ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers' Training certifies that the "skripsi" (scientific paper) entitled **"The Effectiveness of Learning Reading through Collaborative Learning at the Second Grade Students of SMAN 8 South Tangerang"** written by Iffah Saliimah, student's registration number: 105014000380, was examined by the committee on December 3rd,2010. This "skripsi" has fulfilled one of the requirements for the degree of Strata 1 (s1) in English Education Department.

Jakarta, December 3rd, 2010

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ABSTRACT

Iffah Saliimah, 2010. *The Effectiveness of Learning Reading through Collaborative Learning (A Pre-experimental Study at the Second Grade Students of SMAN 8 South Tangerang),* Skripsi, English Education department, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta. Advisor: Drs. Nasrun Mahmud, M.Pd.

Key words: Learning Reading, Collaborative learning, SMAN 8 South Tangerang.

This study is aimed to know whether Collaborative Learning is effective in learning reading at the second grade students of SMAN 8 South Tangerang. It includes the implementation of learning reading through collaborative learning, and the students' achievement in learning reading through collaborative learning.

The design of this study is pre-experimental research because it is intended to describe the effectiveness of learning reading through collaborative learning. Besides, this study is included in quantitative research; the researcher used some numerical data which are analyzed statistically. The subject of this study is the second grade students, they are 40 students. The technique used in collecting the data is test.

After the writer did the research at the second grade students of SMAN 8 South Tangerang, she got the result of the research; they are (1) the implementation of collaborative learning in learning reading is applied well. It can be known from the result that t_o score is higher than t_t score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that Collaborative Learning is effective in learning reading at the second grade students of SMAN 8 South Tangerang, (2)The improvement of students' achievement in learning reading before and after using collaborative learning is significance enough. It can be known from the average of students score before and after using collaborative learning in learning reading.

ABSTRAK

Iffah Saliimah, 2010.*The Effectiveness of Learning Reading through Collaborative Learning (A Pre-experimental Study at the Second Grade Students of SMAN 8 South Tangerang)*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.
Dosen Pembimbing: Drs. Nasrun Mahmud, M.Pd.

Kata Kunci: Pembelajaran reading, Collaborative Learning, SMAN 8 Tangerang Selatan

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan Collaborative Learning dalam pembelajaran reading pada siswa kelas dua SMAN 8 Tangerang Selatan. Penelitian ini mencakup penerapan penggunaan Collaborative Learning dalam pembelajaran reading, dan perolehan hasil belajar siswa dalam pembelajaran reading menggunakan Collaborative Learning.

Rancangan penelitian ini adalah penelitian pre-eksperimen. Peneliti ingin mengetahui keefektifan pembelajaran reading dengan Collaborative Learning. Penelitian ini termasuk dalam kategori penelitian kuantitatif, karena menggunakan data berupa angka yang dihitung secara statistik. Subyek dari penelitian ini adalah siswa kelas 2 SMAN 8 Tangerang Selatan sebanyak 40 siswa. Teknik yang digunakan dalam pengumpulan data yaitu dengan tes.

Setelah melakukan penelitian pada kelas dua SMAN 8 Tangerang Selatan, hasil dari penelitian tersebut adalah: (1) Penerapan Collaborative Learning dalam pembelajaran Reading telah berlangsung dengan baik. Itu bisa diketahui dari hasil penelitiannnya bahwa nilai t_o lebih tinggi dari pada nilai t_t yang diperoleh dari hasil penghitungan, hipotesis alternative (Ha) diterima dan Hipotesis Nol ditolak. Berarti Collaborative Learning dalam pembelajaran reading pada siswa kelas dua SMAN 8 Tangerang Selatan adalah efektif. 2) peningkatan nilai siswa setelah belajar reading melalui Collaborative Learning cukup signifikan. Hal itu dapat diketahui dari rata-rata nilai siswa sebelum dan sesudah menggunakan Collaborative Learning dalam pembelajaran reading.

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In the name of Allah, the Beneficent, the Merciful.

All praise be to Allah, lord of the world who has bestowed upon the writer in completing this "skripsi". Peace and blessing upon our final prophet in the world Muhammad SAW, his family, relatives, and all of his followers.

First of all, the writer would like to express her greatest love and honor to her beloved family; her parents(Zainal Arifin,Lc and Muyassaroh), her brother, and her beloved soul(Muh. Khoirul Mustami') for his love, attention and kindness, and all families who always give their love, support, motivation and moral encouragement to finish her study.

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All my best friend, Ika, Lina, Siro, Eva, Opiq, and the other that the writer cannot mention them one by one who always help and give the support to the writer in accomplishing this "skripsi". The words are not enough to say any appreciations for their help.

May Allah, the Almighty bless them all, amen.

The writer

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THE EFFECTIVENESS OF LEARNING READING THROUGH COLLABORATIVE LEARNING

(A Pre-experimental Study of the Second Grade Students of SMAN 8 South Tangerang)

A "Skripsi"
Presented to the Faculty of Tarbiyah and Teachers Training
Syarif Hidayatullah State Islamic University (UIN) Jakarta
in partial fulfillment of the requirements
For the Degree of Strata-1 (S1)

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the most prominent international language, which has a significant role in the various fields; in communication, economy, education, technology, politics etc. In short, English is very important and has wide influence in the world.

English is the language used by most countries in the world. Some countries use it as a foreign language and a second language. In our country, English is still a foreign language.

The important of English in this era cannot be denied. Many aspects of life cannot be separated from the mastering of English because it has many roles in technology, socio-cultural, economy, education, art, science, ideology, research, information, and many other aspects. So, mastering English is necessary and challenge for people. It is also needed by people to access many resources, knowledge, and information from the internet, newspaper, magazine, article, television, books, and other English literature. Besides, we also can enjoy so many kinds of entertainment around the world by mastering English.

Regarding the importance of reading in educational field, Indonesian government has included reading in English Syllabus stated in Competence Standard and Basic Competence. Ideally, according to Competence Standard – *Standar Kompetensi(SK)* and Basic Competence – *Kompetensi dasar (KD)* of reading skill in the current School-Based Curriculum – *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the second year students are expected to be able to understand the meaning of short functional text and simple essay in the form of *narrative, spoof*, and *hortatory exposition* in the context of daily life and to access the science. In addition, the school has made policy that the

Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* for English subject must gain 65.

English which is taught at senior high school involves four skills; listening, speaking, reading, and writing. All of those skills should be mastered by the students and they cannot be separated from one another if one expects to be able to communicate freely in English. Among those skills, reading is one of the important skills to be mastered by the students.

There are many reasons why students have to read English texts, and it is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or for pleasure. Reading texts provide good models for English writing.

Reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing and the use of strategies and skills.[1]

Reading needs application of a great number of skills and comprehension skills. Reader's attitude, knowledge and past experience also influence the comprehension of the text. Some aspects of language such as vocabulary, structure, spelling, pronunciation also involve in reading.

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.[2]

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[1] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (New York: The University of Michigan Press, 1999), p.197

[2] Patricia L. Carrell, *Interactive Approaches to Second language Reading*, (New York: Cambridge University Press, ,1992), p.12

Reading is an activity that the writer shares their message by encoding it. Then the reader decodes the message into thought. Reading itself has various abilities, which will involve some aspects of language such as vocabulary, structure, spelling, pronunciation and meaning. In term comprehension it must be emphasized especially on vocabulary building which consists of spelling and its meaning.

In realizing this, the writer in her 'skripsi' hopes that the English teachers should stress reading into their teaching. The students are frequently encouraged to read the English texts. They are expected to make progress in reading along their improvement in speaking and listening or even writing. It is hoped to the English teachers to give the students more opportunities and more attention to encourage their motivations, because every student has different ability, character, and motivation in learning English.

To achieve the goal of learning, the teachers must have or create a good teaching strategy to be productive and efficient. Therefore, in teaching reading, they also need teaching strategy. One of those strategies is a Collaborative Learning, where students are working together, building, changing, and improving together. It is a kind of process where two or more students apply and evaluate their work together. Collaboration refers to all process of learning to students to teach each other.

The processes set in train by collaboration appear additionally to offer the prospect of developing a language for describing and interpreting classroom life which is accessible to its participants, for them to further their own development as a learning group.[3]

Collaborative Learning is a model of language learning. It provides a class environment in which such needs can be met in a way that is beneficial for both academic achievement and development of learner's social and

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[3] David Nunan, *Collaborative Language Learning and Teaching*, (New York: Cambridge University Press, 1992), p. 226

learning skills. It is a methodology and environment in which learners engage in a common task in which each individual depends on and it is accountable to each other. Group of students works together in searching, understanding, meaning or solutions or in creating an artifact of their learning.

Through Collaborative Learning, teacher at least helps students learn to work as a member of team. This study is aimed to know whether Collaborative Learning is effective in learning reading at the second grade students of SMAN 8 South Tangerang.

Based on the reason above, the writer is interested in discussing "the effectiveness of Learning Reading through Collaborative Learning". In her opinion, learning reading through Collaborative Learning will help students feel enjoy to accept subject materials with the right procedures and the good way of learning.

B. The Statement of the Problem

Based on the background of the study, the statement of the problem of the study is to know about the effectiveness of Collaborative Learning in learning reading at the second year of SMAN 8 South Tangerang.

C. Scope and Limitation of the Study

To avoid misunderstanding in interpreting the problem, it is necessary to make the limitation of the problem. In teaching English there are some kinds of skills and methods of teaching. In this paper, the writer limits her study to discuss about learning reading through collaborative learning approach at the second year students of SMAN 8 South Tangerang.

D. Organization of the Study

This 'skripsi' consists of four chapters. Chapter One is introduction. It consists of background of the study, statement of the problem, scope and limitation of the problem, and organization of the study.

Chapter Two is theoretical framework. It discusses the definition of reading, kinds of reading, purposes of reading, principles of teaching reading, the definition of collaborative learning, characteristics of collaborative learning, teacher's role in collaborative learning, student's role in collaborative learning, advantages of collaborative learning, and disadvantages of collaborative learning.

Chapter Three is the research methodology. Research methodology consists of purpose of the study, place and time of the research, research method, population and sample, research instrument, and technique of data analysis.

Chapter Four is the research finding. Research findings consist of data description, data analysis, and data interpretation.

Chapter Five is conclusion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. General concept of Reading

Reading is a process of getting meaning from the words. It needs many aspects of language. Reading is a form of communication, information and ideas are exchange between writer and reader in the act of communicating. The writer expresses her thoughts on paper with language, using whatever skills and style he has developed personally.

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistics surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought[1].

Reading itself has various abilities, which will involve some aspect of language such as vocabulary, structure, spelling, pronunciation and meaning. In term of comprehension, it must be emphasized especially on vocabulary building which consists of spelling and meaning. Grellet also listed the skills, they are[2]:

a. Recognizing the script of a language

b. Understanding explicitly stated information

c. Understanding information when not explicitly stated

d. Understanding conceptual meaning

e. Understanding relations within sentence

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[1] Patricia L. Carrell, *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1992), p. 12

[2] Francoise Grellet, *Developing Reading Skills*, (New York: Cambridge University Press, 1981), pp. 4-5

f.   Understanding cohesion between parts of a text through grammatical cohesion devices

g.   Identifying the main point or important information in a piece of discourse

To comprehend written language, we rely on our ability to recognize words, phrases, and sentences (bottom-up or text driven processing), as well as on our background knowledge related to the content of what we are reading (top-down or conceptually driven processing). These two processes interact as we read, resulting in some degree of comprehension[3].

From that list the writer concluded that Reading cannot be separated from comprehension, one can read and see the headline quickly, but he cannot analyze and conclude what he read. It indicates that he has no comprehension skill, because comprehension is not only recognizing the words and decoding the words symbols, but also understand their meaning. However, reading comprehension is complex. Some factors are involved and interrelated to each other. Therefore, reading comprehension need integrated skills.

There is an essential interaction between language and thought in reading. The writer encodes thoughts as language and the reader decodes the language to thought. Understanding a written text means extracting the required information from it as efficiently as possible. Our understanding of a text comes from understanding the words of which it is composed[4].

The writer will give some assumptions about the nature of reading that is noted from a course in language teaching:

a.   We need to perceive and decode letters in order to read words.

b.   We need to understand all the words in order to understand the meaning of a text.

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[3] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (New York: the University of Michigan Press, 1999), p. 198

[4] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1996), p. 138

c. The more symbols (letter or words) there are in the text, the longer it will take to read it.

d. We gather meaning from what we read.

2. Kinds of Reading

Linguists classify reading into two basic skills; reading aloud and silent reading. Reading aloud is the expression of the reader interpretation of the text. This takes the reader only to the surface structure and does not necessarily extract the meaning actually intended by the author; therefore, reading aloud is concerned primarily with the vocal reproduction of the surface structure. Reading aloud is useful for radio announcer, public speaker, actor, and the result must sound naturally.

Silent reading on the other hand, the reader read the passage silently. The main purpose of this kind of reading is how the reader can obtain the information from the printed page efficiently.

Nuttal describes reading into two approaches, they are[5]:

a. Intensive reading

Intensive reading involves approaching in text under the close guidance of teacher or under the guidance of a task, which force the students to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also how the meaning is produced.

Intensive reading is used to gain a deep understanding of a text, which is important for readers. The process of scanning takes a more prominent role here than skimming. For this kind of purpose it is better to teach the students from a shorten text and develop step by step to a longer one. This called also reading for accuracy.

b. Extensive reading

Extensive reading on the other side is reading program that will actively promote reading out of class. Class is always in short supply and the

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[5] Christine Nuttal, *Teaching Reading Skills in Foreign Language*, (London: Heinmann Educational Book, ltd, 1982), p. 23

amount of reading needed to achieve fluency and efficiently is great much greater than most students will undertake it left to them.

An extensive reading is suitable for reading to have a general idea of a text. The skimming process takes a prominent role. Usually skimming relates to longer text where there are words that need special attention. It is appropriate in reading a novel, magazine, or another text, which does not need full attention to a word or a sentence.

But some class time ought to be devoted to extensive reading, both to maintain interest in it and to train the students how to deal with full-length text. Moreover, as there is no absolute divide between intensive and extensive reading, the same text can usefully be employed for training in both, key passage from it being used for these two reasons. We shall try to bear in mind the requirements of both intensive and extensive reading, because both are important and each complements the others.

Intensive and extensive reading is complementary and both are necessary, as well as other approaches which perhaps fit into neither category. The labels indicate a difference in classroom procedures as well as a difference purpose.

3. Purpose of Reading

A person may read for many purposes, and that purpose helps understand more what is read by him. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he is reading for study of getting information such news, science or same line, which are part of his study or assignment it does very slowly and carefully.

The essential purpose of reading generally is to get new information and/or for pleasure. Reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structures. Reading for information requires that we understand the meaning of a passage.

Reading for information includes the materials which are classified as non-fiction: sciences, social studies, current affairs personal opinion,

technical matters, new magazine newspaper, and article. Readers scan to locate specific information in a text and skim to extract general information from it. Therefore, the teachers have to match reading skill to reading purpose.

Reading for pleasure, on the other hand, the reader may read either quickly or slowly based on the way he likes. It is associates largely with novel, short stories, biographies, plays, and poem[6].

Reading for pleasure is different from reading for study, reading for pleasure, we do not have to remember the details of pleasure reading book, because we will not be tested about what we have read. According to many experts, pleasure reading is the key to improve your English.

Purpose for reading helps the reader focus on information; consequently such purposes are most effective when they are established by the readers. Obviously, purpose for reading must be established before a selection is read. Only through this procedure can the reader properly direct his attention during the reading. Afterward, the stated purpose can be used as a basis for discussion to determine whether the reader has achieved his goal.

Based on the explanation from the expert the writer concluded that there are two purpose of reading, they are:

a. Reading for pleasure

We read text in order to get some pleasures. For instance, we read novels, comic books etc.

b. Reading for information

We read texts in order to find out something or in order to do something with the information we get.

4. The Principles of Teaching Reading

In teaching reading there are several principles in order to achieve the purpose of reading, according to Jeremy Harmer, they are[7]:

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[6] Joseph Bellafiore, *Language Art*, (New York: Amsco School Publication inc, 1998), pp. 315-317

1. Reading is not a passive skill

   Reading is an active occupation. It involves many skills as guessing, predicting, checking, and asking oneself questions. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things-and if students do not do these things- then we only just scratch the surface of the text, we quickly forget it.

2. Students need to be engaged with what they are reading

   Students who are not engaged with the reading text-not actively interested in what they are doing- are less likely to benefit from it.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

   Teacher must give students chance to respond to the message in some ways. It is important that they should be allowed to express their feelings about the topic.

4. Prediction is a major factor in reading

   Teacher should give students 'hints' so that they can predict what is coming too. It will make them better and more effective readers.

5. Match the task to the topic

   The most interesting text can be determined by asking boring and inappropriate questions; the most common place passage can be made exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full

   Many reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the

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[7] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (London: Longman, ltd, 1998), pp. 70-71

reading text into interesting class sequence, using the topic for discussion and further tasks.

From the principles of teaching reading stated by the experts, the writer takes the conclusion that the principles in teaching reading are:

a. The students have to be encouraged to respond the meaning of reading text.

b. The teachers should explain the material or reading text clearly, she or he should match the task given to the topic. It can increase the students' achievement in learning.

c. Reading involves many skills and abilities, therefore the teacher should give great attention to the students' development that involves the students' abilities to become efficient and skillful readers.

B. Collaborative Learning Approach

1. The Definition of Collaborative learning

The classroom is a place where students have to work together, essentially requiring a compromise between their own individuality and the dynamics of the whole group.

Teamwork with colleagues, through peer interaction and communication, invite a much broader range of affective behavior on the part of students and teachers than is typically found in traditional school settings[8].

The concept of collaborative learning, the grouping and pairing of students for achieving and academic goal has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction approach in which students at various performance levels work together in small groups toward a common goal.

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[8] Sholomo Sharan, *Cooperative Learning and the Teacher,* (New York: the Greendwood Educator's reference collection, 1999), p. 337

Collaborative learning is a model of teaching relies on a small group work. It is an approach of teaching strategies based on the philosophy that students could learn effectively in small group[9].

Effective communication and collaboration are essential to become a successful learner. It is primarily through dialogue and examining different perspective that students become knowledgeable, strategic, self-determined, and empathetic. Moreover, involving students in the tasks and linking new information to the prior knowledge requires effective communication and collaboration among teachers, students, and others. Collaborative learning affords students enormous advantages that are not available from traditional instructions because a group can accomplish meaningful learning and solve problems better than any individual.

One of the important aspects of collaborative learning is that while it is helping promote collaborative behavior and better group relations among students, it is simultaneously helping students with their academic learning.

Collaborative learning suggests a way of dealing with people that respects individual group members' abilities and contributions. There is sharing of authority and acceptance of responsibility among group members for the groups' activities.

There are four elements of collaborative learning, they are[10]:

a. Positive interdependence

A key element of collaborative learning is positive interdependence. It is a situation in which students make an effort to teach each other and learn from each other. The students are not thinking competitively and individualistically, but collaboratively and in term of the group. If they take different role within the group, they will each be able to focus on

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[9] Elizabeth Colho, *All Sides of the Issue Activities for Cooperation Jigsaw Groups*, (New York: Alta Book Publisher, 1998), p. 3

[10] Robert Slavin, *Cooperative Learning: Theory, Reseacrh, and Practice,* (New York: Allyn and Bacon, 1995), p. 129

a certain aspect during the learning process therefore, the work is more efficiently.

b. Face to face interaction.

Where the students work in four-to-five-member groups is the situation where the learners explain, argue, elaborate, and link current material with what they have learned previously.

c. Individual accountability.

The students must show that they have individually mastered the material. Every team member feels in charge of their own and their teammates and makes an active contribution to the group. Although students work together, each student is individually accountable.

d. Interpersonal and small – group skills

The students must be taught effective means of working together and of discussing how well their groups are working to achieve their goal. The team periodically asses what they have learned, how well they are working together and how they might do better as learning team.

Collaborative learning involves students learning from each other. But, it is not the group configuration that makes collaborative learning distinctive; it is the way that the students and teacher work together. The teacher helps students learn how to learn effectively. In collaborative learning, teacher teaches students social skills so that they can work together[11].

Since all group members share a common goal, they are motivated to work together for mutual benefit in order to maximize their own and each other's learning. Then it creates a positive interdependence among the learners which means they perceive that they can reach their goals best when the others in the same learning group also do as well as possible.

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[11] Diane Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 164

2. The Characteristics of Collaborative Learning

In the collaborative group learning paradigm, knowledge is constructed through the process of knowledge building and development of a shared understanding among learners. This process is greatly reliant upon an informal social setting that encourages participation through discourse and social interactions. In this paradigm, the relationships among learners are characterized by interdependence and a collective responsibility to the communal advancement of knowledge. The context of learning in this paradigm is based on an informal structure that stimulates learner-directed inquiry; therefore, the role of the instructor is to encourage discourse and mentor participation in communal knowledge advancement.

Knowledge building may be defined as the production and continual improvement of ideas of value to a community, through means that increase the likelihood that what the community accomplishes will be greater than the sum of individual contributions and part of broader cultural efforts. Knowledge building, thus, goes on throughout a knowledge society and is not limited to education[12].

Collaboration is a participatory process of inquiry that leads to the building of knowledge and creates a learning environment that focuses on developing the greater collective intelligence.

The informal structure of collaboration intends the discussion be learner-led and free of confining direction, thereby leaving it open to the free flow of inquiry. The informal structure of collaboration encourages learners to question the authority of knowledge and to seek to find their own answers and, just as importantly, form their own questions. The learner is left simply with the choice to participate or not in the conversation. Conversely, the

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[12] Scardamalia, M., & Bereiter, C., Knowledge Building. In J. W. Guthrie (Ed.), *Encyclopedia of Education*, *Second Edition,* (New York: Macmillan Reference, 2003), p. 1371

informal structure of collaboration allows the learner to follow his or her own path to understanding.

The overall process brings together both personal and group perspectives in that "If the negotiation of the different perspectives does result in acceptance of a common result, then such a result is accepted as *knowledge*"[13].

Collaboration, then, is dependent upon social interactions that take place in sound social spaces where "open dialogue and social interaction are possible, enabling cognitive processes such as elaborating, questioning, and defining to take place, all of which are necessary for the social construction of knowledge and competence building"[14].

Kreijns et al. (2004) defines a sound social space as being "characterized by effective work relationships, strong group cohesiveness, trust, respect and belonging, satisfaction, and a strong sense of community. A sound social space determines, reinforces, and sustains the social interaction that is taking place among the group members."

3. Teacher's Role in a Collaborative learning

The role of the teacher in the collaborative learning classroom and school is expanded considerably compared to the role designated by traditional instruction and school organization. This expanded role includes the following functions, although not all of them will appear in each and every collaborative learning approach[15]:

a. Conceive of the classroom as a system of small group as the functional learning units.

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[13] Stahl, G., *Group cognition: Computer support for building collaborative knowledge*, (Cambridge, MA: MIT Press,2006), p. 72

[14] Kreijns, K., Kirschner, P.A., Jochems, W., & Buuren, H., *Determining sociability, social space, and social presence in (a)synchronous collaborative groups*., (2004), *p. 156*

[15] (Sholomo Sharan, *Cooperative Language Learning…,* p. 346)

b. Redesign curricular materials to be appropriate for group-centered learning that requires collaboration instead of being exclusively at individuals

c. Identify and locate a wide variety of resources for learning beyond textbook related assignments.

d. Involve student groups in planning their topics of study and the process of their work.

e. Monitor groups to assure free exchange of information, mutual helping, and maximum participation by all members within the group.

f. Help groups to reflect on the interactions among their members and to receive feedback from one another on their performance as group members. In order to enable groups to develop and become more congenial and effective.

g. Select the collaborative learning approach for the curricula to be studied. Combine or integrate two or more methods, as circumstances require affording students the best possible means for pursuing the study of subjects at hand.

h. Advise student groups on the selection of creative means for organizing and presenting their work to their peers to the teacher for evaluation.

i. Participate in one or more teams of teachers who plan and implement collaborative learning approaches in their classroom, as well as engage in problem solving and decision making about instruction on a school wide basis.

Basically, the teachers' role is as a mediator to the students. They help students how to learn effectively, facilitate the students that share the knowledge to the others, create good atmosphere, and environment that is conducive in teaching learning process.

4. Student's Role in a Collaborative Learning

Learners become members of a community – their fellow learners and the teacher – and learn through interacting with members of the community. Learning is not views as an individual accomplishment but as something that is achieved collaboratively[16].

Students also have new roles in the collaborative classroom. Their major rules are collaborator and active participator. It is useful to think how these new roles influence the processes and activities that students conduct before, during, and after learning. For example, before learning, students set goals and plan learning tasks; during learning, they work together to accomplish tasks and monitor their progress; and after learning, they asses their performance and plan for future. As mediator, the teacher helps students to fulfill their new roles.

In the content course on learning styles and strategies, we first decided upon our goals for the class and then selected a textbook. We used the progression of the chapters in the book as a point of departure on which to base our syllabus[17].

Students prepare for the goal setting, the teacher invites them to discuss and decide the learning goal.

5. The Advantages of collaborative Learning

In the course we use group work a great deal by structuring groups of three or four students, with each group consisting of learners[18]. Each student has proportionally more chance to speak and to be involved in language use because they are asked to have discussion during doing the task.

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[16] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (New York: Cambridge University Press, 1990), p. 120

[17] David Nunan, *Collaborative Language Learning and Teaching*, (New York: Cambridge University Press, 1992), p. 167

[18] (David Nunan, *Collaborative Language Learning and Teaching…*, p. 169)

Students apply higher thinking strategies which help them construct meaning from what they read and help them monitor progress toward their goals.

One of the important aspects of collaborative learning is that it is helping promote collaborative behavior and better group relations among students. It is simultaneously helping students with their academic learning.

6. The Disadvantages of Collaborative learning

Serious problems could arise in situations where the collaborating partners have different goals. There may also be instances in which two partners would suggest contradictory solutions to problem that arise[19].

It takes much time to organize the group. The teacher should make the group that combines all the students that have different intelligences (heterogeneous groups).

The class situation become noisy, therefore the teacher needs to control the students.

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[19] (David Nunan, *Collaborative Language Learning and Teaching…*,p. 173)

CHAPTER III

RESEARCH METHODOLOGY

A. Purpose of the Study

The purpose of this research is to find out the effectiveness of learning reading through collaborative learning. This research also tries to help the teachers aware about the better way for the students in learning reading.

B. Place and Time of the Study

The study was conducted at the second grade students of SMAN 8 South Tangerang. It is located at Jl. Cireundeu Raya No. 5 RT/RW 004/01 Cireundeu, Ciputat, South Tangerang. It took about a month research, started in April to May 2010.

C. Research Method

The design of this study is pre-experimental research about learning reading through collaborative learning at second grade students of SMAN 8 South Tangerang. According to Ary, this research usually involves three steps: (1) administering a pre-test measuring the dependant variable, (2) applying the experimental treatment X to the subject, and (3) administering a post-test, again measuring the dependant variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores.[1] In line with that idea, Nunan also said that the pre-experimental research may has pre- and post-treatment test, but lacks a control group.[2]

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[1] Donald Ary, et. Al., *Introduction to Research in Education*, (New York: Harcourt Brace Publishers, 1996), pp. 329-330

[2] David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press,1992), p. 41

This study is aimed to know (1) the implementation of Collaborative Learning in learning reading, and (2) the students' achievement in learning reading through Collaborative Learning.

D. Population and Sample

The writer did the research at the second grade students of SMAN 8 South Tangerang that involves learning reading through collaborative learning. The population of the second grade is 181 students from five learning groups. The writer took one class which consists of 40 students from the second grade of "IPA" class as sample of the research.

E. Research Instrument

As the writer mentioned before that this study is a pre-experimental research, the research instrument in this study is tests, and they are:

1. Pre-test

The writer held the pre-test at the first meeting. Before the students learned reading through collaborative learning, she gave them a pre-test measuring the dependent variable.

2. Post-test

The writer gave the test to the students as post test after the treatment had been given by learning reading through collaborative learning.

Again, this test is used for measuring the dependent variable.

F. Technique of Data Analysis

The data obtained from the test used to know how effective learning reading through collaborative learning. It gained from the students' pre-test and post-test.

To find out the effectiveness of learning reading through collaborative learning, the researcher used t-test formula which was

adapted from Anas Sudijono. Before using t-test formula, the researcher had to seek some formula below:[3]

a. Determining mean of variables, with formula:

$$M_D = \frac{\Sigma}{}$$

M_D = the average of gained score (mean of difference)

ΣD = sum of gained score

N   = number of students

b. Determining standard deviation score of variables, with formula:

$$SD_D = \frac{^2}{} + \frac{(\Sigma\ )}{}$$

SD_D = standard deviation of gained score

D^2 = sum of squared gained score

ΣD = sum of gained score

N   = number of students

c. Determining of standard error mean of variables, with formula:

$$SE_{MD} = \frac{D}{\sqrt{}}$$

SE_{MD} = Standard error mean of gained score

SD_D = Standard deviation of gained score

N   = number of students

d. Determining t_o with formula:

$$t_o = \frac{}{}$$

t_o = t observation

M_D = the average of gained score (mean of differences)

SE_{MD} = standard error mean of gained score

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[3] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafinndo Persada, 1994), p.305

e. Determining degrees of freedom, with formula:

df = N-1

df = degree of freedom

N = number of students

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

As the writer mentioned before, this study discussed about the effectiveness of learning reading through collaborative learning which has been done at the second grade students of SMAN 8 South Tangerang. She held the teaching and applied the Collaborative Learning Approach in learning reading. She also gave the pre-test and post-test to the students.

After conducting the research, the writer obtained two kinds of data, the scores of pre-test and post-test, as shown in the table, see appendix 5.

B. Data Analysis

Data of students' achievement in learning reading divided into two kinds, namely 1) the data before they learn reading through collaborative learning which is gained from pre-test, and 2) the data after they learn reading through collaborative learning which is gained from post-test. Below the writer will present the data about the students' achievement in learning reading both before using collaborative learning and after using collaborative learning. First, the writer presented the result of pre-test, post- test, and its differences. Then the writer used the formula statistic calculation of t-test with significance 5% and 1% to decide significance of different result in teaching reading before using collaborative learning and after using collaborative learning.

In the following table, the writer presented the result calculation of test and its differences to know the effectiveness of collaborative learning in learning reading.

Table 4.1

The result calculation of students' pre-test and post-test

Students	Pre-test	Post- test	Gained score (D)	D²
1	4	5.5	1.5	2.25
2	3.5	5	1.5	2.25
3	5.5	7	1.5	2.25
4	3.5	6.5	3	9
5	4.5	6.5	2	4
6	4.5	7	2.5	6.25
7	5.5	7.5	2	4
8	6	8	2	4
9	5	6.5	1.5	2.25
10	4.5	6.5	2	4
11	3	5.5	2	4
12	3.5	5.5	2	4
13	4	5.5	1.5	2.25
14	5.5	8	2.5	6.25
15	6	7.5	1.5	2.25
16	6.5	8.5	2	4
17	4.5	7.5	3	9
18	5	6.5	1.5	2.25
19	4	6	2	4
20	4.5	6.5	2	4
21	4.5	7	2.5	6.25
22	5	6.5	1.5	2.25
23	5	7.5	2.5	6.25
24	3.5	5.5	2	4
25	3.5	5	1.5	2.25
26	4.5	6	1.5	2.25
27	4.5	6	1.5	2.25

28	5	7.5	2.5	6.25
29	5	7	2	4
30	5.5	7	1.5	2.25
31	4	6.5	2.5	6.25
32	3.5	6	2.5	6.25
33	3.5	6.5	3	9
34	3	5.5	2.5	6.25
35	4.5	6	1.5	2.25
36	5	6.5	1.5	2.25
37	5	6.5	1.5	2.25
38	5.5	7	1.5	2.25
39	3.5	5.5	2	4
40	4.5	6.5	2	4
N = 40	$\sum = 181$	$\sum = 260.5$	$\sum = 79$	$\sum = 165$
average	4.5	6.5	1.9	4.1

The scores are processed from students' answer sheet.

Based on the data presented in the table above, it can be discussed that the lowest gained score is 1.5 while the sum of gained score is 79 and the sum of squared of gained score is 165.

Furthermore, after finishing the calculation of test both pre-test and post-test, the writer used t-test formula to find out the effectiveness of using collaborative learning in learning reading. Before using t-test formula, the writer has to seek the differences of mean variables, the standard deviation scores of variables and the standard error mean of variables. The formula as follow:

a. Determining mean of variables, with formula:

$$M_D = \frac{\sum}{}$$

$$M_D = \frac{}{}$$

$$M_D = 1.975$$

b. Determining standard deviation score of variables, with formula:

$$SD_D = \sqrt{\frac{\quad^2}{\quad} + \frac{(\Sigma \quad)^2}{\quad}}$$

$$SD_D = \sqrt{\frac{\quad}{\quad} + \frac{(\quad)^2}{\quad}}$$

$$= \sqrt{4.125 - (1.97)^2}$$

$$= \sqrt{4.125 - 3.9}$$

$$= \sqrt{0.22}$$

$$= 0.46$$

c. Determining of standard error mean of variables, with formula:

$$SE_{MD} = \frac{\quad}{\sqrt{\quad}}$$

$$SE_{MD} = \frac{.}{.}$$

$$SE_{MD} = 0.07$$

d. Determining t_o with formula:

$$t_o = \frac{\quad}{\quad}$$

$$t_o = \frac{.'}{.}$$

e. Statistic hypothesis

1) If $t_o > t_t$: there is a significance differences between variable X and variable Y . its mean the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted.

2) If $t_o < t_t$: there is no significance difference between variable X and variable Y, its mean the null

hypothesis (Ho) is accepted and the alternative hypothesis is rejected.

f. Determining degrees of freedom, with formula:

df = N-1

df = 40-1

df = 39

t table ⟶ 5 % = 2.02

2.02< 28.2 > 2.71

t table ⟶ 1 % = 2.71

C. Data Interpretation

Based on the result calculation presented previously, it is known that the result of t_o is 28.2, the degrees of freedom is 39 obtained from (N-1) = (40-1). In this paper, the writer used the degree of significance of 5 % = 2.02 and 1 % = 2.71. Comparing t_o with each score of the degree significance, the result is 2.02< 28.2 > 2.71. Since t_o score in the table is higher than t_t score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

From the explanation above and refer to the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* for English subject is 65, we can see that learning reading through collaborative learning is quite success than learning reading without collaborative learning technique. It can be seen from the students' improvement in learning reading before using collaborative learning and after using collaborative learning. The students' scores after learning reading through Collaborative Learning have already reached the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM).*

As Sudijono stated that if the result of calculation t_o (t observation) is higher than t_t (t table) –t_o > t_t- so the null hypothesis (Ho) is rejected. It

means that the experiment technique is accepted and if the result of calculation t_o (t observation) is lower than t_t (t table)   -t_o< t_t- so the null hypothesis is accepted. It means that the experiment technique is rejected.[1]

Based on the improvement of students' score after learning reading through collaborative learning, it proved that the use collaborative learning in learning reading is important for students' achievement and it also has some advantages they are; it helped students to promote collaborative behavior and better group relation among them, each student has more chance to speak and students are more motivated to learn. But there are also some disadvantages of teaching reading through collaborative learning, they are; it took much time to organize the groups and the class situation became noisy.

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[1] Anas Sudijono,*Pengantar Statistik Pendidikan*,(Jakarta:Raja Grafindo Persada, 1994), p. 291-292

CHAPTER V

CONCLUSSION

Based on the research conducted at SMAN 8 Tangerang Selatan, the writer concluded that the implementation of collaborative learning in learning reading is applied well. The improvement of students' achievement in learning reading before and after using collaborative learning is significance enough. It can be known from the average of students score before and after using collaborative learning.
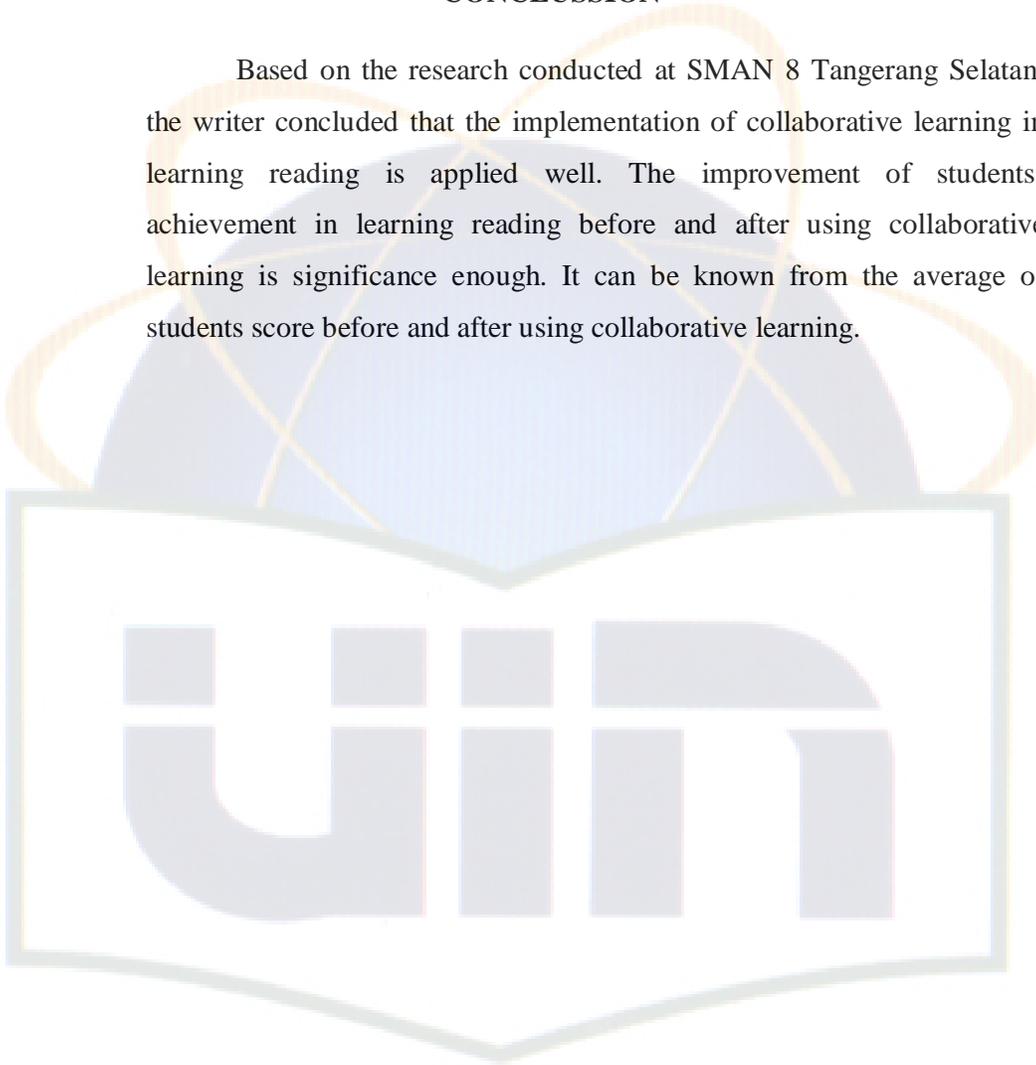
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APPENDIX 1

<div align="center">

PRE-TEST

THE SMARTEST PARROTS

</div>

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken coop. There were four old chickens for next dinner. "You are as stupid as the chickens. Just stay with them" said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken coop.

The next day, the man came back to the chicken coop. He opened the door and was very surprised. He could not believe what he saw at the chicken coop. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

Task 1. **Write T when the statement is true and F if it is false**

1. The man had a wonderful parrot   [   ]

2. The parrot could say every word.   [   ]

3. Catano was the place where it was bought.   [   ]

4. The man couldn't understand why the parrot would not say Catano.[   ]

5. The man didn't try to teach the parrot to say Catano.   [   ]

6. The man tried hard but the parrot would not say Catano   [   ]

7. The parrot was thrown into the Rabbit coop.   [   ]

8. The man would kill the parrot.   [   ]

9. There were three old chickens for the dinner.   [   ]

10. The parrot killed three chickens.   [   ]

Task 2. Comprehension questions.

Answer these questions below!

1. What is the main idea of paragraph 1?

2. What is the passage mainly discussed?

3. What word that wouldn't be said by the parrot?

4. "You are as stupid as the chickens. Just stay with **them**" (paragraph 4, sentence 5) what does the word them refer to?

5. What did make the man surprised when he saw the chicken house in the next day?

Task 3. Multiple choice

Choose the correct answer they by crossing a, b, c, or d!

1. The main idea of the third paragraph is …

   a. The man had a wonderful parrot.

   b. The man was very angry to the parrot.

   c. The man tried to teach the bird.

   d. The parrot killed the chickens

2. Which of the following statement is NOT TRUE according to the text?

   a. The man was very excited having the smartest parrot.

   b. The parrot would not say Catano.

   c. The man killed the chickens.

   d. Catano is the place where the parrot was born.

3. What did the man do to the parrot in the end?

   a. The man threw the parrot into the chicken coop.

   b. The man killed the parrot.

   c. The man gave the parrot a name.

   d. The man sold the parrot.

4. Where was the parrot thrown into?

   a. The rubbish bin.

   b. The chicken coop.

   c. The kitchen.

   d. The river.

5. What would the man do to the chickens?

    a. He would cook the chickens for dinner.

    b. He would sell the chickens.

    c. He would feed the chickens

    d. He would throw the chickens.
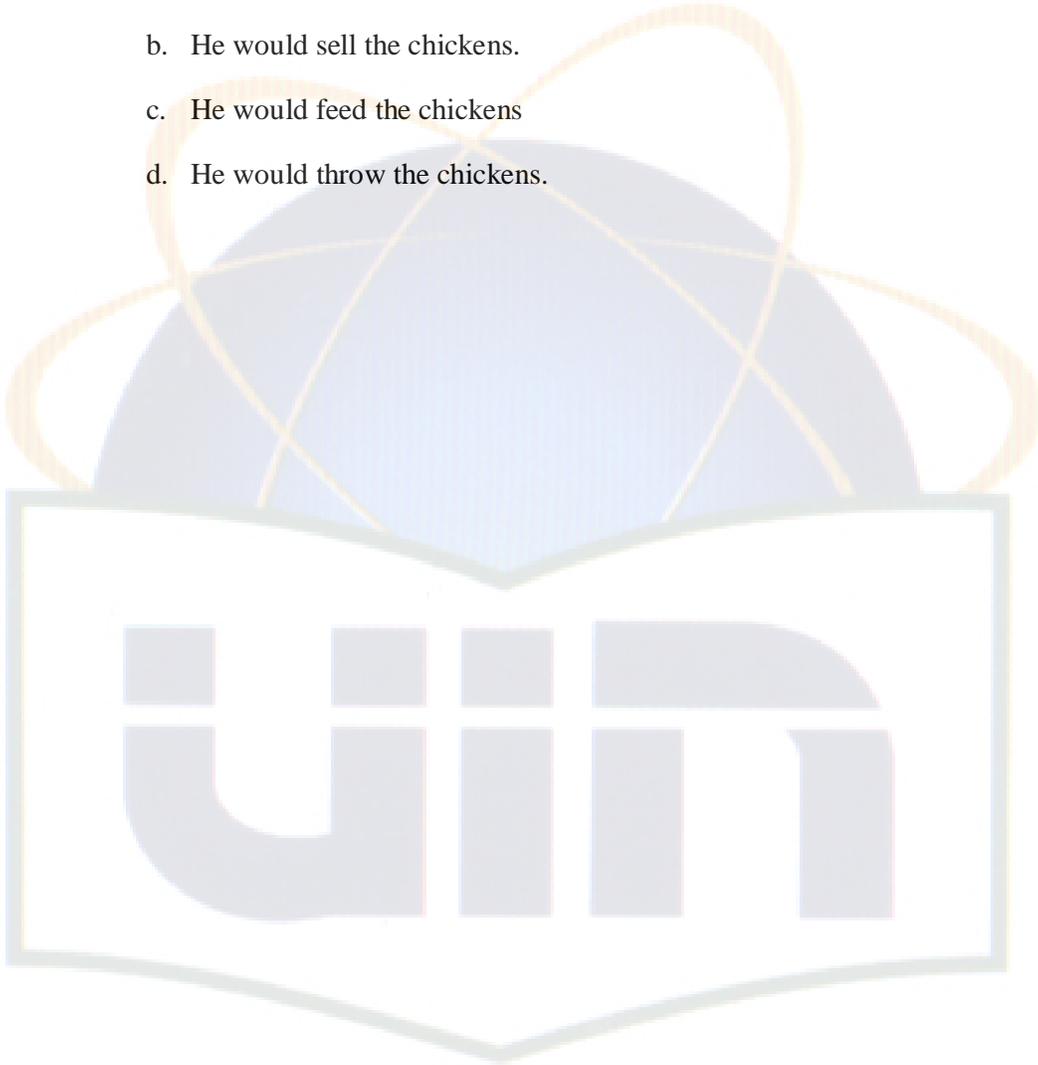
APPENDIX 2

POST-TEST

JONAH

Once upon a time there was a village in North Israel. All the people lived peacefully there. One of them was Jonah. Jonah lived with his parents. They loved him very much.

In the north of Israel was Syria. It had powerful knights. They were very cruel and liked to invade other countries.

One night when the people of Jonah's village were sleeping, the Syrian knights attacked his village. They burned down the houses. One of them threw a torch into Jonah's house. Jonah's house was on fire.

Jonah and his parents avoided the fire burning their house. They saved themselves by climbing a ladder to the upstairs. It was too high for them to jump down to the ground from the upstairs. Jonah's father took a rope to get down from the stairs to the ground. They escaped to another village.

Jonah and his parents lived in a fishermen village. They became fishermen.

One day, when they were fishing in the sea, Jonah fell into the sea. Jonah was drawn into the sea. A whale came closer to him. He tried to swim avoiding the whale as fast as possible but he failed and at last the whale swallowed him. Jonah was still alive in the stomach of the whale. He prayed to God to be released from the stomach of the whale.

Fortunately God granted his prayer. The whale came closer to an island. It opened its mouth and Jonah came out from its stomach.

Jonah swam to the seashore and he lived in a new island.

Task 1. **Write T when the statement is true and F if it is false**

1. Jonah lived with his family.   [   ]

2. Syria was in the south of Israel.   [   ]

3. The Syrians were very kind-hearted.   [   ]

4. They attacked Jonah's village in the night.   [   ]

5. Jonah's house was safe.   [   ]

6. Jonah's family saved themselves by climbing a ladder to the upstairs.[   ]

7. They run to another village.   [   ]

8. The whale didn't swallow him.   [   ]

9. Jonah was dead in the whale's stomach.   [   ]

10. He prayed to the God to be escaped from the whale's stomach. [   ]

Task 2. Comprehension questions.

Answer these questions below!

1. What is the main idea of paragraph 3?

2. What is the passage mainly discussed?

3. What was thrown into Jonah's house?

4. **They** burned down the houses. (Paragraph 3, sentence 2) what does the word they refer to?

5. Where did the whale take out Jonah?

Task 3. Multiple choice

Choose the correct answer they by crossing a, b, c, or d!

1. The main idea of the fourth paragraph is …

    a. Jonah and his parents avoided the fire burning their house.

    b. Jonah was swallowed by the whale.

    c. Jonah's family became fishermen.

    d. Syrians were very cruel.

2. Which of the following statement is TRUE according to the text?

    a. Jonah's family was killed by fire.

    b. The Syrians attacked the village in the morning.

    c. Jonah was still alive in the whale's stomach.

    d. The God didn't granted his prayer.

3. What did Jonah's family do to avoid the fire?

    a. They climbed a ladder to the upstairs

    b. They fished in the sea.

    c. They slept in the house.

    d. They climbed a tree.

4. Where did Jonah's family live after the fire?

    a. In the farmer village.

    b. In the previous village.

    c. In new island.

    d. In the fishermen village.

5. What were they doing when Jonah fell into the sea?

    a. They were climbing the mountain.

    b. They were fishing in the sea.

    c. They were running to another village.

    d. They were
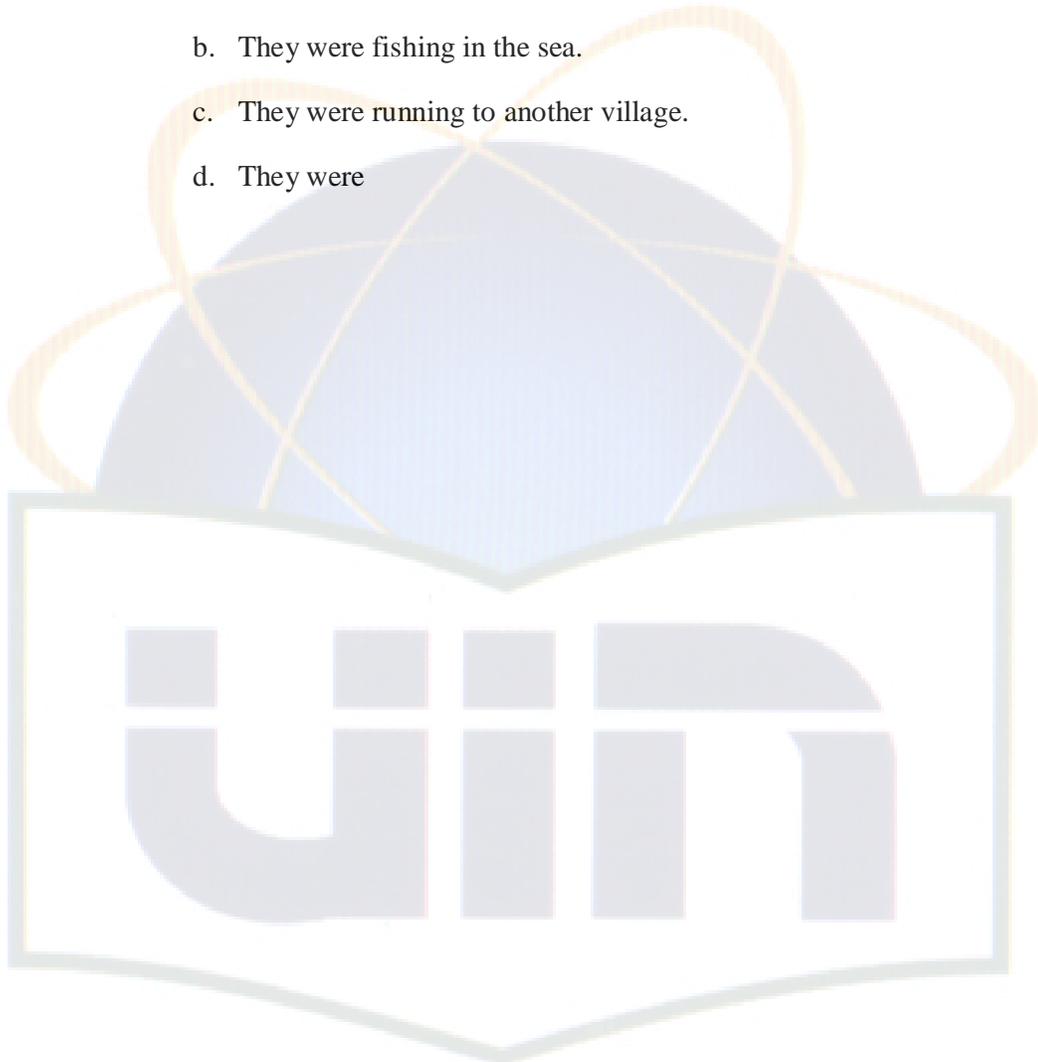
APPENDIX 3

<div align="center">

ANSWER KEY

PRE-TEST

</div>

Task 1. **Write T when the statement is true and F if it is false.**

1. T

2. F

3. F

4. T

5. F

6. T

7. F

8. T

9. F

10. T

Task 2. Comprehension questions.

1. The man had a wonderful parrot.

2. The smartest parrot.

3. Catano.

4. Chickens.

5. The parrot killed three chickens and it said to the last chicken : "say Catano, or I will kill you".

Task 3. Multiple choice

1. B
2. C
3. A
4. B
5. A
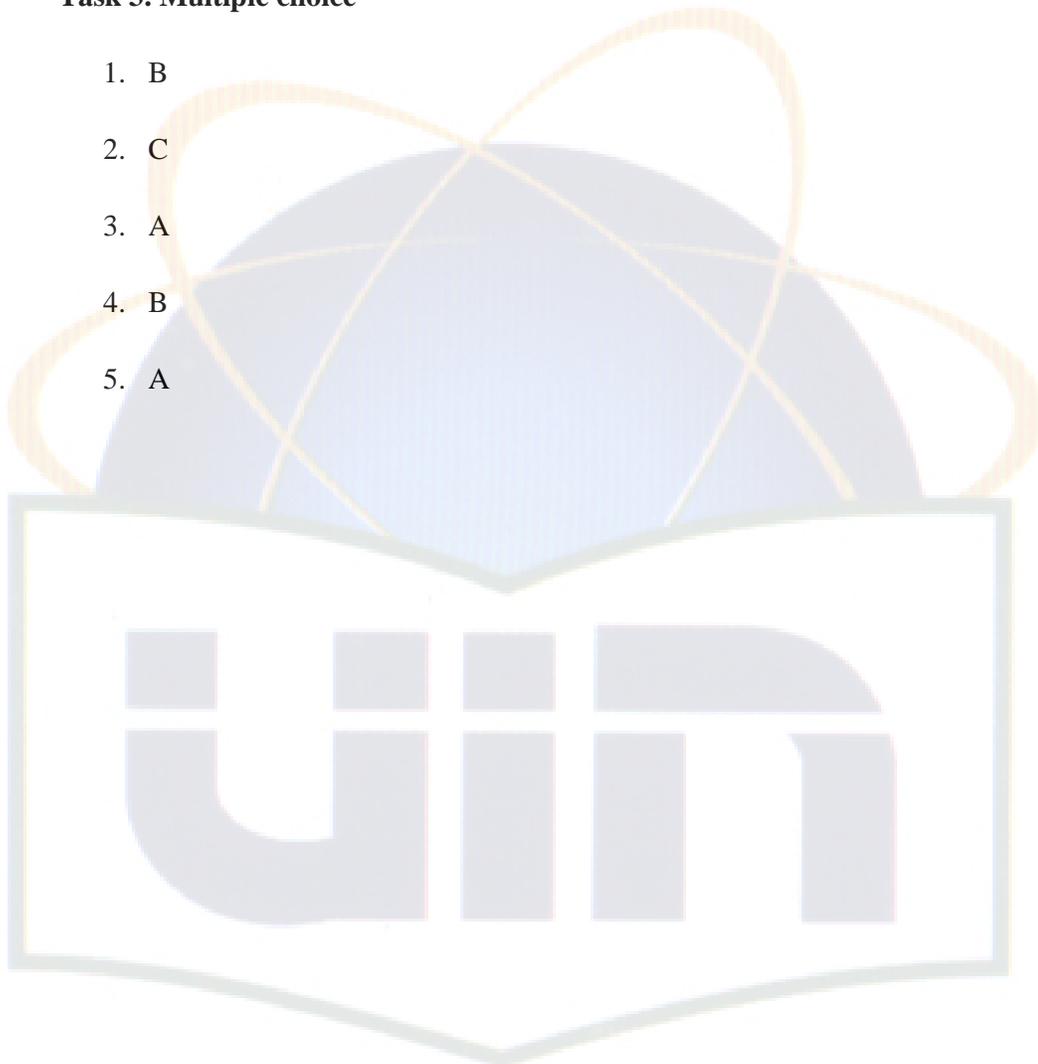
APPENDIX 4

ANSWER KEY

POST-TEST

Task 1. **Write T when the statement is true and F if it is false.**

1. T

2. F

3. F

4. T

5. F

6. T

7. T

8. F

9. F

10. T

Task 2. Comprehension questions.

1. The Syrian knights attacked Jonah's village.

2. Jonah and his family.

3. A torch.

4. The Syrian knights.

5. The whale took him out in the new island.

Task 3. Multiple choice

a. A

b. C

c. A

d. D

e. B

APPENDIX 5

The result calculation of students' pre-test and post-test

Students	Pre-test	Post- test	Gained score (D)	D^2
1	4	5.5	1.5	2.25
2	3.5	5	1.5	2.25
3	5.5	7	1.5	2.25
4	3.5	6.5	3	9
5	4.5	6.5	2	4
6	4.5	7	2.5	6.25
7	5.5	7.5	2	4
8	6	8	2	4
9	5	6.5	1.5	2.25
10	4.5	6.5	2	4
11	3	5.5	2	4
12	3.5	5.5	2	4
13	4	5.5	1.5	2.25
14	5.5	8	2.5	6.25
15	6	7.5	1.5	2.25
16	6.5	8.5	2	4
17	4.5	7.5	3	9
18	5	6.5	1.5	2.25

19	4	6	2	4
20	4.5	6.5	2	4
21	4.5	7	2.5	6.25
22	5	6.5	1.5	2.25
23	5	7.5	2.5	6.25
24	3.5	5.5	2	4
25	3.5	5	1.5	2.25
26	4.5	6	1.5	2.25
27	4.5	6	1.5	2.25
28	5	7.5	2.5	6.25
29	5	7	2	4
30	5.5	7	1.5	2.25
31	4	6.5	2.5	6.25
32	3.5	6	2.5	6.25
33	3.5	6.5	3	9
34	3	5.5	2.5	6.25
35	4.5	6	1.5	2.25
36	5	6.5	1.5	2.25
37	5	6.5	1.5	2.25
38	5.5	7	1.5	2.25

39	3.5	5.5	2	4
40	4.5	6.5	2	4
N = 40	$\sum$ = 181	$\sum$ = 260.5	$\sum$ = 79	$\sum$ = 165
average	4.5	6.5	1.9	4.1

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMAN 8 Tangerang Selatan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/2

Alokasi Waktu   :2x45 menit

Tahun Pelajaran   : 2009/2010

Standar Kompetensi

11. Membaca

Memahami makna teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

11.1

Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll) resmi dan tak resmi yang menggunakan ragam bahasa tertulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

I. Materi pembelajaran

THAT PHONE IS OFF

Soon after he left college, Dave found one of his uncles who was very rich and had no children of his own died and left him a lot of money, so he decided to set up his own real estate agency.

Dave found a nice office. He bought some new furniture and moved in. he had only been there for e few hours when he heard someone coming toward the door of his office.

"It must be my first customer" Dave thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on. He came in and waited politely for Dave to finish his conversation on the phone. Then the man said to Dave; "I am from the telephone company and I was sent here to connect your telephone"

Answer these questions!

1. What is the main idea of 2nd paragraph?
2. Who left David money?
3. What do these words refer to?
   a. Him (line 2)
   b. Him (line 9)
4. What did David do when he heard someone coming towards his office door?
5. Which part is called twist? Explain!

II.   Indikator

- Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar.
- Mengidentifikasi topic dari teks yang dibaca.
- Mengidentifikasi informasi tertentu dari teks spoof

III.   Metode Pembelajaran

- Presentasi
- Collaborative Learning
- Diskusi

IV.   Langkah-langkah pembelajaran

1. Kegiatan awal

    - Brainstorming
    - Review

2. Kegiatan inti

    - Guru menjelaskan tentag teks spoof yang akan dibahas
    - Guru menjelaskan fungsi dari teks spoof
    - Siswa diminta untuk membaca teks
    - Siswa dibagi dalam beberapa kelompok untuk mengerjakan tugas dari guru; menjawab pertanyaan seputar teks yang telah dibagikan untuk masing-masing kelompok.
    - Siswa mendiskusikan teks yang telah dibagi dan menjawab pertanyaan tentang informasi yang terkait dalam teks tersebut.
    - Perwakilan dari setiap kelompok mempresenttasikan tekks mereka dan jawaban dari pertanyaan tersebut.

3. Kegiatan akhir

    - Tugas terstruktur

        Siswa diminta untuk menyimpulkan materi pembelajaran yang telah dipelajari.

- Tugas tidak terstruktur

Siswa diminta untuk mencari contoh teks spoof.

V.   Sumber dan Media belajar
- Buku paket Look ahead 2
- Buku teks genre of teks
- Reading worksheet

VI.   Penilaian
a. Teknik
  - Diskusi, presentasi
  - Tertulis
b. Bentuk
- Aspek kognitif: mengidentifikasi informasi tertentu dari teks.
- Aspek afektif: partisipasi dan antusiasme siswa dalam aktifitas kelas.

Ciputat Timur, 12 Mei 2010

Guru Bidang Studi   Kepala SMA negeri 8 Tangerang Selatan

Tri Adji Anugroho, S.Pd   Dra. Hj. Ara Juhara
                                           NIP. 130 871 818

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMAN 8 Tangerang Selatan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Alokasi Waktu : 2x45 menit

Tahun Pelajaran : 2009/2010

Standar Kompetensi

11. Membaca

Memahami makna teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

11.1

Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll) resmi dan tak resmi yang menggunakan ragam bahasa tertulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

I.   Materi pembelajaran

NASREDDIN'S COAT

One day Nasreddin had been invited to the dinner party. He went to the party by wearing old clothes.

When he arrived in the party, nobody looked at him and nobody gave him a seat. He got no food in the party so he went home and change his clothes

Next he put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food

Nasreddin sat and put off his coat. He put his coat and said; "Eat the food, Coat!" the hosts and guests were very surprised and asked Nasreddin; "What are you doing?" Nasreddin replied calmly; "When I came here with my old clothes, nobody looked at me. Then I went home and put on my best clothes. I came back in my newest coat and you all give me this best food and drink. So, you give food to my coat instead of me". Getting Nasreddin's answer, they just shook the head.

Answer these questions!

1. What is the main idea of 3rd paragraph?
2. Why did no body give him a seat?
3. Write True or False
    a. Nobody look at him when he wore his new clothes
    b. At the first time, he came with his old clothes
4. What did Nasreddin do when he got no food and seat?
5. Which part is called twist? Explain!

II.   INDIKATOR

- Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar.
- Mengidentifikasi topic dari teks yang dibaca.
- Mengidentifikasi informasi tertentu dari teks spoof

III.   Metode Pembelajaran

- Presentasi
- Collaborative Learning
- Diskusi

IV.   Langkah-langkah pembelajaran

4. Kegiatan awal

   - Brainstorming
   - Review

5. Kegiatan inti

   - Guru menjelaskan tentag teks spoof yang akan dibahas
   - Guru menjelaskan fungsi dari teks spoof
   - Siswa diminta untuk membaca teks
   - Siswa dibagi dalam beberapa kelompok untuk mengerjakan tugas dari guru; menjawab pertanyaan seputar teks yang telah dibagikan untuk masing-masing kelompok.
   - Siswa mendiskusikan teks yang telah dibagi dan menjawab pertanyaan tentang informasi yang terkait dalam teks tersebut.
   - Perwakilan dari setiap kelompok mempresenttasikan tekks mereka dan jawaban dari pertanyaan tersebut.

6. Kegiatan akhir

   - Tugas terstruktur

     Siswa diminta untuk menyimpulkan materi pembelajaran yang telah dipelajari.

   - Tugas tidak terstruktur

Siswa diminta untuk mencari contoh teks spoof.

V. **Sumber dan Media belajar**

- Buku paket Look ahead 2
- Buku teks genre of teks
- Reading worksheet

VI. **Penilaian**

c. Teknik

- Diskusi, presentasi
- Tertulis

d. Bentuk

- Aspek kognitif: mengidentifikasi informasi tertentu dari teks.
- Aspek afektif: partisipasi dan antusiasme siswa dalam aktifitas kelas.

Ciputat Timur, 19 Maret 2010

Guru Bidang Studi   Kepala SMA negeri 8 Tangerang Selatan

Tri Adji Anugroho, S. Pd   Dra. Hj. Ara Juhara

NIP. 130 871 818

APPENDIX 7

THE PROFILE OF SMAN 8 SOUTH TANGERANG

A. THE BRIEF HISTORY

SMAN 8 South Tangerang was SMAN 3 Cireundeu which was built based on the Consideration Letter from Chief of Education and Culture Department office in West Java Province in 1986. Because of less of the location, it was moved into Pamulang Permai II. Then in 2006 it was built again on Jl. Cireundeu Raya. And now, it was renamed as SMAN 8 South Tangerang.

SMAN 8 South Tangerang building is a strategic place because it is located on the main road which connects the DKI Province with South Tangerang.

B. THE CURRICULUM

SMAN 8 South Tangerang applies "Kurikulum Tingkat Satuan Pendidikan(KTSP)" at academic year 2010-1011 which was determined by the government.

C. THE SCHOOL PROFILE

SMAN 8 South Tangerang is and educational school, these are its profile:

a. School's name   : SMA Negeri 8 South Tangerang
b. No.Telepon/Fax   : (021) 7445375 / (021) 7445401
c. Website   :http://www.sman8kotatangsel.sch.id
d. E-mail   : sman8kotatangsel@yahoo.co.id
e. Location   : Jl. Cireundeu Raya, No. 5 Rt/Rw 004/01, Cireundue, Ciputat, South Tangerang, Banten 15419.

D. VISION AND MISION

a. Vision

"To create SMA Negeri 8 South Tangerang as the best education office that produce the best graduator based on the faith."

b. Mission

a. to produce the graduations who has good behavior and faith to the only God Allah.

b. to make the best education in language field, science and religion.

c. to produce the graduate who are good at Science and technology..

d. to produce the graduate who have capability in communicating international language.

e. to produce the independent and acceptable graduate in the society.

E. THE TEACHERS AND STUDENTS

There are 39 teachers at SMAN 8 South Tangerang, as shown in the following table:

Table 1.1

The Teachers of SMAN 8 South Tangerang

Graduation	Number
S.1	34
S.2	3
D3/D2/D1	2

There are 569 students which divided into 15 learning groups. The first grade consists of five learning groups, the second grade consists of

five learning groups and the third grade also consists of five learning groups. The table bellow will show about the students of SMAN 8 South Tangerang.

Table 1.2

Students and learning groups in academic year 2010/2011.

No	Class	Learning groups	Number of students		Total
			Male	Female	
1.	X	5	92	96	188
2.	XI IPA	2	25	55	80
3.	XI IPS	3	55	46	101
4.	XII IPA	2	29	51	80
5.	XII IPS	3	61	59	120
Total		15	262	309	569

F. TEACHING-LEARNING ENGLISH ACTIVITIES AT SMAN 8 SOUTH TANGERANG

From the result of the observation, the writer concluded that the teachers commonly perform teaching-learning English activity with some activities as follow:

a. Preparation written

The teachers always make preparation of lesson plan in their teaching-learning English activities.

b. Preceding activity

When they begin their lesson, they often greets the studnets using English. The teachers also review the previous lesson before they start the new material.

c. Final activity

In final activity, the teachers aso often give some assignments to the students. It provides as a self-assignment for the students to learn at their home.