

Jurnal PENELITIAN MAHASISWA INDONESIA

Jurnal Penelitian Mahasiswa Indonesia

ISSN: 2827-9956

Volume 2 Nomor 2 2022

Teaching Reading with Collaborative Learning: An Experiment Study in SMPN 4 Busungbiu

Kadek Mawar Sopiani

mawar.sopiani@undiksha.ac.id

Ganesha University of Education, Indonesia

Ni Made Ratminingsih

made.ratminingsih@undiksha.ac.id

Ganesha University of Education, Indonesia

I Nyoman Pasek Hadi Saputra

hadi.saputra@undiksha.ac.id

Ganesha University of Education, Indonesia

Abstract

This study aimed to analyze the use of collaborative learning method in teaching reading on the EFL students at SMPN 4 Busungbiu in online learning and analyzed the teacher difficulties in implement the collaborative learning method. This study was qualitative research to explore the specified phenomenon. The subjects in this study were an English teacher and the ninth grade A students and ninth grade C students. The instruments were observation sheet, and interview guide. The data were collected by take a note, observation, and record the teacher's answer from the interview. The collected data have been analyzed descriptively. The result of this study showed that the use of collaborative learning method by the teacher in reading activities through online learning has been carried out through pre activity, whilst activity and post activity. The result of observation also showed that the result of students' abilities were more improved after the collaborative learning method was carried out after the collaborative learning method did more than once. Therefore, it can be concluded that the use of collaborative learning has been carried out based on the syntax of the implementation the collaborative learning method which abled to increased students' reading skill.

Keywords: Collaborative leaning, Online learning, Reading.

Introduction

Learning is the process of achieving knowledge, skill, and performance (Elfaki, Abdulraheem, & Abdulrahim, 2019). In fact, the less successful learning process can cause students to be less interested in learning because

of the lack of learning activities, interaction in the learning process, and student preparation to participate in teaching and learning activities. The effectiveness of the teaching process is highly dependent on the selection and use of methods in learning. The selection of the right learning methods for students' needs to be held

to create an effective and efficient teaching and learning process and to support the achievement of teaching and learning objectives. Furthermore, the selection of the right method can help students become active and it is also able to increase student activity when participating in teaching and learning activities in the classroom (Khorri & Ahmad, 2019). The example of a learning method that can be applied in class is the Collaborative learning method. The main purpose of the collaborative learning method is to improve students' achievement to study English especially reading skills. (Khorri & Ahmad, 2019)

The term "collaborative learning" refers to a set of teaching and learning practices that encourage students to work together in small group. Collaborative learning encourages students to express themselves to other students and communicate to gather actively to achieve the desired learning goal (Lin 2019 as cited (Handayani, Mantra, & Suwandi, 2019). Implementing collaborative learning can help students build knowledge while also encouraging their participation and motivation in the learning process.

Students' knowledge and abilities can be developed through collaborative learning as a result of their interaction. Interactions with other students may assist students in constructing deeper and more meaningful knowledge. When students are encouraged to share their ideas, knowledge and experience with their peers, and so on, it becomes even more effective in the teaching and learning process (Ghavifekr, 2020).

Reading is one of the most important skills for English language learners. Learners will make more progress and development in all other areas of learning if their reading skills are improved (Ismail et al., 2017). Reading is characterized as the fundamental ability that has a significant impact on individuals' lives and plays an important role in their environmental adaption (Akyol & Ketenoğlu Kayabaşı, 2018). Reading improves reading comprehension and helps students think critically, which is beneficial in every subject study in this study (Whitten et al., 2016). When readers connect their ideas, experiences, and beliefs, reading

becomes more effective and meaningful. Students can absorb information and knowledge by possessing the reading skills to comprehend sections, textbooks, and references written in English.

The teacher's role in teaching reading is to assist students in achieving the objective of motivate them to read by select or produce appropriate texts and establish the strategy for teaching reading in the classroom. As a teacher should be able to establish effective classroom processes by creating a new environment that allows students to take a more active role in the classroom. Because of many teachers encourage their students to read independently to improve their reading comprehension, vocabulary, general knowledge, and cultural awareness. On the other hand, the activity of reading sometimes causes students felt bored. Teachers can interest students in reading activities in a variety of ways, including using collaborative learning method

This study research studied the way the teacher implemented the collaborative learning method in reading activity in online learning. The research related to the use of collaborative learning method has been conducted many times in Indonesia To support this study, empirically, some researchers had the same study about collaborative learning method and reading such as Christyanti et al. (2020) conducted research about the effect of using collaborative learning method in SMAN 13 Kabupaten Tangerang. Second, (Kumala & Pandonge, 2017) has done the research about the result of the teaching learning process collaborative learning method at the eight grade students. Third, Putri et al. (2017) researched about Collaborative learning at SMPN 5 Cimahi.. Forth, Widyastuti (2019) had a proposed research aimed to improve students' reading comprehension using pictures and application of collaborative learning method. No researcher that conducted the research on the use of collaborative learning in teaching reading activity especially through online learning in Buleleng district precisely at SMPN 4 Busungbiu. The proposed research conducted this research in Buleleng district, Busungbiu sub-district precisely at SMPN 4

Busungbiu where the English teacher ever taught reading using the collaborative learning method. Based on the description, the aim of this research is to analyze the way the teacher implemented the collaborative learning method in reading activity on the ninth grade students at SMP N 4 Busungbiu through online learning and difficulties were found in implementing collaborative learning method in teaching reading activity in different classes. This study formulate two research question: (1) "How is collaborative learning method implemented for teaching reading activities in SMPN 4 Busungbiu?" (2) "What difficulties are found in implementing collaborative learning method in teaching reading activities?"

Method

This study was a qualitative research to explore the phenomenon. The subject in this study was an English teacher and the ninth grade students at SMPN 4 Busungbiu. In this study there were two classes students selected were IX A and IX C students. There were two main instruments that were used in this study namely observation and interview. Before the instruments were used in this study, all of them were consulted to the researcher's advisors. After the judgment's given by the two expert judges, the researcher tried to consult to the

English teacher at SMP N 4 Busungbiu. After the researcher and the teacher discussed about the classes, and the schedule of the meeting, the teacher allowed the researcher to joined the meeting to collect the data.

Data on the implementation of CL method had analyzed descriptively which obtained from observation of the implementation of collaborative learning method in reading class through online learning. Data on the EFL teachers' difficulties in implementing CL method has gathered by interviewed an English teacher at school. After did the observation and interviewed the teacher, the researcher checked the result of data to analyzed the result of data until conclude the result of the study.

Findings

This section contains the information about the result of observation the use of collaborative learning method by the teacher in teaching reading activities via online learning and difficulties are found in implement collaborative learning method in teaching reading activities which obtained from interviewed the English teacher. The result of the use of collaborative learning method in teaching reading at SMPN 4 Busungbiu presented through the table below.

Table 1. The Result of Teaching Reading Activity

Pre Activity	<ul style="list-style-type: none"> • The teacher greeted students through Whatsapp group. • The teacher also shared link google meet through WhatsApp group. • The teacher and students joined the meeting. • After students joined the meeting, the started the class by greeted students. • The teacher asked student's condition. • The teacher checked students' attendance. • Prayed together done by the teacher and students. • The teacher has done an apperception. • The teacher has delivered material to be discussed and the learning objectives.
Whilst Activity	<ul style="list-style-type: none"> • The teacher introduced learning method used in the class to students • The teacher divided students into groups. • The teacher informed the students activities that must carried out for that meeting. • The teacher shared link of breakout room.

	<ul style="list-style-type: none"> • All group of students joined the breakout room. • The teacher gave tasks that were appropriate for CL's goals in breakoutroom. • The teacher checked each students' group. • The teacher and students discussed students' worksheet
Post Activity	<ul style="list-style-type: none"> • The teacher and students concluded the material that has been studied. • The teacher asks some questions to students to measure learning objectives. • The teacher gave feedback and evaluation. • The teacher provided an opportunity the students to ask questions. • All participant in the meeting pray together and close the lesson. • Teacher and students ended the meeting.

From the results of observations of three meetings for ninth a and three meetings for ninth c. The researcher assessed when the teacher handled the class and students in the meeting, especially when the teacher used the collaborative learning method, the teacher adjusted the class and student circumstances. In the collaborative learning process, the teacher also gave several questions, provided different and interesting story text for students to discuss with their group in each meeting because the teacher wanted to provide the different experience to students so that students could learn from each text determined by the teacher. The teacher also provided different challenged in each meeting when using collaborative learning. From each meeting the teacher also used a different type of collaborative in each meeting so that the reading activities of each meeting were varied to did not get bored so that students were enthusiast to participated in reading activities. During reading activities, the teacher gave some questions to group so that students can learn from how to express their opinion well with their group and gain confidence and practice to be able to communicate well and work together.

Discussions

In this study, the researcher was observed three meeting for ninth A and observed three meeting for ninth C through google meet and a meeting to interview the teacher directly at school. Observation did after the teacher shared

the schedule of the meeting ninth class and share link of google meet. This study was descriptive qualitative that aimed to observed phenomenon how the teacher implemented the collaborative learning method through online learning and analyzed the difficulties found by the teacher when implemented the collaborative learning method. This study used observation sheet to did observation and questions to interview the teacher.

In the first meeting and second meeting, the teacher and students discussed the same topic which about the narrative text while the last meeting, the teacher and students discussed the report text. Although each meeting discusses the same material, the teacher uses a different type of collaborative learning method in each meeting. In the first meeting, the teacher used pair group but the teacher determined the students' group while in the second meeting, the teacher also determined students' group consisted of 4-5 students. This first finding of this research tends to be in line with the based theory used in this research. According to the synthesis foundation used, the collaborative learning consists of three major syntaxes namely in pre- activity for informed material, informed the learning method and delivered the result of group's discussion.

Based on the obtained finding, the observed teacher inclined to show a variation in the middle of the teaching activity. The findings in this study showed the way the teacher used collaborative learning method in online learning

was showed the teaching style that made students in the room involved in the learning process. In addition, questions were provided by the teacher for students' group in discussion activities in the breakout room which students can read together and shared their ideas with the group that caused many students more confident in the learning process of discussed the results of discussions in the main room. The observed teachers literary made two questions of created a memorable closing for their students in post activity so that students can reminded the lesson that has been discussed.

Related the difficulties when the teacher implemented the collaborative learning method showed that the teacher faced the difficulties from the preparation of implement the collaborative learning to students. The teacher also faced difficulties during implement the collaborative learning when the teacher and students in group determination and student group discussions. The difficulties faced by the teacher have not been fully resolved so the teacher tried to solved the problem by changed the rules such as the teacher determined the students' groups.

Furthermore, the result of this study supported by the empirical review of the other researcher related this study. First research by Kumala (2017) showed the result of the research that in the learning process the students were interested in using this method because they can communicate each other easily. In addition, the implementation of collaborative learning by the teacher in online learning done in a variety of ways and created an active online learning atmosphere also made online learning students more actively involved because each student asked by the teacher to collaborate to did read the text and did activities with their group and become more open to students or group mates through exchanged their ideas and conveyed their ideas.

The result of this study showed that the use of collaborative learning method in reading activity by the observed teacher has been carried out based on the rules of collaborative learning method in general so as to made students able to show their changes so that students were more

active and confident after more than one meeting in using collaborative learning method. Regarded the difficulties faced by the teacher, before implemented the collaborative learning, the teacher have found a few solutions and the teacher were tried to find solutions to solved the problems faced so that the teacher was able to implemented collaborative learning better in the future.

Conclusions and Suggestions

Based on the findings and discussion above, it can be concluded that the use of CL method by the observed teacher of this research has followed the rules of Collaborative learning method which consist of three main steps are pre activity, main activity and post activity. CL method has a fairly good effect to students during reading activities so that it can improve students' reading skill. From the observation results showed that the results of students' abilities were more improved after the CL was carried out from the first meeting to the third meeting. The results of the study also showed that this method also gave an opportunity for all students to deliver their ideas and learn from each other in reading activities, although in a pandemic also the students and teacher can use the collaborative learning method through online learning through google meet or zoom. Although the teacher faced some difficulties to use collaborative learning in online learning but the teacher tried to choose an interesting learning method for students and the teacher has tried to solved the problem so the students can active and discussed with their classmates and the teacher in the learning process.

Furthermore, the researcher would also suggest to an English teacher to consider collaborative learning method and the technique to be used in their teaching activity through online or in the classroom deeply. The suggestion for students is to use the collaborative learning method to their reading activity daily. Besides that, it is suggested for other researchers to investigate the CL method implementation in young learners or senior high school students context as it is not yet covered in this research.

References

- Akyol, H., & Kayabasi, Z. K. (2018). Improving the reading skills of a students with reading difficulties : an action research. *Education and Science*, 43, 143- 158.
- Christyanti, P. D., & Nuraeni, H. (2020). The effect of using collaborative learning in improving students reading comprehension of tenth grade of SMA 13 Kabupaten Tangerang in Academic Year 2019/2020. *Foremost Journal*, 47-52.
- Elfaki, N. K., Abdulraheem, I., & Abdulrahim, R. (2019). Impact of e-learning vs traditional learning on students' performance and attitude. 225-233.
- Ghavifekr, S. (2020). Collaborative learning: A key to enhance students' social interaction skills. *Malaysian Online Journal of Education Science* , 8(4), 9-21.
- Handayani, N. D., Mantra, I. B., & Suwandi, I. N. (2019). Integrating collaborative learning in cyclic learning sessions to promote students's reading comprehension and critical thinking. *International Research Journal of Management, IT & Social Sciences*, 6(5), 303-308.
- Ismail, H., Syahrurah, J. K., & Basuki. (2017). Improving the students' reading skil through translation method. *Journal of English Education*, 124-131.
- Khorl , M., & Ahmad , A. (2019). Enhancing Students' Reading Comprehension through the collaboration between Reciprocal Teaching and Cooperative Learning. *Advance in Social Science, Education and Humatinies Research*, 178, 574-577.
- Kumala, M., & Pandonge, T. (2017). Collaborative learning method in teaching english. *Sintuwu Maroso Journal of English Teaching*.
- Putri, A. G., Octavialis, A. N., & Sadikin, I. S. (2019). Improving students' readingh skill through collaborative learning. *Professional Journal of English Education* , 2(6), 861-868.
- Whitten , C., Labby , S., & Sullivan , S. L. (2016). The impact of pleasure reading on academic success. *Journal of Multidisciplinary* , 2(4), 48-64.
- Widyastuti, T., & Fitriyeni. (2019). Pictures in collaborative learning to improve reading comprehension. *Journal Akrab Juara*, 210-220.