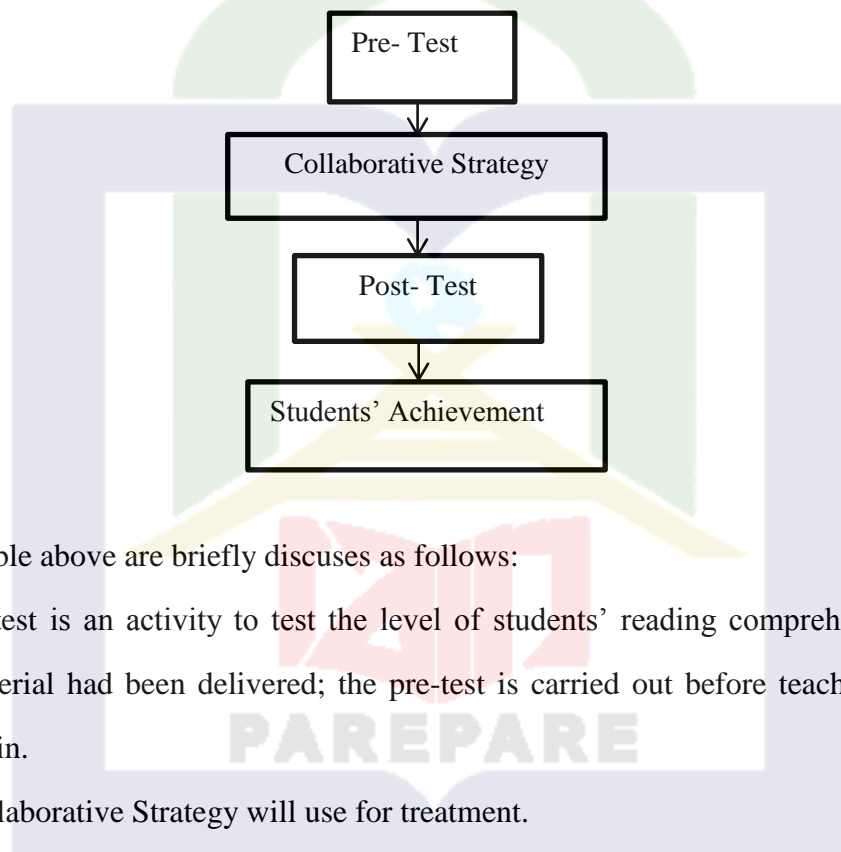
- 2) To implement Collaborative Strategy, teachers need to be given an intensive collaborative professional development program.
- 3) Teaching Collaborative Strategy in content area reading may need more attention than in foreign language subject because content area teachers lack of English comprehension.

In bilingual class program in which content area teachers use two instructional languages (L1 and L2) for teaching, Collaborative Strategy needs to be taught collaboratively in team teaching. The teacher of L1 (Indonesian) requires his/her L2 (English) teacher partner's help to deliver the strategy. It may cause an effective instruction because L2 teacher sometimes assists L1 teacher to translate the terms in L2 so that it will spend much time.²⁹

²⁹ R Ellis, "Understanding Second Language Acquisition," *Oxford University Press, UK*, 2013, p.73

C. Conceptual Framework

The main focus of this research is using The implementation of collaborative strategy in teaching reading comprehension students' at eleventh grade at SMK Negeri 3 Sidrap The researchers design the conceptual framework of this research by showing diagram below :



The table above are briefly discusses as follows:

1. Pretest is an activity to test the level of students' reading comprehension of the material had been delivered; the pre-test is carried out before teaching activities begin.
2. Collaborative Strategy will use for treatment.
3. Posttest is the test that given by researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvement in English.
4. Students' Achievement is the students' reading comprehension.

D. Hypotesis

1. Ho : There is no improvement in students' reading skills after using a collaborative strategy.
2. Ha : There is an improvement in students' reading skills after using a collaborative strategy.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. In this research, used collaborative strategy in teaching reading comprehension at eleventh grade students of SMK Negeri 3 Sidrap.

Table 3.1 Pretest-Posttest Design

O1 X O2

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and duration of the research

The location of the research was in SMKN 3 SIDRAP which located in Jln. Andi Cammi, Ciro-Ciroe, In this research, the research spent about 45 days including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research was the eleventh Grade Students' at SMK 3 Sidrap The total of the students as shows in table below:

Table 3.2 Population of Research

No	Major	Total Students
1	Agriculture	12
2	Poultry	20
3	Welding Technic	11
4	Motorcycle Engineering	28
5	Technical Light Vehicle	32
6	Electrical Installation Techniques	10
7	Animal Health	4
Total Population		117

2. Sample

According to Sugiyono the sample is part of the number and characteristics possessed by the population. So the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.³⁰ The sample can be chosen for class experiment for Class Poultry which number of students are 20 students. The reason why the researcher chosen poultry class at SMKN 3

³⁰ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, (Cet. X, Jakarta: Bumi Aksara, 2016), p.245.

Sidrap is because this sample is recommended by the teacher and also the characteristic of the sample is available for implementing experiment research.

D. Procedure of Collecting Data

1. Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a) Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of Eleventh Poultry Class in SMK 3 Sidrap.

- 1) **Pre-test** is an activity to test the level of students' reading comprehension of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' Reading Ability.
- 2) **The post-test** is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvement in English. The similar test given from pretest.³¹

b) Treatment

³¹ Sundayana Rostina, *Statistika Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2014).

The researcher give the treatment to students'and give some materials about reading comprehension material. This treatment will be conducted for four meetings. In the first meeting, the researcher introduced the material for reading descriptive texts using a collaborative strategy to the students. The second meeting, the researcher divided students into several groups. The third meeting, the researcher explained collaborative strategy and implemented collaborative strategies in reading learning. The fourth meeting, the researcher reviewed the use of collaborative strategies and provided conclusions related to reading learning using collaborative strategies. The procedure of the treatment as follow:

- 1) The researcher greet the students' to open the class.
- 2) The researcher give direction to pray before learning.
- 3) The researcher introduce himself to all the students'.
- 4) The researcher explains the material to the students' and the strategy that used in teaching.
- 5) The researcher give descriptive text to students'.
- 6) The researcher divides the students' into several small groups consisting of 4-6 students'.
- 7) The researcher asks the students' to read the text, discuss the main ideas, vocabulary, detailed information and make summarize about the text.
- 8) The researcher discuss student readings, review clunks, and answers the questions.

9) The researcher evaluated the students' reading comprehension.

E. Instrument of the Research

According to Lorraine saying an instrument is a tool used to collect data. It means that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.³² Research instrument is a tool in researching to collect data, as for the instrument that the researcher used to collect data, namely lesson plan (RPP) and also reading test especially text in descriptive form. The descriptive text that used is descriptive text about idols and text about tourist objects.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation that has been determined. Caused the data is quantitative, then analyzes the data using statistical methods that have been available.³³

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula :

³² Eri Kusumawati, Increasing Present Continuos Tense Mastery Using Grammar Transtletion Method at Eight Graders of MTs N 1 East Lampung in Academic 2019.

³³ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D* (Cet. ke-4. Bandung: Alfabeta, 2014), p.243.

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.³⁴

- b) Classifying the score students' classification as follow:

Table 3.3 Classification of Students' Reading Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor

(Score: Shuharsimi Arikanto, 2013;281)

- c) Percentage of students' reading score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

- d) To find out the average score following formula :

³⁴ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Cet. X, Jakarta: Bumi Aksara, 2013), p.125.

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

- e) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student ³⁵

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

- f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

³⁵ Rukminingsi, Gunawan Adhnan, Muhammad Adnan Latief, "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t : Test of significance
- \bar{x}_1 : Mean score of Pre Test
- \bar{x}_2 : Mean score of Post Test
- SS_1 : Sum square of Pre Test
- SS_2 : Sum square of Post Test
- n_1 : Number of students' of Pre Test
- n_2 : Number of students' of Post Test
- 1 : Constant number
- 2 : Number of class ³⁶

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

³⁶ Nurvitasasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research began with the observation phase, which served as the data collection process. The study was conducted at SMK Negeri 3 Sidrap, which is a vocational high school located in Sidrap Regency, South Sulawesi, Indonesia. The school is situated in the northern part of Sulawesi Island, with geographical coordinates approximately 3°59'24.5"S latitude and 119°38'51.7"E longitude. The location of SMK Negeri 3 Sidrap is considered quite strategic. The surrounding environment near the school is natural and serene, dominated by rice fields and plantations, creating a green and soothing landscape. The average temperature in this area ranges from 24°C to 32°C throughout the year. Additionally, the accessibility to public facilities in the vicinity provides convenience for researchers to carry out their research activities.

This study was conducted from April 17, 2023, to May 17, 2023, with four treatment sessions. The data collection phase started with observation to identify the common issues faced by students in reading comprehension. Based on these issues, the researcher introduced Collaborative Strategic Reading (CSR) as a teaching strategy for reading. After the observation phase, the researcher administered a pretest to measure the students' reading comprehension abilities before implementing the collaborative strategy. The purpose of the pretest was to obtain an initial understanding of the students' reading comprehension abilities prior to the intervention. Subsequently, the researcher implemented the collaborative strategy in

teaching reading comprehension to eleventh-grade students at SMK Negeri 3 Sidrap. The collaborative strategy involved cooperation among students in small groups to understand the reading texts through discussions, exchanging ideas, and assisting each other in comprehension.

Following the treatment, the researcher conducted a posttest to measure the students' reading comprehension abilities after implementing the collaborative strategy. By comparing the results of the posttest with the pretest, the researcher could observe the differences in students' reading comprehension abilities after applying the collaborative strategy. The final stage is evaluation. The evaluation phase is used to assess the use of the collaborative strategy in improving reading comprehension in the learning process..

Based on the explanation above which explain more about the history of SMK Negeri 3 Sidrap as location of research, and also the explanation about process of collecting data, then the researcher explain the result of research which referred from the research question:

1. The students' reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap.

The finding which identifying the students reading comprehension before conducting treatment is test by reading test, students are asked to read the text without any treatment term, the researcher set the reading test to know more about the students' reading comprehension skill before implemented Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap.

Based on the test which analysis in SPSS with the descriptive statistic showed some result that explained below

Table 4.1. Result of Pre Test

N0	Kategori Penguasaan	Hasil Pre test	
		Frekuensi	Persen
1	(Very Good) 80-100	1	5,00 %
2	(Good) 66-79	9	45,00 %
3	(Fair) 56-65	4	20,00 %
4	(Poor) 40-55	6	30,00 %
5	(Very Poor) <39	0	0
Total		20	100

According to the data above, the findings show that, students which get score in very good was 1 students which percentration of 5 % from 100%, while category of good was 9 students or 45 % from total students', while category of fair was 4 students or 20% from total students', while category of poor was 6 students or 30 % from total students', while category of very poor was 0 students or 0% from total students'.

Based on the result above, the researcher is going to presented the descriptive statistic for the students reading comprehension before implemented

Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap explained below :

Table 4.2 . Descriptive of pre test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	50	80	65,50	9,665
Valid N (listwise)	20				

Sources : SPSS Windows 22

According to the data above, the students reading comprehension before implemented Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap was category of fair, which mean showed for 65,50 or below of <KKM. The students' need to be more active in learning on how their reading comprehension get improve for the next test in post test.

2. The implementation of collaborative strategy in teaching reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap

According to the second research question which explained about Students' reading comprehension after using Collaborative Strategy which implemented by using Collaborative Strategy in treatment step.

Some step explained by the researcher in doing for 4 meeting at class, the students are asked to join in one class for teaching and implementing Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap. Some of the step are followed below:

- a) Treatment
 - 1) Opening Class

First step of the treatment process, teaching used descriptive text materials, the learning process begins with an introduction to the teaching

materials given to students. The process of introducing learning material is by giving directions that improving students basic vocabulary in English materials is very important to know as the basis for learning English.

The process of learning reading comprehension by collaborative will be easier to understand if you can understand the characteristic vocabulary. Introduction to teaching materials is one of the activities in learning. In the initial activity, the researcher also conducted a self-introduction to students to get to know the character of the students better, the identification of the participants' characters also helped the effectiveness of the treatment process carried out.

The purpose of the learning carried out is how students are able to understand vocabulary, and are able to understand the main idea and students are expected to be able to identifying detail information in every single text. The three indicators of mastery of reading comprehension are the reference for the purpose of conducting treatment in this research.

The opening class beginning to introduce the students the materials will be used for the treatment class, more about students' improvement in their reading comprehension which also asked for their idol and their favorite tourist resort.

2) Main Class

The main activity is an activity in which the researcher carries out the learning process using Collaborative Strategy in Teaching Reading Comprehension at SMK Negeri 3 Sidrap refers to several steps, in the first stage, the researcher gives reading text which will be read and identifying by students when they read the text related to the someone fame and tourist resort which identify from the teks showed.

Several stages are more specifically described in the following points:

- a) The researcher prepares a descriptive text about tourist resort be shown to students
- b) The researcher explains to students about: Definition of Collaborative Strategy Reading and the steps of learning reading by collaborative.
- c) Researchers divided students into several groups, one group consist of 4 Students.
- d) The first researcher asked the students to pay attention to the text and then asked them to guess the topic of learning by showing some a half pictures from the text.
- e) The researcher asked the students to write down the words they didn't know the meaning of.
- f) Students are asked to identify main idea by giving them a way to find the main idea easily.
- g) The researcher directly asked one of the students to answer the researcher question randomly outside of the text they read.

Based on the explanation above, the using of Collaborative Strategy in Teaching Reading Comprehension by researchers attracts the attention of students to become more familiar with English Reading activities. Some of the pictures shown in the video provide encouragement for them to take notes and memorize the vocabulary they see .The process of reading by collaborative makes students more active in learning reading process. The students' try to guess the difficult vocabulary in the text based on the context with the help of the researcher.

3) Closing Class

The closing activity at the treatment stage is carried out by providing verbal reinforcement to students. The material explained in the main activities is repeated for many times in order to make sure the students understand the materials. The closing activities of the treatment activity is direct evaluation, the researcher asks several questions directly to students, questions in the form of directions to students to mention the vocabulary and materials which explained before and also contained in the video, other questions are also directed to students to translate sentences containing at English materials before.

The stages of closing activities also include a summary of the teaching material that has been given during the learning process. Evaluation and affirmation of teaching material is considered very important to be explained in the final activity because students will start to remember all the teaching material.

Based on all the explanations above, the use of collaborative strategy may impact to the students reading skills, many students showed their active performing and showed laugh activities. According to the result data, the students reading comprehension after implemented collaborative strategy in teaching reading at SMK Negeri 3 Sidrap can be explained below:

Table 4.3. Result of Post Test

N0	Kategori Penguasaan	Hasil Post test	
		Frekuensi	Persen
1	(Very Good) 80-100	10	50,00 %
2	(Good)	6	

	66-79		30,00 %
3	(Fair) 56-65	4	20,00 %
4	(Poor) 40-55	0	-
5	(Very Poor) <39	0	-
Total		20	100

According to the data above, the finding show that, students which get score in very good was 10 students which presentation of 50 % from 100%, while category of good was 6 students or 30 % from total students', while category of fair was 4 students or 20% from total students', while category of poor was 0 students or 0% from total students', while category of very poor was 0 students or 0% from total students'.

Based on the result above, the researcher is going to presented the descriptive statistic for the students reading comprehension after implemented Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap, explained below:

Table 4.4. Descriptive of post test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	60	100	80,00	13,416
Valid N (listwise)	20				

Sources : SPSS Windows 22

According to the data above, the students reading comprehension after implemented Collaborative Strategy in teaching reading comprehension was category of very good, which mean showed for 80,00 or above of >KKM. The teacher can used this strategy to teach students' reading comprehension to give improvement in learning process.

3. The improvement of student's reading comprehension after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap

According to the result data from the previous research question about the student reading comprehension before and after implemented Collaborative Strategy in teaching reading comprehension at SMK Negeri 3 Sidrap

The improvement of the students' can be explained for the answered according to the score which students get in pre and posttest, it can be explained below:

a. T Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.5 T Test Independent

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE-TEST READING SISWA - POST-TEST READING SISWA	-14,500	13,169	2,945	-20,663	-8,337	-4,924	19	,000

Based on the results of the analysis, it is obtained that the t-count value is 4,924 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $20-1 = 19$. If you refer to the t table value of 1,729.

If the calculated t value was 4.924 and the t value from the table (t distribution table) was 1.729, then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

Thus the results of the analysis obtained t value $4,924 > 1,729$, then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of students reading skill after implemented Collaborative Strategy in teaching reading comprehension students at SMK Negeri 3 Sidrap.

B. Discussion

1. The students' reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap

The ability to comprehend reading is an important skill for language learners, especially in English. This research focuses on the reading comprehension skills of eleventh-grade students at SMKN 3 Sidrap, particularly those studying in the livestock program. The researcher observed that the majority of students consider English to be the most challenging subject in school. They face difficulties in all aspects of English, including reading English texts. Many students feel bored when they have to learn English, especially reading texts. It's not because they lack the desire to learn English, but they struggle with pronouncing English vocabulary due to a lack of practice. Additionally, they have difficulty understanding word meanings and making connections between words, sentences, and paragraphs. Other factors contributing to their low reading comprehension skills include a lack of motivation to learn, inefficient study habits, and a lack of interest in the subject, all of which result in students receiving low grades.

Before implementing Collaborative Strategies in teaching reading comprehension at SMK Negeri 3 Sidrap, the researcher conducted a pre-test to assess students' reading comprehension abilities. The results showed that only one student, which is 5% of the total students, achieved a score in the excellent category. Nine students, or 45% of the total students, scored in the good category, while four students, or 20% of the total students, fell into the fair category. Six students, representing 30% of the total students, scored in the low category. Surprisingly, no student scored in the very low category. Based on the frequency data, it can be concluded that students' reading comprehension abilities, before the implementation

of Collaborative Strategies, were categorized as fair, indicating a score of 65.50 or below the Standard Accumulation Score (KKM).

These findings highlight the need to address students' difficulties in reading comprehension and improve their overall English language proficiency. Collaborative Strategies, which encourage active participation and cooperation among students, have the potential as an effective teaching method to enhance reading comprehension abilities. By involving students in collaborative activities such as group discussions, peer demands, and cooperative learning, students can interact actively with English texts, share ideas, and support each other's learning. This approach not only shapes a positive learning environment but also increases students' motivation and interest in reading English texts.

To improve students' reading comprehension abilities, teachers should consider incorporating Collaborative Strategies into their teaching practices. By focusing on interactive and cooperative activities, teachers create a classroom environment that encourages students to engage actively with English texts. Additionally, providing targeted guidance and feedback during these collaborative activities can help students develop their reading skills, such as understanding vocabulary in context, identifying main ideas, and making inferences. Ongoing monitoring and evaluation of student progress are also important to identify areas that require further attention and adjust teaching strategies accordingly.

In conclusion, this research reveals that the reading comprehension abilities of eleventh-grade students at SMKN 3 Sidrap are relatively low before implementing Collaborative Strategies. These findings emphasize the importance of addressing the challenges faced by students in learning English, particularly in reading

comprehension. By adopting a collaborative approach, teachers can create an environment that promotes active engagement, enhances motivation, and improves students' reading comprehension abilities..

2. The implementation of collaborative strategy in teaching reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap

In this study, the researcher implemented a collaborative strategy in teaching reading comprehension in the eleventh grade at SMK Negeri 3 Sidrap. The implementation of the collaborative strategy was carried out in four sessions or treatments aimed at providing solutions to students to help them understand texts well, including understanding word relationships and implied information in English texts.

The first treatment involved explaining the concept of collaborative strategy and its importance in improving students' reading comprehension skills. The researcher ensured that the students had previously learned descriptive texts. Next, the students were divided into four groups, with each group consisting of five members. After the group division, the students were given a simple descriptive text about an idol (Jerome Polin) to study together with their group. The students were asked to study and analyze the text as it would be discussed in the next session.

In the second treatment, the researcher taught the procedure of the collaborative strategy in teaching reading comprehension. The researcher showed partial pictures from the descriptive text about the idol (Jerome Polin) that the students would study, and then the students were asked to guess the topic based on the pictures. After successfully guessing the pictures, the researcher distributed the descriptive text about Jerome Polin to the students and asked them to write down the meanings of unfamiliar vocabulary. Each group would answer the meaning of the

vocabulary mentioned by other groups by guessing the words based on the contextual sentences in the text they studied. Before providing the meaning of the words, the group answering the question had to discuss their answers with other group members. Furthermore, the researcher asked one of the groups to state the main idea of the paragraph indicated by the researcher. With the researcher's assistance, the students were able to understand the main idea and work together to draw conclusions from the text about Jerome Polin.

The third treatment involved asking the students to join their respective groups from the previous session. The researcher provided the students with a descriptive text about a tourist attraction (Borobudur Temple). The students took turns reading the text within their groups. After that, the researcher asked the students to write down difficult words that they had trouble pronouncing. With the researcher's help, the students pronounced the words correctly. Next, the researcher assigned one representative from each group to indicate the main idea of the second paragraph. The researcher and the students collectively translated the text and discussed the main ideas of each paragraph, detailed information, and conclusions found in the text.

In the fourth treatment, the researcher taught the pronunciation of difficult words in the text about Borobudur Temple. The researcher also taught how to identify the main idea in the text and provided clues to find detailed information in each paragraph. For example, the researcher showed a wrist to indicate detailed information about time and showed it to all the students to indicate detailed information about a person. This encouraged active participation from students in each group and allowed them to express their opinions. After that, the researcher and students reviewed clues or unfamiliar words. With the help of the teacher, the

students were able to guess the meanings of previously unknown vocabulary. The researcher asked one group to answer a question, such as why Borobudur Temple is visited by many tourists, and several students from different groups answered the question. Afterwards, the researcher evaluated the students' reading comprehension abilities, which were then recorded in the following data:

The number of students who obtained an excellent score was 10 students, or 50% of the total students. The number of students who obtained a good score was 6 students, or 30% of the total students. The number of students who obtained a satisfactory score was 4 students, or 20% of the total students. There were no students who obtained a poor or very poor score. The average score of the students also improved to 80.00, which falls under the category of excellent.

The evaluation results showed that the implementation of the collaborative strategy in teaching reading comprehension in the eleventh grade at SMK Negeri 3 Sidrap yielded positive results. More than half of the students achieved an excellent score, indicating an improvement in their reading and comprehension abilities. This demonstrates the effectiveness of the collaborative strategy in enhancing students' reading comprehension skills.

3. The improvement of student's reading comprehension after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap

The improvement of student's reading comprehension after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap shows a noticeable change, as seen from the following data: The students' reading comprehension, after the implementation of the Collaborative Strategy in teaching reading comprehension, was categorized as very good, which means it scored 80.00 or above, surpassing the Standard Accumulation Score (>KKM). The analysis obtain

t-value of $4.924 > 1.729$. This indicates a significant improvement in students' reading comprehension through the use of collaborative strategies at SMK Negeri 3 Sidrap. This research aimed to evaluate the effectiveness of implementing collaborative strategies in enhancing students' reading comprehension. The research results indicate that after the implementation of collaborative strategies, students' reading comprehension showed a significant improvement at SMK Negeri 3 Sidrap.

During this study, students demonstrated high enthusiasm throughout the group learning process. They acquired new knowledge and vocabulary in English at each meeting, and their eagerness to memorize these vocabulary words helped them understand more complex sentences and paragraphs. Some students were even able to identify the main ideas before they were explained by the researcher, and they were also able to comprehend detailed information in sentences with the assistance of prompts.

Furthermore, the most notable development was the students' ability to write conclusions from descriptive texts about idols and tourist destinations. This indicates that the implementation of collaborative strategies is effective in enhancing students' comprehension. Collaborative strategies also provide additional benefits for students. They develop collaborative skills, become more active in their learning, and increase their confidence. Moreover, their learning experiences are enriched, and their motivation to learn English improves.

Based on these findings, it can be concluded that collaborative strategies are highly effective approaches in improving students' reading comprehension abilities. The implementation of these strategies helps students acquire new knowledge, better understand texts, and develop important collaborative skills for their future lives.

Therefore, it is recommended to continue implementing collaborative strategies in English language learning to enhance students' reading comprehension outcomes.

The researcher also explained more the correlation between this research and previous research, First research is conduct from Anang Tri Purwanto which title “The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension to the Tenth Grade Students of SMAN 6 Kediri In Academic Year 2015/2016”. Based on the result of the research, known that Collaborative Strategy Reading is an interesting strategy for teaching English to students because within CSR students were taught cooperatively, so they feel interested in answering the question from the teacher. The comparison between the previous research findings mentioned above and this research is as follows: in the previous study, it was explained that Collaborative Strategy was enjoyable for students because they were taught in groups, which made them interested in answering the teacher's questions. On the other hand, this study explains that students' reading comprehension skills significantly improved after being taught Collaborative Strategy in reading instruction.

The second research from Indah Fadhilah Rahman which title “The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension”. The study reveals that the implementation of CSR has a significant effect on students' reading proficiency in terms of content of the text: preview, klik and clunk, get the gist and wrap up. The results of students' reading score from pre-test to post-test demonstrate a significant difference. It is found that sig. (2-tailed) is 0.000 lower than 0.05. The finding signifies that CSR is positively responded by the experimental class. The implementation of CSR increases students'

reading proficiency. The comparison between the previous research findings and this study is as follows. In the previous research, by applying the Collaborative Strategy, a positive response was obtained, which improved students' reading skills. In contrast, in this study, by implementing collaborative strategy in reading instruction, significant improvement was achieved, as evidenced by the substantial difference in the pre-test and post-test results. It can be said that there is a significant improvement from before and after teaching the collaborative strategy in reading instruction.

The third research from Fitriadin which title “The Using Collaborative Strategic Reading to Improve The Students’ Reading Comprehension at the Eighth Grade of Mts Al-Badar”. Based on the calculation, the result of the data analysis showed that the mean score of the experimental class was 59.10 the meant score of control class was 56.78. The mean score of the posttest of experimental class was 77,36 and the meat score of post test of control class was 67.5. It can be seen that the students’ learning outcomes of experimental class is higher that the students’ learning outcomes of the control class. So according the theory the collaborative strategic reading is able to encourage reading comprehension at the eight grade of MTs Al-Badar. The comparison between the previous research findings and this study is as follows. In the previous study, using the collaborative strategy reading to improve students' reading comprehension, the results showed that in the experimental class, the average pre-test score was 59.10, while the average post-test score was 77.36. Therefore, it can be said that the theory of collaborative strategic reading is able to enhance reading comprehension. As for this study, by implementing the collaborative strategy in reading instruction, the average pre-test score of students was 56.50, while the average post-test score was 80.00. There was a significant improvement in

students' reading ability after applying the collaborative strategy in reading instruction.

The Fourth research from Oryza Eka Satifa which the title “Improving Students’ Reading comprehension Through Descriptive Text by Using Collaborative Strategic Reading (CSR) at Eight Year Students of Junior High School of Nurul Islam Jember in Academic Year 2020/2021”. The result of this research showed that there was improvement of the students reading comprehension. It could be seen from the result of the post-test I and II that been improved. From 47,75 % students who achieved the minimum score in pre-test become 62,50% in post-test I then 84,37% in post-test II. It can be concluded that Collaborative Strategic Reading (CSR) can make students’ reading comprehension better then before. The comparison between the previous research findings and this research is as follows. In the previous research, an improved result was obtained in students' reading abilities, as evidenced by the pre-test results. Specifically, 47.75% of students achieved low scores, while in the two post-tests, the first post-test obtained a score of 62.50%, and in the second post-test, the score was 84.37%. Therefore, the conclusion is that students' reading abilities are better after using CSR (Collaborative Strategic Reading). In this research, by implementing the collaborative strategy in reading instruction, the average pre-test score of the students was 56.50, while the average post-test score was 80.00. There was a significant improvement in students' reading abilities after applying the collaborative strategy in reading instruction.

The fifth is research from Siti Patimah which the title “The Implementation of Collaborative Strategy in Teaching Reading Comprehension (A Pre- Experimental Research at the Eleventh Grade of MA Mannongkoki Takalar)”. The research

findings indicated that Collaborative Strategy Reading gave greater contribution to the students' reading comprehension. In literal level, the students' mean score of pretest was 58 and it was classified as poor, posttest was 77 and it classified as fair good and the improvement of students' achievement in literal was 32.7%. In interpretive level, pretest was 59 and it classified as poor, post-test. was 76, it classified as fair, and the improvement of students' achievement in interpretive was 28.8%. Where the t-test is greater than t-table means that there is significantly difference between pretest and posttest after using treatment. It indicates that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the data of posttest as the final result gave significant improvement. It was concluded that the use of Collaborative Strategy Reading (CSR) was able to give greater contribution in teaching and learning reading comprehension in MA Mannongkoki Takalar. The comparison between the previous research findings and this study is as follows. In the above-mentioned study, it was indicated that CSR (Collaborative Strategy Reading) contributes positively to students' reading comprehension abilities. The post-test data showed a significant improvement as a result. On the other hand, this study explains that students' reading comprehension abilities increased significantly after being taught the Collaborative Strategy in reading instruction.

The implementation of collaborative strategy in teaching reading comprehension at SMK Negeri 3 Sidrap is supported by various theories that highlight the importance of collaborative learning and its impact on reading comprehension skills. According to the theory of collaborative learning, students engage in joint problem-solving activities, share ideas, and actively participate in

group discussions, leading to enhanced learning outcomes. Collaborative learning promotes active engagement, critical thinking, and deeper understanding of the reading materials.

Social Constructivism theory also supports the implementation of collaborative strategies in teaching reading comprehension. This theory posits that knowledge is constructed through social interactions and collaboration with others. When students work collaboratively, they engage in discussions, negotiate meanings, and build on each other's ideas, which promotes a deeper understanding of the text.

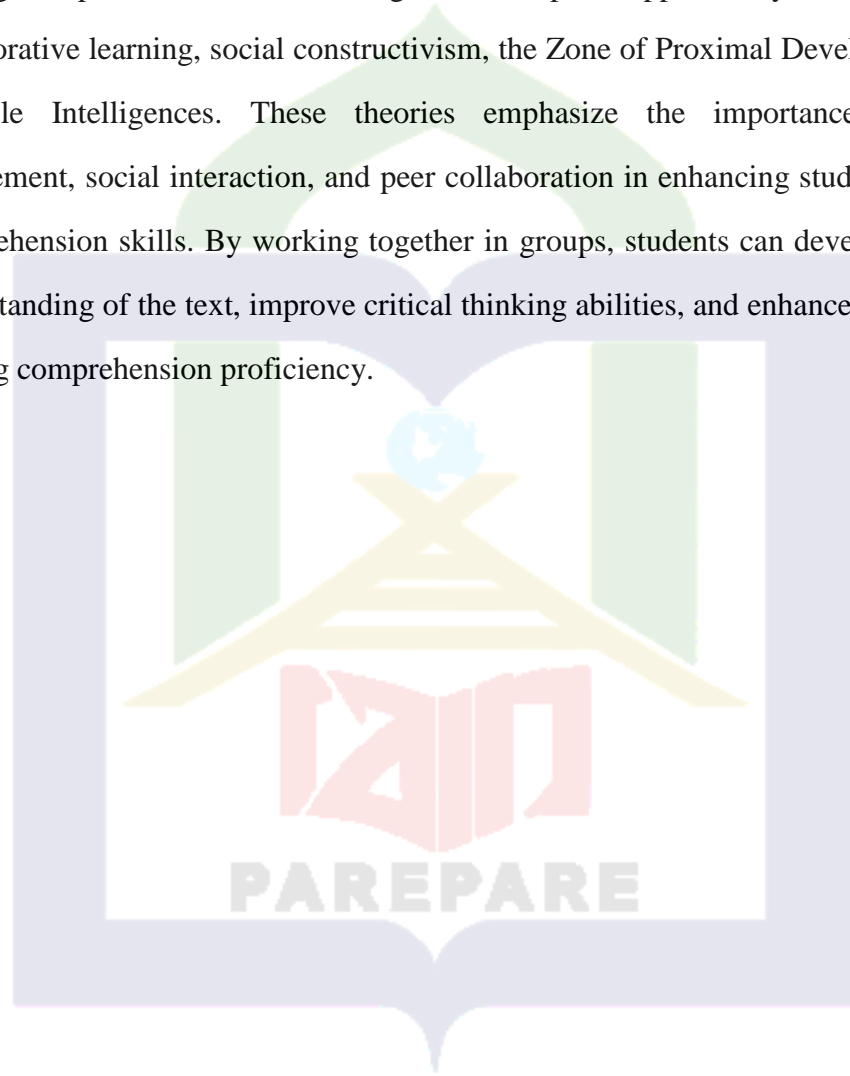
Furthermore, the Zone of Proximal Development (ZPD) theory by Vygotsky suggests that students benefit from working with peers who are slightly more competent than themselves. In a collaborative setting, students can scaffold each other's learning by providing support, guidance, and feedback. This process facilitates the development of reading comprehension skills by challenging students to move beyond their current level of understanding.³⁷

The theory of Multiple Intelligences proposed by Howard Gardner also supports collaborative learning in teaching reading comprehension. According to this theory, individuals possess different types of intelligences, such as verbal-linguistic, logical-mathematical, interpersonal, and intrapersonal intelligence. Collaborative learning allows students to leverage their unique strengths and contribute to the group's understanding of the text. For example, students with strong verbal-linguistic intelligence can explain concepts and summarize the reading material, while those

³⁷ Adinegara, "Vygotskian Perspective: Proses Scaffolding untuk mencapai Zone of Proximal Development (ZPD)". 2010 [Online] tersedia :<http://dlog.Unnes.ac.id/adinegara/2010/03/04/vygotskian-perspective-proses-scaffolding-untuk-mencapai-zone-of-proximal-developmentzpd/>. [21 Mei 2023].

with interpersonal intelligence can facilitate group discussions and promote effective communication.³⁸

In summary, the implementation of collaborative strategies in teaching reading comprehension at SMK Negeri 3 Sidrap is supported by theories such as collaborative learning, social constructivism, the Zone of Proximal Development, and Multiple Intelligences. These theories emphasize the importance of active engagement, social interaction, and peer collaboration in enhancing students' reading comprehension skills. By working together in groups, students can develop a deeper understanding of the text, improve critical thinking abilities, and enhance their overall reading comprehension proficiency.



³⁸ Howard, Gardner. *The Theory of Multiple Intelligence*. New York. Basic Books. (2010)

CHAPTER V

CLOSING

A. Conclusion

1. The students' reading comprehension before implemented Collaborative Strategy at Eleventh Grade Students' of SMKN 3 Sidrap showed that students which get score in very good was 1 students which percentration of 5 % from 100%, while category of good was 9 students or 45 % from total students', while category of fair was 4 students or 20% from total students', while category of poor was 6 students or 30 % from total students', while category of very poor was 0 students or 0% from total students'. the students reading comprehension before using collaborative strategy was category of fair, which mean showed for 65,50 or below of <KKM.
2. The implementation of collaborative strategy in teaching reading comprehension at Eleventh Grade Students' of SMKN 3 Sidrap showed that the students get score in very good was 10 students which presentation of 50 % from 100%, while category of good was 6 students or 30 % from total students', while category of fair was 4 students or 20% from total students', while category of poor was 0 students or 0% from total students', while category of very poor was 0 students or 0% from total students'. The students reading comprehension after implemented Collaborative Strategy in teaching reading comprehension was category of very good, which mean showed for 80,00 or above of <KKM
3. The improvement of student's reading comprehension after implementing collaborative strategy at Eleventh Grade Students' of SMKN 3 Sidrap showed

the students' the result data that obtained t value $4,924 > 1,729$, which means that there is a significant increase in using collaborative strategy to improving students' reading comprehension at SMK Negeri 3 Sidrap.

B. Suggestion

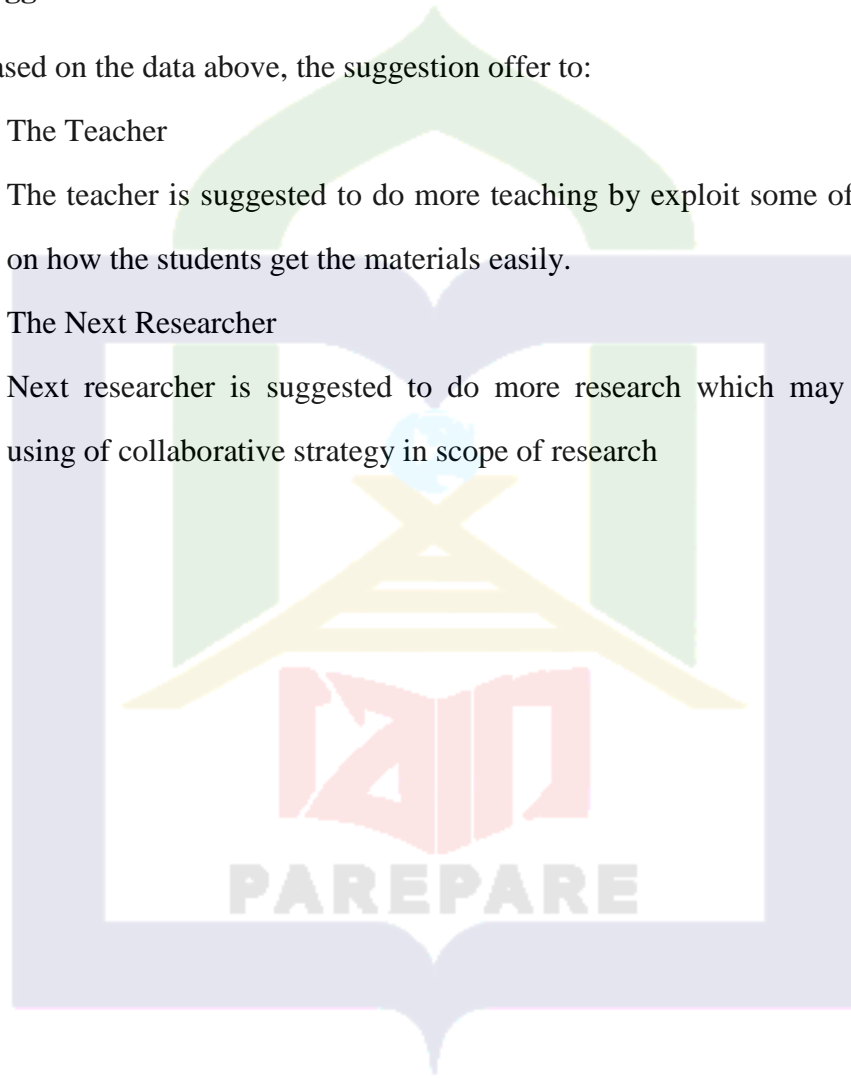
Based on the data above, the suggestion offer to:

1. The Teacher

The teacher is suggested to do more teaching by exploit some of the strategy on how the students get the materials easily.

2. The Next Researcher

Next researcher is suggested to do more research which may develop the using of collaborative strategy in scope of research



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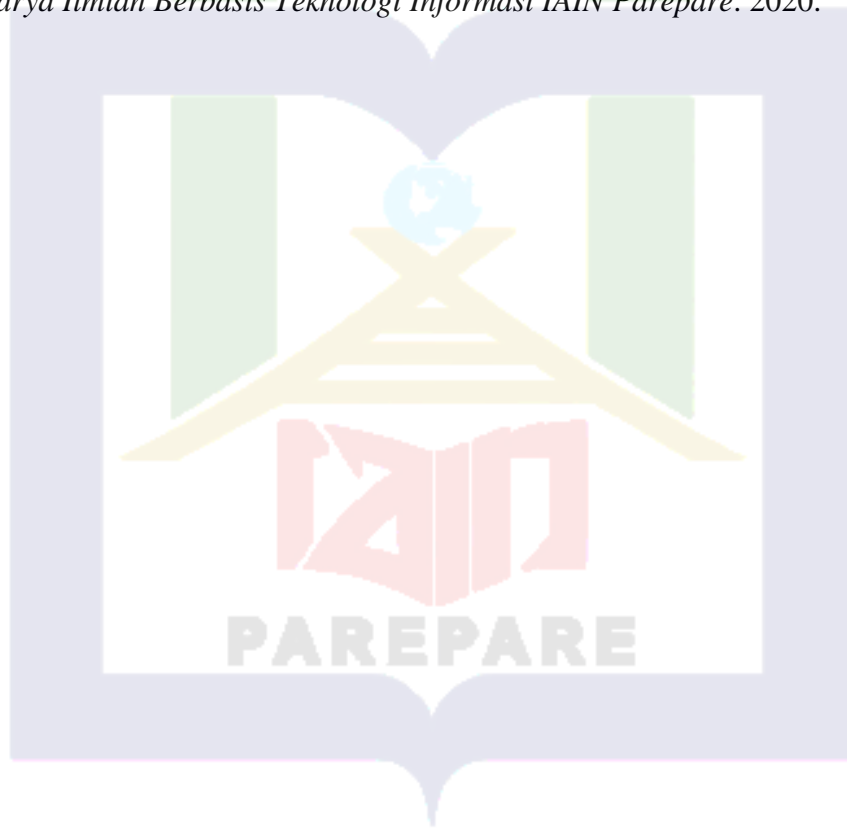
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Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jl. Amal Bakti No.8 Soreang 91131 Telp.(0421) 21307
VALIDASI INSTRUMEN PENELITIAN	

Name of the Student : **Adriansyah**

The Title of Thesis : **The Implementation of Collaborative Strategy Reading in Teaching Reading Comprehension at Eleventh Grade Students' of SMKN 3 Sidrap**

Student Reg. Number : **19.1300.070**

Faculty : **Tarbiyah**

Study Program : **English Education Program**

PRETEST

Please read the text below

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

According to passage please choose the best answer below!

1. What is the suitable titles of the text?
 - a. Borobudur temple
 - b. Dynastysyailendra
 - c. Wonderful temple
 - d. Tourist resorts
2. What is the main idea of the first paragraph?
 - a. Many tourist visiting Borobudur
 - b. Borobudur is build in eight century
 - c. The most beautiful tourist resort in Indonesia
 - d. Borobudur have two million river stones
3. What is the similar meaning of "Restorations".
 - a. Renovation
 - b. Destroy
 - c. Rehabilitation
 - d. Establishment
4. What does mean the word of "more and more tourist".
 - a. Tourist attraction
 - b. Tourist resorts
 - c. Foreign tourist
 - d. Many tourist
5. Borobudur temple was built in what century?
 - a. Two century
 - b. Eight century
 - c. Ten century
 - d. Five century

6. How does domestic tourists usually go Borobudur temple by?
 - a. Bicycle
 - b. Ship
 - c. Plane
 - d. Bus or private cars
7. Which sentences is correct below
 - a. Borobudur is located in south Sulawesi
 - b. Borobudur temple was built by Pangeran Antasari
 - c. Borobudur temple is the biggest temple in the world
 - d. Borobudur temple was visited by the children
8. What is the meaning of “Elegance” in third paragraph.
 - a. Luxury
 - b. Nice
 - c. Bored
 - d. Notorious
9. What is the key topic of last paragraph?
 - a. Foreign tourist like to join travel in Borobudur temple
 - b. Domestic tourists usually go there by bicycle
 - c. There is no some money changers around Borobudur temple
 - d. Borobudur temple is visited by many tourist
10. What is the summary of the text?
 - a. Most of tourist admire Borobudur temple because of its beauty.
 - b. Some many changers makes tourist easier to changes their money
 - c. Borobudur temple is located in central java
 - d. The people all over the world know that Borobudur is one of thegreatest art works that ever known.

POSTTEST

Jerome Polin

He is Jerome Polin. Jerome Polin is my favorite youtuber. He has short, thick, and black hair. His skin is fair, he is chubby. I adore Jerome Polin because he likes to share mathematics and Japanese content in his Youtube channel.

I learned a lot of easy mathematics formulas and Japanese because of watching his videos on Youtube. Other than that, he also often shares interesting content, such as introducing Japanese food and culture. Oh, he used to be a student of Applied Mathematics at Waseda University.

He entered a university in Japan using a scholarship. Even when he was in high school, he had often won various competitions in mathematics. This is what makes me adore him even more. I am motivated to study hard so that I can continue studying abroad.

Jerome Polin looks cool. He explained the content in the video very well and clearly. Sometimes he also makes jokes that make his friends laugh. He is a friendly person, he has a lot of friends in Japan, despite being of different nationality. That's my explanation of my favorite youtuber, Jerome Polin.

According to passage please choose the best answer below!

1. What is the suitable titles of the text?
 - a. Student of waseda university
 - b. Japanese food and culture
 - c. A famous YouTuber
 - d. Jerome Polin
2. What is the main idea of the first paragraph?
 - a. Jerome polin is a YouTuber
 - b. Jerome is short
 - c. Jerome likes to study math and physics
 - d. Jerome is chubby

3. What is the similar meaning of “interesting”.
 - a. Drawing
 - b. Attractive
 - c. Encourage
 - d. Tedious
4. What does mean the word of “Adore him even more ”.
 - a. He is adorable
 - b. He is not to be imitated
 - c. He was amazed
 - d. He is naughty
5. Where was Jerome Polin shared his content?
 - a. In his YouTube channel
 - b. In his campus
 - c. In Jakarta
 - d. In his company
6. What interesting content does he usually share?
 - a. How to win math competition
 - b. Introducing how to play badminton
 - c. Introducing Japanese food and culture
 - d. How to be a leader
7. Which sentences is correct below?
 - a. Jerome polin is very tall, skinny and brown hair
 - b. He likes to share Arabic and Chinese content
 - c. He is an unfriendly person
 - d. He entered a university in japan using a scholarship
8. What is the close meaning of word “entered” in third paragraph.
 - a. Go into
 - b. Exit
 - c. Get out
 - d. Switch on
9. What is the key topic of last paragraph?
 - a. He has friend from other country
 - b. He likes to make jokes with his friends
 - c. He explained the content videos very well and clearly
 - d. He gives motivation to all students in the world
10. What is the summary of the text?
 - a. Jerome polin is the most famous YouTuber in Indonesia.

- b. Jerome polin likes to share mathematics and Japanese content in hisYouTube channel
- c. He had often won various competition mathematics
- d. He has a lot of friends in japan



Lesson plan :**RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMKN 3 Sidrap
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI
 Materi Pokok : Teks Deskriptif tulis sederhana
 Alokasi waktu : 2 x 45 Menit (4 Kali Pertemuan)

A. Indikator Pencapaian Kompetensi**Indikator Pencapaian Kompetensi**

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive yang digunakan
2. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive
3. Siswa mampu mengidentifikasi main idea, vocabulary, dan detail information pada teks descriptive.

B. Tujuan Pembelajaran

Peserta didik (*audience*) mampu mengidentifikasi dan membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dan selanjutnya memahami cara menemukan ide pokok, kosakata dan informasi detail dalam teks deskriptif sederhana, dalam bentuk deskripsi (*behavior*) secara tepat dan benar (*degree*).

C. Materi Pembelajaran

Teks lisan berbentuk (a) deskripsi dan (b) penggunaan kosakata sederhana

1. *Fungsi sosial teks deskriptif* adalah:
Untuk menggambar suatu benda tertentu, dan orang tertentu.
2. *Struktur text deskriptif* (Generic Structure) adalah :
 - a. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topic
 - b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, dan atau orang yang di deskripsikan
3. *Unsur kebahasaan*

- (1) Kata benda yang terkait dengan orang/benda/tempat/
- (2) Kata sifat yang terkait dengan sifat orang/benda/tempat/
- (3) Menggunakan kata kerja bentuk pertama (simple present tense)
- (4) Menggunakan action verb (kata kerja yang menunjukkan tindakan)
- (5) Menggunakan specific object (objec khusus)

4. *Topik*

Topik bahasan dalam kelas ialah merujuk pada jenis teks deskriptif yang dijelaskan oleh peneliti terkait dengan *deskripsi tentang tempat wisata, dan deskripsi tentang idola.*



D. Metode Pembelajaran

- Class discussion, Tanya jawab
- Model Pembelajaran : Cooperative Learning

E. Media/alat, Bahan, dan Sumber Belajar

Platform : LCD/TV/Layar Monitor

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dan sapaan Peneliti 2. Peneliti mengecek kesiapan peserta didik dan ruangan dalam melakukan pembelajaran. 3. Peserta didik berdo'a 4. Peneliti memberikan apersepsi: <ul style="list-style-type: none"> - memberikan gambaran dan melakukan tanya jawab hal-hal yang berkaitan dengan topik yang akan dipelajari. 5. Peneliti menyampaikan tujuan, dan penilaian pembelajaran beserta manfaat dari materi yang akan dipelajari.
Inti	<p>Implementasi Strategi Kolaborasi</p> <ul style="list-style-type: none"> - Peneliti membagi peserta didik menjadi beberapa kelompok - Peneliti menjelaskan secara singkat mengenai konsep strategy kolaborasi serta prosedur pengajar strategy kolaborasi. - Peneliti mengajarkan strategy kolaborasi dengan menunjukkan sebagian gambar kepada siswa - Peneliti membagikan teks descriptive singkat tentang tempat wisata, dan idola pada setiap kelompok - Siswa membaca teks tentang tempat wisata, dan idola dengan bimbingan peneliti - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang tempat wisata, dan idola. - Siswa menuliskan kosa kata yang sulit dipahami - Siswa bekerja sama dengan kelompok masing-masing untuk mencari arti dari kosakata yang mereka baca didalam teks deskriptif


	<ul style="list-style-type: none"> - Peserta didik mengucapkan kosakata bahasa inggris dengan bimbingan peneliti . - Siswa mencari gagasan pokok, dan informasi rinci dari teks deskriptif tentang tempat wisata, dan idola - Siswa menyebutkan kembali gagasan pokok dari setiap paragraf - Siswa bekerja sama dengan kelompok masing-masing untuk menemukan informasi rinci yang telah mereka baca. - Siswa bekerja sama untuk membuat kesimpulan dari teks deskriptive yang mereka baca. - Siswa memperoleh feedback dari peneliti.
Penutup	<ol style="list-style-type: none"> 1. Peneliti melakukan evaluasi secara langsung dengan menanyakan beberapa kosakata yang disampaikan dalam teks deskriptif 2. Peneliti memberikan kesimpulan pembelajaran 3. Peneliti memberikan motivasi belajar kepada peserta didik 4. Peneliti menutup pembelajaran

G. Program Remedial dan Pengayaan

1. Pelaksanaan kegiatan:

- Remedial diberikan pada peserta didik yang belum memenuhi KriteriaBelajar Minimum (70)
- Pengayaan diberikan pada peserta didik yang telah memenuhi KriteriaBelajar Minimum (KBM)


Appendix 02 : Administration


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2706 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Curu dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
Kesatu	:	Menunjuk saudara; 1. Dr. Arqam, M.Pd. 2. Munawir, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Adriansyah NIM : 19.1300.070 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Implementation of Collaborative Strategy In Teaching Reading Comprehension at The 12 th Grade Students of SMKN 3 SIDRAP
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 01 Agustus 2022

Dekan,

Zulfah





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Faks.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1466/In.39/FTAR.01/PP.00.9/04/2023 03 April 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,
Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Adriansyah
Tempat/Tgl. Lahir : Pangkaejene Sidrap, 13 Januari 2001
NIM : 19.1300.070
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. A. Cammi, Desa Ciro-Ciroe, Kec. Watang Pulu,
Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"The Implementation Of Collaborative Strategy In Teaching Reading Comprehension At Eleventh Grade Students' Of SMKN 3 Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : 15005/S.01/PTSP/2023 Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
Perihal : Izin penelitian

di-
Tempat

Berdasarkan surat Dekan Fak. tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.1466/ln.39/FTAR.01/PP.00.9/04/2023 tanggal 03 April 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : ADRIANSYAH
Nomor Pokok : 19.1300.070
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Kota Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING READING COMPREHENSION AT ELEVENTH GRADE STUDENTS' OF SMKN 3 SIDRAP "

Yang akan dilaksanakan dari : Tgl. 17 April s/d 17 Mei 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 09 April 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Dekan Fak. tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal*



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 3 SIDRAP
(SMK PUSAT KEUNGGULAN)

Jl. Andi Cammi Desa Ciro-ciroe Kec. Watang Pulu Sidrap Kode Pos 91661
Call Centre : 085294621223, Email:smkn1_wtpulu@yahoo.co.id/uptsmkn3sidrap@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 070/123-UPT SMKN3/SDR/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMK Negeri 3 Sidrap dengan ini menerangkan bahwa :

Nama : **ADRIANSYAH**
Nomor Pokok : 19.1300.070
Fakultas/Program Studi : Tarbiyah/Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1) IAIN Parepare
Alamat : Jl. Andi Cammi Ciro-Ciroe, Desa Ciro-Ciroe,
Kec.Watang Pulu, Kab. Sidenreng Rappang

Benar yang bersangkutan telah melaksanakan penelitian dari tanggal 17 April 2023 sampai dengan 17 Mei 2023 di UPT SMK Negeri 3 Sidrap dengan judul **"The Implementation Of Collaborative Strategy in Teaching Reading Comprehension At Eleventh Grade Students' Of SMKN 3 Sidrap"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana Mestinya.

Sidrap, 27 Mei 2023
Kepala UPT
Drs. GUNTUR GAU, M.Si.
NIP. 196910281994121002

SIAKALAAU - Santun - Inisiatif - Profesional - Adatif - Kolaborasi
- Amanah - Transparan - Akuntabel - Unggul

 smkn3sidrap  SMKN 3 SIDRAP  085294621223

#BERAKHLAK #CERDASKI

 SMKN 3 SIDRAP  Smakga Sidrap

Appendix 03 : Result Data

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	50	80	65,50	9,665
Valid N (listwise)	20				

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	20	60	100	80,00	13,416
Valid N (listwise)	20				

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	PRE-TEST READING SISWA - POST-TEST READING SISWA	-14,500	13,169	2,945	-20,663	-8,337	-4,924	19	,000

NO	NAMA MAHASISWA	PRETEST
1	Cindy Rahma Dewi	70
2	Dewi	70
3	Erwin	50
4	Ferdhy Iskandar	60
5	Irfan	70
6	Jumardi Laupe	50
7	Muh. Samsul	70
8	Muh. Fauzan Al Ansari	80
9	Nasria	60
10	Nur Atika	50
11	Nurul Ahda	70
12	Wilda Naisyah	70
13	Miranda Yunita Sari	70
14	Nurfitriani	60
15	Fahirah	50
16	Resky Nugraha	50
17	Nurul syafikah hasyim	70
18	Rahmatullah hasanuddin	70
19	Andini	60
20	Sukmawati	50

NO	NAMA MAHASISWA	POSTTEST
1	Cindy Rahma Dewi	100
2	Dewi	80
3	Erwin	70
4	Ferdhy Iskandar	70
5	Irfan	80
6	Jumardi Laupe	70
7	Muh. Samsul	80
8	Muh. Fauzan Al Ansari	100
9	Nasria	90
10	Nur Atika	90
11	Nurul Ahda	70
12	Wilda Naisyah	100
13	Miranda Yunita Sari	80
14	Nurfitriani	60
15	Fahirah	60
16	Resky Nugraha	80
17	Nurul syafikah hasyim	70
18	Rahmatullah hasanuddin	60
19	Andini	60
20	Sukmawati	70

Appendix 04 : Documentation



Submission of research permits



Meeting with English teacher



Giving Pre-Test



Students' analyze difficulties vocabulary



Students' look for main idea



Students' look for detail information



Students' imitate how to pronounce vocabulary correctly



Giving Post- Test

PAREPARE

CURRICULUM VITAE



Full name is Adriansyah, the writer was born in Pangkajene Sidrap. 13th January 2001. He is the first child, from his parents Muhammad Rusli and Rasma. He is a student of the English Education Program at the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. His educational background, he began studying at SD Negeri 3 Carawali in 2007/2008 - 2012/2013 and then continued his studying at SMP Negeri 1 Watang Pulu in 2013/2014 - 2015/2016 and SMK Negeri 3 Sidrap graduated in 2018/ 2019. Then he continued his studying at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title " THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING READING COMPREHENSION AT ELEVENTH GRADE STUDENTS' OF SMKN 3 SIDRAP.