

The Effect of Collaborative Strategy Reading in Teaching Students' Reading Comprehension at SMK Swasta Pemda Rantauprapat

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ABSTRACT

The purpose of this study was to determine the effect of collaborative strategy reading in teaching student reading comprehension at SMK Swasta Pemda Rantauprapat. This type of research is a quantitative, study with data collection methods in research carried out through the collaborative strategy reading approach with quantitative descriptive research type and then gave a test to 70 students while the population used in this study were Senior High School Government Students Rantauprapat. Data Collection techniques performed by test, validity test, reliability test. Analysis technique in this study were descriptive analysis, normality test, homogeneity test, hypothesis test. The result of this study indicate that it is significant between variables Strategy Collaborative Reading in teaching Student Reading Comprehension at SMK Swasta Pemda Rantauprapat. In testing the Hypothesis, it was found that the variable of collaborative reading strategies had positive and significant effect on reading comprehension of students Smk Swasta Pemda Rantauprapat. From the calculation in Appendix obtained $t_{count} = 3,91$. After comparing prince with price t count t table with significances level $\alpha = 0,05$ for the t table = 1,66. Because t count $>$ t table, $3,91 > 1,66$ then H_a is accepted and H_0 is rejected. So, students who are taught through Collaborative Strategy Reading in teaching students reading comprehension to reading descriptive text better than those who are not taught through collaborative learning method.

Key word: Collaborative Strategy Reading and Reading Comprehension.

INTRODUCTION

Reading is an activity or cognitive process that is needed to find various information contained in writing. this means that reading is a thought process for understanding the contents of the text being read. therefore, read not only read the collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that readings related to activities related to and interpreting symbols are acceptable to the reader. According to Zintz (in Inayah 2017) "Reading is a thinking process." It requires some kind of response on the part of the reader. Pollatsek and Rayner (in Inayah 2017) assumes that reading was the ability to extract visual information from the page and comprehend the meaning of the text. This understanding was stated by Mackey (2010) English is a language that is used as a medium of communication and as the first international language used to interact with other people throughout the world. The influence of mass media seems to produce standardization in prononization, more multi-form spelling, even spelling becomes more close to actual pre-realization. Nevertheless, still the distinctive characteristics of English still exist and leave their tendency to grow and change. Although there are warnings

from those who maintain the purity of English, new words are always created and modified in their use in expressing new concepts.

According to KKM 2019 that SMK SwastaPemdaRantaprapat as a reference to the reach to the lowest value 60 points. It means that to achieve students value. Under with criteria of maksimumkompetenst (KKM). Can be seen in the following table:

No	Students	Score	Mean
1	Maximal	90	70
2	Minimal	60	

Based on the observations of researchers at SmkSwastaPemdaRantaprapat, the study found several problems faced by students in learning to read. And then, students lack of vocabulary students have so that students find it difficult to understand the meaning of the text and get information from the text, students fell bored and do not focus on the teacher's explanation because in teaching reading the teacher still uses traditional or conventional method. The conventional method usually makes student bored because the method is monotonous and the students are not active so it makes the learners get bored. In fact, in teaching english there are still serious problem. This is evidenced by number of students who get below average value. More than 50% students get value under the minimum value that has been determiner both in daily value of the ultimate or semester exam.

One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and the can improve their reading skill. Fun activity when the teacher know strategy or technique reading. Reading does not occur in a vacuum.

READING COMPREHENSION

According to Tarigan in Dalman (2013: 7) reading is a process that is carried out and used by readers to obtain messages, which the writer wishes to convey through the media of words / written language. In this case, reading is an attempt to trace the meaning that is in the writing. Reading can also be considered as a process to understand implicit in something that is written, see the thoughts contained in the written words. The level of relationship between the meaning to be expressed by the author and the interpretation or interpretation of the reader also determines the accuracy of reading.

Frank Smith in Inayah et.al (2017: 3), Reading is the “ acquisition of information” from the text or, even ,more specifically, reading is a problem of receiving a particular message ora fact incorporated into the text by author. It can be understood that reading is a form of communication in which the text was the information conveyed by the writer to the reader. In short, reading is a complex thought process that involves internal and external factor in understanding the content is written, express or implied in order to obtain information.

Descriptive Text

A descriptive text is a text that describes the features of someone, something or a certain place, Describe people usually display the person's identity as well as physical traits, character, interests and activities. Descriptive text is text to describe a particular person or object so that the reader can imagine narrated as if it was real Astutik (in Mahmud 2016: 6). A descriptive text has function. Descriptive text “describe people,

place and thing” The purpose of descriptive text is to provide information on the characteristics of a person or a specific object.

According Hidayat (in Mahmud 2016: 6) there are two generic structure of descriptive text. They are:

- a. Identification: Identifies phenomenon to be described. Characteristic feature of a person, an object or a specific place will be described.
- b. Description: Describes parts, qualities, characteristics. Describing the characteristics of a person, thing or place is for example: shape, size, origin, interests and characteristics of other special characteristics.

2.1 Strategy Collaborative

2.1.1 Defenition of Collaborative Strategy Reading

CSR is the combination of two methods, namely, teaching the reciprocal strategy and cooperative learning group activity or student pairing. CSR is designed for students who have very low comprehension in reading English text. This strategy is used to promote content learning, language acquisition, and reading comprehension in English classrooms Klingner et al in Rahman (2015:3)

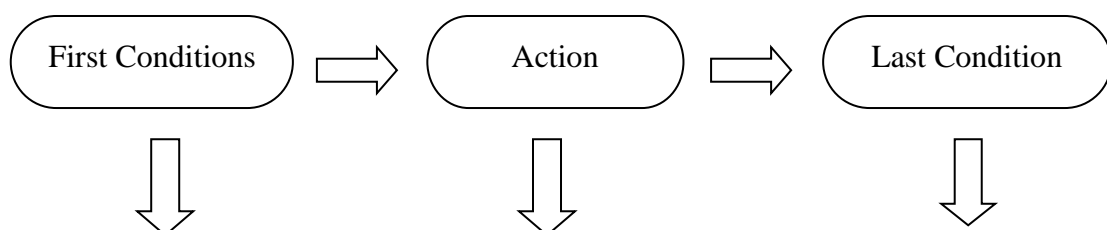
According to Lucille Sullivan (in Rahman 2015:3) “Collaborative Strategy Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively”. Sallie Gotch (in Rahman 2015: 3) says that: Special Education Inclusion Teacher statement CSR is great for kids with learning disabilities because they contribute to their groups and feel successfull, and they get the help they need with their reading.

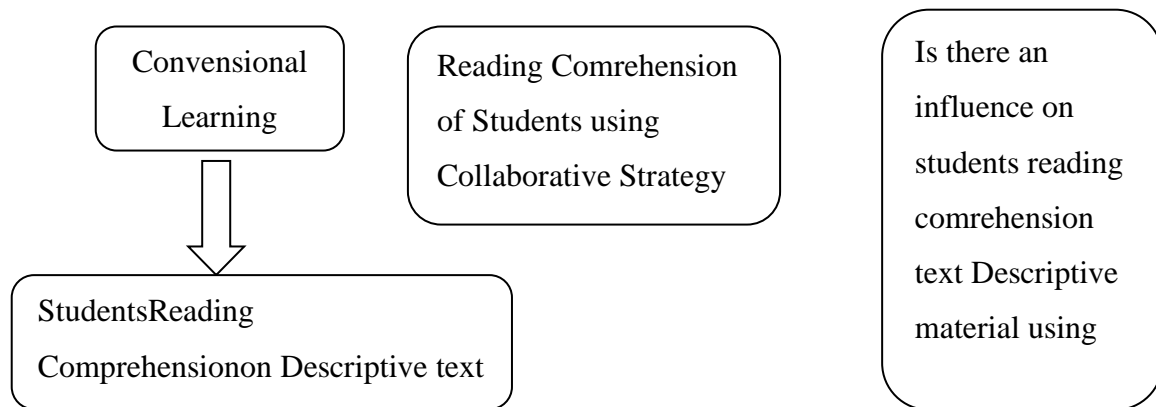
In CSR, students learn four tecniques: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies click and clunk and get the gist are used multiple times while reading the text in each paragraph.

Conceptual Framework

There are two component to be discussed in this research reading comprehension and Collaborative Strategy Reading. It must be considered that reading comprehension is important in the learning english. Reading is about understnading written text. It is a complex activity that involves both perception and thought. Reading consist of two related process: word recognition and comprehension. Word recognition refers to process of perceiving how written symbold correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers tifically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and others strategy to help them understand written text.

Reading comprehension involves uncovering the layer of meaninf that may reside in the mind of both the reader and the author in order to “create” meaning form, and reach a deeper levels of understanding of text. Collaborative Strategic readingt (CSR) was found and developed by Klingner& Vaughn (in Rahman 2015:2).





Hypothesis

Based on the research focus, the hypothesis of the research is formulated follows:

1. H_1 : The use of Collaborative Strategy Reading is effective in students reading comprehension
2. H_0 : The use of Collaborative Strategies Reading is not effective in students' reading comprehension.

Conclusions

Based on the results of the research that has been carried out and the discussion and hypothesis testing, it can be concluded that there is a significant influence on the Collaborative Strategy Reading teaching Students Reading Comprehension of Descriptive Text of first grade Students in SmkSwastaPemdaRantauprapat in the 2019/2020 academic year indicated by the test the Hypothesis is Calculated by using the t test formula with that $r_{hitung} = 3,914$ and $t_{table} = 1,66$ it explained that H_0 is rejected and H_a is accepted . because the price level t_{hitung} bigger than t_{table} .

Suggestions

Based on the discussion and conclusions that have been stated, the authors submit suggestions, including :

- a. For teachers, it is recommended to use Collaborative Strategy Reading Ability Descriptive text of students and with this strategy can develop student Collaboration so that more active daring learning takes place.
- b. For students, specifically SmkSwastaPemdaRantauprapat advised to discuss each other in groups.

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