THE USE OF COLLABORATIVE LEARNING TO IMPROVE LEARNERS’ READING SKILL
(An Experiment at MTs Raudlatul Irfan)

A ‘skripsi’
Submitted to Faculty of Tarbiyah and Teachers’ Training in a partial fulfillment of requirements for the degree of Strata I (S1)

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Abstract

Reading is one of the English skills that students need to acquire. Nevertheless, many students consider it to be an uninteresting subject. It could be caused by the method used by the teacher. Many teachers still use traditional methods to teach reading. They focus on words or sentences translation in teaching reading. In addition, the teachers rarely involve the students to be active during the teaching and learning process. Teachers become the center of learning. No wonder if the students are not interested in learning reading. Consequently, it is hard for them to improve their learning ability.

This research tries to find out whether teaching reading using collaborative learning is effective to improve students’ reading skill.

The method used in conducting this research is experiment. There are two groups of students, experiment group who are taught using collaborative learning and control group who are taught without collaborative learning. After a few weeks of treatment, they are given a post test.

The research itself takes place at an Islamic middle school named ‘Madrasah Tsanawiyah Raudlatul Irfan.’ This school is located in Lengkong Kulon, Kecamatan Pagedangan, Tangerang.

After the treatment, the test, and the data analysis using statistic analysis, the writer came into a conclusion that collaborative learning cannot improve the learners’ reading skill significantly.

Key words: Collaborative learning, reading, MTs Raudlatul Irfan
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CHAPTER I
INTRODUCTION

A. Background of the Study

We all believe that reading is not a favorite activity for most students, moreover reading a foreign language like English. Most students argue that reading an English text is very difficult. They think that it is almost impossible to deal with it. When they are asked why they are frustrated with reading, most of them will answer that they do not know enough vocabulary. In the learners’ opinion, they will not understand the text unless they understand every word. Because they do not know enough vocabulary, they need dictionary all the time. It makes their reading go slowly. Because they read slowly, they lose the interest or the pleasure of the text. Finally, they quit reading. Consequently, their reading skill will stuck at the same level, it will not improve because they do not want to practice reading.

Unfortunately, some English teachers think the same as their students do, they believe that we can not understand the text unless we understand every words in the text. Thus, many teachers use what Scrivener called word by word approach – improving vocabulary to improve reading skill. For example, when teaching reading, a teacher gives students a text to be read. Usually, the text is read loudly and the students take turn to read it. The other students who are not reading are listening. After that, the teacher translates the words which the students do not know or translates some sentences in order to students to understand the text. The last, he or she asks students to answer some questions following the text. Sometimes, the teacher asks students to translate the text into their L1. This kind of activity is not effective to teach reading but it is effective to makes students bored.

Moreover, the situation can be worse if the class is big. That kind of technique does not involve students in the learning process and does not make
students active in the classroom. They only sit and listen. We cannot guarantee that the whole class will pay attention and listen when one of their friends is reading. Some of them might have their own business like cheating, having fun with friends, ignoring the lesson or even sleeping. They do it because they are bored. Nevertheless, the teacher is hopeless to handle the situation because there are too many students to be taken care of. It is impossible keep an eye on the students one by one and make sure they do what they are supposed to do.

Most of the classes in Indonesia are big class (except some schools that can give special facility for the students). These classes can consist of 30 up to 45 students. Consequently, it is hard for the teacher to manage such big classes. It is difficult for the teacher to make contact with the students, particularly students at the back row. It is also difficult for the students to ask for and receive individual attention. Moreover, if the teacher wants to actively involve students in learning activities.

The most appropriate way to manage a big class is to arrange the students into groups. Harmer stated that groupworks or pairworks play an important role in a big class. They can maximize students’ participation.¹ Thus, the writer come into the initiative that collaborative learning can be a good approach to teach reading and to improve students reading skill.

There are some reasons why the writer chooses collaborative learning as an approach to improve students reading skill. Firstly, it is because the point of collaborative learning is a group work. It will be easier to manage the class if the students are organized in group than individually, especially when the class is big. Secondly, collaborative learning has several advantages. First, collaborative learning can enhance students understanding about the materials, because the students are actively involved in the learning process. They do the activity in the classroom, not only listen to the teacher’s explanation and information.

Collaborative learning encourages students to be active. They work in group doing the tasks or discussing the problems to find the solution. They are encouraged to share their ideas with others. These activities can enhance their understanding about the materials and these can also develop their critical thinking. Kristin Gerdy of Brigham Young University states, “Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Sharing one’s ideas and responding to others’ improves thinking and deepens understanding.” Second, the materials that the students have learnt can retain longer in their memory. In collaborative learning, students are encouraged to understand the materials through active involvement, they do not memorize them. Barbara G. Davis wrote, “Students learn best when they are actively involved in the process, … Students working in small group tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional format.” Besides, some research has been found that the students who work in group can gain better achievements. The investigation conducted by Stevens, Madden, Slavin, and Farnish found that students working in cooperative groups had better performance on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling than those receiving traditional instruction.

**B. Scope and Formulation of the Study**

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<http://www.londonmet.ac.uk/deliberation/collab.learning/wiersema.html>


4 David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge: Cambridge University, 1992), p.3
The main point of reading is understanding the text. Many learners think that they can not understand the text because of the lack of vocabulary. Moreover, some English teachers think the same. They believe that to improve the learners reading is by improving their vocabulary. However, that is not necessary. To understand the text we do not need to understand every single word. Therefore, the way to improve learners reading skill is not through the emphasizing of improving vocabulary. Practicing reading is a better way to improve learners reading. Jim Scrivener states, “… word by word approach is not the way that we most often do in our reading life. In order to make students better readers, we need first of all to raise their awareness that it’s not always essential to understand every word, and that practicing some different reading technique may be very useful to them.”

The other problem is that the teachers often use traditional approach, as the writer explained previously, to teach reading and other English skill. The learning process is still teachers-centered. Learners are seen as a passive object receiving new information from the teacher. For example, the teacher just gives the meaning of some vocabulary that the students do not know. He or she does not encourage them to consult their dictionary. On the contrary, learning is an active process. To learn new information or skills, students have to work actively with the materials. In conclusion, the teacher should use an approach which can involve students actively in the learning process and can encourage students to be active in the classroom.

Based on those backgrounds, the writer tries to find out “can collaborative learning improve learners reading skill?”, so it can be an appropriate approach to teach reading. The writer will focus on reading comprehension in this research. Therefore, the texts and exercises in this research are about reading comprehension.

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Finally, the writer comes to the research question as follow:
• Can collaborative learning improve students’ reading skill effectively?

C. Research Methodology

This research uses quantitative approach. The method used in this research is experiment. There are two groups of students in this research, those are experiment group and control group. The experiment group is taught reading using collaborative learning. While control group is taught using the method they use in everyday class. At the end of research period, both of groups are given a test. It is to measure whether experiment group, who are taught with collaborative learning, outperform control group, who are taught without collaborative learning. The data being collected are analyzed using the statistical procedure. Then, the data are described.

D. Significance of the Study

In this research, the writer tries to find out whether collaborative learning can improve students’ reading skill effectively. Finally, it can be an appropriate method to teach reading.

The writer has an expectation that the result of this research can give a new paradigm to English teacher in teaching English, especially reading. Hopefully he or she can have more creative and imaginative techniques that can improve students reading skill as well as bring a new atmosphere into the classroom, so that the students can enjoy reading session in English class. Finally, as a candidate of English teacher, the writer hopes this research can help her to be a good teacher.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

When we hold a book, magazine, newspaper, or any other text, then we look at the words and sentences that are printed on them, we say that we are reading. Reading seems to be a simple concept that everyone knows. Do we know what the real concept of reading is? When we simply look at a text or pronounce each words loudly, is it reading? When we recognize the alphabetical symbols and we can pronounce them correctly, but do not understand what they mean, is it reading?

When someone is reading a text but he or she does not understand what he or she is reading, that is not reading. On the contrary, reading is about understanding. We cannot be said reading unless we understand what we read. Penny Ur states, “Reading is understanding. If you read the words but you do not know what they mean, that is not reading. A foreign language learner, who says, ‘I can read the words, but I don’t know what they mean’ is not, therefore, reading in this sense. He or she is merely decoding (translating written symbols into corresponding sounds).”

Decoding, identifying (recognizing alphabet symbols), and pronouncing the words are reading for beginners who begin reading course, because it is also important for reader to know how the written symbols are pronounced. For the higher level of reader, the main focus of reading is to understand the writer ideas. According to Nuttall, decoding, identifying, and pronouncing written words are also reading, but, these are only for early reading. While the main definition of reading is understanding the ideas of the writer.

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1. Reading Process

Reading is not a passive activity, like in traditional viewpoint, where readers are seen as an ‘empty vessel’ who only receive whatever ideas or information that the writer provides. This viewpoint is known as ‘text as object’. On the other hand, reading is an active process because when someone is reading, he or she interacts with the text. This viewpoint is known as ‘text as process.

Buzan points out seven process that happen when we are reading a text. Those are:

a. Recognition
   Your knowledge of alphabetic symbols.

b. Assimilation
   It is a physical process when brain receives the reflection of the words from the eyes through optic nerve.

c. Intra-integration
   It is the linking of all parts of the information being with all other appropriate parts.

d. Extra-integration
   The process of the integration of the knowledge which we have known and the information being read.

e. Retention
   That is the storage of information in the memory and it can be recalled when we need those information.

f. Recall
   The ability to get back the information out of the storage when we need it

g. Communication
   That is the use of information which have been put in our memory either spoken or written.

2. The Purpose of reading

No matter what materials we read, we must read it on purpose. When we read a comic, a novel, or a magazine in our leisure time, it does not mean

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that our reading does not have a purpose. We read to spend our time or to get rid of boredom because we have nothing to do. Even though our reading is just for spending the time or getting rid of boredom, it is still a purpose. In this case, it is reading for pleasure. It is different when we read a text book, a recipe or a timetable. We read them because we need the information. In this case, our reading purpose is to get information.

Harmer divides the purpose of reading into two general purposes. First, reading for pleasure. People read because the material is interesting, such as novels, comics or magazines. Second, reading for the usefulness of the text. People read because they need the information in the text, such as book, newspaper, encyclopedia, and so on.  

River and Temperley give more detail purpose in reading. They write that people read for some purpose, those are:

a. To get some information about a topic such as book, encyclopedia, article, etc.
b. To get the direction how to do something such as instruction of electronic devices, food recipe, etc.
c. To keep in touch with friends such as letters, e-mail, postcard, etc.
d. To know when or where something will take place or what is available such as schedule, time table, etc.
e. To know what is happening or has happened such as newspaper, magazine, journals, etc.
f. For enjoyment or excitement

3. The Skills in Reading

David Riddel noted there are three reading skills that students have to acquire. Those are:

a. Skimming

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It is reading for gist. People read to get the main point of the text or to know what the text discusses about.

b. Scanning
It is reading to get specific information that we needs. For example, reading a timetable or reading a newspaper to find out when the exact time of accident.

c. Reading for detailed information
We read a text to get complete information. It covers the questions what, where, when, why, or how.\textsuperscript{11}

Reading skills relate to reading purpose. We use different reading skill with different reading purpose. For example, when we read a newspaper to look for a certain advertisement, we do scanning. We do skimming when we read a newspaper just to figure out what the article talk about or to find the topic of the article in the newspaper.

B. Collaborative Learning

1. Theory of Collaborative Learning
Collaborative learning is related to social constructivism. It is based on the social constructivist theory from Dewey and Vygotsky. According to Dewey’s social constructivist, individual learns through the interaction with the community around him/her. He/she does not learn in isolation. Dewey in Oxford (1997) states, “Learners do not learn in isolation; the individual learns by being part of surrounding community and the world as a whole.”\textsuperscript{12} Dewey believes that the ideas are constructed through triangular relationship those are the individual, the community, and the world.

Like Dewey, Vygotsky also argues that learning is a social process. Ideas are constructed through the communication process. Vygotsky in

Oxford (1997) states, “Ideas have social origin; they are constructed through communication with others. An individual’s cognitive system is a result of communication in social groups and cannot be separated from social life.”

Vygotsky introduced a concept called *zone of proximal development* (ZPD), that is “the range of the task that are too difficult for children to master alone but can be learned with guidance and assistance from adult or more skilled children.” Students can acquire knowledge with the guidance from more skilled person, they could be teacher or more skilled students. When the knowledge is difficult for them to master alone, the guidance or assistance enable them to master it.

The guidance or assistance should fit the students’ level. Lower level students tend to need more assistance than higher level students. As the students increase their skill, the teacher can reduce the assistance. In Vigotsky term, it is called “Scaffolding”, that is “A technique of changing the level of support over the course of a teaching session; a more skilled person (teacher or more advance peer of the child) adjust the amount of guidance to fit the student’s current performance.”

Learning occurs through talking or sharing ideas that can raise agreement and disagreement. Palmer in Wilhem (1997) argues, “Knowing and learning are communal acts … [requiring] a continual cycle of discussion, disagreement, and consensus over what has been and what it all means.”

2. Definition of Collaborative Learning

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Collaborative learning might be a new term in Indonesia. Many teachers might not familiar with this term, or maybe some of them never heard about this term, especially those whose school still uses traditional method. In fact, collaborative learning has emerged since 1960s. Then, What is collaborative learning?

We will view some definitions of collaborative Learning proposed by figures concerning about education. According to Nunan, collaborative learning is an approach that entails students working together to achieve common learning goals. Srinivas defines collaborative learning as an educational approach to teaching and learning which involves learners to work together in groups to solve a problem, to complete a task, or create a product. In collaborative learning, students are divided into groups. They work together to solve a problem, to complete a task or to create a product. They rely to one another to achieve the goal. They share every success and failure.

Smith and McGregor define collaborative learning as “an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers.” In their view, collaborative learning is involving students in the process of teaching and learning. Learners are not seen as passive object only receiving new information from the teacher, on the other hand, students are active; they should be involved in the learning process.

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17 David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge: Cambridge University, 1992), p. 3.
Carleton defines collaborative learning as a pedagogical approach where students have responsibility for their own learning and they are encouraged to have an active role in the learning process.\textsuperscript{20}

From the definitions of collaborative learning above, there are some words that can represent collaborative learning, those are: working together, learning together, students involvement and students responsibility. Students work in group to do a task. They are actively involved in the teaching and learning process. They take responsibility on their learning under the assistance of the teacher. Finally, the writer come into a conclusion, whenever we use a technique or a method in teaching which encourage students to work and to learn together, involve them actively in the teaching and learning process, and give opportunity for the students to take responsibility on their learning, that is collaborative learning.

In collaborative learning, students work in group of two or more. They search for understanding or solution such as answering questions given by the teacher, or creating a product such as paper or report.

3. Teacher as Facilitator

The role of the teacher is as a facilitator. He or she 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 language and cultural skills.\textsuperscript{21} Teacher can reduce the intensity of guidance or assistance as the learners improves their skills in language.


Scarcella and Oxford in Oxford (1997) suggest, “… These people [teachers] provide scaffolding, consisting of multiple forms of assistance that can be removed bit by bit as the learner becomes more proficient in the language and the culture.”

As a facilitator, the teacher gives opportunity for the students to have an active role in the classroom. He or she supports and encourages students to learn. According to Cohen, during the teaching and learning activities, the teacher interacts with students. He or she teaches and supports the students to solve the problem. The teacher-facilitator also gives feedbacks, redirects the group with questions, encourages the groups to solve its problem, extends activity, encourages thinking, manages conflicts, and supplies resources.

4. Type of Teaching and Learning Activities

There are many learning activities compatible with collaborative learning, provided that those activities encourage students to be actively involved in the learning process, enable students to collaborate with their peers in the classroom to do the task, to search for understanding, or to create the product. The learning activities enable students to construct their understanding and knowledge. Below are the examples of collaborative learning activities.

a. Problem Solving

Students are organized into groups. Then the teacher gives each group a task such as problem to solve or questions to answer. After the allotted time, each group has to report its findings to the class or hand in it to the teacher.

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b. **Peer Evaluation**

In this activity, students have opportunity to evaluate each other’s work. Students work in group, teacher gives each groups a task or work of other groups, then they evaluate it. In the group, they can analyze, criticize, or discuss about the work of other group. And they give their conclusion. At the end, the teacher can conduct discussion with the whole group to talk about what each group find or conclude. The teacher also can give his/her views about it.

c. **Think-Pair-Share**

The teacher poses a question. He or she gives students time (one or two minutes) to think a possible answer. Then, students turn to a partner and share their ideas of the answer. The last, they share their responses or answer with the entire class.

d. **Simple Jigsaw**

The teacher divides an assignment or a topic into four parts. Then, he or she gives them to students from each learning team who are volunteer to become “expert” on one of the parts. Expert teams then work together to master their material and to find the best way to help others learn it. After that, all expert are back to their learning teams and teach the other group members.

5. **Collaborative Learning Groups**

Collaborative learning activities can range from short class activities which last for one entire class period to longer period which last for a whole term or year. Johnson et.al. in Davis propose three types of group work, those are: informal learning groups, formal learning groups, and study teams.

a. **Informal Learning Groups**
It is a temporary group work within a single class period. In informal learning groups, the teacher simply poses a question and asks students to work in pair with their neighbors and discuss the questions. Or the students are organized into group of three to five to solve the problem or complete the task.

*b. Formal Learning Groups*

In formal learning groups, groups are established to complete a specific task such as write a report or carry out a project. The groups may complete their work in a single class session or in several weeks.

*c. Study Teams*

It is a long term group. The groups usually exist for one the term. Members of each group are responsible to help and to support each others with the course requirements or assignments. Even, if one of the members misses the session, the other members have to inform him or her about the lesson or assignment. This type of group work usually use for students in higher education.

Even though collaborative learning encourages students to be active and responsible for their own learning, it does not mean that the teacher cannot interfere and let the students work on their own. A teacher must provide what Vygotsky called ‘scaffolding’, that is guidance or assistance to support students’ learning and to develop students to be an independent learner who are capable to stand on their own and to think for themselves.\(^{24}\)

Just like in a building where scaffolding is removed when the building is completed. In teaching and learning process, the teacher reduces the assistance and guidance as students improves their skills.

There are some techniques for teacher to maximize the learning group in collaborative learning.

a. Clearly specifying the objectives for the lesson
   There are two types of objectives, those are the academic
   objective and collaborative objective. Academic objective is the
   objective of the lesson or task. Collaborative objective is the
   skills to train students to cooperate with each other.

b. Making certain decision about placing students in learning group
   Before starting the lesson, the teacher needs to decide the size of
   the group. The group size can range from two to six.

c. Clearly explaining the task and goal structure to the students
   Monitoring the effectiveness of the cooperative learning groups
   and intervening to provide task assistance

d. Evaluating the students’ achievement and helping students
discuss how well they collaborated with each other.25

Smith (1996) identifies five elements for success learning groups in
this collaborative learning.
   a. Positive interdependence. The success of individual depends on
   the success of the group. Thus, students are motivated to help
   another accomplish group goals.
   b. Promotive interaction. Students help and support one another to
   learn.
   c. Individual and group accountability. Each group member’s effort
   in the group work is accountable.
   d. Developmental of teamwork skill. Students learn academic
   subject matter (task work) and interpersonal and small group
   skill (team work)
   e. Group Processing. Students can evaluate their group
   performance, which one is helpful and which one is not.

25 David W. Johnson and Roger T. Johnson, Learning Together and Alone: Cooperative,
6. Benefits of Collaborative Learning

a. Better Achievements

Students can get better achievement in learning when they work in group learning. A study conducted by Thorndike et al. show that two or more students can solve problems of various kind better when they work in groups than when they work individually.26

b. Better understanding

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.”27

c. Materials retain in the memory

The materials that students have learned can retain in their memory because they discuss and share them with others. Research in cognitive psychology found that if the learners engage in some sort of cognitive restructuring or elaboration, that is explaining the materials to someone else, the information they have got can retain in their memory. 28

The learners and teacher can benefit collaborative learning in the classroom

a. Class is often more relaxed and enjoyable than traditional classes.

b. Can help address the needs of heterogeneous classes

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c. Providing various technique, strategies and considerations for teachers\textsuperscript{29}

7. Some Problems in Collaborative Learning

A teacher who is going to use collaborative learning needs to aware of some problems that can be raise during the teaching and learning process.

a. People go at different speed

Some group members sometimes work faster than others. It can cause conflict. The slower students in the group may not be able to catch up the fast students and feel lost. And the fast learners do not explain the materials to the slower students because it can slow them down, and their group will fall behind.

b. Quite people may not feel comfortable

Quite students have less contribution in the group, because they do not feel comfortable to talk with the group and to express themselves and their ideas in the group.

c. People do not get along

While some group members are working, there might be some other members are just sitting back and watching. This situation can be very frustrating.

d. Unfair

Not all of the group members participate in the group work. Some members may just rely on other members. The hard working or higher ability students tend to do all of the work, while the lower ability or lazy students do nothing.\textsuperscript{30}

\textsuperscript{29} Carolyn Kessler, Cooperative Language Learning, (New Jersey: Prentice-Hall, 1992), p.3

\textsuperscript{30} Cathy Middlecamp, Students Speak out on Collaborative Learning, March 9, 2009, <http://www.wcer.wisc.edu/archive/CL1/CL/story/middlecc/TSCMD.htm#dictate>
A. Research Methodology

1. Objective of the research

This research tries to find out if there is a significant difference of reading improvement between students who are taught with collaborative learning and students who are taught without collaborative learning. This research will point out whether collaborative learning is an effective method to teach reading or not. If reading improvement of the class taught with collaborative learning is higher than the class taught without collaborative learning and if the difference is significant, it means that collaborative learning is appropriate to teach reading. On the other hand, if the improvement of the class taught with collaborative learning is not higher than the class taught without collaborative learning or the difference is insignificant, collaborative learning is not appropriate.

2. Place and Time

This research took place in an Islamic junior high school called Madrasah Tsanawiyah Raudlatul Irfan. The school is located in Lengkong Kulon, Tangerang.

This school was established in 1975. It has 283 students who are divided into nine classes, three classes of seventh grade, three classes of eighth grade and three classes of ninth grade. Today, there are 98 students of seventh grade. They are divided into three classes. Each class consists of 30-35 students. In the eighth grade, there are 86 students who are divided into three classes. There are 25-30 students in a class. There are 99 students in the
ninth grade. They are divided into three classes. Each class has 30-35 students.

Those classes are handled by 20 teachers. The facilities of that school include classrooms (equipped with standard media such as white board), a computer lab, and a badminton court.

The research lasted for 4 weeks, with 2 sessions every week for each group (experiment group and control group). It began on October 21, 2008 and it ended on November 13, 2008.

3. Population and Sample

Madrasah Tsanawiyah Raudlatul Irfan has 283 students who became the population of this research. The writer took two classes as the sample. They were the eighth grade, class 8.2 and 8.3. Class 8.2 was the experiment group and class 8.3 was the control group. There are 30 students in each class. Unfortunately, four students from experiment group were taken out of the sample because they attended the class only twice. Consequently, the writer had to take four other students out of the sample from control group. It is to meet the rule that the number of sample in experiment group and control group must be equals. As a result, there are 52 students as the sample. Those are 26 students in the experiment group and 26 in the control group.

4. Method of the Study

The writer used three steps in conducting this research. Those are pre-experiment, experiment, and post-experiment. In the pre-experiment step, she took a classroom observation. She observed two classrooms where she was going to conduct the experiment. The purpose of the observation is to know the condition of the students, in this case students reading ability, to
know how teaching and learning activities go in the classroom, and to know
the situation of the class before the experiment was conducted.

Through the observation, the writer noticed that the English teacher
still use traditional method to teach reading. He gave the students list of
vocabulary from the text and gave their meaning in Bahasa or he translated
the sentences in the text into Bahasa. From the observation, it can be
concluded that the teacher divided the activity into three steps. Step one is
reading aloud. The teacher had two ways in teaching reading aloud. First, he
chose one student to read the text in the text book, and the other students
listened to her or him. The teacher corrected student’s pronunciation errors
immediately when the student was reading. Second, the teacher read the text,
and the students repeat. However those activities did not go well. At the
former activity, not all of the students paid attention and listened thoroughly.
Some students were talking to their friend and some were just leaning on their
desk and ignoring the lesson. In the later activity, some students reluctantly
repeat or even some of them just kept silent. In addition, in doing both
activities, the teacher went directly to the text in the text book. He did not do
any activities that can raise students’ interest in the topic, such as information
prediction, discussion about the theme, read the question about the text, or
make a link between the text and students’ own lives and experiences.

Step two is text discussion. In this activity, the teacher discussed
with the students what the text talks about and what information the text gives
in general. Unfortunately, the center of discussion is the teacher. Firstly, he
asked students a question about what the text talk about and he asked some
information that is given in the text (he asked these questions in Indonesian
not in English). The students had to find the information in the text. He gave
opportunity for all students in the classroom to answer the questions or he
chose one of them. However, students gave a response only after the teacher
translated his questions into Bahasa.
Students who gave response to the teacher’s questions were mostly students in the front rows. Most students at the back rows just kept silent. They even did not pay attention to the lesson. It can be seen when the teacher finally asked a student at the back row – because they just kept silent – he or she did not know which part they were working on. As the time passed, the students were getting more bored. Consequently, fewer students were interested in responding to the teacher’s questions. If there were no students gave response to his question, the teacher gave the answers himself.

Besides giving some questions, the teacher translated sentences from the text into students’ native language to make them understand the text. He also taught the vocabulary from the text by giving its equal meaning in Bahasa.

Step three, the teacher discussed the questions following the text with the class. First, he asked the questions to the class orally. Then, he asked the class to answer those questions orally too. Any students could volunteer to answer those questions, but if there was no one who answered, he answered them himself. Unfortunately, the class kept silent most of the time, only a few students responded to the question. Thus, he had to answer by himself. He hardly gives students a task to do such as reading comprehension. Often the students gave their answers after the teacher translated the questions into Bahasa. The teacher only gave the question orally and the students had to answer them orally too. He did not give any tasks such as reading comprehension exercise to the students. So, the students did not have many opportunities for practicing reading.

The silence of the students when the teacher posed a question, or the students gave response only after the teacher translated the questions into Bahasa indicate that their ability in reading comprehension is low. Besides, the teacher had to translate some sentences into Bahasa and give the students the meaning of the words in the text to make them understand the text. It also
shows that students reading ability is low. Moreover, the result of first reading task strengthened this assumption. The average score the students got in the first task was 65. Besides, they asked the teacher many question, most of the question were about vocabulary. They asked the meaning. Even, they asked the meaning of WH question printed in the question like “What does ‘why’ mean?; what does ‘where’ mean?;” and so forth.

The next step is experiment where the writer conducted research in both class. The writer used different method to teach reading to experiment group and control group. In the experiment group, she used collaborative learning. While in the control group, she used non-collaborative learning. It is the method that the English teacher uses in every day class plus reading comprehensive task, since the teacher hardly ever give such that task.

First, the writer is going to describe the method she used in experiment class–how collaborative learning was applied in the classroom. There are three types of activities the writer used. Firstly, the students work in pair. Secondly, the students work in group of three. Thirdly, students work in group of four. And each activity was followed by peer evaluation and feedback from the teacher.

Every activity was always preceded by lead-in process. Lead-in is activity to introduce students with the topic. In this stage, teacher introduced what kind of text or what topic they were going to study, for example whether the text is a letter or a story or whether the text talk about certain topic like drugs or description about a country. This stage was also to raise students interest about the topic. Teacher can ask a question related to the topic or ask students experience related with the topic. For example, in one session the reading topic was about drugs and alcohol. Then, the teacher asked the students what was the bad effect of drugs or alcohol. When the text describe Paris and London, the teacher asked what the students know about those cities, for example “where country does those cities belong to?”.
lead-in stage, the teacher also tell the students about the task, that was what they were going to do such as making a summary, completing a chart, or answering some comprehension question. If the task consisted of some comprehension question, the students can read the question in the lead-in stage.

After lead-in stage, students can start the learning process. They work in group or pairs, reading the text and doing the task.

Working in pairs, a student simply turns to a friend next to him or her. Then, they were given a text along with the task. First, both of them read the text. Then, they had to work together to answer some comprehension questions. In another session where students still worked in pair, they were given a text which was divided into two parts. One student got one part and his or her partner got another one. They read their own part of the text. They must not show their text to their partner. After that, they had to work together combining information they had got to complete the summary of the text. When finished answering the questions or completing the summary, the pairs exchanges their works with another pair. They had to check the answer of another pair. Then, the teacher conducted feedback, that was finding how well the students did the task by giving the correct answers and explaining misunderstandings.

Next, the students worked in group of four. The students are allowed to choose their own group members. The teacher did not interfere in establishing the groups. When the groups had been established, each group was given a text which was divided into two parts. Two students in a group got one part and the other two got another part. They can not show their text to other members. They also got a task to complete a chart using information in the text. They had to cooperate to combine information they had got from their own text. In another session where the students still work in group of four, students in a group got the same text and a task. The task was true-false.
First, they read the text. After that, they read some statement in the task and they had to decide whether those statements were true or false based on what the text said.

When finished completing the task, the groups exchanged their work with another group. They check the answer of another group. Then, the teacher gave feedback. She gave the correct answer and gave explanation to find out how well the students did the task.

Now, the students worked in group of three. This time, the groups were established by lot, so that the students did not have the same partners as the previous activities. All group members were given the same text. They also got a task to be completed. The task was yes-no question. They read the text and completed the task. In the next session, each group got a narrative text. Their task was to arrange the text summary into correct order. After reading the text, they had to arrange the summary of the story into correct order based on the story in the text. Another type of activity was that the groups got a text and a task. The task was to answer some comprehension questions.

When they had completed the task, the groups exchanged their work. They check the answers of another group. The teacher gave feedback. The feedback was the same as the previous activities, giving correct form or answers and giving explanation.

In collaborative learning, applying in experiment class, students are encouraged to be actively involved in learning process and to be responsible in their own learning. For example, during reading a text or doing a task, the students found some words they did not know the meaning, they can not just asked the teacher and got the answers. The teacher encouraged them to look up the dictionary instead of giving the meaning directly. In addition, if there was a statement or question they did not understand nor could solve it with their group, the teacher did not directly give them the answer in this case.
giving the meaning. Instead, the teacher provided a guide to help them understand such that statement or question. Then, they can construct their own understanding. However, the teacher was always available to provide the students with guide or help they needed.

During the research in experiment class, the writer found that most of the students enjoyed learning reading through collaborative learning. They were seriously did the task. However, it did not mean that there were not any obstacles. The problem that came out during the experiment was that there were some students who refused to work in their group. They just let other members to do the task and they did nothing. The writer had to remind them that they were teamwork, so they had to work together in completing the task. Another problem was that there were groups which refused a student to be in that group, or a student who refused to be in a group for some reasons. To deal with this, the writer needed to convince them to accept that student to be in their group or to convince the student to accept becoming a member of the group.

Meanwhile, the method used in control class was non-collaborative learning. It is the method that the English teacher of that school often uses to teach reading and the writer added reading comprehension task, because the English teacher usually does not give such that task.

In control class, students always worked individually. The activities are always the same in every session. The first activity was reading aloud. The teacher chose a student to read a text loudly. The other students were listening while the student being chosen was reading. After some sentences or one or two paragraph, the teacher commands the student who was reading to stop. Then, she chose another student to continue reading, start from where the first reader stopped and so forth. Because often the students read in a very low voice, so that the others cannot hear, and their fluency was so poor, the teacher read the text and the students repeat. Sometimes, the teacher asked one
row to read and it will be carried on by another row. The next activity was text explanation. The teacher gave equal meaning of some words in Bahasa. She translated the text into Bahasa, so that the students could understand what the text talked about. After that, the students did the task individually. Unlike in experiment class which used collaborative learning where students were encouraged to be actively involved in learning process and took responsibility with their own learning, the students in control class were not led to do it. Teacher became the centre and the source of learning. For example, when students were reading a text or doing a task, and they found some words they did not know the meaning, they can simply asked the teacher. She would give the meaning immediately. Besides, if there was question or statement they did not understand, she would translate it. Students were not led to figure it out by themselves.

5. **Technique of Collecting Data**

The instrument that the writer used for collecting data was reading test. The test consisted of three reading passages. Each passage is followed by five comprehension questions. There are fifteen questions all. The test format is multiple choice. Students will get 100 point if they have all the answer correct. They will get 6.7 for every correct answer.

Both of the class, experiment class and control class, were given the same test.

6. **Technique of Data Analysis**

When the data has been collected, it is time to analyze them. The technique of data analysis used in this research is statistic analysis with “t” Test. The formula is as follow:
Before we come to this formula, there are some stages we need to follow.

1. \( M_1 = \frac{\bar{X}_1}{N} \)
2. \( M_2 = \frac{\bar{X}_2}{N} \)
3. \( SD_1 = \frac{\sigma_1}{\sqrt{N}} \)
4. \( SD_2 = \frac{\sigma_2}{\sqrt{N}} \)
5. \( SE_{M_1 @ M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \)
6. \( t_o = \frac{SE}{M_1 @ M_2} \)

The last is the test of hypotheses. It is by comparing \( t_o \), found using the formula, with \( t \) listed in the table. We need to find out the degrees of freedom first by using this formula:

\[
df = N_1 + N_2 + 2
\]
If $t_0$ is equal or higher than $t_1$, $H_0$ is denied. It means that the difference between two variables is significant. If $t_0$ is lower than $t_1$, $H_0$ is accepted. It means that the difference between two variables is insignificant.

B. Research Findings

1. Data Description

After conducting the test, the writer has collected data (students’ score), as describing below:

Table 3.1. The Result of the Test of the experiment class

<table>
<thead>
<tr>
<th>Students</th>
<th>Experiment Class (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>87</td>
</tr>
<tr>
<td>6</td>
<td>87</td>
</tr>
<tr>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>87</td>
</tr>
<tr>
<td>13</td>
<td>67</td>
</tr>
</tbody>
</table>
The highest score: 100
The lowest score: 54

\[ \sum X = 2057 \]

\[ \text{Mean: } \frac{\sum X}{N} = \frac{2057}{26} = 79 \]

Ratio (R)
\[ R = H - L + 1 \]
R: Ratio
H: The highest score
L: The lowest score
\[ R = 100 - 54 + 1 \]
\[ = 47 \]

Number of Class (C)
\[ C = 1 + (3.3) \log n \]
\[ = 1 + (3.3) (1.4150) \\
= 1 + 1.4195 \\
= 5.6695 \\
= 6 \]

**Interval (I)**

\[ R \]

\[ I = \frac{C}{C} \]

I: Interval  
R: Ratio  
C: Number of Class

\[
\begin{array}{c}
47 \\
I = \frac{C}{C} = 8 \\
6
\end{array}
\]

**Table 3.2.** The Frequency, Percentage and Interval Scale of Experiment Class

<table>
<thead>
<tr>
<th>Interval Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 101</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>86 – 93</td>
<td>9</td>
<td>34.6</td>
</tr>
<tr>
<td>78 – 85</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>70 – 77</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>62 – 69</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>54 – 61</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td><strong>100 = \sum p</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.3.** The Result of Test of the Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Control Class (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
</tr>
</tbody>
</table>
The highest score: 94
The lowest score: 27

\[ \Sigma Y = 2081 \]

Mean: \[ \frac{\Sigma Y}{N} = \frac{2081}{26} = 80 \]

Ratio (R)

\[ R = H - L + 1 \]

R: Ratio

H: The highest score

L: The lowest score

\[ R = 94 - 27 + 1 \]

= 68

Number of Class (C)
\[ C = 1 + (3.3) \log n \]
\[ = 1 + (3.3) (1.4150) \]
\[ = 1 + 4.6695 \]
\[ = 5.6694 \]
\[ = 6 \]

Interval (I)

\[ R = \frac{I}{C} \]

I: Interval

R: Ratio

C: Number of Class

\[ \frac{68}{6} = 11 \]

Table 3.4. The Frequency, Percentage and Interval Scale of Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 95</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>74 – 84</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>63 – 73</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>52 – 62</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>41 – 51</td>
<td>1</td>
<td>3.9</td>
</tr>
<tr>
<td>30 – 40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19 – 29</td>
<td>1</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>100 = \Sigma p</td>
</tr>
</tbody>
</table>

2. Data Analysis

To conduct the data analysis, the writer needs to propose an alternative hypothesis (Ha) and zero hypothesis (Ho).
$H_a$: There is a significant difference of reading improvement between a class taught with collaborative learning and class taught without collaborative learning.

$H_o$: There is no significant difference of reading improvement between a class taught with collaborative learning and a class taught without collaborative learning.

**Table 3.5. Calculation to Get Mean and Deviation Standard of Experiment Class and Control Class**

<table>
<thead>
<tr>
<th>Score</th>
<th>Experiment Class (X)</th>
<th>Control Class (Y)</th>
<th>x</th>
<th>y</th>
<th>$x^2$</th>
<th>$y^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>87</td>
<td>+1 (+7)</td>
<td>1</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>74</td>
<td>-5 (-6)</td>
<td>25</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>94</td>
<td>+8 (+14)</td>
<td>64</td>
<td>196</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>80</td>
<td>-12 (0)</td>
<td>144</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>87</td>
<td>+8 (+7)</td>
<td>64</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>87</td>
<td>+8 (+7)</td>
<td>64</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>60</td>
<td>+15 (-20)</td>
<td>225</td>
<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>87</td>
<td>+3 (+7)</td>
<td>9</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>87</td>
<td>+8 (+7)</td>
<td>64</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>87</td>
<td>+21 (+7)</td>
<td>441</td>
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<tr>
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<td>80</td>
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<tr>
<td>67</td>
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<td>-12 (+7)</td>
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<td>49</td>
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<td>60</td>
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<tr>
<td>87</td>
<td>87</td>
<td>+8 (+7)</td>
<td>64</td>
<td>49</td>
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<td>+7</td>
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<td>60</td>
<td>94</td>
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<td>+14</td>
<td>361</td>
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<td>25</td>
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<td>67</td>
<td>87</td>
<td>-12</td>
<td>+7</td>
<td>144</td>
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<td>-53</td>
<td>144</td>
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<tr>
<td>74</td>
<td>87</td>
<td>-5</td>
<td>+7</td>
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<td>-25</td>
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</tr>
<tr>
<td>87</td>
<td>87</td>
<td>+8</td>
<td>+7</td>
<td>64</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

$\Sigma X = 2057   \quad \Sigma Y = 2081   \quad \Sigma x = 3   \quad \Sigma y = 1   \quad \Sigma x^2 = 4277   \quad \Sigma y^2 = 5959$

$M_1 = \frac{\Sigma x}{N} = \frac{2057}{26} = 79$

$M_2 = \frac{\Sigma y}{N} = \frac{2081}{26} = 80$

$SD_1 = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2} = \sqrt{\frac{4277}{26} - \left(\frac{2057}{26}\right)^2} = \sqrt{164.5} = 12.826$
\[ SD_2 = s \sum_{i=1}^{N} N \]
\[ = s \ \frac{5050}{26} \]
\[ = 229.2 \]
\[ = 15.139 \]

\[ SE_{M_1} = \frac{SD}{\sqrt{N_1 \times @1}} \]
\[ = \frac{229.2}{26 \times 1} \]
\[ = 2.565 \]

\[ SE_{M_2} = \frac{SD}{\sqrt{N_2 \times @1}} \]
\[ = \frac{15129}{26 \times 1} \]
\[ = 5 \]
\[ = 3.028 \]
\[ SE_{M_1(M_2)} = q \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]
\[ = q \sqrt{2.565^2 + 3.028^2} \]
\[ = q \sqrt{6.579 + 9.169} \]
\[ = q 15.748 \]
\[ = 3.968 \]

\[ t_o = \frac{M_{o(M)} - M_{o(M)}}{SE_{M_1(M_2)}} \]
\[ = \frac{3.968}{3.968} \]
\[ = 1 \]
\[ = @0.252 \]

\[ df = N_1 + N_2 - 2 \]
\[ = 26 + 26 - 2 \]
\[ = 50 \]

\t_t score on the table:
\t_t on scale 5% = 2.01
\t_t on scale 1% = 2.68
\t_o : -0.252

2.01>-0.252<2.68

\t_o score is -0.252. \t_t score on scale 5% is 2.01. \t_t score on scale 1% is 2.68.

Thus, \t_o is lower than \t_t either on scale 5% or on scale 1%.
\t_o is lower than \t_t, so H_o
is accepted. It means that there is no significant difference of reading improvement between the class taught with collaborative learning and the class taught without collaborative learning.

In conclusion, collaborative learning can not improve learners’ reading skill effectively. Thus, collaborative learning cannot be an appropriate method to teach reading.

The writer recognized that collaborative learning was a new method for the students. The students were not accustomed to the method. The writer noticed that there were some problems which arose during the application of the method. For instance, during the group work, some students did not want to work in their group to complete the tasks. They did not involve in discussing and solving the problem. They just let the other group members to complete it and did not do anything. It means that they did not learn nor practice reading. Another case was that students in a group who have higher ability in English tended to dominate the group work in their groups. Even they often handled the task by themselves. They did not share it with other members and they did not discuss with them. They might think that they can do it by themselves, so they do not need to share or discuss it with other members. Besides, they might have thought that sharing it can take more time and can slow them down to complete the task. They do not understand about sharing and helping others to learn. Furthermore, the other members of the group realizing that one of the members is more capable in completing the task just let him or her to do it themselves. Once again, it makes them did not learn and did not practice reading. Then, if the case is like this, how can they improve their reading ability?

Refusal of the students to work in their group and to involve in the discussion to complete the task and the domination of the students with higher ability in a group work can cause collaborative learning to fail to be applied well. It did not go as it is supposed to. As a result, collaborative learning is not effective to improve learners’ reading skill.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. CONCLUSION

The statistical analysis using “t” test has showed that $t_0$ is lower than $t_1$ either on scale 5% or on scale 1%. It means that the class taught with collaborative learning and the class taught without collaborative learning do not show different improvement or the difference is insignificant. In conclusion, the use of collaborative learning to improve learner’s reading skill is not effective. There are many factors that can trigger this situation. As the method was new for students and they are not accustomed to it, some problems arose during the application of collaborative learning in the experiment class. The writer recognized some problems that suspected why collaborative learning did not work well. First, the refusal of some students to take part in the group work. They did not want to involve themselves in the discussion to complete the tasks. They just let other members to handle the tasks. Second, the domination of students with higher ability in the group work. The students who have higher ability in English tended to handle the task by themselves. They did not share them with the other members. These situations did not make collaborative learning go as it is supposed to.

B. Suggestion

Eventhough the research has pointed out collaborative learning is not effective to improve learners’ reading skill because of some factors, the writer find it helpful to manage a class, especially a big class. The students were easily organized. The teacher could explain and give the instruction more efficiently. Teacher can easily make contact with the students and she can easily give attention for all students. Besides, the teacher can design various classroom activities, so that the students will not be bored.
The writer suggests that if we are going to use a new method, we need to be careful. We have to make sure that it is appropriate for our students. We can introduce it first or we can make some modifications if it is necessary, so that the new method can fit to our students. We can not just take the new method and apply it in the class without considering about the condition of our students.
APPENDICES
Dear Jo,

I know that you’re in London now. Your father wrote to me about it. While you’re in London, would you like to stay with us on Sunday? We have a spare room for you. Furthermore, our home is very close to the shopping centre and your school.

It’s easy to get to our house. Just take 234 bus and get off at the bus stop opposite St. Mary School. Walk back a bit and turn right. You will see a house with blue doors. That’s ours.

Well, we’ll very happy if you can come.

Yours,
Liz

Answer the questions based on the information in the text.

1. Who sends the letter? __________________________
2. Who receives the letter? __________________________
3. Who lives in 9 Grove Road? _______________________
4. When does Liz want Jo to stay with her? ______________
5. What bus does Jo have to take to get to Liz’s house? ________________
6. Where does Jo have to get off? _____________________
Harmful Substance

Tobacco is a kind of plant which people smoke the leaves. Tobacco contains tar and nicotine. Nicotine is a poison. It can kill you. Smoking is not good for our health. It causes lung cancer and bronchitis. There are two kinds of smoker. First, active smoker, they smoke the cigarette themselves. Second, passive smokers, they do not smoke, but they inhale the smoke from other people who are smoking.

Alcohol is another enemy of our health. It can damage your liver, heart, and brain, or even kill you. Alcohol can be made from grains, vegetables, or fruits. Beer is made from grains, vodka is made from vegetables, and wine is from fruits.

Narcotics are also dangerous for our health. When you take narcotics, you will feel sleepy. It can damage your brain and it can cause to die.

Complete the summary. Use the information in the text. When finish, discuss your work with other pairs.

Tobacco contains ______________ and ______________. Smoking causes ____________ and ______________. There are two kinds of smokers, ______________ smokers and ________________ smokers.

Alcohol is made from _____________, _________________, and _________________. Alcohol can damage _________________, _________________, and _________________. Narcotics can damage _________________.

THE QE2

The QE2 or Queen Elizabeth 2 is a large modern passenger ship. There are not many ships like the QE2 now. Most people prefer to travel by air and not by sea. The QE2 is very slow and expensive compared with a modern jet plane. But some people do not like to travel by plane. And QE2 is … well, different.

The ship is really an enormous floating hotel, almost a small floating town. The five-day voyage from Southampton, England to New York is a real holiday.

The QE2 can carry 2,000 passengers and it has a staff of 950 running the ship and looking after passengers. The ship has three restaurants, eight bars, a ladies hairdresser’s, and a man barber’s shop. In addition, there are four swimming pools, and two cinemas (they show many films for adult but there are some films for children, too), a casino, two libraries, a hospital, a bank, and a gymnasium. There are also some shops. Yes, it is like a small city, but there are no cars, buses, or trucks, and there is no smog; the air is clean and there is peace and quite.

Work in group and answer these questions with ‘yes’ or ‘no’ and show the context clue (CC). number 1 has been done for you.

1. Are there many ships like QE2 today? no CC: line 1-2
2. Is QE2 fast? ________ CC: line ________
3. Is QE2 cheap? ________ CC: line ________
4. Is QE2 extremely large? ________ CC: line ________
5. Is QE2 almost like a small town? ________ CC: line ________
6. Can QE2 carry 2,500 passengers? ________ CC: line ________
7. Does QE2 have restaurant, bar, and cinema? ________ CC: line ________
8. Does QE2 have a supermarket? ________
9. Does QE2 have a parking lot? ________
10. Does QE2 have swimming pool, hospital, and library? ________ CC: ________
**Tips of Being a Friend**

Friendship is an in-depth relationship. It is the combination of trust, support, communication, loyalty, understanding, empathy, and intimacy. It is the basis of every intimate relationship. People with no friends normally have lost their capacity for sustaining deeper relationships. Being able to trust and relax with your friend is an important part of your friendship.

In most cases, the transition from acquaintance to friendship occurs gradually. The transition from stranger to acquaintance to friends begins with content and attention. We reach out to offer friendship by offering a potential friend caring, listening, talking, sharing, accepting, and affirming. It takes time and effort to build friendship. They are built slowly, slowly, slowly. Yet, nothing can add more to your life than having truly intimate friends.

There are some ways to built friendship. One important step is to treat your friends the way you want to be treated. Keeping secrets that are told to you is vital as well as telling her the truth. Paying attention is a very important part of any relationship. Look at and focus on him/her when he/she talks to you. It shows that you are there for him/her. Keep your promise and do not forget to apologize if you break it. Last but not least, share things and take turns can be a mutual way to maintain your relationship.

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
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</thead>
<tbody>
<tr>
<td>Friendship</td>
<td>persahabatan</td>
</tr>
<tr>
<td>Trust</td>
<td>kepercayaan</td>
</tr>
<tr>
<td>Support</td>
<td>dukungan</td>
</tr>
<tr>
<td>Loyalty</td>
<td>kesetiaan</td>
</tr>
<tr>
<td>Acquaintance</td>
<td>kenalan (orang yg kita kenal, tp bukan teman dekat)</td>
</tr>
<tr>
<td>Caring</td>
<td>Care (V) : peduli</td>
</tr>
<tr>
<td>Sharing</td>
<td>Share (V) : berbagi</td>
</tr>
<tr>
<td>Treat</td>
<td>: memperlakukan</td>
</tr>
</tbody>
</table>
Put F (false) and put T (true) based on the information in the text. And give the context clue (CC). Number 1 has been done for you as an example.

1. The basis of the intimate relationship is the combination of trust, support, communication, loyalty, understanding, empathy, and intimacy.
   (T) CC: line 1-3

2. The most important part of our friendship are to trust, and to be relax with our friend.
   (   ) CC: line

3. The transition from acquaintance to friendship occurs suddenly.
   (   ) CC: line

4. It doesn’t take time to built friendship.
   (   ) CC: line

5. Keeping your friend secret is important to build friendship.
   (   ) CC: line
In Summer Festival

On the second Sunday on our last holiday, my parents took my sister and I to the summer festival. It was held every Sunday from 9 am until 10 pm during summer. There were carrousels, games counters, ice-cream and pop corn stalls and much more. There were also clowns everywhere.

When we were sitting near the carrousel and having our delicious ice-cream, I saw a little girl crying. I thought, the girl just wanted to buy something or ride on something but her mother or father did not allow her to do it.

But then I realized that the girl was all alone. She was crying because she was scared. I told my parents about that girl. My father approached her and tried to ask her something but the girl did not answer. She kept on crying. Maybe she was told not to talk to strangers. I decided to talk to her. I asked my little sister to come along so that the girl would not get scared. We succeeded. The girl talked. She said her name was Eva. She was only three years old. She was there with her mother and her brother. She was playing with her brother near the pop corn stall. She ran too fast and too far. She got farther away from her brother.

Then, all of us took her to the information counter where there was a radio speaker. The officer announced Eva’s mother’s name. Thanks God, Eva remembered her mother’s full name. Luckily, it only took 5 minutes for her mother to come. She was crying while running to Eva. Eva’s brother followed her. They were holding each other so tight. They were all crying. This time it was a cry of happiness. So, everybody was happy. I was happy to see that. Actually, I was glad that I did something to help Eva.
Answer these questions.

1. Where did the writer go with her parents and her sister?

2. When was the festival held?

3. What were there in the festival?

4. Why was the girl crying?

5. What was the girl name?

6. With whom was the girl in that festival?

7. Where did the writer and her family take the girl?
The Golden Snail

Prince Raden Putra was married to a princess named Dewi Limaran. One day when Dewi Limaran was walking in the palace garden, she saw a snail among her lovely flowers. She had one of her servant pick it up and threw it away. The snail was actually an old witch who had disguised herself as a snail. The witch was very angry, so she cursed Dewi Limaran and changed her into a golden snail and threw it into the river. Then the stream carried it far away from the palace.

On the side of a big forest, there lived a poor widow. She makes money by fishing. One day, it was a particularly bad day as she didn’t catch any fish. She spread her net again and again. Still nothing got caught into it. Finally, she pulled out the net and went home. Suddenly she saw something shining at the bottom of it. It was a golden snail. She picked it up and took it home.

At home, she put it in the earthen pot. Then she went to bed and soon fell asleep, as she was very tired. When she woke up in the next morning, she found to her amazement that the floor had been swept clean. There were some foods on the table. She wondered who had done all of these. She thought that she was dreaming, but she wasn’t. She kept thinking, still she didn’t have any idea who could have been so kind to her.

The days went by, and then she got an idea. The next morning, she took her basket and went out as usual. But shortly she returned and hid herself. Suddenly she heard a soft movement inside the earthen port and she saw the snail creeping out of it. It grew bigger and bigger and in a moment a lovely young girl stood where the snail had been. The empty shell fell behind her. Quickly the young girl swept the floor. Then she took rice, vegetables, meat, eggs, etc. out of the pot and began cooking.

The old woman saw all of this. She noticed that the girl lived under a spell. Then she tried to break it. She took the empty shell and threw it into the river. The girl came to live.

Many years passed.
The king persuaded his son to look for another bride, but at first prince Raden Putra refused as he could not forsake his wife. In the end, the Prince asked his father if he could go out and find his bride himself.

He went from town to town and from village to village. Until one day he got lost in a big forest. And finally he came to a big river and not far from it he saw a hut. He went to the hut to ask for some food and drink, because he was very hungry. The old woman welcomed him firmly. Raden Putra found the meat served by the old women was excellent. She told him that her daughter had prepared it. Raden Putra asked whether he might meet and thanked her daughter. The old woman had no objection and called her daughter to come out. The young girl came and knelt down in front of Raden Putra.

When Raden Putra saw her, he was surprised as he found his former wife, Dewi Limaran. Dewi Limaran then revealed her secret that she had lived under the evil witch’s spell.

Finally, prince Raden Putra and Dewi Limaran lived happily ever after.
Work in group. And put the summary of the story into correct order based on the story in the text.
Summary of the story. Cut and stick them on the work sheet.

Dewi Limaran drifted in the river. Then, she was found out by a widow fishing in the river. And she took her home.

One day, the widow uncovered that the snail she found in the river was a girl. And she knew that the girl lived under a spell. Then, she broke the spell.

When Dewi Limaran walked in the garden, she saw a snail. Then she threw it away. Evidently, the snail was a witch. She cursed Dewi Limaran into a snail and threw it in to the river.

When prince Raden Putra was in his journey, he got lost. And he arrived at the widow’s hut. There, he found Dewi Limaran. Finally they lived happily ever after.
### LESSON PLAN

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Materials</th>
<th>Indicators</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Letter</td>
<td>Students can answer the detailed questions.</td>
<td>Lead-in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Tell the students that they are going to read a letter</td>
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<td></td>
<td></td>
<td></td>
<td>- Explain students part of a letter</td>
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<td></td>
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<td></td>
<td>- Tell the students that they are going to work in pair and ask them to have a partner</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Tell the students that their task is to answer some questions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Students read the questions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Text and Task</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Students work in pairs. He/she simply turns to a student sitting next to him/her.</td>
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<tr>
<td></td>
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<td></td>
<td>- Each student in a pair gets the same text. They read it and answer the questions.</td>
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<td></td>
<td>- When students have completed the task, they exchange their work with another pair.</td>
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<td></td>
<td>Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teacher help students to show how well they have completed the task by giving the correct answer and explain it if there are students making mistakes.</td>
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<tr>
<td></td>
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<td></td>
<td>- Students, in pair, check their answers with each other.</td>
</tr>
<tr>
<td></td>
<td><strong>Harmful Substance</strong></td>
<td><strong>Lead-in</strong></td>
<td></td>
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<tr>
<td></td>
<td>Students can complete the summary of the text.</td>
<td>- To introduce the topic, teacher discusses with students about what they know about the bad effect of cigarette, drugs, and alcohol.</td>
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<tr>
<td></td>
<td></td>
<td>- Tell students that they are going work in pairs and ask them to find a partner.</td>
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<tr>
<td></td>
<td></td>
<td>- Tell students that the task is to complete a summary of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Text and Task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A student simply turns to another student sitting next to him/her to get a partner.</td>
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<tr>
<td></td>
<td>The text is divided into two parts. Thus, one student gets one part and another student gets the other one.</td>
<td></td>
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<tr>
<td></td>
<td>They read the text. Then they work together to complete the summary using information they’ve got on their text.</td>
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<td></td>
<td>When completed the task, they have to exchange their work with another pair.</td>
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<td></td>
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<tr>
<td></td>
<td>London and Paris</td>
<td>Feedback</td>
<td></td>
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<tr>
<td>---</td>
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</tbody>
</table>
|   |                  | - The teacher finds out how well the students did the task by giving the correct form and explain any misunderstandings.  
|   |                  | - The students, in pair, can check their answer with each other when teacher has given the correct form. |
| 3 | Students can fill the chart of the description of London and Paris | Lead-in |
|   | Time             | - Introducing the topic by asking some questions about those cities, such as “What country does London and Paris belong to?”, “What is the famous places in both cities?”  
|   |                  | - Establishing group work of four  
|   |                  | - Tell the students that their task is filling in a chart. |
|   |                  | Text and Task |
|   |                  | - Students work in group of four  
|   |                  | - The text is divided into two parts. Two of students in a group get one part, and the other two get another part. They can not show their text with each other.  
|   |                  | - They read the text, then they work together combining information they’ve got in their text to fill in a chart.  
|   |                  | - When they have finished, they exchange their work with another group. |
|   |                  | Feedback |
|   |                  | - Teacher show them the correct form and give explanation about it to show how well the students did the task.  
|   |                  | - The groups check each other’s work. |
|   | The QE2 | Students can answer the detailed questions correctly. | Lead-in  
  • Tell the students that QE2 is a very big ship. Then, let the students guess what there are in the ship.  
  • Establishing group work  
  • Tell the students that their task is answering ‘yes-no’ question.  
  • Let the students read the questions. | **Text and task**  
  • Students work in group of three.  
  • All students in a group get the same text.  
  • They read the text. After that, together they answer the questions by stating ‘yes’ or ‘no’ and indicating the line(s) where they find clues or answers.  
  • When finished, they exchange their work with another group. | **Feedback**  
  • Teacher give the correct answers and explain any misunderstanding  
  • The groups check the answers with each other. |
|---|---|---|---|---|---|
|   | Tips of Being a Friend | Students can point out whether the statement true or false correctly based on the information in the text. | Lead-in  
  • Tell the students that they are going to read a text about friendship that is tips what a good friend is supposed to do.  
  • Establishing group works  
  • Giving the instruction to students how to do the task | **Text and Task**  
  • Students work in group of four.  
  • All students in a group get the same text.  
  • They read the text and do the task. They have to decide |
<p>| | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>The Golden Snail</strong></td>
<td><strong>Text and Task</strong></td>
</tr>
</tbody>
</table>
|   | Students can arrange the summary of the story into good order based on the story in the text. | Students work in group of three.  
The text is divided into three parts. Each student in a group gets one part. They can not show the text with each other.  
They read their own text, then they work together to arrange the summary into good order based on the story.  
When a group has completed, they exchange their work with another group. |
|   | **Feedback** | Teacher gives the correct answer and gives a brief explanation.  
Groups check answers with each other. |

---

**Feedback**

- Teacher gives the correct answer and gives a brief explanation.
- Groups check answers with each other.

---

**Lead-in**

- Tell the students that there are going to read a folk tale titled “The Golden Snail”. Ask them whether they have ever heard or read it.
- Establishing group works
- Giving students the instruction how to do the task
<table>
<thead>
<tr>
<th></th>
<th><strong>In the Summer Festival</strong></th>
<th>Students can answer the detailed questions.</th>
<th>• Students correct each other’s work with the group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead-in</strong></td>
<td>• Tell the students that the text they are going to read is a girls experience of her summer holiday. Teacher can ask the students to share their holiday experience, if they have one.</td>
<td>• Establishing group work</td>
<td>• Giving students instruction how to do the task</td>
</tr>
<tr>
<td><strong>Text and Task</strong></td>
<td>• Students work in group of three.</td>
<td>• All students in a group get the same text.</td>
<td>• They read the text and work together to answer some comprehension questions.</td>
</tr>
<tr>
<td></td>
<td>• When finished, they exchange their work with another group.</td>
<td></td>
<td>• Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher gives correct answers and gives explanation.</td>
<td>• Groups check their answer with each other.</td>
</tr>
</tbody>
</table>
Our Sand Castle

Last weekend, my family and I went to a beach near our grandparents’ house. The day was sunny and hot, of course. The view was so beautiful. There were many people at the beach. Most of them were parents and their children, just like us.

We were having fun. We built a sand castle. We had to rebuild it three times before it really stood up. The first attempt failed because we built it too close to the water. The wave came and wiped our castle away. The second attempt also failed because the sand and water mixture lacked water. The castle would not stand up. The third attempt, the successful one, was just right. The spot we chose was not too close to the water and the mixture was good.

Our parents loved our work. Some people who passed our castle loved it, too. They even took pictures near our castle. We were so proud of our work that day.

1. Where did we go last weekend?
   A. Mountain  C. Park
   B. Beach  D. Grandparents’ house

2. How was the weather that day?
   A. Sunny and cool  C. Cloudy and cool
   B. Cool and Rainy  D. Sunny and Hot

3. At the beach, we built …
   A. House  C. Sand castle
   B. Buildings  D. Hotel

4. How many times did we have to rebuild the castle?
   A. Three times  C. Two times
   B. Four times  D. Five times
5. The first attempt failed because …
   A. The mixture lacked of water  C. It is too close to the water
   B. It is hard to build it    D. The castle is not good

Read the text and answer questions 6-10

Ottawa

Ottawa is the capital of Canada, and its third largest city. With its suburbs, Ottawa hold about 900,000 people. Ottawa stands in the province of Ontario in south-east Canada. The Ottawa and Redeau rivers flow through the city.

   Ottawa’s best-known buildings are the parliament buildings, which stand on a hill above the Ottawa River. They include the tall peace Tower which contains 53 bells. Ottawa also has universities and museums.

6. What country does Ottawa belong to?
   A. Switzerland   C. Canada
   B. Italy         D. France

7. In what province does Ottawa stand?
   A. South-east   C. Ontario
   B. Geneva       D. Canada

8. The two rivers in Canada are …
   A. Ottawa and Mississippi   C. Rideau and Thames
   B. Thames and Ottawa        D. Ottawa and Rideau

9. What are the famous buildings in Ottawa?
   A. Peace Tower   C. Theaters
   B. Parliament buildings  D. Museums

    A. 53   B. 50   C. 35   D. 30

Read the text and answer questions 11-15

Homes around the world

All around the world, people live in different types of homes. Many people live in apartment buildings reaching high into the sky. In Spain many people live in
villas with big swimming pools. Eskimos live in igloos. Igloos are made of huge blocks of ice. In some hot countries people live in hut with no windows or doors, made of mud, straw and leaves. Some Indians still live in teepees made from animal skins. In many countries people live in houseboats, which are houses on the water.

11. Where do people live in Spain?
   A. Huts          B. Igloos       C. Villas       D. Teepees

12. Where do Eskimos live?
   A. Apartment     B. Igloos       C. Houseboats   D. Villas

13. Igloos are made of …
   A. Blocks of ice  B. Mud          C. Animal skins D. Straw and leaves

14. Where do Indians live?
   A. Villas        B. Igloos       C. Houseboat    D. Teepees

15. Teepees are made of …
   A. Blocks of ice  B. Animal skin  C. Mud, straw and leaves D. Wood