

**IMPROVING THE SEVENTH GRADE STUDENTS'
READING SKILL BY USING COLLABORATIVE
LEARNING**

(A Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor)

A "Skripsi"

Presented to the Faculty of Tarbiyah and Teachers' Training

In Partial Fulfillment of the Requirements

For the Degree of S.Pd (Bachelor of Arts) in English Language Education



By

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**DEPARTMENT OF ENGLISH EDUCATION
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"SYARIF HIDAYATULLAH" STATE ISLAMIC UNIVERSITY**

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ABSTRACT

Asri Nur Tauhida. 106014000371. *Improving The Seventh Grade Students' Reading Skill By Using Collaborative Learning (A Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor)*. Skripsi, Department of English Education Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State Islamic University Jakarta. Advisor: Dr .H. M. Farkhan M.Pd.

Key Words: Reading, Collaborative Learning, Classroom Action Research.

Reading is one part of English skills that very important in learning English for students. Many students are content to read in English, but for the other students still have some problems. The students feel hard when they are reading descriptive text, they do not understand every word when they read the text, because they do not know enough vocabulary, and the teacher still uses traditional method to teach reading in the classroom. To acquire the students' reading skill is needed to stimulate participation of students. Therefore, in this study, researcher will try to apply collaborative learning approach. This model is expected to overcome the problem that occurs in the field. This research is aimed to find out whether teaching reading using collaborative learning is effective to improve students' reading skill, to collect students' perception and impression of collaborative learning process, and to collect the progression result of students' participation in learning reading descriptive text at VII-2 class of SMPIT Darul Muttaqien Bogor. This method used in conducting this research is classroom action research (CAR) by using Kurt Lewin's design: Planning, Acting, Observing, and Reflecting. Subject in the study was students of VII-2 grade class of SMPIT Darul Muttaqien, Parung Bogor. The instruments that are used in this research are the English test sheet, observation sheets, interview guides. Based on the research results, the application of learning reading skill (descriptive text) by using collaborative learning has improved, in the result of posttest in the third cycle gained 12 or 80%, the average of students' participation was 97.34%, higher than the average of criterion that had been determined by the teacher 84%. In addition, students' responses to learning are generally positive. Based on these findings can be concluded that the application of the collaborative learning can improve students' reading ability of grade VII-2 of SMPIT Darul Muttaqien Bogor.

ABSTRAK

Asri Nur Tauhida. 106014000371. *Improving The Seventh Grade Students' Reading Skill By Using Collaborative Learning (A Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor)*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Sastra, Universitas Islam Negeri Syarif Hidayatullah Jakarta. Pembimbing: Dr .H. M. Farkhan M.Pd.

Key Words: Reading, Collaborative Learning, Classroom Action Research.

Membaca merupakan salah satu keterampilan Bahasa Inggris yang sangat penting untuk dipelajari oleh siswa. Banyak siswa yang senang membaca teks dalam Bahasa Inggris, tetapi banyak juga siswa yang mempunyai masalah dalam membaca teks Bahasa Inggris. Siswa merasa sulit ketika membaca bacaan teks deskriptif, mereka tidak mengerti kata-kata yang dibaca karena mereka kekurangan kosakata, dan guru masih menggunakan metode tradisional dalam mengajarkan *Reading* (Membaca) di kelas. Untuk mendapatkan hasil kecakapan membaca siswa diperlukan upaya menstimulasi partisipasi siswa. Oleh karena itu, dalam penelitian ini, peneliti akan mencoba mengaplikasikan pembelajaran kolaboratif. Model ini diharapkan dapat mengatasi masalah yang terjadi. Penelitian ini bertujuan untuk mengetahui apakah pengajaran *Reading* (Membaca) menggunakan pembelajaran kolaboratif dapat memperbaiki kecakapan membaca siswa, mendapatkan persepsi dan kesan siswa terhadap proses pembelajaran kolaboratif, dan untuk mendapatkan perbaikan hasil partisipasi siswa dalam pengajaran membaca teks deskriptif di kelas VII-2 SMPIT Darul Muttaqien Bogor. Metode yang digunakan pada penelitian ini adalah Penelitian Tindakan Kelas, dengan menggunakan model Kurt Lewin: Perencanaan, Tindakan, Observasi, dan Refleksi. Subjek yang diteliti adalah siswa kelas VII-2 SMPIT Darul Muttaqien Bogor. Instrument yang digunakan pada penelitian ini adalah test, lembar observasi, wawancara, dan angket. Berdasarkan hasil penelitian, aplikasi pembelajaran reading menggunakan pembelajaran kolaboratif adalah meningkat, hasil posttest di siklus ke-3 ada 12 atau 80% siswa yang lulus *KKM* dengan rata-rata nilai 81, dan rata-rata partisipasi siswa mencapai 97,34% lebih tinggi dari kriteria yang ditetapkan guru sebelumnya yaitu 84%. Hasilnya, respon siswa terhadap pembelajaran positif. Berdasarkan hasil data dapat disimpulkan bahwa aplikasi pembelajaran kolaboratif dapat memperbaiki kecakapan membaca siswa di kelas kelas VII-2 SMPIT Darul Muttaqien Bogor.

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In the Name of Allah the Beneficent, the Merciful

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The writer is profoundly grateful to Allah SWT. He has blessed her with patience and strength, so that she can accomplish this paper. She knows that it needs a lot of effort to write this paper, and she realizes that without His blessing she cannot complete it.

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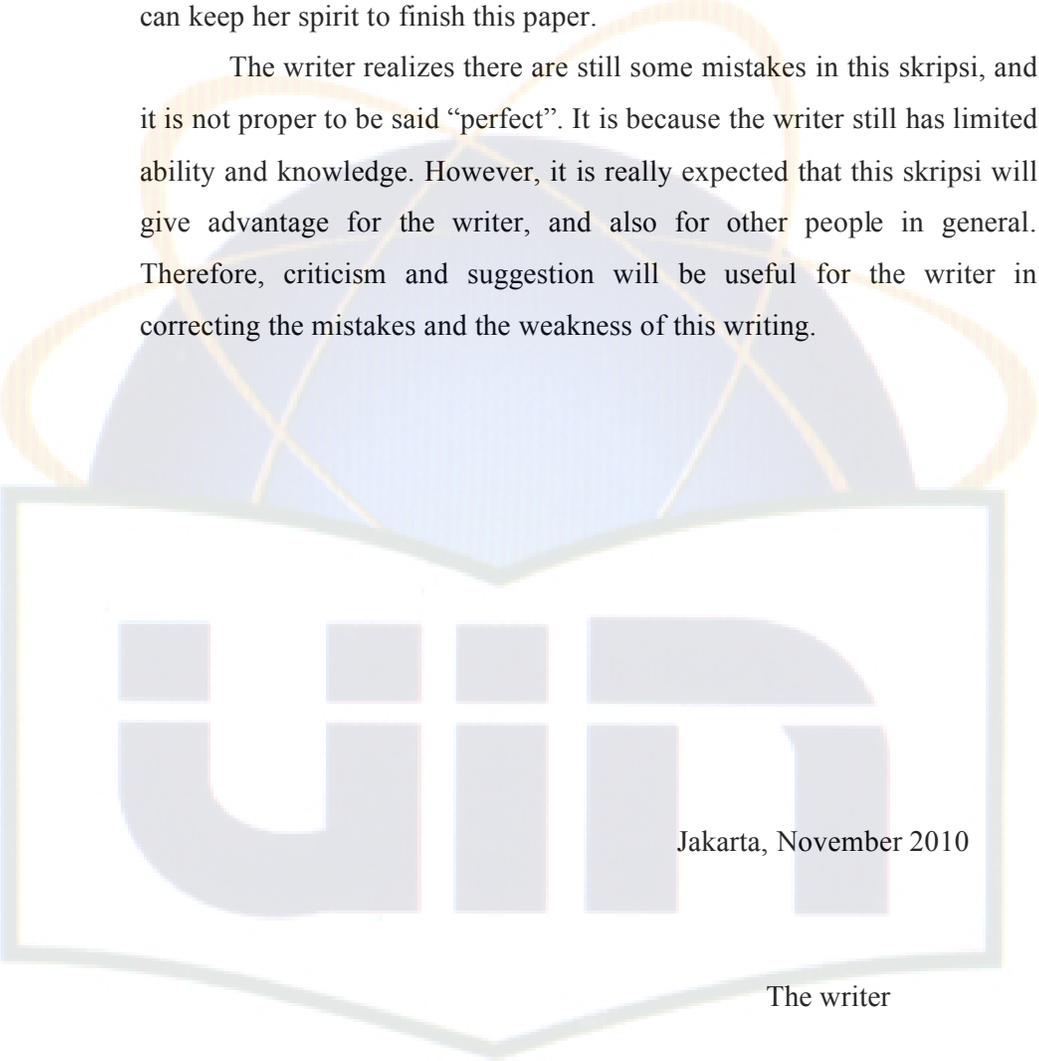
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The writer realizes there are still some mistakes in this skripsi, and it is not proper to be said “perfect”. It is because the writer still has limited ability and knowledge. However, it is really expected that this skripsi will give advantage for the writer, and also for other people in general. Therefore, criticism and suggestion will be useful for the writer in correcting the mistakes and the weakness of this writing.



Jakarta, November 2010

The writer

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Asri Nur Tauhida

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JAKARTA
1431 H/2010**

ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teachers' Training certifies that the 'skripsi' (scientific paper) entitled **“Improving The Seventh Grade Students' Reading Skill By Using Collaborative Learning (Classroom Action Research at SMPIT Darul Muttaqien Parung Bogor)”**, written by **Asri Nur Tauhida**, student's registration number **106014000371**, was examined by the committee on December 17, 2010 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd in English Language Education in the Department of English Education.

Jakarta, December, 17 2010

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NIM : 106014000371

Fakultas/Jurusan: Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

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IMPROVING READING SKILL (DESCRIPTIVE TEXT) BY USING COLLABORATIVE LEARNING (Classroom Action Research at VII-2 Grade of SMPIT Darul Muttaqien)

Karena terdapat suatu permasalahan pada judul tersebut, maka saya merubah judul saya menjadi:

IMPROVING THE SEVENTH GRADE STUDENTS' READING SKILL BY USING COLLABORATIVE LEARNING (Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor)

Mengetahui,

Dosen Pembimbing

Mahasiswa

Dr. H. M. Farkhan, M.Pd.

Asri Nur Tauhida

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Semester : IX (Sembilan)

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Jakarta, November 2010

Mengetahui,
Penasehat Akademik,

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.....
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Field Note

Cycle 1

Notice: Write the important things

- The students participation are low
- The students did not accomplish the task on time
- Most of the students still were passive
- The result of the post-test showed only 26.68% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text
- The teacher realized that she was too dominant in the class
- The teacher still had difficulty in managing the class.

Field Note

Cycle 2

Notice: Write the important things

- There was an improvement in cycle 2.
- The students participation more better in the previous cycle,
- Most of the students accomplished the task on time
- The result of the post-test showed only 60% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic, but there were students still relied on the others friend in a group.

Field Note

Cycle 3

Notice: Write the important things

- There was very an increasing progress in the third cycle.
- All of the group accomplished the task on time
- There was any progression of the students' participation. Students' willingness to be active in learning process was about 97.34%.
- The result of the posttest showed 80% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic.

J. Data Validity

Validity is a measurement that indicates the level of instrument is valid or not (Suharsimi Arikunto). Validity is information which measure to interpret characteristic that will measure.

In this study, to avoid invalid data the writer writes and concludes all actions during the CAR. If there might have an inaccuracy in the method of teaching, then the writer discuss with the teacher to revise the plan.

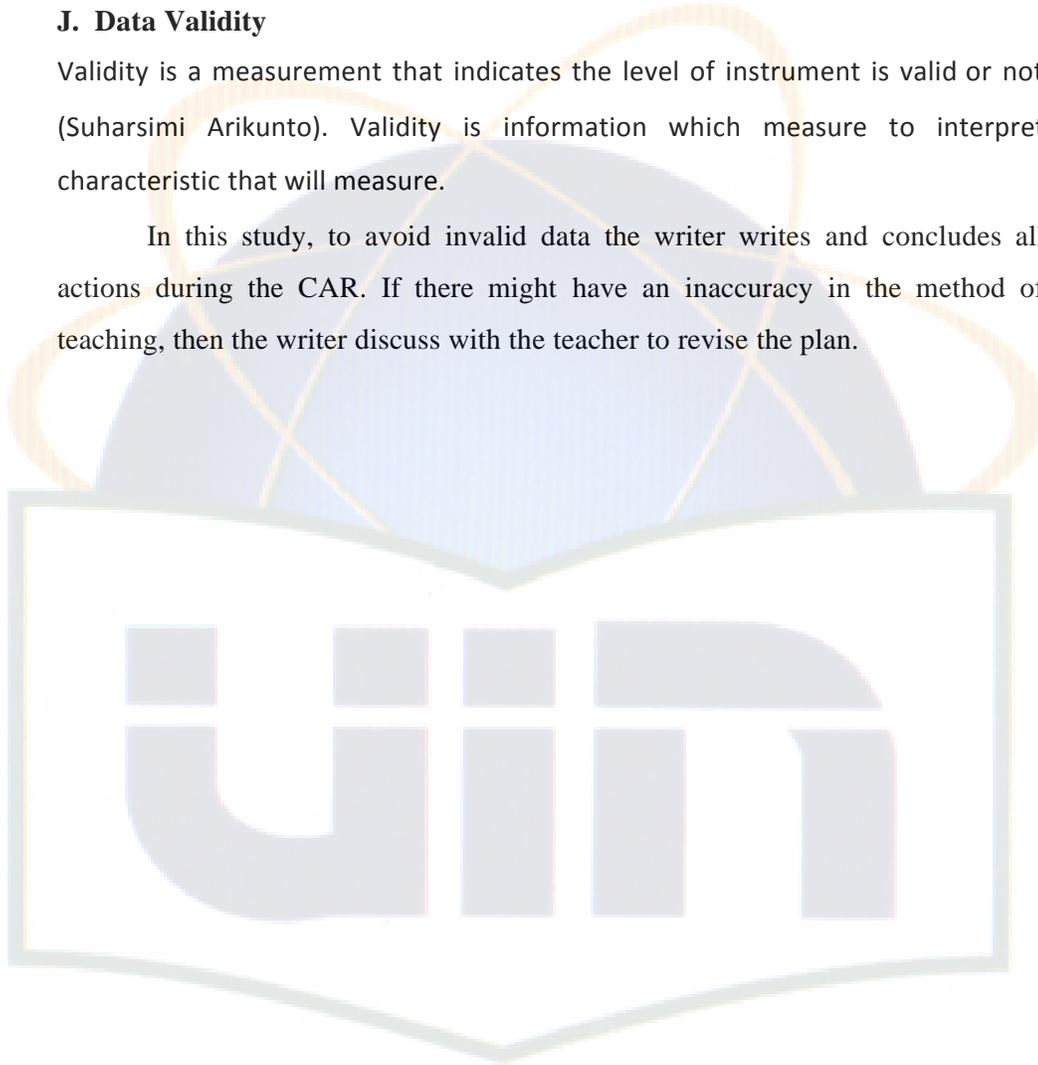


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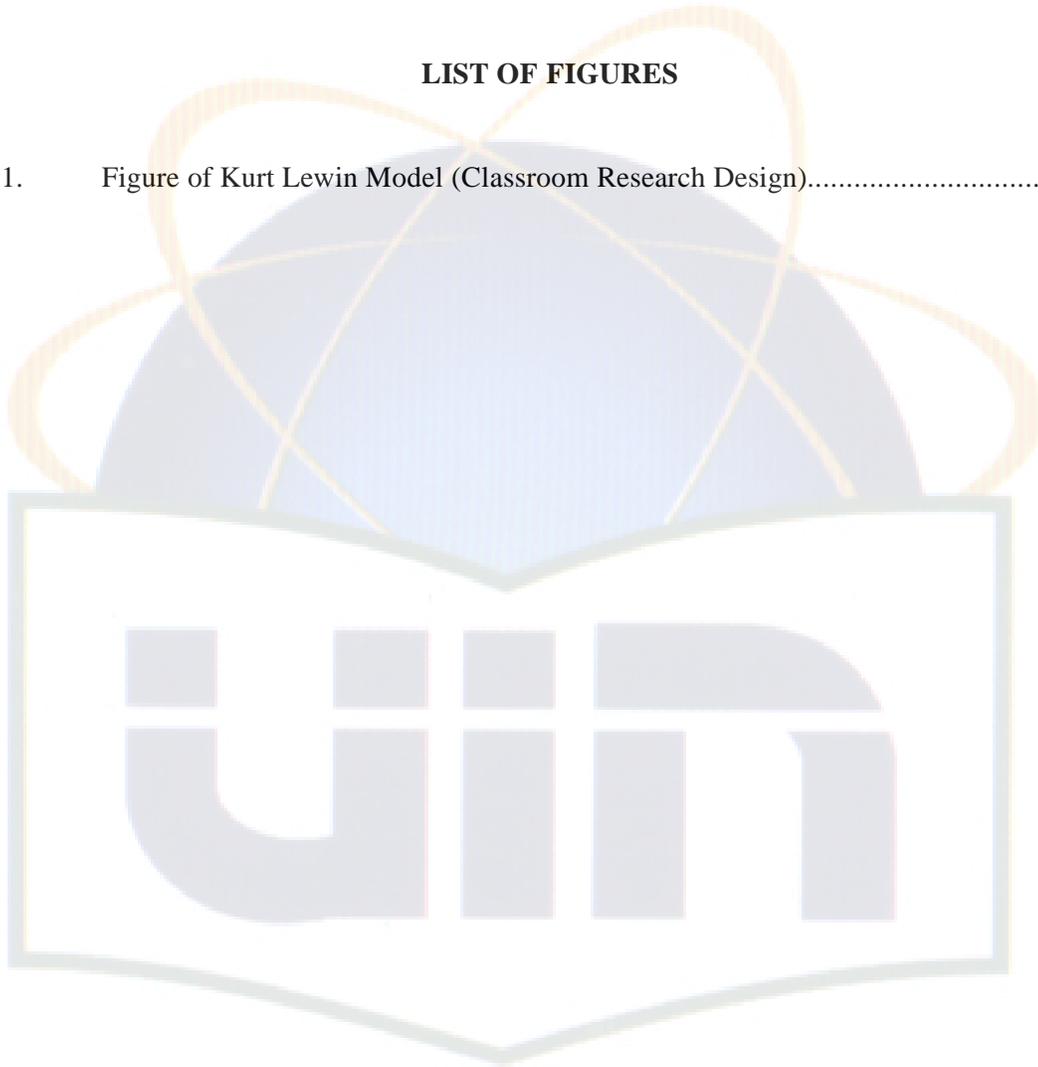
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CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays, English is one of global languages in the world that becomes important language for people. Most of people from various nations use English as a standard language. Besides, the government also has great concern of the importance of English; the Indonesian government takes up English as a compulsory foreign language subject, which is taught at the formal education. It becomes one of the foreign languages which is taught in Indonesian schools. Being aware of the importance of English, people are supposed to master English by learning and practice them to communicate and to get information. Based on *Peraturan Menteri Pendidikan Nasional (2008)*:

“Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya.”¹ (English is a tool to communicate by spoken and written. To communicate is to comprehend, to understand, and to express information, minds, feelings, and to develop knowledge, technologies, and cultures).

¹ Depdiknas, *Peraturan Menteri Pendidikan Nasional No.22 Th.2006, Tentang Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah* (Jakarta: 2008), p.123

English is one of the important foreign languages in Indonesia that has purpose to absorb and to develop knowledge, technology, and to establish relation with other nations. Thus, it is essential to learn English to help people's need to get information and knowledge in every aspect such as education, science, religion, social and technology.

Those are four skills that people should master in learning English: listening, speaking, reading, and writing. According to *standar kompetensi madrasah tsanawiyah kurikulum 2004*, the purposes of learning English are:

*“Mengajarkan dan mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris, baik secara lisan maupun tertulis, dengan menguasai keterampilan berbahasa baik yang bersifat productive; berbicara dan menulis maupun yang bersifat receptive; mendengar dan membaca”.*² (Teaching and developing ability to communicate spoken or written in English, by mastering productive language skills: speaking and writing or receptive skills; listening and reading).

Reading is one of English skills that the students need to obtain. For junior high school in Indonesia, the students learn reading skill to comprehend meaning in many types of text such as descriptive, procedure, report, narrative, and recount.³ Many students read English text for various purposes especially reading for pleasure; it is the easiest way to comprehend the written material, such as reading comic, novel, or magazine.

Nevertheless, from the information above, there are some problems for students in learning reading skill, especially for many students in Indonesia. According to Education for All Global Monitoring Report (2005):

“Indonesia merupakan negara ke-8 dengan populasi buta huruf terbesar didunia, yakni sekitar 18,4 juta orang buta huruf di Indonesia dan Internasional Education Achievement (IEA) melaporkan bahwa kemampuan membaca siswa SD

²Departemen Agama RI, *Standar Kompetensi Madrasah Tsanawiyah Kurikulum 2004* (Jakarta:Depag RI, 2004) p.171

³Depdiknas, *Peraturan Menteri Pendidikan Nasional No.75 Th. 2009* (Jakarta: 2009), p.32

*di Indonesia berada pada urutan 38 dari 39 negara peserta studi”.*⁴ (Indonesia is the Eighth level of the biggest illiterate population in the world, about 18.4 millions people in Indonesia are illiterate and International Education Achievement reported that the ability of reading in elementary students in Indonesia was on the thirty eighth level from thirty ninth participants countries).

In addition according to *Badan Pusat Statistik (BPS)* (2006) indicates:

*“Masyarakat kita belum menjadikan kegiatan membaca sebagai sumber utama mendapatkan informasi. Orang lebih banyak tertarik dan memilih untuk menonton TV (85.9%) dan atau mendengarkan radio (40.3%) ketimbang membaca koran (23.5%).”*⁵ (Our societies have not made reading as main source to get information yet. Many people are more interested in watching TV (85.9%) or listening to the radio (40.3%) rather than reading newspaper.)

The writer concludes that the rate describes many students in Indonesia have low interests in reading ability. In reality, by reading, people can get information and transfer their knowledge to others. However, based on the writer observation, when she observed the seventh grade students' reading ability in the classroom, the writer found out that most of students have some problems in reading descriptive text.

Descriptive text is one kind type of texts in reading text. There are many types of text that students have to learn and master: literary text and factual text. Descriptive text is one in a typical genre lesson activities using in factual genres. Descriptive text describes information that contains a place, person or thing, etc.⁶

Based on the writer observation, one of problems in reading is the students feel hard when they are reading descriptive text. In the learners' opinion, they do not understand every word when they read the text, because they do not know enough vocabulary and they need dictionary all the time. It makes their reading go

⁴Hari Karyono.2009. *“Menumbuhkan Minat Baca Sejak Dini,”* Rumah Cerdas Kreatif Friday, 25 September 2009. Irkham, A.M. 2006 ed. *“Misteri Minat Baca Masyarakat”*, KOMPAS, Desember 2006.

⁵ www.bps.go.id, accessed on December, 24 2007

⁶ Rudi Hartono, SS, M.Pd, *Genre of text English* Department Faculty of Language, Semarang University. 2005. P. 5-6

slowly, and the students hard to get the point and information from the descriptive text. Consequently, the students lose the interest or the pleasure of the reading, the students consider that reading is not an interesting activity, furthermore their reading skill will not improve because they do not want to practice reading skill. Even though, now there are many textbooks and articles are written in English, but the students think that reading English text is very difficult for them.

On the other hand, the English teacher still used conventional method to teach reading in the classroom where if the classroom is big, she cannot guarantee all of students in the classroom can pay attention to their teacher. The teacher focuses on words or sentences translation in teaching reading, and the students just sit and listen to their teacher, and then the teacher explains about the whole content in reading text, so the students do not get the point of the text. In addition, the teacher barely ever involve the students to be active during the teaching and learning process. Therefore, the teacher becomes the centre of learning in teaching learning process. If the teacher tries to force the students to do reading, the students do not feel interested because of the teacher's way in teaching. Consequently, the students are not interested in learning reading and become indolent in reading because they are enough explained by their teacher. For that reason, it is difficult for students to improve their learning reading ability. The students need an interesting method of learning in learning reading skill. They have to be active in the learning process, enjoy, and understand about the main point of English text.

One of the teacher's attempts to improve the students' ability in reading is by using appropriate technique in teaching reading. The teacher should maximize the potentials in the classroom, such as making a group work in learning process to solve the problem.

Therefore, the writer tries to choose a method to teach reading (descriptive reading text) by using collaborative learning. Collaborative as an umbrella term that includes cooperative learning as one part.⁷ It refers to a variety of teaching

⁷Steven G. McCafferty, *Cooperative Learning and Second Language Teaching*, (Cambridge: Cambridge University Press, 2006), p.5

methods in which students work in small groups to help one another learn academic content.⁸ The writer chooses this technique because it is suitable with the students' problems. This method is hoped can improve students' reading skill, increase their vocabularies, enhance cooperative skills, and enrich content area learning. In this method, the students work together in a group cooperatively. The students share information about the content in reading passage. The writer hopes this approach can help the students in improving their reading skill and make them love reading.

From the statements above, the writer is interested in finding out whether learning using collaborative learning is effective to improve students's reading skill, by the title "Improving the Seventh Grade Students' Reading Skill by Using Collaborative Learning" (Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor).

B. Formulation of the Study

Based on the background above, in this research the writer focused on analyzing students' reading skill of descriptive text at VII-2 class of SMPIT Darul Muttaqien Bogor.

The writer comes to the research question that is formulated as follows:

Can collaborative learning improve the students' participation in learning reading descriptive text at VII-2 class of SMPIT Darul Muttaqien Bogor?

C. The Objective of the Study

Based on the formulation above, the objective of the study in this research is to accumulate the progress result of students' participation in learning reading descriptive text at VII-2 class of SMPIT Darul Muttaqien Bogor.

⁸ Robert E Slavin. *Cooperative Learning (Theory, Research, and Practice)*, Second ed, (Massachussets: Allyn and Bacon, 1995) p.2

D. The Significance of the Study

Generally, the writer hopes the results of this study are expected to improve the students and teachers in learning-teaching English. For English teacher, the findings of this study are expected to be able to increase the teacher knowledge to become more creative in teaching English through collaborative learning. For students, the results of this study is expected to make the process of learning more interesting than before and so that it will increase not only their motivation and interests in learning reading skill but also their vocabulary in learning English. For other researcher, the results of this study are hoped as a basic suggestion and basic information to do further study.

E. Organization of the Study

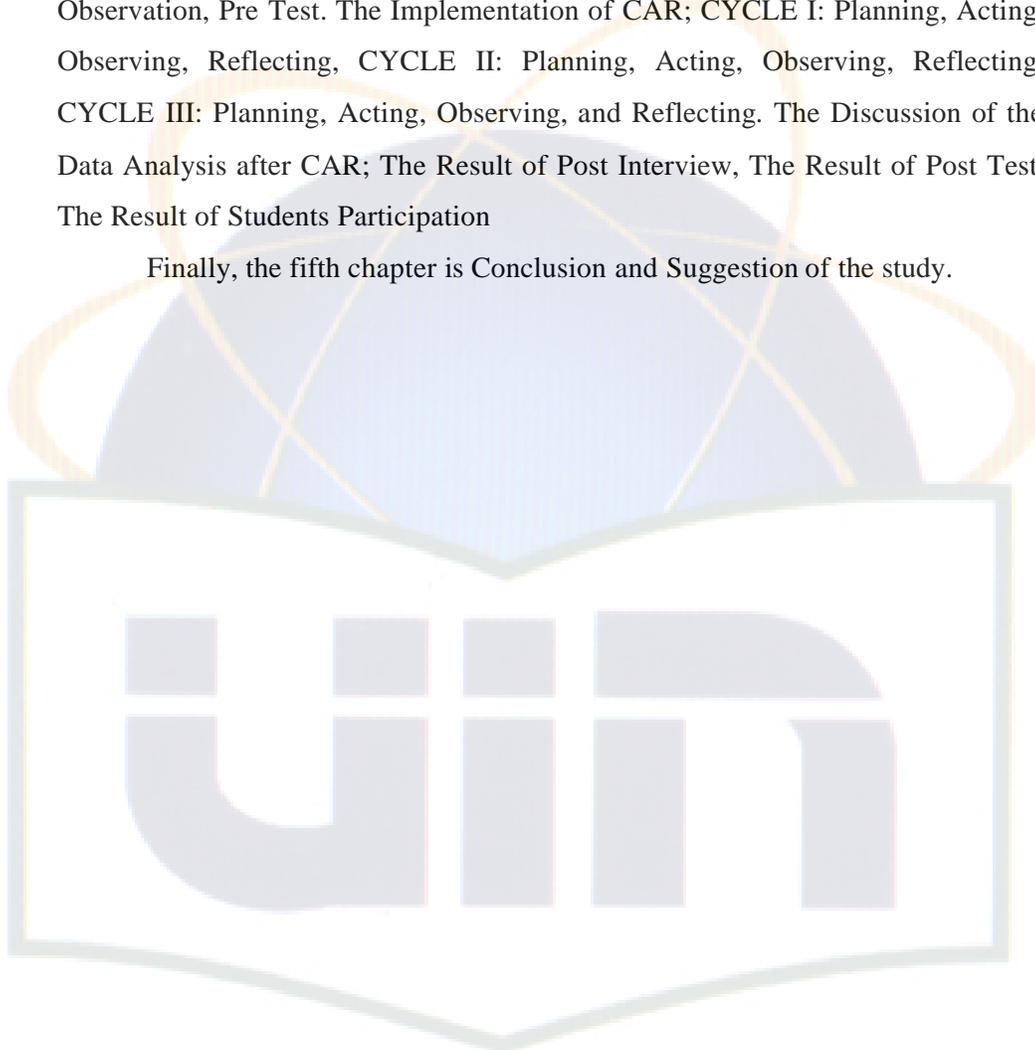
This writing is divided into five chapters. The first chapter explains Introduction, consists of, Background of the Study, Formulation of the Study, Research Question, The Objective of the Study, The Significance of the Study, Organization of the Study.

The second chapter is defined Theoretical Framework, consists of: Reading; Definition of Reading, Types of Reading, and The Purpose of Reading. Descriptive Text; Definition of Descriptive Text, The Purpose of Descriptive Text, Structure of Descriptive Text, Grammatical Features of Descriptive Text. Collaborative Learning; Definition of Collaborative Learning, Principles of Collaborative Learning, The Advantages of Collaborative Learning, The Problems in Collaborative Learning, and Teacher's Role in Collaborative Learning. Working Hypothesis.

The third chapter is Research Methodology, consists of Time and Place of the Study, Subject and Object of the Study; Subject, Object. The Method of Research, The Writer's Role on the Study, Research Design. The CAR Procedures; Planning Phase, Acting Phase, Observing Phase, Reflecting Phase. Technique of Collecting Data, The Trustworthiness of Study, Technique of the Data Analysis, Criteria of the Action Success.

The fourth chapter is Research Finding, consists of: Profile of School Description, Before Applying the Classroom Action Research; Pre Interview, Pre Observation, Pre Test. The Implementation of CAR; CYCLE I: Planning, Acting, Observing, Reflecting, CYCLE II: Planning, Acting, Observing, Reflecting, CYCLE III: Planning, Acting, Observing, and Reflecting. The Discussion of the Data Analysis after CAR; The Result of Post Interview, The Result of Post Test, The Result of Students Participation

Finally, the fifth chapter is Conclusion and Suggestion of the study.



CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Generally, reading is a communication between the reader and the words on a page. Similar to Eric and Robert said that reading is interpretation and interaction.¹ When people want to know about something or new information, usually people ask to someone who knows about what they want to know, or read the information in the article, newspaper, magazine, and textbooks. People read to receive or take in the sense of (letters or symbols) by scanning, to utter aloud the printed or written words of text, to learn from what one has seen or found in writing or printing.² Reading means getting meaning from textual printed.

Similarly, Penny Ur said that when people read a text, they need to perceive and decode letters in order to read words and gather meaning from what people read.³ Thus, if people do not want to read, they will not get the information. It becomes reading activity is very important in our life.

There are some definitions of reading from some experts. Grellet explained that reading is a constant process of guessing, and what one brings to

¹ Eric Gould and Robert D, *The Art of Reading*, (New York: Random House, 1987), p.4

² Merriem Webster, *Webster's Ninth New Collegiate Dictionary*, (Massachusetts: Merriem-Webster Inc, 1983), p.980

³ Penny UR, *A Course in Language Teaching*, (Cambridge: Cambridge Universit Press, 1986), p.138

the text is often more important than what one finds in it.⁴ It is important to comprehend the text to get sense and purpose.

From some explanation above, the writer concludes that reading is a means of language acquisition, of communication, and of sharing information and ideas. By reading, we can get some specific and detailed information.

Reading is not a passive activity, because when people read, their eyes move to look for what the point of the reading text. Based on the Ellen C “Reading is thinking the meaning while your eyes see the words. Your eyes can see the words as rapidly as you can think the meaning”⁵

However, Reading is an active skill; it constantly involves guessing, predicting, checking, and asking oneself questions.⁶ Moreover, the readers should master vocabulary (semantic) and grammar (syntactic), they also should have “knowledge of the world.”

Therefore, reading is a complex activity dependent upon the thinking and language skills of the readers.⁷ It makes the teachers have challenge in teaching reading.

Furthermore, Reading cannot be separated from comprehension. According to Françoise Grellet. “understanding a written text means extracting the required information from it as efficiently as possible. A competent reader will quickly reject the irrelevant information and find what he is looking for. It is not enough to understand the gist of the text; more comprehension that is detailed is necessary.”⁸ The writer concludes reading is not only looking for words, but also understanding the writer idea.

⁴ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1986), p.7

⁵ Ellen C Herdes and Twila L. Henderson, *Learning to Read and Write* (New York: Holt and Winston Inc.) p.6

⁶ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1986), p.8

⁷ Donald L Bouchard, Virginia D, and Janice M, *Reading English As A Foreign Language*, (Washington: English Teaching Division Educational and Cultural Affairs International Communication Agency US, 1979), p.1

⁸ Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1986), p.3

2. Types of Reading

There are two types of reading:

a. Intensive Reading

In intensive reading, “as the term indicates, each vocabulary and structural item is explained and made part of students’ active language; pronunciation and intonation are stressed.; and each concept or allusion is clarified”. Besides intensive reading is used to gain a deep understanding of a text, which is important for the readers. The process of scanning takes more prominent role here than skimming. For this kind of purpose it is better to teach the students from a shorter text and develop step to a longer one. This is also called reading for accuracy.

b. In extensive reading, the principal aim is comprehension. The students are trained to comprehend or to understand the meaning or the concept from a passage silently without teacher’s help. On the higher stage extensive reading is very useful to gain the aim of extensive reading. Teachers have to teach their students the technique of effective reading such as skimming. Skimming has important role in reading. It is a kind of reading which makes our eyes more quickly on the printed material in order to get information within a short time, the quicker we read the more information we get.⁹

Beginner readers and competent readers use these different ways of reading based on their reading purpose need.

3. The Purpose of Reading

No reading occurs without purpose. There are many purposes in reading. When we read many kinds of books such as novel, comic, textbook, magazine, newspaper, articles, we can feel enjoy and satisfied after we read them, because

⁹ Mary Finocchiaro, *Teaching English as Second Language* (New York: Harper and Row Publisher, 1969), p.149

we can know about the information from them. It is reading for pleasure. Reading for pleasure is the easiest way to become a better reader in English.¹⁰

The Purpose of reading is divided into four main headings (William Grabe and Fredricka L. Stoller; 2002)

a. Reading to search for simple information.

Most people said that reading to search for simple information is a kind of common reading ability, reader typically scan the text for a specific information or a specific word. Skimming is also including in this type of aim. It is a common part of many reading tasks and useful skill in its own right.

b. Reading to learn from text.

It is usually occurs in academic and professional context when people need to learn a considerable amount of information from a text. This purpose usually carried out a reading rate somewhat slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

c. Reading to integrate information, write and critique texts.

These are purposed to compose, select, and critique information from text, and they represent common academic tasks that call upon the reading abilities needed to integrate information.

d. Reading for general comprehension.

It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, efficient coordination of many processes under very limited time constraints.¹¹

The essential purpose of all reading generally is to get new information and or pleasure.

¹⁰ Beatrice S. Mikulecky, *Reading Power* (NewYork: Pearson Education, 1998), p. 2

¹¹Nida Husna, *Step by Step to Reading Skill: Step 1*, (Jakarta: English Department, Faculty of Tarbiya and Teachers Training "Syarif Hidayatullah" State Islamic University) p. 9-10

B. Descriptive Text

1. Definition of Descriptive Text

There is a kind of text that involves not so much telling the readers about facts or events as showing the readers something. This is descriptive text, and it has many valuable uses in other kind of writing.¹²

Meanwhile, according to Mark Anderson and Kathy Anderson “Descriptive text describes a particular person, place or things. Its purpose is to tell about the subject by describing it’s features without including personal opinions.”¹³ The writer concludes descriptive text is a text that gives readers the objects such as persons, animals, places, or things that is described.

Besides that, description gives sense impression; the feel, sound, taste, smell, and look of things. Emotion maybe described too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁴ When people describe something, they describe the details that they have observed or more precisely, details that they have been made aware of by the use of all our sense; sight, hearing, taste, smell, touch. If we try to answer questions about people or environment; “What does that place look like?”, “What is it like?”.

We can convey the essence of the subject by using sensory details to appeal to our readers’ imagination. As much as possible, we should try to evoke all five senses: sight, sound, taste, smell, and touch.

We can find descriptive text in textbooks, encyclopedia, scientific magazines, historical texts, factual reading books, etc.

¹² Daniel Brown and Bill Burnette, *Connection ‘A Rhetoric/Short Prose Reader*, (New Jersey: Houghton Mifflin Company, 1984), p.118

¹³ Mark Anderson and Kathy Anderson, *Text Types in English II*, (Sydney, Australia: Magmillan), p. 26

¹⁴ George E. Wishon and Julia M. Burks, *Lets Write English*, (New York: Litton Educational Publishing, 1980), p.128

2. Purpose of Descriptive Text

Based on the definition of descriptive text before, the purpose of description is to present the reader with a picture of a person, subject, or setting. Lila Fink said that although description is sometimes used alone, it more often appears in connection with one of the other types of writing – exposition, narration, or persuasion.¹⁵

In addition, according to Barbara, there are purposes for description

1. To entertain
2. To express feeling
3. To relate experience
4. To inform (for a reader unfamiliar with the subject)
5. To inform (to create a fresh appreciation for the familiar)
6. To persuade (to convince the reader that some music videos degrade women).¹⁶

3. Structure of Descriptive Text

Generally descriptive text has structure as follows:

- a. Identification: introducing subject or thing that will be described
- b. Description : informing features of subject

4. Grammatical Features of Descriptive Text

Descriptive Text usually includes the following grammatical features:

- a. Specific noun; example: school, mother, my doll
- b. Simple present tense
- c. Detailed noun phrase
- d. Adjective to describe the feature of the subject
- e. Relational process, using verb that can describe participant condition, example: my father is really handsome

¹⁵ Lila Fink, Phyllis Levy, Charlotte Miller., et al, *Choices a Text for Writing and Reading*, (California State University: Little, Brown and Company Boston Toronto, 1980). p.41-42

¹⁶ Barbara Fine Clouse, *The Student Writer*, (McGraw Hill Companies, 2002), p. 143

- f. Figurative language: using metaphor to give illustration; example: Her skin is white as cloud, and smooth as water.¹⁷

C. Collaborative Learning

1. Definition of Collaborative Learning

There are some explanations about collaborative learning from many experts. According to Nunan, “Collaborative learning is an approach that entails students working together to achieve common learning goals”.¹⁸ It indicates that collaborative learning is an approach that the students work and discuss together in a group.

Similarly, Shrinivas describes that collaborative learning as an educational approach to teaching and learning which involves learners work together in groups to solve a problem, to complete a task, or create a product.¹⁹ In collaborative learning technique, the teacher divides the students in a group. The students work together and help each other to solve a problem, to complete a task or to create a product.

Meanwhile Smith and McGregor defined collaborative learning as “an umbrella term for a variety of educational approaches involving joint intellectual effort by the students, or students and teachers.”²⁰ In this term, there is relation between the students and teacher when working together. It means the teachers as facilitator can help the students in teaching learning process when the students get the difficulties.

In collaborative learning, the students are active; in learning they are not passive because each of the students has a role in this term. As Cerleton defined that collaborative learning as a pedagogical approach, where students have

¹⁷ Rudi Hartono, SS, M.Pd, *Genre of text English* Department Faculty of Language, Semarang University. 2005. p.24-25

¹⁸David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge: Cambridge University, 1992) p. 3

¹⁹Hari Srinivas, *Collaborative Learning: What is Collaborative Learning?*, <<http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html>>

²⁰ Barbara Leigh Smith and Jean T. McGregor, *What is Collaborative Learning?*, <<http://learning/commonc.evergreen.edu/pdf/collab.pdf>>

responsibility for their own learning and they are encouraged to be active and to have a role in the learning process.²¹

Diane-Larsen Freeman elaborated that 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 students and teacher work together. The teacher helps students learn how to learn effectively.²²

Based on the definitions above, the writer concludes that collaborative learning is a technique emphasizing the importance of small group learning activity to promote students' social skill, to increase students' motivation and to develop students' academic achievement. Thus, in collaborative learning, the students work together in a group and solve the problem together. The students have opportunity to converse with peers, to present and to defend ideas.

2. Principles of Collaborative Learning

There are some basic principles that should be perceived for successful collaborative learning. They are:

1. Positive interdependence: gains for one person are associated with gains for others; can be attained through structuring the goals, rewards, roles, materials, or rules.
2. Accountability: every person is accountable through individual grading and testing; the group is accountable through group grade; improvement scores are possible
3. Team formation: teams are formed in various ways-randomly; by students interest; by the teacher using specific criteria (heterogeneously or homogeneously)
4. Team size: group of smaller than 7 members usually work best

²¹Christina Carleton, *Collaborative Learning*,
<<http://www.case.edu/artscl/engl/emmons/writing/pedagogy/collaborative.pdf>>

²² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1992, p.33

5. Cognitive development: this is often viewed as the main goal of cooperative learning
6. Social development: development of social skills such as turn taking, active listening, and so forth can be as important as cognitive development.²³

3. The Advantages of Collaborative Learning

There are many advantages of collaborative learning:

- Students can get better understanding when they work in-group, discussing and sharing their ideas. Damon et al argues, “Students will learn from one another because in their discussions of the content, cognitive conflict will arise, inadequate reasoning will be exposed, and higher-quality understandings will emerge.”
- The materials that the students have learned can retain in their memory because they discuss and share them with others.²⁴

Besides that, collaborative learning classes are frequently more enjoyable and comfortable than conventional classes. This produces a positive learning condition. As a result, academic achievement increases for all students.

4. The Disadvantages of Collaborative Learning

Although there are many advantages of collaborative learning, there are some disadvantages of collaborative learning:

²³ Rebecca L.Oxford, “Cooperative Learning, Collaborative Learning, and Interaction: Three Communication Strands in the Language Classroom”, *The Modern Language Journal*, Vol. 81 No.4 1997, p.445

²⁴Robert E Slavin. *Cooperative Learning (Theory, Research, and Practice)*, Second ed, (Massachussets: Allyn and Bacon, 1995) p.18

- It takes much time to organize the group. The teacher should maximize the groups that combine all the students that have different culture, educational background, and motivation.
- Students are not all involved or on task, teacher should assign specific task to all students.
- Groups are too noisy. Have students move closer together.
- Members act out. Use motivation to hold each person responsible for his action, for example, remind students that their participation in the group and their individual work are both being graded
- Work is slow or incomplete work with students to set specific goals each day; have students to create a timeline for their project and stick it out.²⁵

5. Teacher's Role in Collaborative Learning

a. The teacher as a Facilitator.

The teacher provides guidance and assistance for the students. The teacher helps students to understand the materials and to develop their skill. Vygotsky suggests that the teacher acts as a facilitator and provides assistance that can help students develop their languages and cultural skills.²⁶ Teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and to assist in the problem-solving process. They support and encourage learner's desire to learn.

b. The teacher as an Observer.

Observation is an integral part of the teaching learning process. There is an opportunity for teacher to observe the students in teaching learning process.

²⁵ <http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html>

²⁶ Rebecca L.Oxford, "Cooperative Learning, Collaborative Learning, and Interaction: Three Communication Strands in the Language Classroom", *The Modern Language Journal*, Vol. 81 No.4 1997, p. 448

c. The teacher as a Creator

Keys for a successful collaborative learning classroom are found in creating the social climate, setting goals, planning, and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

D. Working Hypothesis

The application of collaborative learning technique is effective to improve the students' reading skills of descriptive text, to improve the students' participation, and to get the learners' perception and impression toward collaborative learning process at VII-2 class of SMPIT Darul Muttaqien Bogor.

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of the Study

This research is held more or less for three months started from July, 26th up to October, 1th 2010. The place is at VII-2 class of SMPIT Darul Muttaqien Parung Bogor, academic year 2010/2011.

B. Subject and Object of the Study

1. Subject

The subject of the study is VII-2 class students of SMPIT Darul Muttaqien Parung Bogor, academic year 2010/2011.

The number of VII-2 class consists of 15 students. The writer chooses this class based upon the interview result with the English teacher. The teacher informed about the class proving that the students have the lowest achievement of reading test among the other seventh grade classes and the teacher said that most of students of VII-2 are passive when learning English in the classroom. That is why the students need an appropriate strategy to assist them in developing their reading skill scores.

2. Object of the Study

The object of study is to know and to describe whether collaborative learning is effective to improve the learners' reading skill, to collect the students' perception and impression about process of learning reading skill by using collaborative learning, and to collect the progression result of students'

participation in learning reading skill of descriptive text at VII-2 class of SMPIT Darul Muttaqien Bogor.

C. The Method of Research

The writer used in this research is Classroom Action Research (CAR). Some experts state Action Research theoretically:

- a. Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in which the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research (Robert C. Bodgan & Sari Knopp Biklen, 1982)
- b. Action Research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (C) the situations in which the practices are carried out. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development (Stephen Kemmis, in David Hopkins, 1985).¹
- c. Kurt Lewin says “action research is a sequence step contains four phases: planning, acting, observing, and reflecting.”²

Based on that statement, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

¹ Prof. Dr. H. M Djunaidi Ghony, *Penelitian Tindakan Kelas*, (Malang:UIN-Malang Press, 2008. P.7

² Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta:PT Raja Grafindo Persada, 2008) p. 42

Therefore, there are elements in CAR:

1. Research is an activity to improve an object by using an appropriate method rules for getting data and information and then analyze to solve problem.
2. Acting is an activity that is done for certain purpose, in cycle sequence form activity.
3. Class is group of students when at the same time, receive same lesson from their teacher.³

D. The Writer's Role on the Study

The writer is as an observer in the classroom. She monitors the students in CAR and create a lesson plan and the evaluation or test before CAR (pre-test) and after CAR (post-test) in each final cycle. Furthermore, the writer also accumulates and analyzes the data and then she reports the result of study.

E. Research Design

The writer use Kurt Lewin model as a reference research design in classroom action research. The four main concepts in this model are: planning, acting, observing, reflecting. The relation of four components could be described as the following figure:

³ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta:PT Raja Grafindo Persada, 2008), p. 39

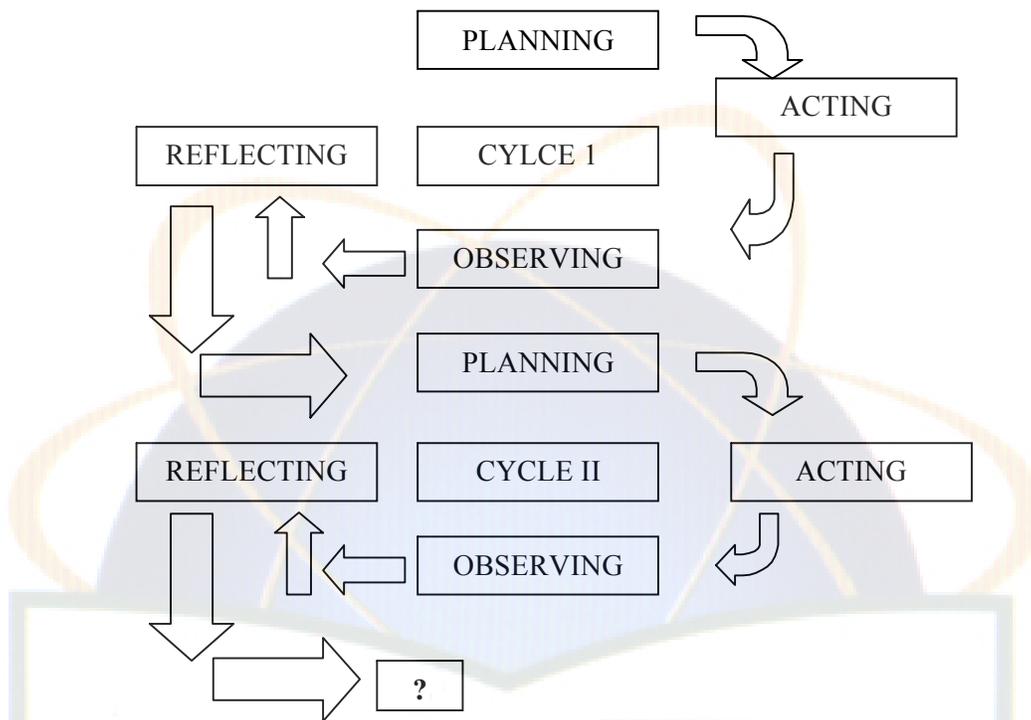


Figure 3.1

Model of Action Research⁴

F. The CAR Procedures

Based on the research design above, there are four steps in each cycle: planning, acting, observing, and reflecting. After, the writer, the teacher, and the students accomplish cycle I, and then there might be found a new problem. Hence, it is essential to continued to the next or the second cycle with the same model of the first cycle. Based on the result and practiced in the previous cycle, the writer and the teacher will follow the same phases. These are the following of the explanation in every phase in CAR:

1. Planning Phase

In planning phase, after the writer and the teacher have been shared the information, she identifies and diagnoses students' reading problem occurred

⁴ Suharsimi Arikunto, dkk, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p.16

in the class proven by observing and interviewing. Afterward, the writer analyzes the data that have been identified through observation and interview and she makes conclusion. After that, the writer made lesson plan based on the recent used syllabus. The writer describes the project or activity that she has been designed for her students by preparing lesson plan and applying lesson plan in VII-2 grade class at SMPIT Darul Muttaqien Parung Bogor. Including an explanation about syllabus based on the curriculum, and all the things that are need to complete the plan. The writer's preparation includes a general timeline for this work (for example how much time did she spend during the planning phase and during the implementation phase (including both the pre-activities and data collection phases), any instructions concerning measures of teaching, media, resources, and assessment. The writer arranges the schedule of planning action research as follows:

Table 3.1
Schedule of the Research

No	Action Planning	Time (Date)			
		July	August	September	October
1.	Preparation				
	Arrange Planning Concept	26 th			
	Agreeing Schedule and Task	26 th			
	Arrange Instruments	28 th			
	Concepts of Planning	28 th			
2.	Action				
	Prepare Class and media	28 th			
	Cycle I		19 th , 25 th		
	Cycle II			22 nd , 23 rd	
	Cycle III			29 th , 30 th	
3.	Arrange Result or report of the CAR				1 th

2. Acting Phase

In this phase, both the writer and the teacher discuss together to carry out the planned action. In this phase the lesson plan that has been discussed, would be implemented by the writer and the teacher to their students. This phase is hoped could solve the students' problem.

3. Observing Phase

In this phase, the writer observes classroom action research process of learning reading skill (descriptive text) by using collaborative learning, the writer also observe students' activity in the classroom. When observing, the researcher should notice and make documentation all of activities in the classroom. It is regarded on class situation, students' response the teacher's performance, etc. In this phase, the writer collects the data from post-test.

4. Reflecting Phase

The writer and the teacher who roles as collaborator and observer analyze and evaluate learning process in cycle 1. However, If there is found problems, it should move to the next cycle regarding re-planning, re-acting, and re-observing. Consequently, the writer and the teacher should work out uncompleted problems that have been solved yet.

G. Technique of Collecting Data

There are two types of collecting data: qualitative data and quantitative data. Qualitative, field note in the classroom, documentation, interview teacher. Quantitative data used is pre-test and post-test. The wholly explanation as follows:

a. Observation

In this case, the writer by herself observes the students directly in the classroom and gets the description about students' activity and participation in learning reading process.

b. Interview

The writer interviews the teacher and the students before and after applying classroom action research. It is to know general description about process of learning reading skill, to know the students' difficulties in reading skill, students' situation in reading activity, and the method or any strategies usually implemented by the teacher in teaching reading. The writer also interviews the teacher and the students to know their reaction toward the suggestion of collaborative learning technique after classroom action research.

c. Test

The writer uses test to get data result about process of learning reading skill. The tests are pre-test and post-test. The pre-test is completed before implementing collaborative learning approach. It is to evaluate students' reading comprehension at first. On the other hand, the post-test is implemented after using collaborative learning approach. The test is held on the action of each cycle.

H. The Trustworthiness of Study

To analyze test items, the writer use the following formula:

1. Discriminating Power is the ability of test items to differentiate the students' group between the students who get high score and the students who get low score. The formula is:⁵

$$D = \frac{Ba - Bb}{Ja - Jb}$$

Ba = The number of pupils in the upper group who answered the item
Correctly

⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), hal.213

Bb = The number of pupils in the lower group who answered the item
Correctly

Ja = Number of pupils in upper group

Jb = Number of pupils in lower group

Classification of Discriminating Power:

- D: 0.00-0.20: poor
- D: 0.20-0.40: adequate
- D: 0.40-0.70: good
- D: 0.70-1.00: excellent
- D: negative: discarded

2. Difficulty Items

Difficulty item is comparison between the students who answer correctly and the students who follow the test. Range difficult index from 0.0 – 1.0. If index of difficulty is higher, it indicates a test item is easy and vice versa. Test item is good if the question is not really easy and not really hard. The formula used is:⁶

$$P = \frac{B}{N}$$

P: Index of difficulty

B: The total number of students who selected the correct answer

N: The total number of students including upper and lower group

The criterion that is used as follows:

P = 0 – 0.25 = Hard

P = 0.26 – 0.75 = Moderate

P = 0.76 – 1 = Easy

⁶ Ahmad Sofyan, dkk, *Evaluasi Pembelajaran IPA Berbasis Kompetensi*, (Jakarta: UIN Jakarta, 2006), p. 56-57

I. Technique of the Data Analysis

Process the analysis qualitative is used when the observation of students' activities during teaching learning process, and the interview before and after CAR. In this case, the writer collected the whole data that have gained. In analyzing the statistical data, the writer puts on the average of students' reading score per action in one cycle, students' participation percentage and performance progression in teaching learning process in every cycle, and students' response toward collaborative learning in learning reading skill (descriptive text) and the average of students' reading score per action in one cycle. It is used to measure the students' performance on reading skill. It uses the formula:⁷

$$\bar{X} = \frac{\sum x}{n}$$

-
- X : mean
- x : individual score
- n : number of students

To know the class percentage, the writer uses the formula:

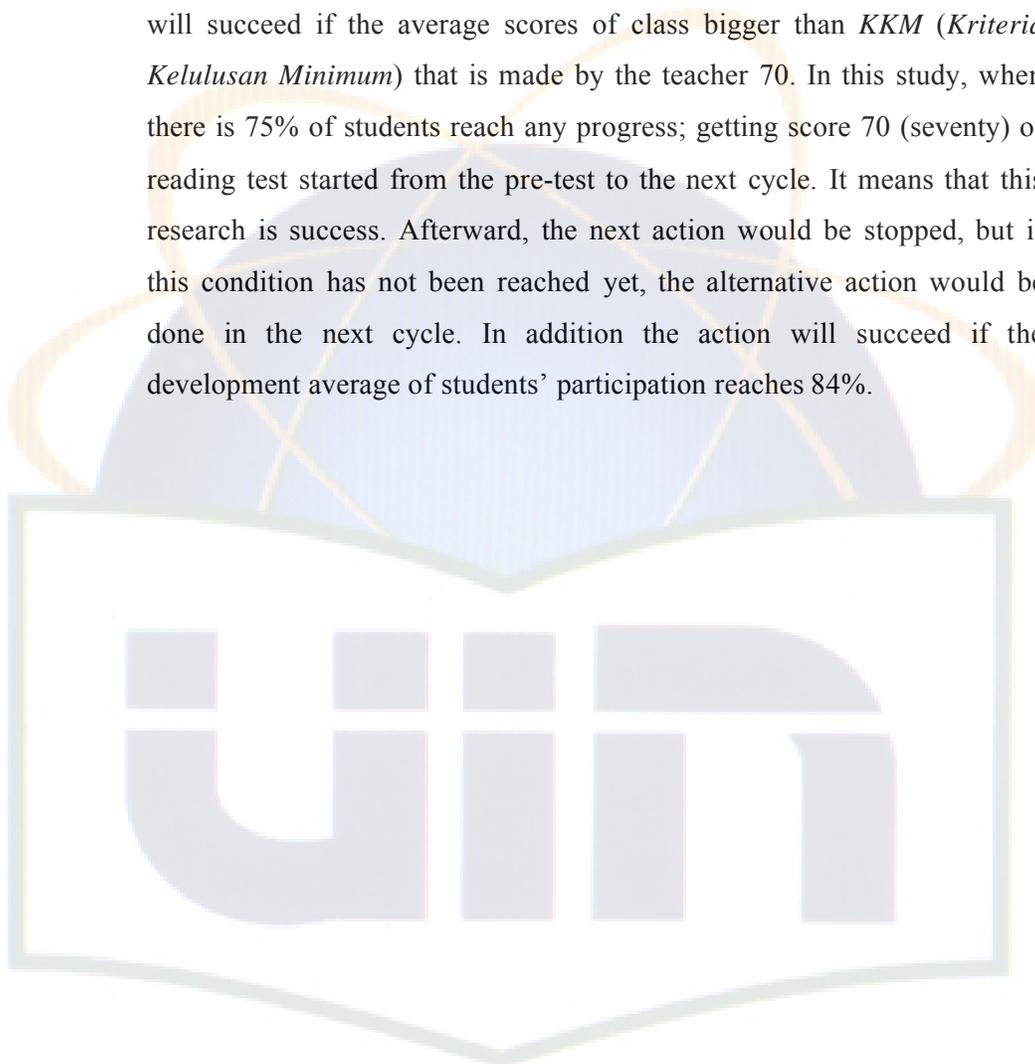
$$P = \frac{F}{N} \times 100\%$$

- P : the class percentage
- F : total percentage score
- N : number of students

⁷ Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2002), p.67

J. Criteria of the Action Success

- This criterion is used to decide whether this step is success or not. The step will succeed if the average scores of class bigger than *KKM (Kriteria Kelulusan Minimum)* that is made by the teacher 70. In this study, when there is 75% of students reach any progress; getting score 70 (seventy) of reading test started from the pre-test to the next cycle. It means that this research is success. Afterward, the next action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle. In addition the action will succeed if the development average of students' participation reaches 84%.



CHAPTER IV RESEARCH FINDINGS

A. Profile of School Description

The writer applied this research based on Classroom Action Research that consists of 3 cycles, every cycle has four phases; there are planning, action, observation, and reflection (Suharsimi Arikunto, 2006:16).

In this research, it discussed the explanation of technique to develop students' reading comprehension of descriptive text by using collaborative learning at VII-2 grade of SMPIT Darul Muttaqien Bogor in the first semester academic year 2010/2011.

SMPIT Darul Muttaqien is a junior high school under Darul Muttaqien Boarding School Foundation. It is located on *Jl. Raya Jakarta Bogor KM 41. Po.Box 25 Desa Jabon mekar Parung Bogor*. This junior high school was built in 2007. Area of this school is about 1496m²; the large of the building is 311.5m², this building instead of 6 classrooms, a library, and science laboratory. The amount of the students in this school is 79 students and 15 teachers who teach in many subjects.

B. Before Applying the Classroom Action Research

Before applying the action research, the writer had done pre survey to know the detail condition of the class that would be researched. Those are pre interview, pre observation, and pretest.

1. Pre Interview

Pre interview was held on Monday, July 26th 2010 started at 10.30 A.M and finished at 11.30 A.M. in this interview, the writer asked the teacher some questions related to the condition in English class, on students' performance and achievement. The problem was faced in the seventh grade class.

The teacher explained the condition about English class. There were two classes in seventh grade in SMPIT Darul Muttaqien. In the VII-1 class consists of 15 male students. Meanwhile, in the VII-2 class, there were 15 female students. There was a problem in VII-2 class in learning English. Comparing with VII-1 class in English class, Most of students of VII-2 were passive; because when the students read the text in learning reading, they do not understand what the words mean, so it is hard for them to convey their idea in English and even to comprehend a written text. In the learners' opinion, they still faced difficulty in following the English lesson. They thought English as a complex lesson and they considered that reading as the most difficult one in learning English, mostly on VII-2 grade that gained the lowest score of reading test. Most of them were barely to pass the criterion of minimum completeness (*KKM*) 70 concerning the school policy. In the beginning, the teacher thought that the problem that faced by most of VII-2 grade students is natural because the students had been up one-step from elementary school, might be the students got shock when they faced English material more complex in junior high school. However, the teacher should overcome and handle this problem.

In addition, the students' problem is difficult in reading comprehension. Descriptive is a text that is learned by seventh grade

students, one of problems in reading descriptive text is that the students feel hard when they are reading descriptive text. In the learners' opinion, they do not understand every word when they read the text, because they do not know enough vocabulary and they need dictionary all the time. It makes their reading go slowly, and the students hard to get the point and information from the descriptive text. Consequently, the students lose the interest or the pleasure of reading, the students consider that reading is not interesting activity, furthermore their reading skill will not improve because they do not want to practice reading skill.

The other problem was that the teacher never had involved the student when learning reading in-group work yet. She frequently took the reading materials from English textbook, which is served by the school. So far, the teacher had been looking for an unconventional way to teach reading comprehension. Eventually, the teacher recommended to the writer try to use collaborative learning technique in supporting students' difficulties in reading comprehension in teaching descriptive reading text.

These are questions in interview between the writer and the teacher:

Table 4.1
Teacher's Interview

<p>1. How is the process of teaching learning English in the classroom?</p>	<p>Teaching learning English was effective in many classrooms, but there was a class that faced/found some problems, it was VII-2 class. This class was too passive. The students of that class were unconcerned, ignored the teacher's attention. As a result, the students got low score in English subject.</p>
<p>2. How is students' attention toward English subject?</p>	<p>As I said before, the students' interesting was low except for clever students in VII-2 class</p>
<p>3. What is method that used in learning English?</p>	<p>I use GTM method for the first grade, because they were too young to learn using complex method, I am doubt, if the students learn with the other method, it is hard for them.</p>
<p>4. Is the method effective?</p>	<p>Yes for temporary, when the students were still in the class, they understand, but after class. I do not think so. I want to use collaborative learning in teaching English. I</p>
<p>5. How is the students' English score in VII-2 class?</p>	<p>Comparing with VII-1, VII-2 class score are still low</p>
<p>6. What do you know about collaborative learning?</p>	<p>It is one of method in teaching learning where the students work together to solve problem. It sounds interesting.</p>
<p>7. Is collaborative is effective to apply in learning English?</p>	<p>I think so. Let us try it.</p>

2. Pre Observation

The teacher suggested the writer to observe the process teaching learning in reading class. It was held on at VII-2 class of SMPIT Darul Muttaqien Parung Bogor academic year 2010/2011. In VII-2 classroom there are 15 members of students. The pre-observation was held on Wednesday on the 28th July 2010, it was started at 13.30 P.M and finished at 13.50 P.M. and on Thursday on the 29th July 2010, it was started at 06.50 A.M and finished at 08.00 A.M. Apparently, when the writer was observing the teaching learning process in the classroom, the teacher explained the reading passage material to the students by reading the text and then directly translating the text into Bahasa Indonesia and the students write the translation in the text paper. After the students translate the text, the teacher asked the students to make questions based on the text. Then the teacher explained the form of grammar based on the text. Last, the teacher gave the students quizzes and exercises. The writer could conclude that the teacher taught the students in the classroom by conventional technique. The teacher explained the form of grammar by deductively.

Besides that, the teacher talked too much, as a result there was not opportunity for the students to be active in the class; it became lack of students' interaction. These problems made the students did not want to pay attention to their teacher, because they just sit and listen to their teacher until the last instruction from their teacher. It was not surprise if the students have low ability in reading comprehension, because the students' condition in the class were sleepy or chit chat in pairs by own their business. It became the students were lazy to learn reading comprehension.

These are the data results in pre observing:

Table 4.2
VII-2 Class Students' Interview
Pre-Observing (The High and Low Students' scores)

1. *Bagaimana menurutmu tentang pembelajaran Bahasa Inggris di kelas?*

Siswa Nilai Tinggi: Menyenangkan

Siswa Nilai Rendah: Biasa Saja

2. *Apakah kamu senang dengan pembelajaran Bahasa Inggris?*

Siswa Nilai Tinggi: Senang, karena suka ada quiz

Siswa Nilai Rendah: Tidak terlalu

3. *Bagaimana hasil belajar bahasa Inggris kamu?*

Siswa Nilai Tinggi: Alhamdulillah mudah mengerti

Siswa Nilai Rendah: Sulit, susah ngerti dan bingung artinya,

4. *Apakah kamu puas dengan nilai Bahasa Inggris yang diperoleh?*

Siswa Nilai Tinggi: Alhamdulillah bagus

Siswa Nilai Rendah: Hehee... masih kurang

5. *Bagaimana menurut pendapatmu tentang cara gurumu menerangkan/mnjelaskan materi pelajaran Bahasa Inggris? jelaskan!*

Siswa Nilai Tinggi: Cukup asyik

Siswa Nilai Rendah: Biasa Saja, kadang masih suka bingung

6. *Apakah kamu dapat memahami materi Bahasa Inggris yang dijelaskan oleh guru?*

Siswa Nilai Tinggi: Bisa

Siswa Nilai Rendah: Kadang-kadang

7. *Hambatan apa yang kamu hadapi pada saat belajar Bahasa Inggris?*

Siswa Nilai Tinggi: Memahami makna di dalam suatu bacaan masih susah harus buka kamus terus

Siswa Nilai Rendah: Banyak sekali, susah ngomongnya kalau mau bicara pakai Bahasa Inggris

8. *Apa kamu tau tentang metode collaborative learning?*

Siswa Nilai Tinggi: Belum tahu

<p><i>Siswa Nilai Rendah: Ga tahu, engga pernah dengar</i></p> <p>9. <i>Apakah gurumu sudah menggunakan metode collaborative learning di kelasmu?</i></p> <p><i>Siswa Nilai Tinggi: Ga tau</i></p> <p><i>Siswa Nilai Rendah: Ga tau</i></p> <p>10. <i>Bgaimana tes/evaluasi yang dilakukan gurumu? Jelaskan!</i></p> <p><i>Siswa Nilai Tinggi: Dengan diadakan kuis atau Tanya jawab dan mengerjakan soal dari buku</i></p> <p><i>Siswa Nilai Rendah: kuis dan mengerjakan soal dari buku</i></p>

Table 4.3

Sheet of Pre-Observation of Teaching Learning Process

Place : SMPIT Darul Muttaqien
 Day/Date : July 29 2010
 Subject : Descriptive Text

No	Objects that are observed	Observation
1.	Teacher's activities	<ul style="list-style-type: none"> - The teacher explained the objective of the material to the students but she talked too much and dominant. - She asked and gave the direction to the students to do some exercises based on LKS without cheating each others.
2.	Students' activities	<ul style="list-style-type: none"> - The students listened to the teacher's explanation - The students did exercise - The students might open dictionary when they were facing with difficult words in their lesson. - Some students out of from their seat, they walked around the class
3.	Interaction between the teacher and the students	<ul style="list-style-type: none"> - There was just one student who asked a question to the teacher about the lesson - No opportunity for digression; one students eager to talk was not followed up - No encouragement for students to listen each other - Lack of students interaction
4.	Evaluation	<ul style="list-style-type: none"> - The teacher took the students' score from LKS and there was feedback from only a few students

Table 4.4
Observation Analysis before CAR

Key:

1. Does not at all reflect what went on
2. Only marginally reflects what went on
3. Neutral
4. Describes rather well what went on
5. Is a totally accurate reflection of what went on

1. All instruction were clear	1	2	3	4	5
2. Every student was involved at some point	1	2	3	4	5
3. All students were interested in the lesson	1	2	3	4	5
4. The teacher carried out comprehension checks	1	2	3	4	5
5. Materials and learning activities were appropriate	1	2	3	4	5
6. Students groupings and sub-groupings were appropriate	1	2	3	4	5
7. Class atmosphere was positive	1	2	3	4	5
8. There was enough variety in the lesson	1	2	3	4	5
9. The teacher did not talk too much	1	2	3	4	5
10. Error correction and feedback was appropriate	1	2	3	4	5
11. There was genuine communication	1	2	3	4	5
12. There was teacher skill in organizing group work	1	2	3	4	5
13. There was opportunity for controlled practice	1	2	3	4	5
14. Students were enthusiastic	1	2	3	4	5
15. General classroom management was good	1	2	3	4	5

Adapted from an RSA checklist (Adapted from Nunan, D. 1998. Syllabus Design. Oxford: Oxford University Press.)

3. Pre Test

The writer gave pretest to the student on Wednesday, August 18th 2010 started at 13.30 P.M. The pre test was used to evaluate the students' reading comprehension ability in terms of descriptive text. The pre test questions consist of twenty multiple choices; the questions were based on the indicators in learning reading in term of descriptive text such as: deciding main idea based on the text, factual information, identification, description, and linguistic competence to enlarge students' vocabulary in learning reading comprehension. The writer gave chance to the students to do the pre test about thirty minutes.

Founded on the result of the pre test, the data showed that the mean of pretest was 50.68. From fifteen students, there were only three students who got the score above the criterion of minimum completeness (*KKM*) 70. Based on the results there were twelve students were under the criterion. The lowest achievement gained score 30. From that investigating, the writer concluded that almost of the VII-2 students' reading comprehension was still very low.

C. The Implementation of CAR

After the writer and the teacher had done Classroom Action Research procedures, which had begun from the writer prepared proposal that had been agreed by the principal and the teacher, prepared instruments and class that will be used for CAR, in addition after they read and comprehended the theory framework. The writer and the teacher analyzed the data from the pre test. Therefore, the writer elaborates the results that had been reached during Classroom Action Research.

1. CYCLE I

A. Planning

In cycle 1, the writer and the teacher arranged lesson plan that included competition standard, basic competition, and some indicators that would be reached by the students. The subject would be implemented based on the students' difficulty in learning reading comprehension. In this semester, students of seven grades learn about descriptive text. The teacher collaborated with the teacher would use collaborative learning technique; where was the students learned in-group.

Before applying the action, the writer and the teacher prepared many things that would be used in CAR. They prepared media of learning that would be used, method that would be applied, time allocation based on the school policy for seventh grades in learning English.

In this phase, the writer and the teacher focus on analyzing the student' performance. They want to know whether the students could aware to the teacher's instruction and understand reading comprehension, and whether the students enthusiastic or no toward collaborative learning technique.

The writer designed to write notes during teaching learning process, she wrote the points that happened in the classroom based on the action sequences.

The first cycle would be done in twice meeting: on Thursday, 19th and on Wednesday, 25th August 2010. There were 15 students, the teacher, and the writer as an observer.

The criteria of successful CAR were all of the students were active, 75% students were able convey their idea about the subject, 75% students asked questions, 80% students answer the questions, and 100% students could do their group tasks on time based on the teacher's instruction.

B. Acting

In the first cycle, the action was carried out based on the plan, there were twice meeting on Thursday, August 19th and on Wednesday, 25th 2010. On the first meeting, there were 13 students from 15 students who present in the classroom, the students who did not come to the class because of sick, and another reason. Meanwhile, on the second meeting in cycle one; there were no students who were absent.

The teacher and the writer had done teaching learning process in this cycle as proper as lesson plan that had been made. In this cycle, the teacher had begun the class by greetings. Then, the teacher explained the reading passage, which discussed about descriptive text. There was a text that would be learnt.

Teacher gave instruction to the students who had begun the process of reading and comprehending the text. The teacher divided the students into 4 groups; each group consists of three or four member of students. When the students sat together with their group, the teacher asked the students to read the passage silently. After reading the passage, the teacher suggested the student to open dictionary if they did not know the words mean in the passage. After comprehending and understanding the passage, one of the students in each group represent to review about what the students have been read and explain the main idea, identification, and description about the text. In lead-in term, the teachers gave an instruction to the students to make 5 questions from the text and held reflection toward teaching learning process that had been done.

On the second meeting in the first cycle the process of CAR was similar with the previous meeting. In the teaching learning process the students identified the generic structure and the language feature of descriptive text in the passage. Descriptive text has structure as below: identification; identifying the phenomenon to be described, and description; describing the phenomenon in parts, qualities, or characteristic.

In the beginning of this phase, the teacher explained to the students the generic structure and the language feature of descriptive text, and the teacher gave some example of the language feature of descriptive text based on the paragraph. Afterward the teacher asked the students to do post test 1.

C. Observing

In the observing phase, during teaching learning process the writer observed toward performances of the students in groups works and the teacher's performance, class situation, and students' response. Based on the teacher's performance, she had accomplished the task in sequence with the lesson plan had been made. Nevertheless, the teacher gave direction and instruction was too fast. It could be seen from many students' questions about the direction. However, the class situation was still under control. It means that most of students did not still pay attention to the teacher's explanation clearly; some of them also did not do their task because they relied on the other friend who had better do the task than they had. They also cheated each other when they were asked to answer some reading questions and the teacher just said, "No cheating" but their students ignored that warning.

On the hand, there were found some students who active in answering the teacher's questions in the second action of the first cycle, the students seemed more enthusiastic to do the exercise. After teaching learning process finished, in this observing phase, it was also carried out posttest 1 exactly on the second action of the first cycle to measure how well the students' reading comprehension of descriptive text that had been studied.

Participation of students' aspects was observed during teaching learning process that included:

1. Group work; active and on time in accomplishing the exercises

2. Learning activities: giving idea, asking, and answering the questions based on material. The observation toward teaching learning process in the first cycle were:

TABLE 4.5
The Result on the First cycle on the First Meeting

No	Group	The amount of the Students and the Aspects that be observed				
		Active Students	Asking	Giving Idea	Answering Question	On Time
1.	I	1	1	1	1	Yes
2.	II	1	1	1	1	Yes
3.	III	1	-	-	1	-
4.	IV	1	1	1	1	-
Total		4	3	3	4	
Percentage		26.67%	20%	20%	26.67%	50%

TABLE 4.6
The Result on the First cycle on the Second Meeting

No	Group	The amount of the Students and the Aspects that be observed				
		Active Students	Asking	Giving Idea	Answering Question	On Time
1.	I	2	2	1	3	Yes
2.	II	2	3	1	2	Yes
3.	III	1	1	1	2	-
4.	IV	2	1	1	2	Yes
Total		7	7	4	9	3
Precentage		46.67%	46.67%	26.67%	60%	75%

From the data indicated that on the first meeting, level of students participants had average about 28.69%, and on the second meeting students' participant stepped up into 51.02%.

These data indicated that level of students' participation on the first cycle on the first and second meeting got averages: 39.85%, 36.67% the students who concentrated, and active during teaching learning process, 33.35% the students who asking, 23.34% the students who giving idea, 43.34% the students who answering the questions, and 62.50% the students who were capable in accomplishing the task on time.

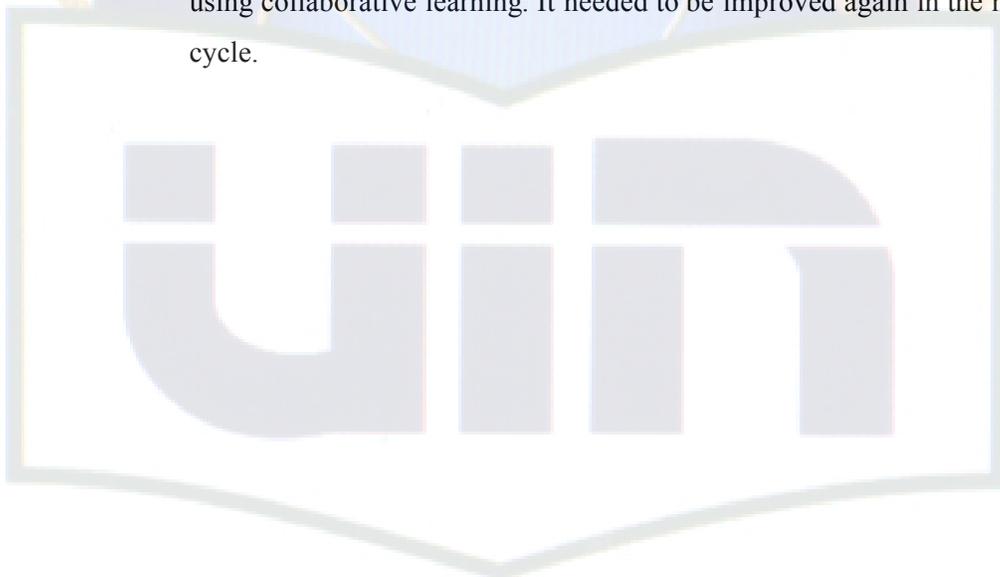
D. Reflecting

Based on the result of observation toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- The students participation were still low, it may be because the students unusual learning by group work before, and most of the student still felt unconfident.
- The students did not accomplish the task on time, because they feel hard to complete the task on time
- Most of the students still were passive
- The result of the post-test showed only 26.68% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, because besides they opened dictionary to find the difficult words, the other friends who were capable in English also could help them and they know the characteristic of descriptive text.
- The teacher realized that she was too dominant in the class; she also had still difficulties in implementing the collaborative learning strategy in the class.

- The writer reminded to the teacher that the lesson was too fast; at times it led students confuse and asked her to repeat the explanation. To solve this problem, the writer suggested giving explanation more clearly and slowly.
- The teacher still had difficulty in managing the class. In this case, the class was noisy even some students cheated each other in doing tasks. Hence, the writer suggested to the teacher to give more attention to the entire group and the teacher should be more assertive in order the students did not cheat any longer.

From the reflecting phase above, there must be more efforts to develop students' reading comprehension of descriptive text by using collaborative learning. It needed to be improved again in the next cycle.



2. CYCLE 2

A. Planning

In this cycle and the teacher and the writer rearranged lesson plan based on the reflecting phase in the first cycle. The successful criteria were same as the previous criteria in the first cycle that was settled.

Action in the second cycle was settled based on the result in the cycle one, those were:

- Collaborative learning method still would be used by focus: the teacher would give stimulus to the students who were passive (for example the teacher would give an opportunity to the passive students for asking what the problems that the students were faced) it was hoped the passive students would more confident.
- The group work task and time to accomplish the task would be determined by discussion among the teacher and the students.
- In comprehending the descriptive, after the students read the text, the teacher give the instruction to each group, not to open dictionary when they did not know the words meaning, but the students had to write the difficult words on the whiteboard, and if the other group know the words meaning, they could write the meaning and would get point.
- The teacher would assist the students, and gave time opportunity to the students to ask.
- The teacher would begin the learning process by using collaborative learning; those were teaching procedures in Collaborative Strategic Reading. Students learn four strategies as part of CSR's Plan for Strategic Reading:
 - Before Reading: Preview Brainstorm: What do we already know about the topic?
 - During Reading: there were: Click and Clunk
Clicks refer to portions of the text that make sense to the reader: Click, click, click” - comprehension clicks into place as the reader proceeds smoothly through the text.

“Clunks” refer to when a student comes to a word, concept, or idea that does not make sense: Clunk - comprehension breaks down.

- After Reading:

Wrap up Ask questions and Review

- The writer and the students prepared posttest 2 in the second cycle after applied the treatment.

B. Acting

In the second cycle, the action was held on Wednesday, 22nd and Thursday, 23rd September 2010. There were 15 students who present in the classroom.

Teaching learning process in this cycle based on the lesson plan that was using collaborative learning technique.

The teacher had begun teaching learning process by explaining the technique. The teacher divided the students into a group; one group consisted of 3 or 4 members of students. The teacher divided the students different from the cycle one. In this cycle the teacher divided the student based on the absent sequence.

Before VII-2 class began to study, the teacher gave brainstorm, for example: What do we already know about the topic? On the other hand, predict, for example, what do we think we will learn about the topic when we read the passage? Read (the first paragraph or section). In this session, the students were very enthusiastic.

During Reading, the teacher asked the students to read the text silently. If all of them in the students' group had done read, they could raised their hand to speak “Click” or “Clunk”; “Click” was the sign if the students understand or comprehend the sentences in the paragraph and “Clunk” was the sign if the students did not understand or comprehend the sentences in the paragraph.

The teacher pointed out one member to represent each group to mention the words the group did not know. If the other could help the words meaning, their group got one point for one word. It made the students very active in this term. After that, there was Get the Gist for example:

- a) What is the most important person, place, or thing?
- b) What is the most important idea about the person, place, or thing?

In addition, the read (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

After reading, there was Wrap Up:

- a) Ask questions based on the text
- b) Review: What did the students' learn?

At last, the students did the posttest 2 on the next day on Thursday 23rd.

C. Observing

In the second cycle, the writer observed the condition the students and the teacher in the classroom. Generally, the class circumstance in learning process was better than the previous cycle. It could be seen from many aspects of students' participations that had been observed during teaching learning process. Participation of students' aspects was observed during teaching learning process that included:

3. Group work; active and on time in accomplishing the exercises
4. Learning activities: giving idea, asking, and answering the questions based on material. The observation toward teaching learning process in one cycle were:

TABLE 4.7
The Result on the Cycle 2

No	Group	The amount of the Students and the Aspects that be observed				
		Active Students	Asking	Giving Idea	Answering Question	On Time
1.	I	2	3	3	3	Yes
2.	II	3	2	3	2	Yes
3.	III	2	1	2	3	Yes
4.	IV	3	3	3	3	Yes
Total		10	9	11	11	4
Percentage		66.67%	60%	73.34%	73.34%	100%

These data indicated that level of students' participation on cycle two got averages 74.67%, there were 66.67% the students who concentrated, and active during teaching learning process, 60% the students who asking, 73.34% the students who giving idea, 73.34% the students who answering the questions, and 100% the students who were capable in accomplishing the task on time.

The condition of the students when teaching learning process was better than previous cycle. The students were enthusiastic when they reading a paragraph by technique of collaborative learning. The students who got willingness in learning reading comprehension, they tried harder to comprehend the text. After, they understand the text; they were enthusiasts to do some exercises and tried to help their friends in their group to find the difficult sentences to be comprehended.

Besides that, he teacher's performance, she showed any progress meaning that students could understand easily. Automatically, it led a good feedback from students' response in conveying their opinions. Shortly, most of students seemed quite active in the classroom and in doing reading exercises. In the second action of cycle two, the teacher was

held on posttest 2 regarding students' reading comprehension of descriptive text. Based on the result of the posttest 2, the mean score of the class in reading test gained 70.

D. Reflecting

Based on the result of observation toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There was an improvement in cycle 2.
- The students participation better than the previous cycle, they students more interesting in learning reading, but the teacher should give stimulus for the passive students, because there still 23 students who were active, and 19 students who were asking.
- Most of the students accomplished the task on time; there was about 62% of group. Only two groups did nit accomplish the task on time.
- The result of the post-test showed only 60% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic, but there were students still relied on the others friend in a group.

From the reflecting phase above, there must be more efforts to develop students' reading comprehension of descriptive text by using collaborative learning. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle three. The teacher and the writer want to achieve the target research of where minimally 75%.

3. CYCLE 3

A. Planning

The third cycle was held on Wednesday, 29th and Thursday 30th September 2010, there would be 15 students, the teacher, and the writer as the observer. The teacher would use the lesson plan on the fourth meeting in the third cycle. The successful or indicators were arranged similar with cycle one and cycle two.

The action would be done on the third cycle based on the reflection on the second cycle, there were:

- The teacher implemented collaborative learning in teaching reading comprehension (descriptive text).
- The teacher gave opportunity to the students for asking, giving idea, answering question
- The teacher gave stimulus to the passive students
- The writer and the teacher prepared posttest 3 in cycle 3 after applied the treatment.
- The teacher and the students together determined the time to accomplish the task

B. Acting

In the second cycle, the action was held on Wednesday, 29th 2010. There were 15 students who present in the classroom. Teaching learning process in this cycle based on the lesson plan that was using collaborative learning technique.

The teacher divided the students into a group; one group consisted of three or four members of students.

Before studying, the teacher gave brainstorm, for example: What do we already know about the topic? Or predict, for example: What do we think we will learn about the topic when we read the passage? Read (the first paragraph or section). The students were very enthusiastic.

During Reading, the teacher asked the students to read the text silently. If all of them in the students' group had done read, they could raised their hand to speak "Click" or "Clunk"; "Click" was the sign if the students understand or comprehend the sentences in the paragraph and "Clunk" was the sign if the students did not understand or comprehend the sentences in the paragraph.

The teacher pointed out one member to represent each group to mention the words the group did not know. If the other could help the words meaning, their group got one point for one word. It made the students very active in this term. After that, there was Get the Gist for example:

- c) What is the most important person, place, or thing?
- d) What is the most important idea about the person, place, or thing?

In addition, the read (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

After reading, there was Wrap Up:

- c) Ask questions: What questions would show we understand the most important information? What are the answers to those questions?
- d) Review: What did the students' learn?

The teacher gave some awards for the best group and some active students in the classroom.

Finally, the students did post test from what they had been learn in cycle 3 on Thursday, 30th.

C. Observing

In the third cycle, the writer observed the condition the students and the teacher in the classroom. The writer used an instrument that had been provided which similar with cycle one and cycle two. Generally, the class circumstance in learning process was better than the previous cycle. It could be seen from many aspects of students' participations that had been observed during teaching learning process. Participation of students'

aspects was observed during teaching learning process that included: Group work; active and on time in accomplishing the exercises and Learning activities: giving idea, asking, and answering the questions based on material. The observation toward teaching learning process in one cycle was:

TABLE 4.8
The Result on the Third Cycle

No	Group	The amount of the Students and the Aspects that be observed				
		Active Students	Asking	Giving Idea	Answering Question	On Time
1.	I	4	4	4	4	Yes
2.	II	4	3	4	4	Yes
3.	III	3	4	3	3	Yes
4.	IV	3	4	3	4	Yes
Total		14	15	14	15	4
Percentage		93.34%	100%	93.34%	100%	100%

These data indicated that level of students' participation on cycle two got averages 97.34%, there were 93.34% the students who concentrated, and active during teaching learning process, 100% the students who asking, 93.34% the students who giving idea, 100% the students who answering the questions, and 100% the students who were capable in accomplishing the task on time.

The result of posttest 2, the mean score of the class in reading test gained 81.00.

D. Reflecting

Based on the result of observation toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There was very an increasing progress in the third cycle.
- All of the group accomplished the task on time
- There was any progression of the students' participation. Students' willingness to be active in learning process was about 97.34%.
- The result of the posttest showed 80% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic.

From the reflecting phase, the writer and the teacher could assume above it that the implementing of CAR in developing students' reading comprehension in terms of narrative text by using collaborative learning was suitable with the planning that had been discussed previously. In this case, every action was planned as well as possible so that the reading activities could be accomplished well.

After achieving the target research of where minimally 75% students who passed the *KKM*, therefore the writer and the teacher decided to stop the CAR because it had already succeeded. Hence, the writer and the teacher did not have to revise the plan.

D. The Discussion of the Data Analysis after CAR

The discussion of the data after implementing the action consisted of two parts. Those were the result of post interview and the result of posttest. For further descriptions as following:

1. The Result of Post Interview

After implementing collaborative learning, the writer carried out the interview with the teacher and the students. It was conducted on Friday, October 1th 2010 after accomplishing cycle 3. It started at 09.30 A.M and finished at 10.00 A.M. the writer discussed with the teacher about CAR that had been accomplished.

From the three cycle's analysis, the teacher and the writer thought that there were any progression on students' condition, and teacher's performance in teaching learning reading comprehension. The students are more enthusiastic in reading. Reading is a process to comprehend text to get the information from text. Reading skill will grow, if the students do more practice in reading from many positive sources. On the other hand, collaborative learning also was able to make students more creative in developing their ability.

The results of CAR also find that the key to be able in reading was having feeling enjoy and more read books, novel, article, etc.

For the teacher's performance, she feel satisfied in teaching reading by using collaborative learning.

The writer gave questionnaire after CAR to the students about collaborative learning technique that had been applied, the percentage of students response was:

Table 4.9
The Result Percentages of Students' Impression After CAR

Questions	SS	S	RR	TS	STS
1. Positive Response:					
- Belajar Bahasa Inggris dengan collaborative learning membuat saya berfikir aktif	86.68%	13.33%			
- Saya merasa lebih semangat dalam belajar Bahasa Inggris	13.33%	80%	6.68%		
- Saya lebih mudah untuk memahami bacaan dalam Bahasa Inggris	40%	53.34%	6.68%		
- Saya puas dengan nilai yang diperoleh	86.68%	13.34%			
- Setelah menggunakan metode collaborative learning, kini hasil belajar Bahasa Inggris saya meningkat	86.68%	13.34%			
2. Negative Response:					
- Saya menjadi pasif dan malas setelah belajar dengan menggunakan collaborative learning.				20%	80%
- Saya tidak semangat dalam Belajar Bahasa Inggris				26.68%	73.34%
- Saya masih kesulitan untuk memahami bacaan dalam Bahasa Inggris				60%	33.34%
- Saya tidak puas dengan nilai yang diperoleh			6.68%	33.34%	66.68%
- Setelah menggunakan metode collaborative learning, hasil belajar Bahasa Inggris saya tetap/menurun.				53.34%	46.68%

Based on the results, the averages of students' response toward positive questions were: 62.68% very agree, 34.67% agree, 13.36% doubt, 0% do not agree, 0% very do not agree. Meanwhile, the averages of students' response toward negative questions were: 0% very agree, 0% agree, 6.68% doubt, 38.68% do not agree, 60.68% very do not agree.

Table 4.10
Questionnaire of Students' Response after Learning English by Using
Collaborative Learning Approach

Petunjuk Pengisian:

1. Bacalah pertanyaan dibawah ini dengan baik dan teliti.
2. Pilihlah jawaban yang sesuai dengan perasaan, keinginan, dan keadaan kalian yang sebenar-benarnya dan sejujur-jujurnya.
3. Berilah tanda (X) pada kotak jawaban yang kalian anggap paling sesuai dibawah huruf :

S : Selalu

SR : Sering.

K : Kadang-Kadang

J : Jarang

TP : Tidak Pernah

Nama :

Class:

<i>Questions</i>	<i>SS</i>	<i>S</i>	<i>RR</i>	<i>TS</i>	<i>STS</i>
1. Belajar Bahasa Inggris dengan collaborative learning membuat saya berfikir aktif	<i>13</i>	<i>2</i>			
2. Saya menjadi pasif dan malas setelah belajar dengan menggunakan collaborative learning.				<i>3</i>	<i>12</i>
3. Saya merasa lebih semangat dalam belajar Bahasa Inggris	<i>2</i>	<i>12</i>	<i>1</i>		
4. Saya tidak semangat dalam Belajar Bahasa Inggris				<i>4</i>	<i>11</i>
5. Saya lebih mudah untuk memahami bacaan dalam Bahasa Inggris	<i>6</i>	<i>8</i>	<i>1</i>		
6. Saya masih kesulitan untuk memahami bacaan dalam Bahasa Inggris			<i>1</i>	<i>9</i>	<i>5</i>
7. Saya puas dengan nilai yang diperoleh	<i>13</i>	<i>2</i>			
8. Saya tidak puas dengan nilai yang diperoleh				<i>5</i>	<i>10</i>
9. Setelah menggunakan metode collaborative learning, kini hasil belajar Bahasa Inggris saya meningkat	<i>13</i>	<i>2</i>			
10. Setelah menggunakan metode collaborative learning, hasil belajar Bahasa Inggris saya tetap/menurun				<i>8</i>	<i>7</i>

**Number on the Box: The amount of the students who cross the answers.*



2. The Result of Post Test

Before the students carried out the test, the writer had done the trustworthiness of the test using discriminating power and difficulty item among pretest, posttest 1, posttest 2, and posttest 3.

In addition, the writer inputted the result of data including the pretest, posttest 1, and posttest 2 into a table as following:

Table 4.11

Number of Students	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST	CYCLE 3 POSTTEST
1	45	50	60	65
2	40	45	50	65
3	50	60	70*	80*
4	30	45	60	70*
5	70*	75*	90*	100*
6	65	80*	85*	95*
7	55	65	70*	80*
8	70*	75*	85*	90*
9	70*	80*	80*	95*
10	45	55	70*	90*
11	55	60	70*	95*
12	40	55	60	65
13	30	50	65	75*
14	55	60	70*	80*
15	40	55	65	70*
Mean: $\bar{X} = \frac{\sum x}{n}$	50.68	60.67	70.00	81.00

Reading Score of Pretest, Posttest 1, and Posttest 2, and Posttest 3

*: The student who passed the *KKM* (70)

Based on that computation, the mean score of the class in pretest was 50.68. On the other side, to know the class percentage who passed the *KKM* using the formula as:

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

$$P = \frac{3}{15} \times 100\%$$

$$P = \mathbf{20\%}$$

From that calculation, three students passed the *KKM*. It could be derived about 20% students whom passed the *KKM*.

In the 1st cycle of posttest 1 there were four students who passed the *KKM*. The mean posttest 1 was 60.67, and the percentage of the students who passed the *KKM* using the formula as:

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

$$P = \frac{4}{15} \times 100\%$$

$$P = \mathbf{26.68\%}$$

It indicated 26.68% students who passed the *KKM* in the cycle 1.

In posttest 2 there were nine students who passed the *KKM* in the posttest 2 and the mean score was 70.00 and to know the percentage of the class in the second cycle of posttest 2 that passed the *KKM*, it could be calculated as following:

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

$$P = \frac{9}{15} \times 100\%$$

$$P = \mathbf{60\%}$$

There were 60% students who passed the *KKM* in the cycle 2.

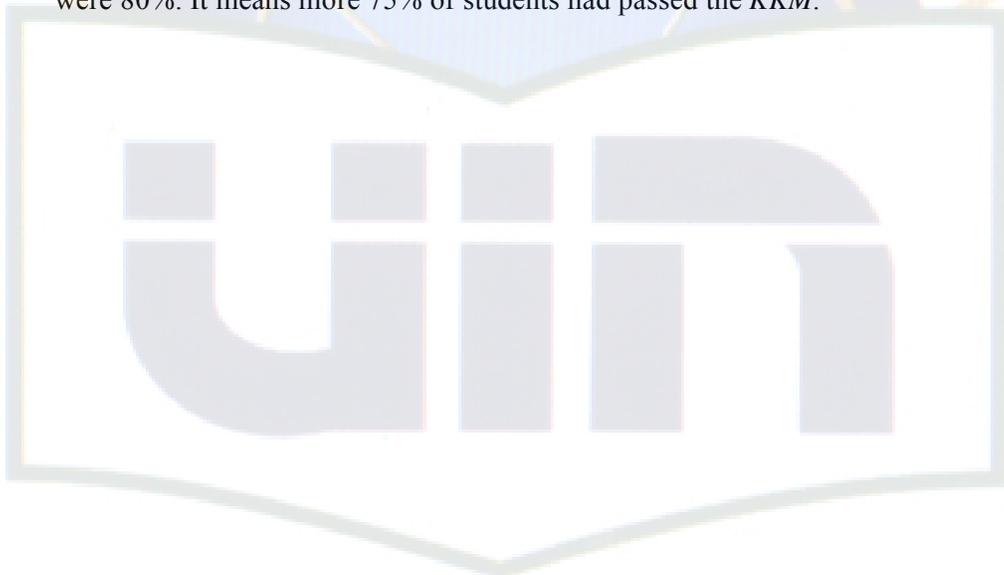
In addition, in the third cycle the mean score of posttest 3 was 81.00 and the percentage of the students who passed the *KKM* of posttest 3, as following:

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

$$P = \frac{12}{15} \times 100\%$$

$$P = 80\%$$

The percentages indicated that from cycle to cycle there was an improvement. In the third cycle showed that the students who passed the *KKM* were 80%. It means more 75% of students had passed the *KKM*.



1. The Result of Students Participation

Based on the CAR that had been held, there was students' participations result from cycle one until cycle three, it was represented as followed:

Table 4.12

Observation Sheet

Students' Participation in Teaching Learning English at VII-2 grade SMPIT

Darul Muttaqien Bogor

No	Name	Cycle I								Cycle II				Cycle III			
		First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Annisa Nurul Anngraeni											√			√	√	√
2.	Ahassa Indah Habiebaty					√	√			√	√	√		√	√	√	√
3.	Dinda Aulia Putri											√	√	√	√	√	√
4.	Ega Katriana													√	√		√
5.	Fitriyani Hanifa	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6.	Hanifa Nur Azizah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
7.	Ismayagita Cipta Rifiyana									√	√			√	√	√	√
8.	Kirana Aulia Putri Yasmin	√		√	√	√	√	√	√	√		√		√	√	√	√
9.	Monica Dessy Amanda	√			√	√	√			√	√	√		√	√	√	√
10.	Nadifa Febrina Ahyar									√		√	√	√	√	√	√
11.	Ossy Wardhaty		√			√	√	√	√	√	√	√	√	√	√	√	√
12.	Putri Adelia Nur P.										√			√	√	√	√
13.	Ria Kusumawati											√			√	√	√
14.	Rizka Rahmadini Utami									√				√	√	√	√
15.	Rovi Rosetiani					√	√			√	√	√		√	√	√	√

*1 = Active Students, 2 = Asking, 3 = Giving Idea, 4 = Answering Question

Table 4.13**The Percentages of Students' Participation in Cycle I, Cycle II, Cycle III**

No	Cycle	The amount of the Students and the Aspects that be observed					
		Active Students	Asking	Giving Idea	Answering Question	On Time	Average
1.	I	36.67%	33.35%	23.34%	43.34%	62.50%	39.85%
2.	II	66.67%	60%	73.34%	73.34%	100%	74.67%
3.	III	93.34%	100%	93.34%	100%	100%	97.34%

From the data above, it indicates that there was progression 34.82% from cycle 1 into cycle 2, and 22.67% from cycle 2 into cycle 3. As the results, the average of students' participation progression was 28.75%

The comparison of achievement level of students' participation by ideal criteria could be seen in this table as followed:

Table 4.14**The Comparison of Criteria and Cycle III**

No	Condition	The amount of the Students and the Aspects that be observed					
		Active Students	Asking	Giving Idea	Answering Question	On Time	Average
1.	Achievement Criteria	90%	75%	75%	80%	100%	84%
2.	Cycle III	93.34%	100%	93.34%	100%	100%	97.34%
	Indication	Reached	Reached	Reached	Reached	Reached	Reached

The percentage indicated that the average of students' participation is improved, in the last cycle there was 97.34% mean of students' participation, it reached the criteria of students' participation that was determined 84%.

Table 4.15
FIELD NOTE
Classroom Interaction

	Cycle I	Cycle II	Cycle III
1. Teacher asks a question	√	√	√
2. Teacher explains a grammatical point.	√		
3. Teacher explains meaning of a vocabulary item	√		
4. Teacher explains point relating in the content (theme/topic) of the lesson.	√	√	√
5. Teacher gives instruction/direction	√	√	√
6. Teacher praises		√	√
7. Teacher criticizes		√	√
8. Learner asks a question.	√	√	√
9. Learner answer question	√	√	√
10. Learner talks to another learner	√	√	√
11. Period of silence or confusion	√	√	√

4. The Results of Field Notes

Table 4.16

Analysis

1. To what extent are the following statements an accurate reflection of the lesson?

- Key: 1. Not at all
2. Slightly
3. Very
4. Completely

	Cycle I	Cycle II	Cycle III
- The objectives of the lesson were clear to the learners.	1 2 3 4	1 2 3 4	1 2 3 4
- There were opportunities for controlled practice of specific language points	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to do something (e.g. solve a problem, come to a conclusion, complete a task).	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to cooperate	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to share information (i.e. there was an information gap component to the lesson)	1 2 3 4	1 2 3 4	1 2 3 4
- There was an evaluation component to the lesson which would allow learners to judge the degree to which they had succeeded or failed	1 2 3 4	1 2 3 4	1 2 3 4
- The activities would have been suitable for a mixed ability class.			

(Adapted from Nunan, D. 1998. Syllabus Design. Oxford: Oxford University Press.)

Table 4.17
OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING
LEARNING PROCESS

Cycle : 1

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception			√	
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached			√	
5.	Using media based on the lesson plan			√	
6.	Explaining collaborative learning method				√
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group			√	
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

Table 4.18
OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING
LEARNING PROCESS

Cycle : 1

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process			√	
8.	Using techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

Table 4.19
OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING
LEARNING PROCESS

Cycle : 2

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		

Table 4.20
OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING
LEARNING PROCESS

Cycle : 3

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		



CHAPTER V CONCLUSION AND SUGGESTION

After accomplishing the entire steps of this CAR, the writer arranged some conclusions and suggestions based on the result of this research.

A. Conclusion

Based on the research carried out in VII-2 grade at SMPIT Darul Muttaqien Parung Bogor academic year 2010/2011, it concluded that collaborative learning approach is effective to enhance the learners' reading skill.

It referred to the following information:

1. Related to the test result, there were some progressions of students' score from pretest to the posttest of the third cycle. In the pretest, there were three or 20% students who passed the *KKM* and the mean score of pre test were 50.68. Then in the result of posttest in cycle 1, there were 4 or 26.68% students in the class who passed the *KKM* considering their mean score of the test gained 60.67. Next in the result of posttest in the second cycle, there gained 9 or 60.00% students who passed the *KKM* in which their mean score of reading test derived 70.00. Next in the result of posttest in the third cycle, there gained 12 or 80% students who passed the *KKM* in which their mean score of reading test derived 81.00.
2. The observation result showed that the students' participation were more active and interested in learning reading activity in the classroom. In the result of students' participation averages in each cycle were: in cycle 1

there were 39.85% students who participated in teaching learning process. In cycle 2 there were 74.67% students who participated in teaching learning process. Next in cycle 3, there were 97.34% students who participated in teaching learning process. These results indicated success, it can be seen from the average of students' participation was 97.34% higher than the average criteria that had been determined by the teacher 84%.

3. Based on the interview result it can be concluded that the students' perception and impression about process of learning reading skill by using collaborative learning is more enthusiastic.

B. Suggestion

Based on the classroom research result, the writer gives some suggestion as follows:

1. In learning reading skill, the teachers are hoped more creative in teaching her students in order to maximize teaching learning process, and makes the students are not boring.
2. The teacher should be active to involve her students in teaching learning process.
3. Collaborative learning approach can be applied in English teaching learning process, particularly the attempt of improving students' reading comprehension of descriptive text. In this term, the students are demanded work together in a group to solve the problem.

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Teacher's Interview

Pre-Observing

1. How is the process of teaching learning English in the classroom?

Teaching learning English was effective in many classrooms, but there was a class that faced problem, it was VII-2 class. This class was too passive. The students of that class were unconcerned, ignored the teacher's attention. As a result, the students got low score in English subject.

2. How is students' attention toward English subject?

As I said before, the students' interesting was low except for clever students in VII-2 class

3. What is method that used in learning English?

I use GTM method for the first grade, because they were too young to learn using complex method, I am doubt, if the students learn with the other method, it is hard for them.

4. Is the method effective?

Yes for temporary, when the students were still in the class, they understand, but after class. I do not think so. I want to use collaborative learning in teaching English. I

5. How is the students' English score in VII-2 class?

Comparing with VII-1, VII-2 class score are still low

6. What do you know about collaborative learning?

It is one of method in teaching learning where the students work together to solve problem. It sounds interesting.

7. Is collaborative is effective to apply in learning English?

I think so. Let us try it.

VII-2 Class Students' Interview When Pre-Observing
(Students' high and low score)

1. Bagaimana menurutmu tentang pembelajaran Bahasa Inggris di kelas?
Siswa Nilai Tinggi: Menyenangkan
Siswa Nilai Rendah: Biasa Saja
2. Apakah kamu senang dengan pembelajaran Bahasa Inggris?
Siswa Nilai Tinggi: Senang, karena suka ada quiz
Siswa Nilai Rendah: Tidak terlalu
3. Bagaimana hasil belajar bahasa Inggris kamu?
Siswa Nilai Tinggi: Alhamdulillah mudah mengerti
Siswa Nilai Rendah: Sulit, susah ngerti dan bingung artinya,
4. Apakah kamu puas dengan nilai Bahasa Inggris yang diperoleh?
Siswa Nilai Tinggi: Alhamdulillah bagus
Siswa Nilai Rendah: Hehee... masih kurang
5. Bagaimana menurut pendapatmu tentang cara gurumu mnerangkan/mnjelaskan materi pelajaran Bahasa Inggris? jelaskan!
Siswa Nilai Tinggi: Cukup asyik
Siswa Nilai Rendah: Biasa Saja, kadang masih suka bingung
6. Apakah kamu dapat memahami materi Bahasa Inggris yang dijelaskan oleh guru?
Siswa Nilai Tinggi: Bisa
Siswa Nilai Rendah: Kadang-kadang
7. Hambatan apa yang kamu hadapi pada saat belajar Bahasa Inggris?
Siswa Nilai Tinggi: Memahami makna di dalam suatu bacaan masih susah harus buka kamus terus
Siswa Nilai Rendah: Banyak sekali, susah ngomongnya kalau mau bicara pakai Bahasa Inggris
8. Apa kmu tau tentang metode collaborative learning?
Siswa Nilai Tinggi: Belum tahu
Siswa Nilai Rendah: Ga tahu, engga pernah dengar
9. Apakah gurumu sudah menggunakan metode collaborative learning di kelasmu?
Siswa Nilai Tinggi: Ga tau
Siswa Nilai Rendah: Ga tau
10. Bgaimana tes/evaluasi yang dilakukan gurumu? Jelaskan!

Siswa Nilai Tinggi: Dengan diadakan kuis atau Tanya jawab dan mengerjakan soal dari buku

Siswa Nilai Rendah: kuis dan mengerjakan soal dari buku



Sheet of Pre-Observation of Teaching Learning Process

Place : SMPIT Darul Muttaqien

Day/Date : July 29 2010

Subject : Descriptive Text

No	Objects that are observed	Observation
1.	Teacher's activities	<ul style="list-style-type: none"> - The teacher explained the objective of the material to the students but she talked too much and dominant. - She asked and gave the direction to the students to do some exercises based on LKS without cheating each others.
2.	Students' activities	<ul style="list-style-type: none"> - The students listened to the teacher's explanation - The students did exercise - The students might open dictionary when they were facing with difficult words in their lesson. - Some students out of from their seat, they walked around the class
3.	Interaction between the teacher and the students	<ul style="list-style-type: none"> - There was just one student who asked a question to the teacher about the lesson - No opportunity for digression; one students eager to talk was not followed up - No encouragement for students to listen each other - Lack of students interaction
4.	Evaluation	<ul style="list-style-type: none"> - The teacher took the students' score from LKS and there was feedback from only a few students

Observation Analysis before CAR

Key:

1. Does not at all reflect what went on
2. Only marginally reflects what went on
3. Neutral
4. Describes rather well what went on
5. Is a totally accurate reflection of what went on

1. All instruction were clear	1	2	3	4	5
2. Every student was involved at some point	1	2	3	4	5
3. All students were interested in the lesson	1	2	3	4	5
4. The teacher carried out comprehension checks	1	2	3	4	5
5. Materials and learning activities were appropriate	1	2	3	4	5
6. Students groupings and sub-groupings were appropriate	1	2	3	4	5
7. Class atmosphere was positive	1	2	3	4	5
8. There was enough variety in the lesson	1	2	3	4	5
9. The teacher did not talk too much	1	2	3	4	5
10. Error correction and feedback was appropriate	1	2	3	4	5
11. There was genuine communication	1	2	3	4	5
12. There was teacher skill in organizing group work	1	2	3	4	5
13. There was opportunity for controlled practice	1	2	3	4	5
14. Students were enthusiastic	1	2	3	4	5
15. General classroom management was good	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Adapted from an RSA checklist (Adapted from Nunan, D. 1998. Syllabus Design. Oxford: Oxford University Press.)

Analysis

1. To what extent are the following statements an accurate reflection of the lesson?

- Key: 1. Not at all
2. Slightly
3. Very
4. Completely

	Cycle I	Cycle II	Cycle III
- The objectives of the lesson were clear to the learners.	1 2 3 4	1 2 3 4	1 2 3 4
- There were opportunities for controlled practice of specific language points	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to do something (e.g. solve a problem, come to a conclusion, complete a task).	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to cooperate	1 2 3 4	1 2 3 4	1 2 3 4
- Learners were required to share information (i.e. there was an information gap component to the lesson)	1 2 3 4	1 2 3 4	1 2 3 4
- There was an evaluation component to the lesson which would allow learners to judge the degree to which they had succeeded or failed	1 2 3 4	1 2 3 4	1 2 3 4
- The activities would have been suitable for a mixed ability class.	1 2 3 4	1 2 3 4	1 2 3 4

(Adapted from Nunan, D. 1998. Syllabus Design. Oxford: Oxford University Press.)

OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING LEARNING PROCESS

Cycle : 1

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception			√	
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached			√	
5.	Using media based on the lesson plan			√	
6.	Explaining collaborative learning method				√
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group			√	
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING LEARNING PROCESS

Cycle : 1

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process			√	
8.	Using techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING LEARNING PROCESS

Cycle : 2

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		

OBSERVATION SHEET OF TEACHER ACTIVITIES IN TEACHING LEARNING PROCESS

Cycle : 3

Put checklist mark based on the score that have been observed

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

No	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4.	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining collaborative learning method		√		
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		

Observation Sheet

Students' Participation in Teaching Learning English at VII-2 grade SMPIT Darul Muttaqien Bogor

No	Name	Cycle I								Cycle II				Cycle III			
		First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Annisa Nurul Anngraeni											√			√	√	√
2.	Ahassa Indah Habiebaty					√	√			√	√	√		√	√	√	√
3.	Dinda Aulia Putri										√	√		√	√	√	√
4.	Ega Katriana													√	√		√
5.	Fitriyani Hanifa	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6.	Hanifa Nur Azizah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
7.	Ismayagita Cipta Rifiyana									√	√			√	√	√	√
8.	Kirana Aulia Putri Yasmin	√		√	√	√	√	√	√	√		√		√	√	√	√
9.	Monica Dessy Amanda	√			√	√	√			√	√	√		√	√	√	√
10.	Nadifa Febrina Ahyar									√		√	√	√	√	√	√
11.	Ossy Wardhaty		√			√	√	√	√	√	√	√	√	√	√	√	√
12.	Putri Adelia Nur P.										√			√	√	√	√
13.	Ria Kusumawati											√			√	√	√
14.	Rizka Rahmadini Utami									√				√	√	√	√
15.	Rovi Rosetiani					√	√			√	√	√		√	√	√	√

*1 = Active Students, 2 = Asking, 3 = Giving Idea, 4 = Answering Question

Observation Sheet

Students' Participation Group in Teaching Learning English at VII-2 grade SMPIT Darul Muttaqien Bogor

Group	CYCLE I	CYCLE II	CYCLE III
1.	Annisa Nurul Anngraeni Fitriyani Hanifa Monica Dessy Amanda Ria Kusumawati	Annisa Nurul Anngraeni Ahassa Indah Habiebaty Dinda Aulia Putri Ega Katriana	Annisa Nurul Anngraeni Ahassa Indah Habiebaty Dinda Aulia Putri Ega Katriana
2.	Ahassa Indah Habiebaty Hanifa Nur Azizah Nadifa Febrina Ahyar Rizka Rahmadini Utami	Fitriyani Hanifa Hanifa Nur Azizah Ismayagita Cipta Rifiyana Kirana Aulia Putri Yasmin	Fitriyani Hanifa Hanifa Nur Azizah Ismayagita Cipta Rifiyana Kirana Aulia Putri Yasmin
3.	Dinda Aulia Putri Ossy Wardhaty Rovi Rosetiani Ega Katriana	Monica Dessy Amanda Nadifa Febrina Ahyar Ossy Wardhaty Putri Adelia Nur P.	Monica Dessy Amanda Nadifa Febrina Ahyar Ossy Wardhaty Putri Adelia Nur P.
4.	Ismayagita Cipta Rifiyana Kirana Aulia Putri Yasmin Putri Adelia Nur P.	Ria Kusumawati Rizka Rahmadini Utami Rovi Rosetiani	Ria Kusumawati Rizka Rahmadini Utami Rovi Rosetiani

Field Note

Cycle 1

Notice: Write the important things

- The students participation are low
- The students did not accomplish the task on time
- Most of the students still were passive
- The result of the post-test showed only 26.68% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text
- The teacher realized that she was too dominant in the class
- The teacher still had difficulty in managing the class.

Field Note

Cycle 2

Notice: Write the important things

- There was an improvement in cycle 2.
- The students participation more better in the previous cycle,
- Most of the students accomplished the task on time
- The result of the post-test showed only 60% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic, but there were students still relied on the others friend in a group.

Field Note

Cycle 3

Notice: Write the important things

- There was very an increasing progress in the third cycle.
- All of the group accomplished the task on time
- There was any progression of the students' participation. Students' willingness to be active in learning process was about 97.34%.
- The result of the posttest showed 80% students who got score above 70.
- Based on the students' perception, after they had learned reading comprehension by collaborative learning, they felt easy to comprehend the text, interesting, and enthusiastic.

Questionnaire of Students' Response after Learning English by Using Collaborative Learning Approach

Petunjuk Pengisian :

1. Bacalah pertanyaan dibawah ini dengan baik dan teliti.
2. Pilihlah jawaban yang sesuai dengan perasaan, keinginan, dan keadaan kalian yang sebenar-benarnya dan sejujur-jujurnya.
3. Berilah tanda (X) pada kotak jawaban yang kalian anggap paling sesuai
4. dibawah huruf :

S : Selalu
 SR : Sering.
 K : Kadang-Kadang
 J : Jarang
 TP : Tidak Pernah

Nama :

Class:

Questions	SS	S	RR	TS	STS
1. Belajar Bahasa Inggris dengan collaborative learning membuat saya berfikir aktif	13	2			
2. Saya menjadi pasif dan malas setelah belajar dengan menggunakan collaborative learning.				3	12
3. Saya merasa lebih semangat dalam belajar Bahasa Inggris	2	12	1		
4. Saya tidak semangat dalam Belajar Bahasa Inggris				4	11
5. Saya lebih mudah untuk memahami bacaan dalam Bahasa Inggris	6	8	1		
6. Saya masih kesulitan untuk memahami bacaan dalam Bahasa Inggris			1	9	5
7. Saya puas dengan nilai yang diperoleh	13	2			
8. Saya tidak puas dengan nilai yang diperoleh				5	10
9. Setelah menggunakan metode collaborative learning, kini hasil belajar Bahasa Inggris saya meningkat	13	2			
10. Setelah menggunakan metode collaborative learning, hasil belajar Bahasa Inggris saya tetap/menurun				8	7

***Number on the Box: The amount of the students who cross the answers.**

CYCLE I

Rencana Pelaksanaan Pembelajaran

(RPP)

SMP/Mts	: SMPIT Darul Muttaqien
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII SMP/1
Standar Kompetensi	: Membaca; memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk deskriptif, naratif, dan recount sederhana.
Indikator	: Membaca dan memahami teks deskriptif dengan cara: <ol style="list-style-type: none"> 1. Menemukan gagasan dalam teks seperti: <ul style="list-style-type: none"> • <i>Main ideas</i> • <i>Supporting details.</i> • Informasi factual 2. Menentukan <i>schematic structure; Identification: Thing, Place, People, Animal, etc. Description: characteristic</i> 3. Menentukan makna dalam teks (<i>linguistic text</i>) Membaca dan memahami teks deskriptif
Jenis Teks	: Descriptive Text
Aspek/Skill	: Reading
Alokasi Waktu	: 80 Menit per satu kali pertemuan

1. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat: Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

2. Materi Pembelajaran

Terlampir

3. Metode Pembelajaran/Teknik: Collaborative Learning

4. Langkah-langkah Kegiatan

Pertemuan 1

Motivasi: Greetings	3 Menit
- Tanya jawab berbagai hal terkait kondisi siswa	
- Siswa menjawab pertanyaan tentang identitas diri	

<p>Presentasi dan Latihan:</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam kelompok; satu kelompok terdiri dari 3 atau 4 orang secara <i>Kolaboratif</i>; memiliki karakteristik dimana siswa dibagi ke dalam suatu kelompok atau komunitas yang saling bekerjasama melakukan tugas, berbagi ide, saran atau pengalaman, menasehati dan memberi masukan untuk sesama anggota kelompoknya. Kemudian ketiga kelompok tersebut berkumpul untuk mendiskusikan tugasnya dan mengumpulkan tugas secara kolektif. Kemudian salah seorang siswa dapat ditunjuk untuk menyajikan hasilnya. - Brainstorm: Guru memberikan materi kepada siswa berupa teks deskriptif dan sebelum membahas, guru meminta siswa untuk membaca teks tanpa suara. Setelah membaca teks guru menyarankan siswa yang tidak mengerti bacaan teks untuk mencari kata-kata sulit dalam kamus. <p>Setelah memahami teks bacaan, siswa latihan soal berdasarkan teks yang sudah dibaca dengan kelompok yang sudah ditentukan</p> <p>Guru dan murid mendiskusikan tentang jawaban pertanyaan dan mengadakan refleksi terhadap kegiatan belajar mengajar yang sudah dilakukan.</p>	35 Menit
<p>Evaluasi:</p> <ul style="list-style-type: none"> - Menanyakan kesulitan siswa selama PBM - Mengevaluasi kesulitan siswa - Menyimpulkan materi pembelajaran 	42 Menit
<p>Total Waktu:</p>	80 Menit

Pertemuan Ke 2

<p>Motivasi: Greetings</p> <ul style="list-style-type: none"> - Tanya jawab berbagai hal terkait kondisi siswa - Brainstorming; siswa menebak tentang topic yang akan dipelajari. 	3 Menit
---	---------

<p>Presentasi dan Latihan:</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam kelompok; satu kelompok terdiri dari 3 atau 4 orang secara <i>Kolaboratif</i>; memiliki karakteristik dimana siswa dibagi ke dalam suatu kelompok atau komunitas yang saling bekerjasama melakukan tugas, berbagi ide, saran atau pengalaman, menasehati dan memberi masukan untuk sesama anggota kelompoknya. Kemudian ketiga kelompok tersebut berkumpul untuk mendiskusikan tugasnya dan mengumpulkan tugas secara kolektif. Kemudian salah seorang siswa dapat ditunjuk untuk menyajikan hasilnya. -Guru memberikan materi kepada siswa berupa teks deskriptif dan sebelum membahas, guru meminta siswa untuk membaca teks. <p>Setelah membaca teks guru menjelaskan tentang struktur umum dan karakteristik bahasa pada teks deskriptif.</p> <p>Guru memberikan menyebutkan struktur umum; <i>identification and description</i> dan karakteristik bahasa pada teks deskriptif.</p> <p>Setelah memahami teks bacaan, siswa latihan soal berdasarkan teks yang sudah dibaca dengan kelompok yang sudah ditentukan</p>	35Menit
<p>Evaluasi:</p> <ul style="list-style-type: none"> - Menanyakan kesulitan siswa selama PBM - Mengevaluasi kesulitan siswa - Menyimpulkan materi pembelajaran - Guru memberikan Post test kepada siswa 	42 Menit
<p>Total Waktu:</p>	80 Menit

5. Sumber Belajar:

- a. Buku SMP kelas 7 dan Facts & Figures (Reading & Vocabulary Development)
- b. ESL teacher and students resources, esl-galaxy.com

6. Penilaian:

- a. Teknik: Collaborative Learning
- b. Bentuk: Siswa membuat kelompok dan berdiskusi dalam memahami bacaan
- c. Instrumen: Terlampir

Bogor, 18 Agustus 2010

Mengetahui:

Kepala SMPIT Darul Muttaqien : Budi Santoso S.Pd,I. M.M

Guru Mata Pelajaran Bahasa Inggris : Nurlita Prihantini I S.Pd

CYCLE II

Rencana Pelaksanaan Pembelajaran

(RPP)

SMP/Mts	: SMPIT Darul Muttaqien
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII SMP/1
Standar Kompetensi	: Membaca; memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat .
Indikator	: Membaca dan memahami teks deskriptif dengan cara: <ol style="list-style-type: none"> 1. Menemukan gagasan dalam teks seperti: <ul style="list-style-type: none"> • <i>Main ideas</i> • <i>Supporting details.</i> • Informasi factual 2. Menentukan <i>schematic structure; Identification: Thing, Place, People, Animal, etc. Description: characteristic</i> 3. Menentukan makna dalam teks (<i>linguistic text</i>) Membaca dan memahami teks deskriptif
Jenis Teks	: Descriptive Text
Aspek/Skill	: Reading
Alokasi Waktu	: 80 Menit

1. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat: Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

2. Materi Pembelajaran

Terlampir

3. Metode Pembelajaran/Teknik: Collaborative Learning

4. Langkah-langkah Kegiatan

Motivasi: Greetings - Mengabsen Siswa - Tanya jawab berbagai hal terkait kondisi siswa	3 Menit
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<p>Presentasi dan Latihan:</p> <ul style="list-style-type: none"> - Guru membagi siswa ke dalam kelompok secara <i>Kolaboratif</i>; memiliki karakteristik dimana siswa dibagi ke dalam suatu kelompok atau komunitas yang saling bekerjasama melakukan tugas, berbagi ide, saran atau pengalaman, menasehati dan memberi masukan untuk sesama anggota kelompoknya. Kemudian ketiga kelompok tersebut berkumpul untuk mendiskusikan tugasnya dan mengumpulkan tugas secara kolektif. Kemudian salah seorang siswa dapat ditunjuk untuk menyajikan hasilnya. - Brainstorm: Guru memberikan materi kepada siswa berupa teks deskriptif dan sebelum membahas, guru mengadakan tanya jawab dengan siswa terkait topic yang akan dibaca/dibahas. - Prediksi: Kira-kira apa yang akan dipejari/bahas dari topic yang sudah ada. - Membaca paragraph pertama dari teks yang diberikan oleh guru - Click and Clunk: siswa memberi tanda “click” jika memahami bacaan pada setiap paragraph, dan “clunk” jika ada bacaan yang tidak siswa pahami. - Guru memberikan pertanyaan seputar teks deskriptif yang sedang dibahas. - Siswa menyimpulkan dan mengambil intisari dari teks tersebut (tokoh tempat, benda). 	35 Menit
<p>Evaluasi:</p> <ul style="list-style-type: none"> - Menanyakan kesulitan siswa selama PBM - Mengevaluasi kesulitan siswa - Menyimpulkan materi pembelajaran - Guru memberikan Post test kepada siswa 	42 Menit
<p>Total Waktu:</p>	80 Menit

5. Sumber Belajar:

- a. Buku SMP kelas 7 dan Facts & Figures (Reading & Vocabulary Development)
- b. ESL teacher and students resources, esl-galaxy.com

6. Penilaian:

- a. Teknik: Collaborative Learning
- b. Bentuk: Siswa membuat kelompok dan berdiskusi dalam memahami bacaan
- c. Instrumen: Terlampir

Bogor, 20 September 2010

Mengetahui: Kepala SMPIT Darul Muttaqien & Guru Mata Pelajaran Bahasa Inggris

CYCLE III

Rencana Pelaksanaan Pembelajaran

(RPP)

SMP/Mts	: SMPIT Darul Muttaqien
Mata Pelajaran	: Bahasa Inggris
Kelas/Semeseter	: VII SMP/1
Standar Kompetensi	: Membaca; memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat .
Indikator	: Membaca dan memahami teks deskriptif dengan cara: <ol style="list-style-type: none"> 1. Menemukan gagasan dalam teks seperti: <ul style="list-style-type: none"> • <i>Main ideas</i> • <i>Supporting details.</i> • Informasi factual 2. Menentukan <i>schematic structure; Identification: Thing, Place, People, Animal, etc. Description: characteristic</i> 3. Menentukan makna dalam teks (<i>linguistic text</i>) Membaca dan memahami teks deskriptif
Jenis Teks	: Descriptive Text
Aspek/Skill	: Reading
Alokasi Waktu	: 80 Menit

1. Tujuan Pembelajaran:

Pada akhir pembelajaran siswa dapat: Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

2. Materi Pembelajaran

Terlampir

3. Metode Pembelajaran/Teknik: Collaborative Learning

4. Langkah-langkah Kegiatan Pertemuan ke-4

Motivasi: Greetings - Tanya jawab berbagai hal terkait kondisi siswa - Guru membagi siswa ke dalam kelompok	3 Menit
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<p>Presentasi dan Latihan:</p> <ul style="list-style-type: none"> -Guru membagi siswa ke dalam kelompok Guru membagi siswa ke dalam kelompok; satu kelompok terdiri dari 3 atau 4 orang secara <i>Kolaboratif</i>; memiliki karakteristik dimana siswa dibagi ke dalam suatu kelompok atau komunitas yang saling bekerjasama melakukan tugas, berbagi ide, saran atau pengalaman, menasehati dan memberi masukan untuk sesama anggota kelompoknya. Kemudian ketiga kelompok tersebut berkumpul untuk mendiskusikan tugasnya dan mengumpulkan tugas secara kolektif. Kemudian salah seorang siswa dapat ditunjuk untuk menyajikan hasilnya. - Brainstorm: Guru memberikan materi kepada siswa berupa teks deskriptif dan sebelum membahas, guru mengadakan tanya jawab dengan siswa terkait topic yang akan dibaca/dibahas. - Prediksi: Kira-kira apa yang akan dipejari/bahas dari topic yang sudah ada. - Membaca paragraph pertama dari teks yang diberikan oleh guru - Click and Clunk: siswa memberi tanda “click” jika memahami bacaan pada tiap paragraph, dan “clunk” jika ada bacaan yang tidak siswa pahami. - Guru memberikan pertanyaan seputar teks deskriptif yang sedang dibahas. - Siswa menyimpulkan dan mengambil intisari dari teks tersebut (tokoh tempat, benda). 	35 Menit
<p>Evaluasi:</p> <ul style="list-style-type: none"> - Menayakan kesulitan siswa selama PBM - Mengevaluasi kesulitan siswa - Menyimpulkan materi pembelajaran - Guru memberikan Posttest kepada siswa 	42 Menit
<p>Total Waktu:</p>	80 Menit

5. Sumber Belajar:

- a. Buku SMP kelas 7 dan Facts & Figures (Reading & Vocabulary Development)
- b. ESL teacher and students resources, esl-galaxy.com

6. Penilaian:

- a. Teknik: Collaborative Learning
- b. Bentuk: Siswa membuat kelompok dan berdiskusi dalam memahami bacaan
- c. Instrumen: Terlampir

Bogor, 29 September 2010

Mengetahui: Kepala SMPIT Darul Muttaqien dan Guru Bahasa Inggris

CYCLE I

First Meeting

THE WHITE HOUSE

One of the most famous buildings in Washington D.C. is the White House. It is the home of the president of the United States.

The White House is a very large white building. It has three main parts, namely the main building and two wings (west and east wings). The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the White House.

Mrs. Puspa

Most of my teachers are women. One of them is Mrs. Puspa. She is an English teacher. She is very smart and her hobby is reading. She always takes her children to the library at the last of the day. Mrs Puspa is helped by librarian to get the books that she needs.

Second Meeting

Our country has only two seasons. They are the dry and wet seasons. Each last for about six months. The dry season last from May to October. The wet season is from November to April.

In dry season the sun shines brightly. The skies are blue and the day is usually very hot. It is sunny day and there is very little rain or even it does not rain. The rivers do not have enough water. Some rivers are even dry. In this season, people do not need to bring rain coats, umbrellas when they go out. It's very exciting to go to the beach in the dry season. This is also the season of abundant fruits and vegetables.

The wet season is different from tthe dry season. The day are dull and the skies are cloudy. It rain almost everydayand it is usually very cold. When the rain falls continously for several days. It causes flood. In the wet season people need to bring rain coats or umbrella when they go out.

CYCLE II

The Indonesian Archipelago

Indonesia is a country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. Many of the islands cover only a few square kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Both islands are the second and the third largest islands in the world, after Greenland.

Many geographers divide more than 13,600 islands of Indonesia into three groups: The Greater Sunda islands, The lesser Sunda islands, and The Moluccas.

The Greater Sunda includes Borneo, Sulawesi, Java and Sumatra. The Lesser Sunda Islands extend from Bali eastward to the Timor. The Moluccas lies between Sulawesi and New Guinea. The western part of New island is called Irian Jaya, which includes as an Indonesian territory.

CYCLE III

A Friendly Clown

On the corner of my dresser, there is a smiling toy clown on a tiny unicycle, a gift which I received last holiday from my close friend. The clown has short yellow hair; it made from yarn that covers its ears. The blue eyes are sketched. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two nylons costume. On the left side of cloth is light blue, and the right side is red. The two colors combine in a dark line. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire that make the wheel look likes the inner half of a grapefruit. As a cherished gift from my best friend Tran, this colorful figure reminds me with his smile every time when I enter my room.