

Improving Reading Comprehension Skills Using Collaborative Reading and Alternative Text Strategies for VIIA Class Students in SMPQ An-Nawawi Mojokerto

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ABSTRACT

This research study aims to describe the improvement of reading comprehension skills of class VIII A students of SMPQ An-Nawawi Mojokerto by using Collaborative Reading and Alternative Text strategies. The type of this research study was Classroom Action Research. The study subjects were students of class VIII A SMPQ An-Nawawi Mojokerto, amounting to 34 students. This research was conducted in two cycles which in each cycle there were four components, namely planning, action, observation, and reflection. The object of this study was reading comprehension skills of students of class VIII A SMPQ An-Nawawi Mojokerto. The technique of data collection included field notes, objects / observations, interviews, documentation, and tests. And the technique of data analysis was descriptive qualitative analysis technique. The results showed that the strategy of Collaborative Reading and Alternative Text can improve students reading comprehension skills of class VIII A SMPQ An-Nawawi Mojokerto. The improvement of students' reading comprehension skill was based on product quality and process quality. The quality improvement of the learning process can be seen from students that become more active, enthusiastic, and students were also always working with other friends while solving problems to be done in groups. Improved process ultimately has a positive impact on product quality improvement. The improvement of product quality learners were seen from student learning outcomes. Based on the results of pre-action testing conducted, students' reading comprehension ability obtained an average of 64. After being given action in cycle I, the average score of students reading comprehension ability become 68.88. It increases 4.10 points. Then in cycle II, the average score becomes 81.91. These results indicate that this research can be said to be successful because the average value of students' reading comprehension ability increases compared with pre-action values.

Keywords: reading comprehension, collaborative reading

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INTRODUCTION

One of the aspects from learning Indonesian language in class VIII of junior high school that use the Education Unit Level Curriculum (KTSP) is reading. Reading always

become the part of each chapter of the lesson. This shows how important reading aspect is.

Basically, reading activities aim to find and obtain messages or understand meaning from a text (Dalman, 2013: 11). Through reading, students can obtain various information and new knowledge. However, this information and knowledge cannot be obtained if the students cannot understand the content and meaning of the text.

The low reading comprehension ability of students also occurs in class VIII A SMPQ An-Nawawiy Mojokerto. Based on the results of interviews with English language teachers of SMPQ An-Nawawiy Mojokerto, obtained information that students' reading comprehension difficulties stem from difficulties in understanding the main thoughts or main ideas in reading. Another thing revealed from the interview was that students' interest and motivation in learning reading comprehension was also low.

Reading learning that occurs in the classroom was usually done by the teacher giving assignments to students to read reading materials. Before the activity was carried out, the teacher teaches about the learning material to be studied and provides texts for reading materials. Next, students read the discourse from beginning to end followed by answering question related to the content of the discourse. If students do not understand the content, the reading was repeated as before.

The implementation of this lesson shows that students were not given the opportunity to do reading activities through the proper process, namely the preparation stage of reading, the reading stage, and the follow-up activity that students need. It was not only about answering the questions they made in the pre-reading stage, but also discussion related to the topic that can also increase students' understanding.

This strategy was chosen because the observations' results during this research conducted in March – May 2023, the cooperation of SMPQ An-Nawawiy class VIII A students in group was quite good. Therefore, this good cooperation can be utilized to increase students' reading motivation. There were reading strategies that can be applied in learning in order to be able to improve students' reading ability by utilizing good cooperation between students namely Collaborative Reading and Alternative Text strategy.

The advantage of this strategy was that it allows students with different levels to participate in research group activities and add information from several sources. The text read by the students was adjusted to the students' reading ability so that students will find it easier to understand a content of the text. The Collaborative Reading and Alternative Text strategy were reading comprehension strategies that have complete steps, starting from the stages of collecting sources with the same background, forming groups, making questions, reading, answering questions, discussion, presentation, and evaluation (Bouchard, 2005: 114-115).

Based on the description above, the researcher will examine the improvement of reading skills comprehension using Collaborative Reading and Alternative Text strategy in class VIII A students of SMPQ An-Nawawiy.

METHOD

Type of Research

This research was a Class Action Research. Classroom action research was research conducted collaboratively between researchers and teachers that aims to improve the quality and result of learning.

Research Design

In this study, researchers used Classroom Action Research (CAR) with Kurt Lewin model Kusumah and Dedi, 2010: 20).

Subject and Objects of Research

Based on the researcher's interview with the teacher, the learning outcome of class VIII A was also low compared to other classes. The object of this research was the reading comprehension ability of students in class VIII A SMPQ An-Nawawiy Mojokerto.

Data Collection Technique

In order to solve the problems in this study, one of the activities that can be done was data collection. In this study, researcher used several methods, including

1. Field Notes

Field notes were written and descriptive history of what both teacher and students say or do in a learning situation over a period of time.

2. Observation

Observation was the process of data collection in a research where the researcher or observer sees the research situation (Kusumah and Dedi, 2010: 66).

Observations were made using observation sheets equipped with observation guidelines and photo documentation.

3. Interview

Interviews were conducted with teacher and students. It was used to obtain oral data ranging from the problems encountered related to reading comprehension learning, opinions regarding the process and results carried out, as well as the shortcomings and advantages of the research that has been carried out.

4. Documentation

Documentation was data collection using tools such as cameras. Documentation was used to document the process carried out. Documentation aims to make the data obtained more valid.

5. Test

The test will be used to measure students' reading comprehension ability before the implementation of the action and after the implementation of the action. The reading comprehension assessment guideline uses the assessment guideline from Thomas C. Barret which has been modified and adjusted.

FINDING AND DISCUSSION

Research Results

1. Pre-action

After the initial reading comprehension test was conducted on 28th of February 2023, the researcher and teacher analyzed the students' answers and obtained the average

reading comprehension score of 66.96. based on the data, it can be concluded that the reading comprehension ability of students in class VIII A SMPQ An-Nawawiyyah Mojokerto was still low.

2. Cycle I

The Learning Implementation Plan (RPP) design in cycle I was used for 2 meetings with a total of 4 lesson hours. The first meeting was on Friday, 3rd of March 2023. The first and second hour (07.30 a.m. – 08.55 a.m.). The second meeting was on Thursday, 6th of March 2023 at the fifth and sixth hour (10.35 a.m. – 11.55 a.m.).

1) Use of Collaborative Reading and Alternative Text Strategy

The use of the strategies in learning intensive reading was good enough to improve the learning process and students' reading skill, although the improvement that occurs was not significant as expected.

During the discussion activities, students were less able to discuss and were busy with their own work. This happened because they did not understand that this strategy focuses on cooperation. In addition, due to the implementation of this strategy was only carried out once, students felt confused when diving groups, which reduce a lot of time and made students having a lack time to work on existing problems.

2) Teacher Activity in the Learning process

In the first meeting, the learning involves that the teacher activity has not experienced a significant increase. This was because teachers were still not familiar with the application of the strategy.

3) Students Activity in the Learning Process

Students' activities in the learning process of reading comprehension that were observe were in the pre-reading stage, during reading, and post-reading stage. The increase of students' activity in the learning process of reading comprehension was seen at the beginning of the first meeting even though it was not yet optimal.

Although the improvement has not been maximized, students' activeness and interest in learning have been quite good.

4) Students' Reading comprehension Ability

Students' reading skills in cycle I only showed a slight improvement than before the action. A total of 15 students have been able to read comprehension well as evidenced by the good final test results. This can be seen from the average score they obtained was > 66.96.

5) Classroom Management

Teachers were still unable to manage learning time well. A lot of time was spent to discipline students, organize seating, and work on the text. The teacher was still unable to motivate some students who were passive and unwilling to cooperate with their groups.

3. Cycle II

a) Use of Collaborative Reading and Alternative Text Strategy

In the cycle II, the use of collaborative reading and Alternative Text strategy has been more effective compared to the first cycle. Before assigning students to sit in groups, the teacher can motivate students to cooperate better in groups.

b) Teacher Activity in the Learning Process

In the cycle II, the teacher mastered the lesson plans that had been made, so that the learning activities better than before.

Teacher activities in the learning process in cycle II, which were observed in two meetings improved compared to learning in cycle I. Both from the initial activities, core activities, and final activities (closing).

c) Students Activities in Learning Process

Students' activities in the learning process of reading comprehension have been very good as expected. At the beginning of the learning process, students show high interest to follow the learning process. Students' attention was focused on the teacher and the discussion process ran smoothly. Students also looked very active during the discussion so that the class atmosphere was more lively. All questions were done very well and only few questions were asked to the teacher. The mostly asked their group mates.

In general, students' activities had improved compared to cycle I. Thus, there results have fulfilled the success indicators in the study.

d) Students' Reading comprehension Ability

The final test results showed 33 VIII A students scored above 66.96 and 1 other student was absent. These result show that the research can be said to be successful because the percentage of students who were complete in reading comprehension research more than 90%.

e) Classroom Management

Teacher classroom management in cycle II can be implemented well. Teachers have been able to manage the class well, carry out learning according to the teacher that has been able to overcome some students who were still less active in working together by provoking questions that trigger students to ask each other in groups. In addition, the teacher also gave confidence to students who were less confident in expressing their opinions in the group.

DISSCUSSION

1. Implementation of Collaborative Reading and Alternative text Strategy

In the beginning, English learning in class VIII A SMPQ An-Nawawiy Mojokerto, still used lecture and assignment methods. Teachers rarely or even never used learning strategies.

In addition, students' participating enthusiasm in learning was also still lacking. Students were often grouped by the teacher to discuss, but students tend to find it difficult to express their opinions in front of other friends.

Strategies in the learning process were important because with the implementation strategies, the learning process becomes more directed and students will

receive material in new ways which then suppress students' boredom so that the material will be more easily absorbed by the brain. Lecturing were also one of the methods in teaching, but when this method was used continuously, students will become bored so that the learning objectives will not be achieved. In fact, learning strategies were achieve learning objectives.

As revealed by David (via Gulo, 2008:3), which states that teaching strategies for collage class room was a plan, method or series of activities design to achieve a particular educational goal. Learning strategy was a plan that contains a series of activities design to achieve certain teaching objectives. Through the stages of Collaborative Reading and Alternative Text strategy not only to improve students' reading skill quantitatively, but also to improve students' abilities in other aspects. As mentioned in chapter II about the advantages of Collaborative Reading and Alternative Text strategy, this strategy can also improve students' reading skills. Alternative Text increases students' ability to work together, adds new information for students, and will awaken students' critical side of things. This was what then motivates the researcher to conclude that the Collaborative Reading and Alternative Text strategy was effective enough to be used in class VIII A SMPQ An-Nawawiy Mojokerto.

2. Teacher Activity in the Learning Process

In cycle I, the teacher's activities in the learning process had improved from before. In cycle II, the teacher was able to explain well about group division. In addition, the teacher can also guide students well in making questions related to the topic in the text. The teacher can activate students' schemata so that students can more easily write questions. Wagar (2008) revealed that making questions in the mind related to the material being read can improve reading comprehension. This was because readers can absorb an unlimited amount of information.

In cycle II, several things that were of concern to researchers and teachers regarding the teacher's shortcomings in learning were corrected so that the teacher's abilities that were previously lacking had improved.

Overall, teachers' activities in the learning process of reading comprehension have improved from pre-action to cycle I and from cycle I to cycle II.

3. Students Activity in the Process Learning

The increase of students' activities in learning between cycles I and II was influenced by several things, namely the role of the teacher, material and teaching materials, as well as the learning strategies used. The teacher's role was very important in increasing the value of students' activity since teacher can explain what steps students should take in this Collaborative Reading and Alternative Text strategy. In addition, teachers also play an important role in motivating the students to take part in learning so that students' attention and focus can be optimal. Students' enthusiastic towards learning arises because there was encouragement. Ahuja (2010: 70 -71) also stated that the factors that influence reading consist of two things, namely internal and environmental factors.

4. Students' Reading Comprehension Ability

Students' reading comprehension ability can be improved through Collaborative Reading and Alternative Text strategy. Based on the results of the pre-action test, students' reading comprehension skills obtain an average of 66.96.

After being given action in cycle I, the average score of students' reading comprehension ability was 68.88. This score has increased compared to the results in pre-action, but the increase in scores by 2.07 is still insufficient.

In cycle II, the final test result showed 29 out of 33 VIII A students scored above 66.96 and 1 other student was absent. Average score in cycle II was 81.91. These results show that this research can be said to be successful because the percentage of students who were complete in reading comprehension reaches more than 90%.



Figure 1: Histogram of Score Improvement of Reading Comprehension Ability of VIII A students at SMPQ An-Nawawi Mojokerto.

5. Classroom Management

Before the action, the teacher still struggled to create conducive conditions for the students. Before the action, the teacher was less able to control students who were passive during the learning process, sleepy, and chatting with friends. But after the action, all of these things can be overcome although have not optimal.

Teachers have also been able to manage time well, where teachers can conduct reflections according to the time planned in the lesson plan. The improvement of the teacher's ability to manage the class was influenced by discussion conducted by the researcher and the teacher. The reflection that has been recorded was used as a reference to find a way out to improve the learning process.

CONCLUSION

Based on the research data and discussion in this class action research, it can be concluded that the Collaborative Reading and Alternative Text strategy can improve

students reading comprehension skills of class VIII a SMPQ An-Nawawi Mojokerto. This can be proven from the success of learning that has been done in this study.

The process of improvement can be seen from the condition of students who were more active in learning. Students can be more confident to answer when the teacher asked question. In addition, in the process of making question, the discussion went well because students became more courageous in expressing their opinions.

Then in cycle II, the final test results showed that 29 out of 33 VIII A students scored above 66.96 and 1 other student was absent. The average score in cycle II was 81.91. These results show that this research can be said to be successful because the percentage of students who were complete in reading comprehension reaches more than 90%.

SUGESTION

1. For the teacher, teacher creativity teaching reading comprehension using *Collaborative Reading and Alternative Text* strategy must be further enhanced so that students were always enthusiastic in learning to read, especially reading comprehension.
2. For students, students should like to read so that their knowledge increases so that it can help in understanding a text.
3. For school, school should further streamline the literacy movement and also complete the collection of books in library so that students' interest in reading will increase.
4. For other researchers, learning to read, especially reading comprehension should be done more innovatively and with more time. Adequate in order to improve students' abilities.

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