

**TEACHERS' COLLABORATIVE LEARNING STRATEGIES IN TEACHING
READING COMPREHENSION AT SMPN 2 SUNGAI PENUH**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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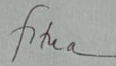
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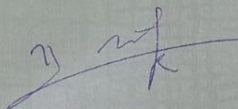


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**Teachers' Collaborative Learning Strategies in Teaching Reading Comprehension at
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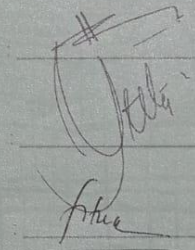
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ABSTRACT

Fitri, Hafizah Meidya. (2024). *Teachers' Collaborative Learning Strategies in Teaching Reading Comprehension at SMPN 2 Sungai Penuh*. Thesis. English Language and Literature Department Faculty of Languages and Arts, Universitas Negeri Padang.

This research aimed to find out the specific types of collaborative learning strategies teachers used when teaching reading comprehension at SMPN 2 Sungai Penuh and challenges that teachers faced when teaching reading comprehension by using collaborative learning strategies. It is a descriptive qualitative study. Observation and interviews were utilized as instruments by the researcher to collect data. Teachers who teach in grade eight and students in grade eight at SMPN 2 Sungai Penuh took part in this research. There are 35 students consisting of seven classes. This research does not require any special treatment during the teaching and learning process. Based on analyzing data, the researcher found that collaborative learning strategies that teachers used in teaching reading comprehension were group discussion, think-pair-share, partner reading, shared reading, collaborative strategic reading, and jigsaw reading. There are many challenges that teachers faced when implementing collaborative learning strategies in teaching reading comprehension. They are, students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension.

Keywords: Teachers, Collaborative Learning, Strategies, Reading Comprehension

ABSTRAK

Fitri, Hafizah Meidya. (2024). *Teachers' Collaborative Learning Strategies in Teaching Reading Comprehension at SMPN 2 Sungai Penuh*. Skripsi. Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan jenis strategi pembelajaran kolaboratif tertentu yang digunakan guru ketika mengajar pemahaman membaca di SMPN 2 Sungai Penuh dan tantangan yang dihadapi guru ketika mengajar pemahaman membaca dengan menggunakan strategi pembelajaran kolaboratif. Penelitian ini merupakan penelitian deskriptif kualitatif. Observasi dan wawancara digunakan sebagai instrumen oleh peneliti untuk mengumpulkan data. Guru yang mengajar di kelas delapan dan siswa kelas delapan di SMPN 2 Sungai Penuh ikut serta dalam penelitian ini. Siswa yang berjumlah 35 orang terdiri dari tujuh kelas. Penelitian ini tidak memerlukan perlakuan khusus selama proses belajar mengajar. Berdasarkan analisis data, peneliti menemukan bahwa strategi pembelajaran kolaboratif yang digunakan guru dalam mengajar pemahaman membaca adalah group discussion, think-pair-share, partner reading, shared reading, Collaborative Strategic Reading, dan Jigsaw Reading. Ada banyak tantangan yang dihadapi guru ketika menerapkan strategi pembelajaran kolaboratif dalam pengajaran pemahaman membaca. Yaitu, siswa belum memiliki kesadaran sendiri terhadap tugas yang telah diberikan, banyak siswa yang memiliki kemampuan rendah dalam keterampilan membaca, seperti pengucapan dan kosa kata, banyak siswa yang tidak memahami kosa kata, dan salah memahami makna teks, seperti kata sifat, kata benda, kata kerja, dan kata keterangan, serta terbatasnya waktu dalam mengajarkan pemahaman membaca.

Kata Kunci: Guru, Pembelajaran Kolaboratif, Strategi, Pemahaman Membaca

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Padang, Januari 2024

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents about the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Problem

English as a Foreign Language (EFL) is the study of teaching English to non-native speakers (Brown, 2014). Newcomers to EFL are those whose first language is not English and who want to use English for teaching or work tasks, or who want to communicate with speakers of different languages in a global context (Jenkin, 2021). This includes teaching English to non-native speakers in a variety of settings, including schools, language institutes, universities and workplaces. The purpose of EFL is to assist students in developing communicative competence in English, which includes not just linguistic knowledge but also pragmatic, sociolinguistic, and discourse knowledge (Richards, 2001). According to Richards (2001), the importance of strengthening learners' capacity to use English successfully in a variety of circumstances, both verbally and in writing, as well as their ability to grasp and analyze English texts and conversation. EFL is regularly taught in countries where English is not

always the first language and newcomers are not immersed in an English speaking environment.

There are four skills in English, that are listening, speaking, reading, and writing. They serve different functions, with writing and speaking being productive skills, whereas receptive skills include listening and reading (Harmer, 2001). Further skills associated with English proficiency cover pronunciation, fluency, vocabulary, and comprehension, which are essential for successfully communicating in English in personal and professional contexts (Harmer, 2001). Among these four skills, reading is important for students as it provides them with a wealth of knowledge. Through reading, students can quickly access various sources of information, including the internet, newspapers, magazines, books, etc. The more students read, then the more knowledge they accumulate.

Reading is a guessing process, and what follows is often more important than what is there (Grellet, 2004). It involves using one's knowledge of English, such as vocabulary and grammar, to comprehend the ideas and information presented in texts. Reading involves several sub-skills such as recognizing and decoding words, understanding the meanings of individual words and phrases, identifying the main ideas and themes, and making inferences and connections between different parts of the text (Linse, 2005). Reading is an essential skill that is needed in many aspects of life, from academic and professional work to personal leisure and entertainment. It is considered one of the key building blocks of literacy and is essential for success in education and many other fields. Hayati (2016) said that reading makes students knowledgeable, especially in the context

of understanding various types of text themes. In English lessons, students learn various themes or types of texts that must be read and understood.

According to Keown (2020), reading comprehension is creating meaning from a text by combining information from the text with previous information and other information that is in the reader's mind. Reading comprehension is the ability to understand and interpret written language. It involves not only being able to read words on a page but also understanding their meaning and context to derive overall meaning from a written text. Reading comprehension involves several skills, including decoding words, understanding vocabulary, making connections between ideas, and drawing inferences from the text (Nunan, 1999). Effective reading comprehension involves not only the ability to understand individual words but also the capability to comprehend the structure and meaning of a text as a whole. This involves recognizing the main ideas, themes, and arguments presented in the text, and being able to make connections between different parts of the text. It is a critical component of literacy and is essential for success in education and many other fields.

According to Allington and Franzen (2018), teaching reading comprehension involves helping students develop the skills and strategies necessary to construct meaning from text. This involves both understanding the text itself as well as the cognitive and metacognitive processes involved in comprehending it. Teaching reading comprehension is the process of helping students understand, interpret and analyze written texts to extract meaning and connect texts with their own knowledge and experience. Therefore, a teacher

plays an important role in the selection of teaching strategies, especially in teaching reading comprehension (Simamora and Oktaviani, 2020). Teaching reading comprehension requires several strategies. Teachers can use collaborative learning strategies as teaching strategies.

According to DeWitt (2020), collaborative learning is an educational approach in which students work together in a structured and supportive environment to achieve a common goal or objective. Collaborative learning emphasizes the importance of teamwork, communication, problem-solving, and critical thinking, and empowers students to require duty for their learning while also contributing to the learning of others in the group (DeWitt, 2020). In collaborative learning, students work in pairs or small groups to complete tasks, solve problems, or discuss ideas. Collaborative learning strategies can be used in a variety of contexts, from traditional classroom settings to online learning environments. Collaborative learning strategies can be effective in promoting problem-solving, critical thinking, communication, and teamwork among students. They can also help create a more engaging and interactive learning environment that encourages students to actively participate in learning.

According to Johnson and Johnson (1999), there are five reasons why collaborative learning strategies are implemented. The first reason is positive interdependence. Collaborative learning strategies promote positive interdependence, mutual support, and shared responsibility among students, ensuring individual success is tied to group success. The second reason is individual accountability. Each student is held accountable for their own learning

and is responsible for contributing to the group's progress. This accountability promotes active participation and ensures that all students actively engage in the learning process. The third reason is face-to-face promotive interaction. When students work together in groups, they have the opportunity to explain concepts, discuss ideas, and learn from their peers. This collaboration enhances understanding, critical thinking, and problem-solving skills, leading to improved academic performance.

The fourth reason is social skills. Collaborative learning provides opportunities for the development of social skills. Through interaction with their peers, students learn effective communication, active listening, teamwork, and conflict resolution. These skills are crucial for successful collaboration and are transferable to various personal and professional contexts. And the last reason is group processing. Group members engage in group processing when they talk about how they are accomplishing their objectives and keeping their working relationships positive. The group must decide which member behaviors to modify or keep the same and explain which are beneficial and useless.

Collaborative learning strategies have been shown to be effective in improving students' reading comprehension. However, there is a need to investigate how these strategies are implemented by teachers in actual classroom settings. Specifically, the types of collaborative learning strategies teachers use when teaching reading comprehension at the Junior High School level and challenges teachers use collaborative learning strategies in teaching reading comprehension. According to Mary (2017), there are some common challenges

that teachers face when implementing collaborative learning strategies in teaching reading comprehension. Such as differentiated instruction, assessment, group dynamics, time management, and teacher training and support.

Based on the experience of the researcher when practical field experience (PPL) at SMAN 4 Sungai Penuh, the students are getting difficulty understanding reading the text. Furthermore, the students are also lazy to think and not enthusiastic about reading text. It is because they do not have a choice in what they read. In addition, teachers also do not have strategies for teaching reading comprehension. This is what makes students not too interested in learning reading comprehension. They have no way to understand a text. Apart from that, there are also some of them who are not interested in studying individually, they prefer to study reading comprehension in groups. According to those who like studying in groups, they become more enthusiastic about learning reading comprehension because they can read texts together and discuss texts together. According to Miller (2018), giving students the freedom to choose what they read can increase their motivation and engagement with reading. Therefore, collaborative learning strategies are very important for teachers to apply when teaching reading comprehension. With teachers implementing collaborative learning strategies, the students will have motivation, enthusiasm, and freedom in learning. There are many strategies of collaborative learning in teaching reading comprehension, such as think-pair-share, group discussion, shared reading, partner reading, collaborative strategic reading, and jigsaw reading.

In this research, the researcher chose SMPN 2 Sungai Penuh as the research location. The reason the researcher chose SMPN 2 Sungai Penuh as the research location is because only SMPN 2 Sungai Penuh uses collaborative learning strategies at the Junior High School level. Moreover, there is no similar previous study and another researcher took SMPN 2 Sungai Penuh as the object for their study. So, SMPN 2 Sungai Penuh was the most suitable place to solve the formulation of the problem of the researcher.

There are some previous research investigating this research. The first research by Lutfiana (2019) with the title “The Implementation of Collaborative Strategic Reading in Teaching Reading Comprehension”. In this research, the researcher used qualitative descriptive. The second research by Sopiani (2022) with the title “The Use of Collaborative Learning Method in Teaching Reading Activities in EFL SMPN 4 Busungbiu through Online Learning”. In this research, the researcher used qualitative descriptive research.

The next research by Nur Aini (2018) with the title “The Effectiveness of Collaborative Strategic Reading (CSR) Toward Reading Comprehension of The Seventh Grade Student Junior High School 1 Ngantru Tulungagung”. In this research, the researcher used quantitative approach with pre-experimental design. And the last research by Karall (2019) with the title “The Influence of Small Group Discussion Method on Students’ Reading Comprehension on SMK PGRI 2 Kediri”. In this research, the researcher used quantitative approach and experimental method with pre-test and post-test in one group.

From the previous research above, it can be seen that much research that

has been conducted on collaborative learning strategies in teaching reading comprehension. But not much research has been done on teachers' collaborative learning strategies in teaching reading comprehension, including the specific types of collaborative learning strategies teachers use when teaching reading comprehension at the Junior High School level and challenges teachers use collaborative learning strategies in teaching reading comprehension. In summary, further research is needed on teachers' collaborative learning strategies in teaching reading comprehension.

Based on the explanation above, the researcher would like to conduct a research entitled "Teachers' Collaborative Learning Strategies in Teaching Reading Comprehension at SMPN 2 Sungai Penuh".

B. Identification of the Problem

Based on the background of the problem above, collaborative learning strategies have been shown to be effective in improving students' reading comprehension. However, there is a need to investigate how these strategies are implemented by teachers in actual classroom settings. Specifically, the types of collaborative learning strategies teachers use when teaching reading comprehension at the Junior High School level, and challenges teachers use collaborative learning strategies in teaching reading comprehension. Based on the experience of the researcher when practical field experience (PPL), the students are getting difficulty understanding reading the text. Furthermore, the students are also lazy to think and not enthusiastic about reading text. It is because they do not

have a choice in what they read. According to Miller (2018), giving students the freedom to choose what they read can increase their motivation and engagement with reading.

C. Limitation of the Problem

Based on the identification of the problem above, scope and limitations are necessary to limit the discussion. Therefore, the researcher would like to limit the scope of the problem. There are two limitations of this research, they are:

1. This research focuses on the teachers' collaborative learning strategies in teaching reading comprehension at SMPN 2 Sungai Penuh.
2. The researcher focuses on English teachers and second-grade students at SMPN 2 Sungai Penuh.

D. Formulation of the Problem

Based on the limitation above, the problem of this study is formulated in the following question: "What are collaborative learning strategies that teachers use in teaching reading comprehension at SMPN 2 Sungai Penuh?"

E. Research Questions

Based on the formulation of the problem above, there are two research questions of this research. They are:

1. What are collaborative learning strategies that teachers use in teaching reading comprehension at SMPN 2 Sungai Penuh?
2. What are challenges faced by teachers when implementing collaborative

learning strategies in teaching reading comprehension at SMPN 2 Sungai Penuh?

F. Purpose of the Research

There are two purposes of this research. They are:

1. To find out what are collaborative learning strategies that teachers use in teaching reading comprehension at SMPN 2 Sungai Penuh.
2. To find out what are challenges faced by teachers when implementing collaborative learning strategies in teaching reading comprehension at SMPN 2 Sungai Penuh.

G. Significance of the Research

1. Theoretically
 - a. The result of this research can be useful for the teachers as feedback on their teaching reading activities by using collaborative learning strategies in reading comprehension.
 - b. The result of this research can be used as researcher for those who want to conduct research about collaborative learning strategies.
2. Practically
 - a. The Teachers

This research is the potential to contribute to the understanding of the best strategies for collaborative learning in teaching reading

comprehension. The research can also serve as a resource for teachers who are looking to improve their reading comprehension skills.

b. The students

This research presents to identify best practices for using this approach to improve students' reading comprehension skills, which is critical for their academic success. The research can also serve as a resource for students who are looking to improve their reading comprehension skills.

c. Other Researcher

This research is expected to be useful for other researchers as a reference to help people to do research on the same subject. Information about providing evidence-based insights into the best strategies of collaborative learning in teaching reading comprehension. This research can be used as basic knowledge to develop research ideas from them.

H. Definition of the Key Terms

1. Collaborative Learning Strategies

Collaborative learning strategies refer to instructional approaches where students work in groups to solve problems, finish tasks, or even make goods. Moreover, collaborative learning describes a method of instruction where students cooperate in groups to achieve a shared learning objective.

2. Teaching reading

Teaching reading is a teaching and learning activity in the classroom through a complex process when the teachers teach reading comprehension to students. In addition, teaching reading refers to the process of instructing students in the skills and strategies necessary to comprehend written texts.

3. Reading Comprehension

Reading comprehension is defined as a way to find the meaning of a reading done by the reader. In addition, reading comprehension refers to the ability to understand, analyze, and interpret written texts, and to apply this understanding to form new ideas, concepts, and perspectives.

4. Junior High School

Junior high school also known as middle school, is an educational stage that typically includes grades 7, 8, and 9.