THE USE COLLABORATIVE LEARNING TYPE OF LEARNING TOGETHER TO IMPROVE THE READING SKILL OF THE SECOND GRADE STUDENTS OF MTS YUSUF ABDUSSATAR

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF MATARAM

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THE USE OF COLLABORATIVE LEARNING TYPE OF LEARNING

TOGETHER TO IMPROVE THE READING SKILL OF THE SECOND-GRADE

STUDENTS OF MTS YUSUF ABDUSSATAR

Thesis Proposal

Presented to State Islamic University of Mataram

To fulfill of the requirement for the attainment the degree of Sarjana in English

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ADVISORS' APPROVAL

Thesis by: Luq-Luq Il Maknun, NIM: 190107059 entitled " The Use Of Collaborative Learning Type Of Learning Together To Improve The Reading Skill Of The Second Grade Students Of MTS Yusuf Abdussatar" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

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Mataram, 12-09-2023

Subject: Thesis Examination

The Honorable

The Dean of Faculty of Education and Teacher Training

In Mataram

Assalamualaikum warahmatullahi wabarkatuh

Respectfully, afterdoing guidance, direction and correction, we bwlieve that a thesis of:
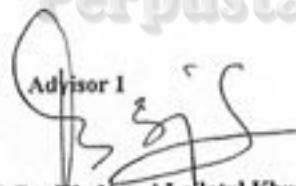
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Has fulfilled the requirement for submitted in the thesis examination session of the faculty of Education and Teacher Training. The State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately

Waalaikumsalam warahmatullahi wabarkatuh

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STATEMENT OF AUTHENTICITY

The undersigned below:

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I hereby sincerely State that the thesis entitled "The Use of Collaborative Learning Type of Learning Together to Improve The Reading Skill of The Second Grade Students of MTS Yusuf Abdussatar in Academic Year 2023/2024. This as a whole her own writing and is true that there is no other's work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Mataram, 13-09-2023

I Stated

(Luq-Luq Il Maknun)

v

THESIS RATIFICATION

Thesis conducted by: Luq-Luq Il Maknun NIM: 190107059 entitled "The Use of Collaborative Learning Type of Learning Together to Improve The Reading Skill of The Second Grade Student of MTS Yusuf Abdussatar" has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training State Islamic University of mataram on

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MOTTO

"Bersemangatlah atas hal-hal yang bermanfaat bagimu, minta

tolonglah pada ALLAH, jangan engkau lemah"[1]

(HR. Muslim)

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[1]Muslim, "Iman dan Tunduk Pada Takdir", kitab Al Qodar An Nawawi, no.47

DEDICATION

This thesis is dedicated to myself who has been working all this time (Luq-Luq Il Maknun). To the two greatest people in my life, my father (Yusron Haris) and my mother (Nursihin) and my younger siblings (M. Abil Akbar and Nuzula Rahma) and my big family. They are my encouragement, my motivation, my advisor and unceasing prayer. And also to all my friends who have given encouragement to finish this thesis".
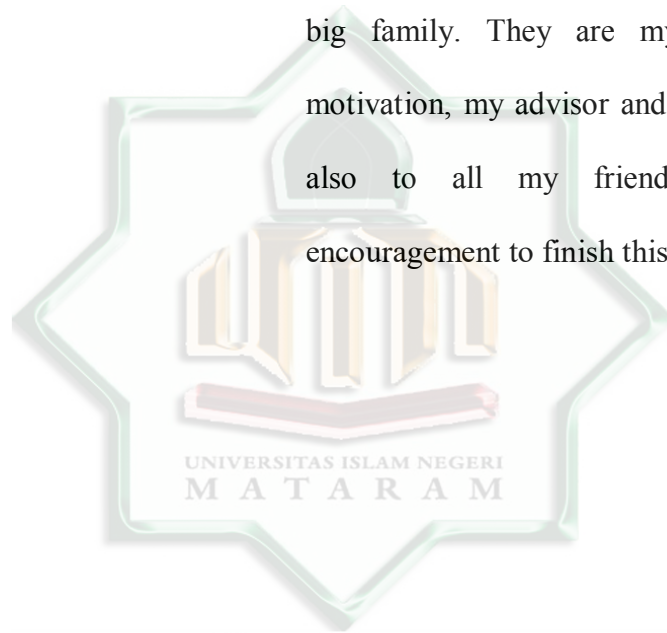
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Bismillaahirrahmaanirrahiim, Alhamdulillah, all praises be to Allah SWT for blessing, opportunity, health, and merciful. Blessing and salutation be given to Prophet Muhammad SAW, (peace be upon him) and his family. The researcher could finish this project as one of the requirements for the Bachelor Degree of Educational Studies (S.Pd) at Study Program of English Language Education of State Islamic University (UIN) of Mataram in 2023.

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7. English Teacher at MTs Yusuf Abdussatar, Bunyamin, S.Pd
8. My entire friends in English Department (TBI B 2019). And all people that I can not mention one by one.

Hopefully those sides will get better reward from Allah SWT from what they have done and hopefully this scientific work will be useful.

Mataram, 26 September 2023

Luq-Luq Il Maknun
NIM. 190107059

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ABSTRACT

The aim of this research is to improve the reading ability of students in class VIII A MTs Yusuf Abdussatar through collaborative learning type learning together. The design of this research is classroom action research, this research uses two cycles, each cycle has several stages, such as planning, action, observation and reflection. This research was conducted six meetings. Participants were taken by 35 class VIII students at MTs Yusuf Abdusstar. Data collection was carried out using tests and observations. This data collection uses data instruments in the form of teacher and student worksheets for reading ability learning activities, and a test sheet to determine research results or student learning outcomes. The results showed that students' reading abilities increased from cycle to cycle. Student scores increased in each cycle, in cycle 1 when the researchers conducted the test the student score was 72, meaning the student still got a score below standard, and the teacher activity score was 70% and the student activity score was 76%. In cycle 2 the student's score was 80, meaning the student got a high score, the teacher's activity score in cycle 2 was 82% and the student's activity score was 88%. This means that the activities of teachers and students in participating in the teaching and learning process increase from cycle to cycle. Before implementing collaborative learning, students' reading abilities were very low, but when researchers started trying to use collaborative learning, students' reading abilities increased and the students' teaching and learning process improved.

Key Word: Collaborative Learning, Learning Together, Reading Skill

PENGGUNAAN BELAJAR KOLABORATIF JENIS BELAJAR BERSAMA UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA KELAS II MTS YUSUF ABDUSSATAR

By:

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ABSTRACT

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca siswa di kelas VIII A MTs Yusuf Abdussatar melalui collaborative learning type learning together. Desain penelitian ini adalah penelitian tindakan kelas, penelitian ini menggunakan dua siklus, setiap siklus memiliki beberapa tahapan, seperti perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilakukan enam kali pertemuan. Peserta diambil oleh 35 siswa kelas VIII MTs Yusuf Abdusstar. Pengumpulan data dilakukan dengan menggunakan tes dan observasi. Pengumpulan data ini menggunakan instrumen data berupa lembar kerja guru dan siswa untuk kegiatan pembelajaran kemampuan membaca, dan selembar tes untuk mengetahui hasil penelitian atau hasil belajar siswa. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa meningkat dari siklus ke siklus. Nilai siswa meningkat pada setiap siklusnya, pada siklus 1 saat peneliti melakukan tes nilai siswa adalah 72, artinya siswa masih mendapatkan nilai di bawah standar, dan nilai aktivitas guru adalah 70% dan nilai aktivitas siswa 76%. Pada siklus 2 nilai siswa adalah 80, artinya siswa mendapat nilai tinggi, untuk nilai aktifitas guru pada siklus 2 adalah 82% dan nilai aktivitas siswa adalah 88% . Dengan demikian berarti aktivitas guru dan siswa dalam mengikuti proses belajar mengajar meningkat dari siklus ke siklus. Sebelum menerapkan collaborative learning kemampuan membaca siswa sangat rendah, tetapi ketika peneliti mulai mencoba menggunakan collaborative learning peningkatan kemampuan membaca siswa dan proses belajar mengajar siswa meningkat.

Kata Kunci: Pembelajaran Collaborative, Belajar Bersama, Kemampuan Membaca

CHAPTER I
INRODUCTION

A. Background of Research

English is a language that must be mastered in this day and age, to master English there are four skills that are interconnected, namely listening, speaking, reading, and writing. However, this study focuses on reading skills. Many people still lack interest in reading, especially reading in English.[2] In today's development, everyone is required to have a passion for reading and writing to get information and knowledge

Reading is a method used by people to obtain messages, knowledge, and information by using various media such as newspapers, knowledge books, magazines, dictionaries, and other media that can increase vocabulary, increase knowledge, sharpen memory, and collect ideas, facts, and experiences. new knowledge, broaden one's horizons, get to know sentences better, and symbols of printed language and reading structures, especially English. [3] Allah has sent down the first verse of the Qur'an about reading, namely "Iqra" which means "read". In Islam, reading is highly recommended because reading is something that is very much needed in all aspects of life. As for the saying that books are a storehouse of knowledge, reading is the key. Reading is the most effective way to acquire Knowle dge in various fields of life, including science and technology, and has a very important role in obtaining information. Reading is an

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[2]Edwin Nuvianto Al Azis, Gita Yusanti, "Increasing Students' Reading Comprehension Skill by Using Written Text Book", *Journal of English Teaching and Research*, Vol. 5, No. 2, October 2020, P.179

[3]Maissy Jearmita Manuas, Devilito P. Tatipang, Geral Pratasik, "Reading Motivation Of Tenth-Grade Students At SMA Advent Unklab Airmandidi", *Journal Of English, Culture, Language, Literature, And Education,* Vol. 10, No. 1, June 2022, p.226.

important skill to master to ensure success not only in learning English but also in other studies[4] Therefore, students must have a good understanding to get good information too. reading can be used as a tool to achieve success at school and in the work environment, as well as a good way of learning, and reviewing the lessons that have been learned.

Of course, there will be difficulties and problems in learning English, especially in reading English texts. Starting from difficulties in understanding English texts, disinterest, lack of mastery of vocabulary, difficulties in pronunciation, complex and very long sentences, and lack of interest in reading English texts.[5] Another problem is that students lack the confidence to read English texts because of difficulties in pronunciation. Some people even consider reading English texts unimportant for people who have never been trained in English and have difficulty interpreting it.

The above difficulties can also be seen in Islamic boarding schools in Indonesia, one of which is Yusuf Abdussatar. Based on the observations of researchers at MTS Yusuf Abdussatar Kediri, researchers directly interviewed English subject teachers about the obstacles encountered when teaching reading and how the reading ability of MTS Yusuf Abdussatar students.. The teacher explained that they were not focused, got bored quickly, and had difficulty concluding the contents of the reading and understanding the meaning. And the learning model that is usually used by the teacher MTS Yusuf Abdussatar in class is traditional or teacher-centered learning, namely a learning model that only provides material so that students are not too involved in learning activities.[6] This means that traditional learning is learning in the

[4]Ismail, H., Syahruza, J.K, and Basuki, "Improving Students Reading Skill Through Translation Method", *Journal Of English Education,* Vol.2, No. 2 December 2017, P.125.
[5]*Ibid,* p.126

classroom which is completely under the control of the teacher and students are only given learning materials. This learning model makes students feel bored, sleepy, have low interest in learning, and be unfocused so the learning activity decreases.[7]

One learning model that involves student activity is the shared learning together model. According to Istarani and Muhammad Ridwan, the shared learning model is a cooperative learning model that involves students and their groups in dealing with a problem. This model can train student learning independence, increase student responsibility towards work, and train students to work together in completing a task[8] Learning together is one of the many relevant learning approaches or models that can be used to improve reading skills in order to obtain good and effective learning outcomes. Because through learning together, students are required to be able to assess the performance of their groups, trained to be brave and confident because the results of group discussions are presented in front of the class and each group must be able to show that their group is a good and compact group.[9] Working in groups can encourage students to increase their knowledge because they can exchange and share ideas to find solutions to completing joint tasks and is a real encouragement of student interaction and cooperation through positive independence, which leads to the expected learning outcomes[10]

In this study, researchers used collaborative learning types of learning together to improve students' reading skills. The type of learning together, in particular, positive interdependence, that is, student success is related to the success of group members and can be

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[7] Le Bo, Xiaoxiao Ding, Sihan Wang, "A Comparative Analysis Of Traditional Teaching and PBL Model", *Advances In Social Science, Education and Humanities Research*, Vol. 664, 2022, p.1687

[8] Istriani Dan Muhammad Ridwan, *"tipe pembelajaran kooperatif"*, (Medan: CV Media Persada, 2014)

[9] Fathurrahman, *"model-model pembelajaran inovatif"*, (Jogjakarta:AR-RUZZ Media,2015)

[10] Rodphotong S, "Efektivitas Pembelajaran Kolaboratif untuk Meningkatkan Kompetensi Komunikatif Bahasa Inggris", *Jurnal Internasional Pedagogi dan Pendidikan Guru*, Vol. 2 Juli 2018, hal.144.

structured through shared goals. The shared learning model provides a conceptual framework for teachers to plan and adapt collaborative learning instruction according to student circumstances, student needs, and school context.[11] Collaborative learning provides opportunities for students to evaluate, improve and add to the knowledge and information that students have when they meet and interact with other people who have different thoughts. Collaborative learning also allows students to work together and seek understanding of subject matter[12] This inspired researchers to try to conduct research using collaborative learning types of learning together to improve students' reading skills.

Based on the thoughts above, this study aims to apply shared learning in the context of Yusuf Abdussatar and see the effectiveness of shared learning to improve students' reading ability.

B. Subject of Action

The subjects of this study will be students at Mts Yusuf Abdussatar Kediri, consisting of 35 students women.

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[11] Ghazi Ghaith, "Pengaruh Model Pembelajaran Kooperatif Learning Together terhadap Bahasa Inggris Sebagai Prestasi Membaca Bahasa Asing", *Jurnal Riset Bilingual* ,27:3, Februari 2017, hal.451-474

[12]Yudit Ayu Respati, "Collaborative Learning Dalam Upaya Peningkatkan Keaktifan Mahasiswa Pada Proses Pembelajaran", *Jurnal Efesiensi-Kajian Ilmu Administrasi*, Vol. XV, No.2, Agustus 2018, hal.19.

C. **Statement of Problem**

Based on the background above, the researcher tries to put forward the formulation of the problem: How can learning together improve the reading skills of MTS Yusuf Abdussatar students?

D. **Purpose of Research**

Based on the formulation of the problem above, the purpose of this research is to find out whether learning together can improve students' reading ability at MTS Yusuf Abdussatar in the 2023/2024 academic year.

E. **Significance of Research**

Furthermore, if this research is successful, it is expected to be useful for academics, both theoretical and practical uses as follows:

1) Theoretical benefits

The results of this study are expected to be useful for teachers and can be applied in learning to read and make it easier for students to learn to read and increase learning motivation and can be a reference for researchers who conduct similar research.

2) Practical Benefits

a. For Students

a) So that students are more active and confident in class with groups

b) Can improve students' reading ability

c) To foster students' social relations toward the reading ability

b. For Teachers

a) Teachers can use this research to provide more effective learning in reading ability

CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Review of Previous Research**

In this section, the researcher explains previous studies that are similar to this thesis.

The first previous research by Arliani Gunawan Putri, Arrin Nur Octavialis, and Irma Savitri Sadikin with the title "Improving Students' Reading Skill Through Collaborative Learning" at IKIP Siliwangi with a research sample of 36 grade 7 students at SMPN 5 Cimahi in 2018/2019 academic year. Type The data collected includes observational data, a document study, interviews, and an assessment of reading skills. This study used the Classroom Action Research or PTK method by applying Learning Together (LT) learning which was carried out using two cycles. The previous researcher conducted eight meetings, the first the researcher conducted a pre-test at the second, third, fourth, fifth, and sixth meetings. At the seventh meeting, the researcher conducted treatment in two cycles using collaborative learning, and at the eighth meeting gave a post-test to find out the increase in skills. The results showed that the average pre-test score was 64.81 and the post-test average score was 75.56, which means that this study was successful in using collaborative learning to improve students' reading skills. Collaborative learning can also develop students' reading skills in terms of pronunciation, grammar, vocabulary, fluency, and reading comprehension.

Previous research was conducted at IKIP Siliwangi with a research sample of 36 grade 7 students at SMPN 5 Cimahi in the 2018/2019 academic year using the classroom action research (PTK) method. Researchers previously held eight meetings. By collecting observation data, document studies, interviews, and assessing reading skills. Meanwhile, this research

examines Yusuf Abdussatar's MTS in class VIII A students with a research sample of 35 students by holding six meetings, collecting teacher and student checklist observation data and tests. Previous research with this study had the same research method, namely the class action research method (CAR) by applying Learning Together (LT).[13]

The second previous study was by Dina Riamawati with the title "Improve Reading For Comprhension Skills Through The Learning Together Method" with the subjects of this study were 23 students of class XII IPS 1 SMA Negeri 1 Sampung, Ponorogo. This study uses a class action research method or PTK which is carried out by applying three cycles. To obtain data, this study uses several techniques, namely observation, documentation and text. From the results of the analysis, the students' reading for comprehension skills increased from cycle 1 to cycle III, namely, cycle 1 (60.86%), cycle II (73.39%), and cycle III (95.65%). From these results it can be concluded that the learning together method can improve students' reading comprehension skills.

Previous research was conducted at SMA Negeri 1 Sampung Ponorogo with a sample of class XII IPS 1 students using classroom action research by implementing 3 cycles and using observation, documentation and text techniques. Meanwhile, this research examines MTS class VIII A student Yusuf Abdussatar using classroom action research by implementing 2 cycles and using teacher and student observation checklists and tests. Previous research with this research has the same research method, namely the classroom action research method (CAR) and

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[13]Arliani Gunawan Putri, Arrin Nur Octavialis and Irma Savitri Sadikin, "Improving Studentd' Reading Skill Through Collaborative Learning", *Profesional Journal Of English Education,* vol 2, No. 6, November 2019.

improving reading skills using learning together and using observation as an assessment instrument [14]

The third previous study was conducted by Sundari Ulfa with the title "Improving Students' Achievement in Reading Comprhension Through Learning Together Method" with 32 science class students at Nur Azizi High School Tanjung Morawa as subjects. The instruments used in this study were reading tests, diary notes, observation sheets, and interviews. This study used the Classroom Action Research or PTK method which was carried out with pre-tests, cycle 1 and cycle 2, with three meetings. The pre-test score was 60.5, the post-test 1 increased to 69.5 and the post-test 2 increased to 83. From these results, it can be concluded that teaching reading through the learning together method can improve students' reading achievement.

Previous research was conducted at Nur Azizi Tanjung Morawa High School with a sample of 32 science class students using classroom action research. To improve student achievement in reading comprehension, by collecting daily note data, observation sheets and interviews. Meanwhile, this research examines Yusuf Abdussatar's MTS in class VIII A students using classroom action research. To improve reading skills and collect data through observation of teacher and student checklists and tests. Previous research and this research have the same research method, namely the classroom action research (PTK) method using joint learning. And using six meetings.[15]

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[14]Dina Riamawati, "Improve Reading For Comprehension Skills Through The Learning Together Method", *Journal Bahasa dan Sastra,* Vol 8, No. 2, Juli 2021, P.75-82.

[15]Sundari Ulfa, "Improving Students' Achievement in Reading Comprehension Through Learning Together Method", *Journal of English Language Teaching Of FBS UNIMED,* Vol. 1, No.1, 2012, p. 14-17.

B. Theoretical Framework

1. Reading

a. Definition Of Reading

Reading is the process of transferring information from reading material into knowledge. Learning to read is an important educational goal for everyone, the ability to read opens up new worlds and opportunities and gain new knowledge, enjoy literature, and do everyday things that are part of life today, such as reading newspapers, to-do lists, books directions, and maps.[16] Reading is also a process of understanding the contents of written texts that can increase knowledge, obtain a lot of information, and have many benefits for everyone.[17]

Reading is an activity to understand printed language, not only how to get meaning but also how readers can understand the author's ideas. Because understanding is the essence of the process and will not be found in the printed part, but in the mind of the reader who reads it.[18]

Even in Islam, the first verse revealed to Rasulullah SAW refers to secience, namely by ordering reading as the key to knowledge. Namely Surah Al-Alaq verse 1-5. As Allah says in the Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ { ١ }خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ { ٢ }اقْرَأْ وَرَبُّكَ الْأَكْرَمُ { ٣ }

الَّذِي عَلَّمَ بِالْقَلَمِ { ٤ }عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ { ٥ }

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[16]Nurul Laelatul Khusniyah, "Implementation Online Reading On English Reading Comprehension Skills", *Journal of English Linguistics, Literature, and Education*, Vol.1, No.1, June 2019, p.88.

[17]Nisa Septiani Mutia, Dameria Magdalena Sidabalok, "Implementing Reading Stories To Teach Reading To Children", *Journal Linguistic,* Vol. 8, No. 2, October 2017, p.30.

[18]Zakaria, "Improving Students Reading Skill Through Collaborative Learning Approach", (*Thesis*, PTK UIN Syarif Hidayatulah, Jakarta, 2009), p.17.

Meaning: Read (proclaim!) In the Name of your Lord Who created, has created man from a clot of blood, read and your Lord is the Most Generous, Who has taught by the Pen, has taught man that which he knew not.[19] This verse has a very deep meaning, about reading.

As the verse above Allah gives knowledge through the intermediary of Qalam to humans. The repetition of the word iqra' in this surah shows that the command to read is so important for human life. Activities of reading, studying, researching, exploring allow a person to gain knowledge and information. In this sura it is not only ordered to read, but reading is a symbol of everything that is done by humans both active and passive. This sentence in its meaning and spirit wants to state read for your God, move for your god, and work for your god.[20]

b. **Kinds Of Reading**

According to Francoise Gellet. There are two kinds of reading, as follows[21]

1) Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. For example; reading a newspaper, article, or short story. Extensive reading should be applied to train students how to deal with long texts because students who are not yet in the habit of reading are often afraid of books and need guidance and encouragement.

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[19]QS. Al-Alaq [96]: 1-5, kementrian Agama Republik Indonesia, *The holy Qur'an Al-Fatih:* Tafsir perkata Tajwid Kode Arab, ter. H. Shobihuttohir, (Jakarta: PT Insan Media Pustaka, 2012), p.596

[20]Mustolehudin, "Tradisi BacaTulis Dalam Islam Kajian Terhadap Teksi Al-Qura'n Surah Al-Alaq Ayat 1-5", *Journal Analisa*, Vol. XVIII, No. 01, January 2011, p.145.

[21]Francois Gellet, "*Developing Reading Skills",* (Cambridge: Cambridge University Press, 1981), p.4.

2) Intensive Reading

Intensive reading is reading shorter texts, to extract specific information. This is a more accurate activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving reading for detail. The reader is trying to absorb all the information given, for example: reading dosage instructions for medicine. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means but also of how the meaning is produced.

c. **Purpose Of Reading**

In academic settings, almost every major purpose for reading comes into play. Thus, a reading curriculum must account for how students learn to read for multiple purposes, including at least the reading:[22]

1) To search for information

2) For general comprehension

3) To learn new information

4) To synthesize and evaluate information

However, a major aim in the teaching of reading is to get students to use their knowledge to help then with their comprehension of reading. it can be concluded that the purpose of reading helps the reader focus on the information. Consequently, such goals are most effective when set by the reader.[23] Obviously, the purpose of reading must be set before the choice is read. Only through this procedure can the reader direct his

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[22]Marianne Celce-Murcia, *"Teaching English as a Second or Foreign Language"*, (Boston: Heinle & Heinle, 2001), p.187.

[23]Richard R. Day*, "New Ways in Teaching Reading"*, (New Jersey: Pantagraph printing, 2000), p.54.

attention well during reading. Furthermore, the stated goals can be used as a basis for discussion to determine whether the reader has achieved his goals.

d. **Reading Skill**

Reading skills are used by readers to anticipate text information, select key information, mentally organize and summarize information, monitor comprehension, repair impaired comprehension, and match comprehension outputs to reader goals. Every reader has their own way of reading to do what suits them. The teacher must provide some skills to the students to make them understand the text easily. By using skills, students can increase the pleasure and effectiveness of reading activities.[24]

Reading skill is a person's capacity to read, understand and interpret reading material. As stated by perfect readers, skilled readers are those who score above the standard rating.[25] Reading skills are very important to increase vocabulary, grammar, and pronunciation. Reading skills have many benefits in the field of technology and communication, such as responding to written communications such as emails, messages, letters, and other written messages.

There are two main skills in reading, namely micro-skills and macro skills. Micro skills can deal with graphemes and orthographic patterns and linguistic signals. Meanwhile, macro skills only utilize knowledge, discourse, communicative functions, inference skills, scanning, and skimming techniques.[26]

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[24]Lani Suryani, "Improving Students' Reading Skills By Using The Mind Map Technique at SMA N 1 Kretek", (*Thesis*, Language And Arts Faculty, State University Of Yogyakarta, Yogyakarta 2015), p.26.

[25]Charles A Perfetti, "*Reading Skills*", (Oxford: Pergamon, 2001.)

[26]Nur Kamaria, "Improving the student reading skill by using preview, ask question,read and summarize (PARS) strategy of the second-grade student of MTS", (*thesis,* PTK State Islamic Institute (IAIN) Parepare, Parepare, 2018), p.12.

e. **Assessment Of Reading**

Assessment of reading ability is important as a way to understand students' reading abilities. the assessment makes a serious effort to capture important aspects of the comprehension ability component. Such a test should attempt to translate the following aspects of the reading construct into an effective reading test. Key component capabilities for reading comprehension.[27]

David said the seven factors included evaluating reading comprehension, such as word understanding, context meaning, main reasoning, answering certain text-based questions, paraphrasing text-based questions, drawing conclusions about content, and the author's purpose. In this case, the researcher assesses the reading with certain aspects such as finding the main ideas, understanding the contents of the text, and the author's purpose.[28]

Table 2.1

Reading comprehension ability performance assessment

No	Aspect	Excellent (3)	Good (2)	Fairly (1)	Poor (0)
1	Main idea	Answers include clear generalizations that state or	Answers state or imply the main idea of the story	Indicator of an accurate or incomplete understanding of the main idea	Answers include minimal or do not understand the main idea

[27]Tiruvalla, Lizu Verghis, "Reading Assessment", *International Journal of Research and Analytical Reviews,* Vol. 5, No. 4, December 2018, p.50.

[28]Pearson,P. David, and Diane N. Hamm, "The Assessment of Reading Comprehension: A Review of Practices-Past, Present, and Future", *Children's Reading Comprehension and Assessment,* January 2005, p. 21.

		imply the main idea			
2	Understanding Information	students get the most relevant information stated in the text to answer questions or complete assignments	Students get relevant information stated in the text to answer questions or complete assignments	Students get some relevant information stated in the text to answer questions or complete assignments	Students get relevant bits of information stated in the text to answer questions or complete assignments
3	Conclusion	Students conclude correctly and clearly and in accordance with the reading teks	Students conclude that not precies and clear abaout the reading teks	Students conclude incorrectly and unclearly with the reading teks	Students conclude that not accordance with the reading teks

The main purpose of the assessment task is to collect information and draw conclusions about the abilities of students. The following list summarizes most of the task options used in reading assessment tests.

Table 2.2

The scores of assessment criteria and contributions are assessed.[29]

No	Classification	Score
1	Excellent	100
2	Very Good	90-95
3	Good	80-85
4	Fairly Good	70-75
5	Fairly	60-65
6	Poor	50-55

2. **Collaborative Learning**

   a. **Definition Of Collaborative Learning**

   Collaborative learning is an umbrella term for various educational methods that involve shared spiritual pursuits between students or students and teachers. Collaborative learning is a learning model that is carried out in group work consisting of two or more people struggling for shared understanding, finding solutions, and meaning, practicing learning skills, or generating discoveries[30] Collaborative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in group and in which each learner is held accountable for

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[29]Depdikbud, "*petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk Pelaksanaan Penilaian*", (Jakarta: Departemen Pendidikan dan Kebudayaan, 2000.)

[30]Martha Kumala & Thomas Pandonge, "Collaborative Learning Method In Teaching English", *Sintuwumaroso JET*, Vol.3, No.1, Agustus 2017, p.51.

his or her own learning and is motivated to increase the learning of others. what makes collaborative learning different; it is the way students and teachers work together. Teachers help students learn how to study effectively. In collaborative learning, students social skills teachers so they can work together.[31]

b. **Collaborative characteristics**

In collaborative learning there are characteristics that are different from individualistic and competitive learning. Following are the characteristics of collaborative learning.[32]

a. Students study in one group and have a sense of dependency in the process study, completion of group assignments require all members to work together.

b. Intensive face-to-face interactions between members of the group.

c. In a classroom learning situation, the score is obtained by an individual will affect the score of the group, so that an individual will be responsible responsible for success and failure group.

d. Students must learn and own interpersonal communication skills.

e. The role of the teacher as a mediator.

f. There is knowledge sharing and interaction between teachers and students, or students and students.

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[31]Diane Larsen-Freeman, "*Techniques and Principles in Language Teaching*", (New York: Oxford University Press, 2000), p. 164

[32]Amiruddin, "Cooperative and Collaborative Learning*", Journal of Education Science (JES)*, Vol. 5, No. 1, April 2019, p. 29-30.

g. There is an evaluation of the group process. The explanation above shows that collaborative and cooperative learning models is actually a student center, that is focus on classroom management learning in students.

c. **The Benefits of Collaborative Learning**

Collaborative learning has many benefits if all the features and elements are implemented and run properly. The benefits of collaborative learning include:[33]

1. Celebration of Diversity

   Students learn to work with all types of people. During small-group interactions, They have numerous opportunities to reflect on and respond to the various reactions that their peers have to the questions posed. Small groups also allow students to contribute their culturally diverse perspectives to a problem. This exchange will undoubtedly assist pupils in better understanding other cultures and points of view.

2. Acknowledgment of individual differences

   When questions are posed, various pupils will respond in a number of ways. Each of these can assist the group in developing a product that reflects a diverse range of viewpoints and is thus more complete and comprehensive.

3. Interpersonal development

   Students learn to relate to their peers and other learners as they collaborate in group projects. This is especially beneficial for students who struggle with social skills. Structured interactions with people that actively engage pupils in learning

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[33]Chandra Ritu. "Collaborative Learning for Educational Achievement". *Journal of Research & Method in Education,* Vol. 5, No. 2, April 2015, p.5

can benefit them. In small groups, each member has the opportunity to contribute. When students work as a team, they are more likely to take ownership of their topic and to think critically about connected concerns.

4. More opportunities for personal feedback

   Students receive more personal feedback regarding their ideas and responses since there is greater exchange among students in small groups. This type of feedback is frequently unavailable in large-group instruction, where one or two students express ideas while the rest of the class listens

d. Kinds of collaborative learning

There are many kinds of collaborative learning that have been developed by educational experts and practitioners, but only about ten kinds have received widespread attention, namely:[34]

1) Learning Together.

   With this method, class groups consist of various students. Each group works together to complete the task given by the teacher. The group is only given one assignment sheet and does it. assessment of the results of group work.

2) Teams-Games-Tournament (TGT).

   One of the learning models is collaborative learning which places students in groups and even group members consisting of 5 to 6 students who compete with other group members according to their abilities. Assessment is based on the number of points received.

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[34]Roberts, S. Timothy, *"Online collaborative learning"*: (Theory and Practice: Idea Group Inc. 2004)

3) Group Investigation (GI).

A collaborative learning model that emphasizes student interaction in a group. All team members should have a problem-solving and investigation plan. The group decides what to do and who does it. Assessment is based on the process and results of teamwork.

4) Academic-Constructive Controversy (AC).

Collaborative learning model in which each member of the group must have their role to be in a situation of conflict both with group members and with other group members, which develops based on their learning outcomes. This learning prioritizes the attainment and development of the qualities of problem-solving, critical thinking, mindfulness, relationships, mental health, and harmony. the assessment is based on the ability of each member or group to hold the position he chooses.

5) Jigsaw Procedure (JP).

In this learning, students play a more important role than the teacher. group members were assigned different tasks on the subject. For each member to understand as a whole, the exam is given with broad material. Grades are based on the average of the group's test results.

6) Student Team Achievement Divisions (STAD)

One model of collaborative learning is done by dividing students into small groups. members in groups learn from one another and teach one another. Which focuses on individual success affects group success.

Assessment is based on the achievement of individual and group study results.

7) Complex Instruction (CI).

This learning method emphasizes in particular, the conduct of discovery-oriented projects in the natural sciences, mathematics, and social sciences. The focus is on developing the interests of all members of the Theme group. This method is usually used to study bilinguals (using two languages) and among students, it varies greatly. Assessment is based on workflow and group results

8) Team Accelerated Instruction (TAI).

The form of learning is a combination of collaborative learning with individual learning. Gradually each group member receives a Question that they must complete first. After this, the assessment is carried out in groups. When it comes to steps. After getting it right the first time, each student works on the problem from the next step. However, if the student does not complete the first stage question correctly, he or she must complete just one more question. Each level of questions is arranged based on the difficulty level of the questions. Assessment is based on the results of individual and group learning

9) Cooperative Learning Structures (CLS).

In this study, all groups were formed from two students (pairs). One Student acts as the tutor and the other as the tutee. Tutor Asks questions for

the teacher to answer. If the answer is tutee That's right, he received a predetermined point. Two students who are regular partners switch roles

10) Cooperative Integrated Reading and Composition (CIRC).

This learning model emphasizes learning to read, write, and grammar. In this lesson, students assess each other's reading and writing skills and grammar both written and spoken in groups.

From the type of collaborative learning above, researchers raised learning together (LT) as study material which is expected to improve student learning outcomes and students can instill a sense of togetherness, mutual respect, respect for the opinions of others, and build good cooperation.

1. Learning Together

a. Definition of Learning Together

The Learning Together (LT) learning model is a cooperative learning model with the use of heterogeneous study groups and emphasizes positive interdependence, and face-to-face interactions that support each other, help and respect each other as well as individual and small group responsibility for joint success.[35] Student success is linked to team member success and can be structured through Shared goals, Shared rewards, Shared resources, complementary roles and Shared group identity. Individual accountability means that the performance of each member is assessed and the results are given to the team and individuals so that team members do not take advantage of the

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[35]Slavin, Robert E. "*Pembelajaran kooperatif*". (Bandung:Nusa Media, 2005).

efforts of their teammates for nothing, but group members still help each other, share and support each other's efforts to succeed.[36]

b. **The Strengths and Weaknesses of Learning Together**

Specifically, Slavin mentions the advantages of the learning together learning model, namely:

1) Learning together is very important to improve student's skills in the material being taught

2) The dominance of the teacher in learning decreases

3) All students become more prepared

4) Practicing cooperation in learning together well and helping students who are lacking.

Meanwhile, the weakness of the learning together model is:

1) It is only suitable to be applied in high classes because it is more dominated by discussion and presentation activities

2) It takes a long time and is tedious

3) Cannot see the ability of each student because of working in groups.[37]

Learning with the learning together method is not just learning in groups, it is also necessary to pay attention to how students build cooperation in groups, class conditions, and the motivation that is built in these groups.

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[36]Ghazi Ghaith, "Effect of the Learning TogetherModel of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation",*Bilingual Research Journal,* Vol.27, No.3, February 2017, p.451-574

[37]Ibid, p.250

To overcome the weaknesses of learning together, namely, what is meant by discussion in learning together is aimed at solving problems, answering questions, increasing and understanding students' knowledge, not debates that are in the nature of arguing but rather determining decisions that support joint goals, so for junior high school students it can also be a discussion. To find out the abilities of each student, namely through interactive learning that involves the role of each student. each group must be able to show that their group is a cohesive group, each group member has a role and must be responsible for the results they obtain.

c. **The steps of the learning model learning together**

Learning together learning is a learning model that involves students, who are divided into each groups consisting of four or five students with different competencies. Each group receives one task sheet, receives praise and awards based on the group's work

Some of the steps of the learning model together are as follows:

1) The teacher conveys the learning objectives accompanied by motivating students

2) Presenting information to students about learning materials

3) Form students in several heterogeneous groups

4) Each group receives an assignment sheet for discussion material and completes it

5) Evaluate learning outcomes about the material being studied

6) Students present their work

7) Giving praise and awards based on the results of group work. The awards given are based on the individual learning of all group members.[38]

d. The role of the teacher in learning together

With various forms of discussion and various purposes. then the role of the teacher also varies in each lesson by way of discussion.[39]

The following is the teacher's role in learning together:

1) The teacher as supervisor

In carrying out a group discussion, the teacher must not let students discuss just like that. The teacher must master the implementation of the discussion, both in terms of the technical aspects of the discussion, the material discussed, student activities and the direction of the discussion.

2) Teachers as experts

In the discussion of learning to solve a problem, the teacher can act as an expert who knows more about various things than students. The teacher must also be able to tell, answer questions or examine everything that is being discussed.

3) The teacher as a driving force

This role is prioritized for students who are not yet capable enough to digest the knowledge and opinions of others as well as formulate and issue

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[38]Ririn Andriani, "*metode pembelajaran kooperatif,* (Jakarta, search.html,2009). P.2

[39]Sulhan, "*pengembangan karakter pada anak*", (Jakarta:Mnajemen Press,2006). P.18

their own opinions. Teachers also still need to help and encourage each member of the group to create and develop the creativity of each student.

CHAPTER III

RESEARCH METHOD

A. Setting Of Research

This research will be conducted on class VIII A students of MTS Yusuf Abdussatar for the 2023/2024 academic year, located in Kediri, Santri City, Kediri District, West Lombok Regency. The research is conducted through teaching learning process in the classroom at the second-grade students A MTS Yusuf Abdussatar where the students population are 35 students. The reason the researcher take location for doing research was that researcher was an alumnus of this institution and the research found the students problem in english reading ability. So that way, the researcher is interested in conducting research there.

B. Object of Research

The objective of this research is to find out whether collaborative learning type learning together is effective in improving the reading ability of class VIII A students at Mts Yusuf Abdussatar

C. Design of Research

In this study, researchers used Classroom Action Research (CAR). The purpose of classroom action research is to solve student problems and find out what actions are carried out in class. action research is a systematic collection of data aimed at bringing about social change. Action research is a teaching method that is carried out by a teacher or researcher to find out what is happening in the classroom, and uses a variety of teaching methods and strategies, but it is necessary to determine which strategy is appropriate to the problems of students in the classroom. to expand knowledge about teaching.[40] Class Action Research,

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[40] Siti Khasinah, Classroom Action Research, *jurnal pionir*, vol. 1, No.1, Desember 2013

commonly abbreviated as CAR, is a research method in which the researcher directly plunges into the subject's environment, meaning that the researcher becomes the actor of the research object and intervenes in the research subject, observes every activity, and documents what happens.

Classroom Action Research (CAR) procedure used in this research is a cycle model procedure according to Kemmis and Mc Taggart. Kemmis and Taggart explained the CAR model or procedure into 4 stages. (1) Plan (2) Action (3) Observation and (4) Reflection[41]

The researcher describes this cycle through a class action research design scheme by Kemmis and Mc Taggart
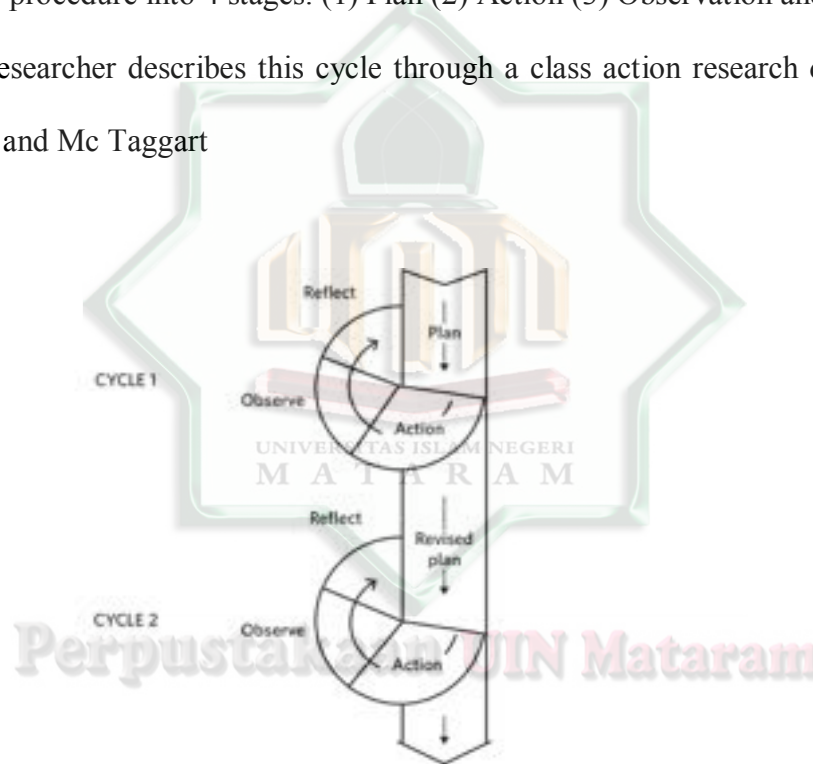
In the next step, the researcher asked about the process of learning to read, challenges in reading English texts, and students' skills in reading. This research consists of two cycles. Cycle I and cycle 2.

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[41] Agung Prihantoro, Fattah Hidayat, Melakukan Penelirian Tindakan Kelas, *Jurnal Ilmu-ilmu Keislaman,* Vol. 9, No.1, June 2019, p.56.

1) Cycle 1

Cycle 1 consists of the following steps:

a. Planning

At this stage, the researcher asked the English teacher's advice on a good way of teaching. The researcher's action plan includes:

1. Prepare a list of attendees and a list of assessments

2. Prepare lesson plans and materials

3. Prepare an observation sheet

4. Prepare research instruments

b. Action

At this stage, the researcher conducts learning by applying the lesson plan collaboratively, with sketches that have been prepared based on the planning stage. And researchers make observations during the ongoing learning process

c. Observation

At this stage, the researcher observed the actions and activities of students during class. Through this observation, researchers will know the success of the action plan. Did the implementation of the Action increase as expected or not. To support the observation the researcher recorded each activity.

d. Reflection

Reflection is done at the end of the cycle. At this stage researchers and teachers both examine the results obtained during the learning action

2) Cycle II

Implementation of the second cycle is a follow-up of the first cycle. If in cycle 1 there are weaknesses in collaborative learning, the researcher will carry out the next cycle. This second cycle aims to improve the results of the first cycle. The steps used in the second cycle are the same as the first cycle, namely planning, action, observation, and reflection.

D. **Planning of Research**

The action plan is the initial stage for achieving a result, at this stage, the researcher explains the reasons for conducting action research, and research preparations are carried out such as lesson plans, observations, texts, and observation instruments. The researcher started with a meeting with the English teacher to discuss preparation for collaborative learning activities to improve students' reading skills. As a suggestion from English teachers to researchers, prepare all the techniques needed during the learning process, such as:

1. Prepare a list of attendees and a list of assessments
2. Prepare sample teks descriptive
3. Prepare lesson plans and materials
4. Prepare an observation sheet
5. Prepare research instruments

E. Instrument Of Research

In this study, researchers used instruments in the form of observation checklists and tests to collect data from previous research conducted by Moh Nurhan Zikril Fikri entitled "The Implementation Of Group Investigation (GI) Method To Improve Students' Reading Comprehension".[42] The research instrument is as follows:

a. Observation

Observation is one of the non-test techniques used to determine student abilities that aim to measure a variable. Observation allows researchers to get information that is seen, heard, or felt directly. By making observations, researchers have the opportunity to understand the situation that occurs during the teaching and learning process.[43] Observation At this stage the researcher directly observed the activities of students and teachers. The researcher observed the active participation of students, the classroom situation during the teaching and learning process, and the performance of the teacher (researcher) by using an observation list

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[42]Moh Nurhan Zikril Fikri, "The Implementation Of Group Investigation (GI) Method To Improve Students' Reading Comprehension At Eleventh Grade Of SMA Negeri 2 Selong In Academic Years 2020/2021, (*Thesis,* Study Program of English Language Education of Universitas Islam Negeri Mataram, Mataram, 2021, p.32

[43]Pangestu Adi Wijaya, Improving Students' English Reading Skills By Using Peer Assisted Learning Strategies Of Grade VII Students Of SMP 1 Jogonalan Klaten In The Academic Year 2013/2014, (*Thesis*, Language And Arts Faculty, State University Of Yogyakarta, Yogyakarta 2015), p. 54.

Table 3.1

Teacher Checklist Observation

No	Activity	Score				
		1	2	3	4	5
1	The teacher starts the lesson with Greetings and asking conditions					
2	The teacher takes the attendance of students in Class					
3	The teacher explains the aims and objectives learning and motivating students					
4	Convey information to students about learning materials					
5	The teacher groups students into several heterogeneous groups					
6	Each group receives an assignment sheet for discussion and completes it					
7	The teacher guides and observes students					
8	Evaluate learning outcomes about the material studi					
9	Students present their work					
10	The teacher gives praise and awards based on the re of group work					
	Total score					
	Activity Percentage					
	Category					

Method of assessment: The total score is obtained from the sum of the teacher's activity values and to produce a percentage of teacher activity using the following formula:

Teacher activities score x 100%

    Score max

For categories obtained from the final score of the teacher's activities. There are four categories of teacher scores such as

Table 3.2

Categories of Teacher Scores

NO	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

Table 3.3

Students Checklist Observation

No	Activity	Score				
		1	2	3	4	5
1	Students answer the teacher's greeting					
2	Readiness of students in receiving lessons					
3	Student attention to the lesson					
4	Students participate actively in the learning process					
5	Students pay attention to the steps for using learning together					

6	Students are compact in their groups					
7	Student creativity in answering teacher questions					
8	The activeness of students in thinking and opinion					
9	Students present their work					
10	evaluate learning outcomes					
	Total Score					
	Activity Percentage					
	Category					

Method of assessment: The total score is obtained from the sum of the Student's activity values and to produce a percentage of students' activity using the following formula: Student activities score x 10

Score max

For categories obtained from the final score of the teacher's activities. There are four categories of students' scores such as

Table 3.3

Categories of Student Scores

NO	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

b. Test

Suharsimi Arikunto stated that a test is a tool or procedure that is used to find out or measure something in an atmosphere in a way and rules that have been determined. Tests are given to students to obtain data about learning outcomes and tests can assess students' abilities and knowledge.[44] Researchers use the test as an instrument to determine differences in students' abilities before using collaborative learning and after using collaborative learning. The researcher gave the reading text to the students and the test was assessed from several aspects such as: find the main idea and information understanding.

Tabel 3.5

Reading comprehension ability performance assessment

No	Aspek	Criteria	Skor
1	Main idea	Answers include clear generalizations that state or imply the main idea	3
		Indicator of an accurate or incomplete understanding of the main idea	2
		Answers include minimal or do not understand the main idea	1
2	understanding Information	students get the most relevant information stated in the text to answer questions or complete assignments	3
		Students get relevant information stated in the text to answer questions or complete assignments	2
		Students get some relevant information stated in the text to answer questions or complete assignments	1

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[44]Suharsimi Arikunto, "*Dasar-Dasar Evaluasi Pendidikan*", (Jakarta: PT. Bumi Aksara, 2012), p.61

Assessment criteria:

1 = Poor

2= Fairly

3= Good

4= Excellent

To measure students' reading ability, the researcher referred to the rubric proposed by David and Diane in Children's Reading Comprehension and Assessment as presented on page 14. Therefore the researcher collects student scores using the following rubric

Tabel 3.6

Reading Aspect

No	Students	Reading Aspect			Total	Conversion
		Main idea	Understanding Information	Conclusion	Score	Score
1						
2						
3						
4						

To find out the level of success of those who pass the KKM English with a minimum score and the KKM is 75, the researcher will use the following formula:

$$\frac{\text{Students Score}}{\text{Score Max}} \times 100$$

F. Taking Action

This step was planned very carefully and took into account the situation at school using two cycles. Furthermore, students will receive learning provided by researchers and carry out or complete the assignments given. At this stage, the researcher conducted two cycles for all activities in the class until the research was completed. Researchers focused on improving students' reading skills by using collaborative learning.

1) Initial Activities

a. Greet, start the learning process by greeting and asking about the students' condition

b. Researcher Checks student attendance

c. Researchers Explain the purpose of the research

d. Researchers explain the purpose of the learning process

2) Core activities

a. The teacher conveys the learning objectives accompanied by motivating students

b. Presenting information to students about learning materials

c. Form students in several heterogeneous groups

d. Each group receives an assignment sheet for discussion and completes it

e. Evaluate learning outcomes about the material being studied

f. Students present their work

g. Give praise and awards based on the results of group work. The awards given are based on the individual learning of all group members

3) Close Activity

a. Researchers provide opportunities to students about the problems experienced during learning activities

b. Researchers answer student questions

c. The researcher greets and closes the lesson

G. Observation (Monitoring)

At this stage, the researcher observes student activity during learning to get information about actions in class, such as attitudes, attendance, and activity. Through this observation, researchers observe the application of collaborative learning

H. Data Analysis And Reflection

The data analysis process consists of data analysis in the field, namely during the implementation of activities and analysis of data that has been collected. The data that has been collected is in the form of observations, test results and field notes. All data were analyzed using descriptive analysis. The data analysis phase begins with reading all of the existing data from various sources, then conducting data reduction, arranging them in units and categorizing them.

The success criterion for improving students' reading skills is an increase in reading skills as seen from the results of observations which show that the implementation of the learning process is according to plan and students show high reading skills in learning to read and achieve an average score.

I. The Indicator of Succes

The researcher decided that this research could be shown to achieve success if there was an increase in students' reading skills or if students could complete a minimum score of 75 based on the KKM (Minimum Completeness Criteria) that had been decided by the English

teacher. The researcher expected a minimum of 80% of students who passed the passing grade.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Desription and Research Setting

   1. General Description of MTS Yusuf Abdussatar

   Madrasah Tsanawiyah Yusuf Abdussatar is located in Kediri, the city of students, Kediri, West Lombok, NTB Provence. The address of MTS Yusuf Abdussatar is jln.Kali Babak, Karang Bedil North, Kediri, posted code 83511. MTS Yusuf Abdussatar has facilities in the form of a Principal's Room, Administration Room, library, bathrooms, computer lab, canteen basketball court, and 15 class to study.

B. Research result

The purpose of this research is to improve students' reading skills in class VIII A MTs Yusuf Abdussatar through collaborative learning type learning together. This research consists of 2 cycles, each cycle consisting of planning, action, observation and reflection. This chapter describes various research findings and explores how to use learning together to improve students' reading skills.

   1. Cycle 1

      a. Planning

         English teachers and researchers provide several things to teach reading and the learning process, such as lesson plans, materials, and tests. The collaborative learning method is applied in the teaching and learning process. Teachers and students must participate in class activities. The teaching and learning process is based on lesson plans.

b. Action

   At this stage the researcher conducted 3 meetings. At the first meeting the researcher explained the purpose of conducting data in class and explained the methods used during the research. At the second meeting the researcher divided the students into several groups. At the third meeting the researcher applied the method during the teaching and learning process and the third meeting of the researcher

1) First Meeting

   The first meeting was held on August 3, 2023. The teacher explained to students that several meetings would be taught by researchers. objective. The researcher started by greeting and introducing himself and explaining his purpose. The researcher distributed the reading text entitled Pak Kartolo. The researcher explained about the collaborative learning method of the type of joint learning which will be applied in the next few meetings. The researcher asked what was contained in the text then the students came forward to read it in front of the class. Finally, the researcher closed the learning process and will continue the next meeting.

2) Second Meeting

   This meeting was held on August 9 2023 in this meeting the researchers formed groups. The procedure is that the researcher starts learning by greeting students and students respond to the teacher's greeting. Then the researcher checked the attendance of the students then the researcher formed the students in several groups by means of the students counting from one to six then the students looked for groups with the same number. The researcher

distributed the previous text material entitled Mr. Kartolo. The researcher continued the lesson by asking students to discuss the text and several students asked the meaning of some vocabulary words. Then the students began to actively provide opinions when the researcher opened the discussion session on the main idea. The activity was continued by asking students to write in front of the information they got such as topic, vocabulary, generic structure and conclusions. After the students advanced the researcher gave positive feedback and gave praise based on their work. The researcher conducted a test at the next meeting.

3) Third Meeting

This meeting was held on August 10, 2023. At this meeting the researchers started testing students' reading skills through collaborative learning type learning together. The procedure is that the researcher starts learning by greeting students and students respond to the teacher's greeting. Then the researcher checked the students' attendance and then reviewed the teaching material about the descriptive text entitled Santika Hotel. The researcher began to prepare an assessment rubric for the students to gather with each group. The students answered the questions in the reading text about main ideas, understanding information and conclusions of the reading text. After everything is done, then the students come forward to read the conclusions of the reading text. When finished, the teacher gives praise based on the results of group and individual work and closes the learning process.

c. Observation

At this stage, MTS English teacher Yusuf Abdussatar acts as an observer who observes activities in the classroom during the teaching and learning process. Observers use a pre-prepared observation checklist to observe teacher and student activities. Therefore, the observer only needs to give a mark (√) based on the actual conditions in the class. The results of the checklist observation in cycle one are described as follows:

1) Observation sheet

This observation included two kinds of activity, namely teacher and students" activities. Each of the activities will be described below.

a) Teachers checklist Observation

Table 4.1

Teacher's checklist observation in cycle 1

No	Activity	Score				
		1	2	3	4	5
1	The teacher starts the lesson with Greetings and asking conditions					✓
2	The teacher takes the attendance of student Class					✓
3	The teacher explains the aims and objectives learning and motivating students			✓		
4	Convey information to students about learning materials			✓		
5	The teacher groups students into several heterogeneous groups				✓	
6	Each group receives an assignment sheet for			✓		

No	Activity				
	discussion and completes it				
7	The teacher guides and observes students			✓	
8	Evaluate learning outcomes about the material studied			✓	
9	Students present their work			✓	
10	The teacher gives praise and awards based on the results of group work			✓	
	Total score	35			
	Maksimum	50			
	Activity Percentage	70%			
	Category	High			

Method of assessment: The total score is obtained from the sum of the Teachers activity values and to produce a percentage of teachers activity using the following formula:

Teachers activities score x 100%

Score max

category obtained from the final score of teacher activities. There are four score such as

No	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

Teachers Activities Score =

$$\frac{total\ Score}{maximum\ Score}\ x\ 100\%$$

$$P= \frac{35}{50}\ x\ 100$$

$$P= 70\%$$

From observing the teacher's activity above, the teacher's percentage score was 70%, which means that the teacher teaches well. However, some aspects need to improve reading skills through learning together using descriptive text, teacher instructions to find main ideas, important details and difficult vocabulary, teachers help students find main ideas and conclusions.

b) Student activity worksheets

Tabel 4.2

Students checklist observation in cycle 1

No	Activity	Score				
		1	2	3	4	5
1	Students answer the teacher's greeting					✓
2	Readiness of students in receiving lessons				✓	
3	Student attention to the lesson				✓	
4	Students participate actively in the learning process			✓		
5	Students pay attention to the steps for using learning together				✓	
6	Students are compact in their groups				✓	
7	Student creativity in answering teacher questions			✓		
8	The activeness of students in thinking and opinion			✓		
9	Students present their work				✓	
10	evaluate learning outcomes				✓	
	Total Score	38				
	Activity Percentage	50				
	Category	76%				

Method of assessment: The total score is obtained from the sum of the Student's activity

values and to produce a percentage of students' activity using the following formula:

Student activities score x 100

    Score max

For the category obtained from the final score of teacher activities. There are four score such as

No	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

$$\text{Students Activities Score} = \frac{total\ Score}{maximum\ Score}\ x\ 100\%$$

$$P= \frac{38}{50}\ x\ 100$$

$$P= 76\%$$

From observing student activity above, the teacher's percentage score was 76%, which means that the teacher teaches well. However, several aspects need to be improved such as active participation of students in the learning process, student creativity in answering teacher questions and student activity in thinking and arguing.

c) The students score

1) Pra-Cycle

Table 4.3

Students score in Pra-cycle of reading Ability

No	Students	Reading Aspect			Total	Conversion
		Main idea	Understanding Information	Conclusion	Score	Score
1	AE	2	2	1	5	55
2	AQS	2	2	2	6	66

3	AS	1	2	2	5	55
4	ANR	2	1	2	5	55
5	AYR	2	2	3	7	77
6	AAR	2	2	3	7	77
7	ARO	3	2	2	7	77
8	ASN	2	3	2	7	77
9	BMF	1	2	1	4	44
10	BRJ	2	2	1	5	55
11	DSN	2	1	2	5	55
12	DA	1	1	1	3	33
13	EA	2	2	3	7	77
14	FF	2	2	1	5	55
15	FK	2	1	1	4	44
16	HBR	2	2	3	7	77
17	HF	1	1	2	4	44
18	HMA	1	2	1	5	55
19	IR	2	2	2	6	66
20	IA	1	1	2	4	44
21	K	2	2	2	6	66
22	LA	2	1	1	4	44
23	MA	2	3	2	7	77
24	MJ	1	2	1	4	44
25	NH	1	1	2	4	44
26	NHW	1	2	1	4	44
27	NTN	2	3	2	7	77
28	NM	2	3	2	7	77
29	NA	1	2	1	4	44
30	PW	1	1	1	3	33
31	SF	2	2	2	6	66

32	SFM	2	2	2	6	66
33	TIH	3	2	2	7	77
34	UF	2	3	2	7	77
35	ZN	1	2	1	4	44
Total						2068
Mean						59

The process of obtaining grades is taken from the value of each student in each aspect before using collaborative learning. For example AE gets 2 in finding main ideas, and 2 in finding information and 1 in drawing conclusions, so the total score is 2+2+1=5. The process of getting a conversion score as follows:

$$x = \frac{students\ score}{core\ maxsimal} x\ 100$$

$$= \frac{5}{9}x100 = 55$$

The process of getting mean score

$$X = \frac{number\ of\ all\ students\ score}{Total\ students} X\ 100$$

$$x = \frac{2068}{35} x\ 100 = 59$$

From the table above, students who took the test were 35 students. Based on this table, a value of 2068 was obtained which was collected from the scores of all students. The average value is taken from the results of the total student scores divided by the number of students. The average score is 59, meaning the score is low and needs improvement so that the results are better

2) Tes in cycle

Table 4.4

Students" score of Test in cycle 1

No	Students	Reading Aspect			Total	Conversion
		Main idea	Understanding Information	Conclusion	Score	Score
1	AE	2	3	3	8	88
2	AS	2	2	3	7	77
3	ASY	2	2	2	6	66
4	AR	2	2	3	7	77
5	AYR	2	3	2	7	77
6	AAR	3	2	3	8	88
7	ARO	2	3	2	7	77
8	ASN	3	3	2	8	88
9	BMF	2	2	3	7	77
10	BRJ	2	2	2	6	66
11	DSY	2	2	2	6	66
12	DA	1	2	2	5	55
13	EA	3	3	3	9	99
14	FF	2	2	2	6	66
15	FK	2	2	1	5	55
16	HBR	3	2	3	7	77
17	HF	2	2	1	6	55
18	HMA	2	2	2	6	66
19	IR	3	2	2	7	77
20	IA	1	2	2	5	55
21	K	2	3	2	7	77
22	LA	2	2	1	5	55

23	MA	2	3	3	8	88
24	MJ	1	2	2	5	55
25	NH	2	2	2	6	66
26	NHW	2	2	2	6	66
27	NTN	3	3	2	8	88
28	NM	2	3	3	8	88
29	NA	2	2	1	5	55
30	PW	2	2	1	5	55
31	SF	2	3	2	7	77
32	SFM	2	2	3	7	77
33	TIH	3	3	2	9	99
34	UF	2	3	3	8	88
35	ZN	2	2	2	6	66
	Total					2552
	Mean					72

Based on the table above, there is a conversion, which is a technique for processing and converting raw test results into standard scores. All scores in the conversion are taken using the formula mentioned in the data analysis. Total conversions is 2552 average conversions taken from the total conversions d divided by the number of students. The conversion average is 72, this means that cycle 1 has not been successful because it has not fulfilled the MSMEs, namely 75. Then the researcher decided to continue to cycle I

d. Reflection

At this stage the researcher evaluates the results of applying collaborative learning type learning together in the teaching and learning process. There are still

many weaknesses based on the observation checklist of student and teacher activities and learning outcomes in cycle 1. Students do not pay attention to the teacher's explanation, students are still sleepy in class, students are embarrassed to read conclusions in front of the class, teachers often forget several steps in teaching using collaborative learning together. Based on this reflection, researchers need more efforts to improve students' reading skills through collaborative learning together in cycle II such as providing interesting teaching strategies and providing more motivation.

2. **Cycle 2**

Cycle 2 was carried out to complement the weaknesses in cycle 1. In this cycle, the operations were in the same form but of different types

a. Planning

At this stage the researcher prepared a lesson plan, with the same modifications as the first cycle based on the reflection results. In addition, the researcher also prepared reading test materials, student learning tools, revised teacher and student observation sheets and prepared test 2 to collect data.

b. Action

Implementation This action was carried out in 2 meetings, each meeting will be described below

1) The First Meeting

At the first meeting of this cycle which was held on August 16 2023 in this meeting the researcher asked students what they did not understand and what were their difficulties in understanding descriptive text using collaborative learning together. The procedure of this cycle is the same as the previous cycle, as the

researcher explains the material related to descriptive text and examples of word pronunciation. After that the researcher asked the students to sit back with their group, the researcher distributed the reading text entitled MY FAMILY to each group then the researcher asked the students to read the text and discuss the meaning of the reading text with their group. In this step, the researcher also invited students to ask questions that were not understood, after that the researcher closed the learning process

2) Second Meeting

At this meeting, held on August 19 2023, in this meeting the researcher asked students to return to their seats with their groups and then they discussed the reading text material that was distributed at the previous meeting. Researchers monitor their work. After that the researcher asked each student to come forward reading and try to find the main idea in each paragraph and conclude the contents of the text. After all the students advanced, the researcher closed the learning process.

3) Third meeting

This was the last meeting which was held on August 20 2023, at this meeting the researcher already knew that students' reading skills had improved. In this activity the researcher conducted a post test 2 to get student scores. Before carrying out the test the researcher started reviewing the last material to recall students' understanding of finding main ideas, looking for information and concluding the contents of the reading text. After that the researcher wrote the questions on the board about the reading text that was distributed earlier and the students started working on the test then the researcher monitored their work. After everything was

finished, the researcher closed the learning process and thanked the 8A class students for participating.

c. Observation

This observation includes two kinds of activities, namely teacher activities and student activities, each of which will be described below

1) Teachers checklist Observation

Tabel 4.5

Teacher's checklist observation in cycle II

No	Activity	Score				
		1	2	3	4	5
1	The teacher starts the lesson with Greetings and asking conditions					✓
2	The teacher takes the attendance of students Class					✓
3	The teacher explains the aims and objectives learning and motivating students			✓		
4	Convey information to students about learning materials				✓	
5	The teacher groups students into several heterogeneous groups					✓
6	Each group receives an assignment sheet for discussion and completes it				✓	
7	The teacher guides and observes students				✓	

8	Evaluate learning outcomes about the material studied			✓		
9	Students present their work				✓	
10	The teacher gives praise and awards based on the results of group work				✓	
Total score		41				
Maksimum		50				
Activity Percentage		82%				
Category		Very High				

Method of assessment: The total score is obtained from the sum of theteacher activity values and to produce a percentage of students' activity using the following formula:

$$\frac{\text{teacher activities score}}{\text{score max}} \times 100\%$$

For the category obtained from the final score of teacher activities. There are four score such

No	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

$$\text{Score of activities} = \frac{\text{teacher activities score}}{\text{score max}} \times 100$$

$$p = \frac{41}{50} \times 100$$

$$P = 82\%$$

From the observation of teacher activity above, the percentage of teacher scores is 82%. This means that the teacher's activity when implementing collaborative learning type learning together increases from cycle one and obtains a very good category, meaning that teaching activities in the learning process are very good. So, this is the last observation of the teacher's activities because it is very good.

2) Students checklist Observation

Tabel 4.6

Students checklist observation in cycle II

No	Activity	Score				
		1	2	3	4	5
1	Students answer the teacher's greeting					✓
2	Readiness of students in receiving lessons				✓	
3	Student attention to the lesson					✓
4	Students participate actively in the learning process				✓	
5	Students pay attention to the steps for using learning together				✓	
6	Students are compact in their groups					✓
7	Student creativity in answering teacher questions				✓	
8	The activeness of students in thinking and opinion				✓	
9	Students present their work					✓
10	evaluate learning outcomes				✓	

Total Score	38
Activity Percentage	50
Category	88%

The total score is obtained from the activities of each student, such as listening to the teacher's explanation about apperception and giving related to the material, responding to the teacher's greeting, paying attention to the teacher's explanation, etc. The percentage of student activity is greater than the formula below: $\frac{Students\ activities}{Score\ Max}$ x 100%

For the category obtained from the final score of teacher activities. There are four score such as

No	Teachers' Score	Category
1	100%-75%	Very High (VH)
2	74%-50%	High (H)
3	49%-25%	Low (L)
4	24%-0%	Very Low (L)

The percentage value of students is 88% of the student activity above. Thus, it means that the activity of students while participating in the teaching and learning process increased from cycle one and obtained a very good category, which means that student participation

was very good. Therefore, this is the last observation of student activities because student participation is very good.

3) Score test in cycle 2

Table 4.5

Students score cycle II

| No | Students | Reading Aspect | | | Total | Conversion |
		Main idea	Understanding Information	Conclusion	Score	Score
1	AE	2	3	3	8	88
2	AS	2	2	3	7	77
3	ASY	2	2	2	6	66
4	AR	2	2	3	7	77
5	AYR	2	3	3	8	88
6	AAR	3	3	3	9	99
7	ARO	3	3	3	9	99
8	ASN	3	3	2	8	88
9	BMF	2	2	3	7	77
10	BRJ	2	2	2	6	66
11	DSY	2	2	2	6	66
12	DA	2	2	2	6	66
13	EA	3	3	3	9	99
14	FF	2	3	2	7	77
15	FK	2	2	2	6	66
16	HBR	3	3	3	9	99
17	HF	2	2	2	6	66
18	HMA	2	2	2	6	66
19	IR	3	2	3	8	88
20	IA	2	2	2	6	66

21	K	2	3	2	7	77
22	LA	2	2	2	6	66
23	MA	3	3	3	9	99
24	MJ	2	2	3	7	77
25	NH	2	2	3	7	77
26	NHW	2	2	2	6	66
27	NTN	3	3	3	9	99
28	NM	3	3	3	9	99
29	NA	2	2	2	6	66
30	PW	2	2	2	6	66
31	SF	3	3	2	8	88
32	SFM	2	3	3	8	88
33	TIH	3	3	2	9	99
34	UF	2	3	3	8	88
35	ZN	2	2	2	6	66
Total						2805
Mean						80

Based on the table above, there is a conversion, which is a technique for processing and converting raw test results into standard scores. All scores in conversions are taken using the formulas mentioned in the data analyst. The total conversion is 2805. The average conversion is taken from the total conversion divided by the number of students based on the average table is 80. It can be concluded that the students' reading ability has increased. This means that the test in cycle 2 is categorized as successful.

Table 4.8

Score of students" activities

Meeting	Total score	Percentage
Before applying strategy	2101	60
Cycle 1	2552	72
Cycle II	2805	80

The results showed that there was an increase in student scores from the test before using collaborative learning type learning together in cycle 1. Students' scores in the pre-test were only 60% then, after using collaborative learning type learning together in post-test 1, the student's reading ability score was 72%. and the score on the post-test II cycle II was 80%. This means that students' reading ability increases using collaborative learning type learning together

d. Reflection

The second reflection begins after all the actions in cycle two have been completed and the outcome of this cycle can be the action that determines whether to continue or stop to the next cycle. Based on the evaluation results between the researcher and the English teacher, the results of this study can be assumed that the implementation of classroom action in improving students' reading uses collaborative learning type learning together in accordance with the plan that has been discussed by the researcher and the teacher previously. After reaching the research target in accordance with the research target, the researcher decided to stop the research because it was successful

C. Discussion

This research uses descriptive text, the research was conducted in class VIII A MTs Yusuf Abdussatar Kediri with an Islamic boarding school background in order to improve students reading Ability. This research is a classroom action research that uses teacher and students observation checklists and tests to collect data. This study aims to improve students' reading skills using collaborative learning type learning together. In addition, the researcher used a written test to determine students' reading ability. There are two cycles in this study: cycle 1 and cycle 2, and each cycle has four steps: planning, observation, action, and reflection.

In cycle 1, the learning process of collaborative learning type learning together in general has not been able to run well. The use of collaborative learning methods to improve reading comprehension skills makes students not too active/participate in learning. This happens because the teacher does not build a lively class to attract students' interest in learning to read. In contrast to cycle 2; class condition changed 11%. Students participate more in group learning. They actively listen to the teacher's explanation, follow instructions, focus on reading material, are unified in their groups and enthusiastically answer questions or conclude readings.

As a support in this study, researchers have proven that collaborative learning type learning together in improving the reading ability of class 8A MTs Yusuf Abdussatar Kediri is real. Namely taking several studies related to the research review above that reading skills are very good. It is an important aspect that must be learned and improved in learning English experiences for students.

Several previous studies have found findings similar to this study. according to Arliani Gunawan Putri, Arrin Nur Octavialis, and Irma Savitri Sadikin by using collaborative learning learning can develop students' reading skills. These similarities were found both in the use CAR method in research, documentation, and reading assessment to collect data. Not only that, the researcher and the previous research both implementing Learning Together (LT) to improve students' reading skills in terms of pronunciation, grammar, vocabulary, fluency, and reading comprehension.[45]

Teaching reading comprehension is essential because reading is the most important activity in any language class. Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning

And according to Sundari Ulfa, teaching using learning together can improve students' reading skills and student achievement.[46] Thus, the conclusion is that the application of this type of collaborative learning together can improve students' reading abilities and activities in the learning process well.

Based on the findings of this research, the researcher concluded that the use of collaborative learning methods significantly improved the reading comprehension abilities of students in class VIII MTS Yusuf Abdussatar Kediri. Therefore, this method

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[45] Arliani Gunawan Putri, Arrin Nur Octavialis dan Irma Savitri Sadikin, "Meningkatkan Keterampilan Membaca Siswa Melalui Pembelajaran Kolaboratif", *Jurnal Profesional Pendidikan Bahasa Inggris,* vol 2, No. 6, November 2019.

[46] Sundari Ulfa, "Meningkatkan Prestasi Siswa dalam Pemahaman Membaca Melalui Metode Belajar Bersama", *Jurnal Pengajaran Bahasa Inggris FBS UNIMED*, Vol. 1, No.1, 2012, hal. 14-17.

is very important for improving students' learning processes, especially in reading skills

because it allows students to learn using collaborative learning.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of the researchers above, it can be concluded that this study succeeded in improving students' reading skills through collaborative learning type learning together. This can be seen from the increase in student scores in each cycle of observation and test activities. Observation score of teacher activity in cycle 1 was 70% and in cycle II 82% while observation of student activity in cycle 1 was 76% and cycle II was 88% and student scores in test 2 were higher than test 1 which was 72% and 80% in cycle 2

In cycle 1, the researcher explained the Collaborative learning Method, found the author's main idea goals and understood the content of the reading in each paragraph. And by using the CL Method, students know how to find the main idea in a text, find the author's purpose in each paragraph and understand the contents of the reading.

In cycle 2, the researcher emphasized finding the main idea, the author's purpose, and reading each paragraph to solve the problem. On the other hand, researchers have helped them find the main idea, the author's purpose, and the contents of the reading to answer students' questions and guide them to find the main idea.

B. Sugestions

Based on research findings, the CL Method improves students' reading achievement; The CL method can be an alternative to overcome student boredom. Therefore, the researcher wants to give some suggestions to the readers, in particular

1. For Teachers

Collaborative learning type learning together will greatly help improve students' reading skills, so teachers need to maintain the use of the collaborative learning method in the next new school year in teaching reading.

2. For Students

Collaborative learning type learning together will really help to improve students' reading skills, so students need to focus on the teacher's explanation. In addition, students must be active and creative in the teaching and learning process and not disturb other friends while teaching and learning

3. For School

Head of MTS Yusuf Abdussatar Kediri should consider this strategy to be implemented by other teachers with other subjects, not only English teachers because it relates to observation. This strategy is better than the techniques or strategies used by the teacher.

4. For researchers

Researchers must consider good strategies in the teaching and learning process so that students become interesting, active and creative in the teaching and learning process. Then, with regard to observation, this strategy can help students' reading skills, so other researchers must take or use other strategies so that students don't get bored when the teaching and learning process takes place

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APPENDIX 1

Name of Students

No	Name	Genders
1	Alisya Elfitriani	Female
2	AlQurini Safitri	Female
3	Ananda safitri	Female
4	An-Nida Rahmawati	Female
5	Annisa Yulia Rahmadina	Female
6	Aulida Arbaeni Rohimi	Female
7	Aura Riska Oktaviana	Female
8	Ayu Sri Ningsih	Female
9	BQ. Melisya Fatimatuzzahra	Female
10	BQ. Ririn Juniarti	Female
11	Dian Srimulyaningsih	Female
12	Diana Aprilia	Female
13	Elquinsa Amalia	Female
14	Faizzatul Fitri	Female
15	Fijrianti Kusmayadi	Female
16	Haidy Bikodari Romidina	Female
17	Hani Febilia	Female
18	Huziana Mayazatul Azra	Female
19	Ihda Ramadhani	Female
20	Iin Ariyanti	Female
21	Konita	Female
22	Luluk Aulia	Female
23	Merita Anggraini	Female
24	Mutiara Jelita	Female
25	Najma Humayya	Female

26	Nanda Humaiyya Wulandari	Female
27	Nazwa Tiara Ningsih	Female
28	Nuri Maulida	Female
29	Nurul Azkia	Female
30	Putri Wulandari	Female
31	Suci Fitriani	Female
32	Suci Fitria Maelani	Female
33	Thalitha Irgendri Humaira	Female
34	Uswatun Fadila	Female
35	Zakiatun Nisa	Female
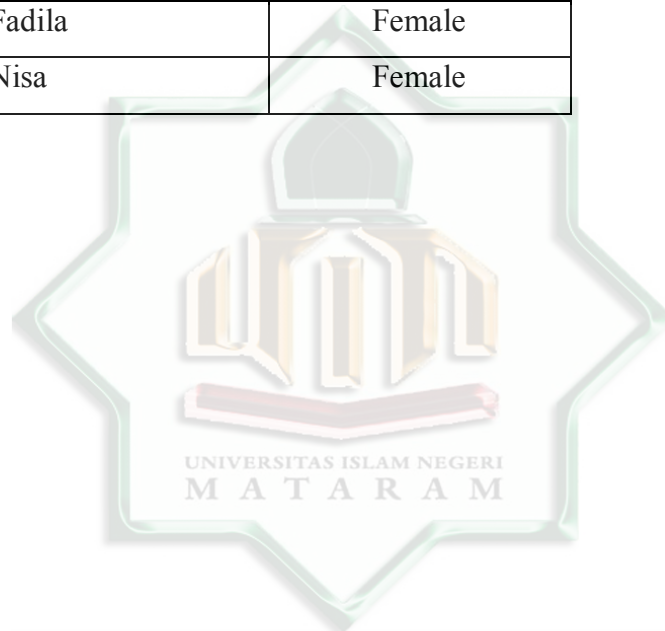
LESSON PLAN

A. Identitas

Nama Sekolah   : MTS Yusuf Abdussatar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/2

Tema/Sub tema   : Reading/Descriptive Text

Alokasi Waktu   : 4x45 menit

B. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleransi, damai), santun, tanggap dan pro-aktif.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

➢ Kompetensi Dasar

3.8 mensyukuri kesempatan dapat memepelajari Bahasa inggris sebagai Bahasa pengantar

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis sederhana terkait tempat wisata.

➢ Indikator

1. Siswa mampu mensyukuri Bahasa inggris sebagai Bahasa pengantar komunikasi internasional dengan lebih menggunakan Bahasa inggris dengan baik

2. Menganalisa topic dan gagasan utama dari teks deskriptive

3. Mengidentifikasi kosa kata yang sulit dalam teks descriptive

4. Mengidentifikasi detail informasi teks descriptive

5. Merespon makna dari teks descriptive

D. Tujuan Pembelajaran

Setelah mempelajari materi tentang Teks Deskriptive, peserta didik mampu mengerti makna dalam teks monolog yang menggunakan ragam Bahasa tulis secara akurat, lancar,dan mengerti dalam teks descriptive. Dan Siswa mampu membaca teks Bahasa inggris dengan baik dan jelas

E. Materi Pembelajaran

Text 1

Mr. Kartolo, the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. He usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

(Adapted from: English in Focus by Artono Wardiman)

Text II

Read and discuss the text with your group

The Santika Hotel

Santika is a new hotel in my city. It is a four-star hotel. It is located downtown. Santika Hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. It has 100 rooms, a fancy restaurant, and complete sports facilities including a swimming pool, tennis court, gym, and sauna, there are also a coffee shop and a karaoke room.

The rooms in the Santika Hotel are very nice. The rooms look very comfortable. They contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programs worldwide. The bathroom is very beautiful although it is not very big. It has a bathtub with hot and cold water so guests can bath in it comfortably.

The motto of this hotel is "Hospitality is our trademark." The staff of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can.

(Adapted from: English in Focus by Artono Wardiman)

Answer the question below. Activity 1

1. What is the main idea of the text?

2. Is the Santika hotel located in?

3. Mention the sports facilities available at Santika Hotel?

4. How many rooms does the Santika Hotel have?

5. Write a conclusion from the text above

Complete the text below. Activity 2

1. The…….in Santika hotel

2. Santika Hotel is not …….but the architecture is very beautiful.

3. The bathroom is very…….

4. The bathtub computed with…….and cold water

5. The stop has to be ……. To the guest

Text III

MY FAMILY

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and cooperative. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately, I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

(Adapted from: www.englishdirection.com)

Answer the questions below with your groups. Activity 1

1. What is the main idea of paragraph three

2. How many members of that family?

3. How is Mr. Lukman?

4. How is Nadina?

5. Why the writer can't speak Sundanese well?

Activity 2

1. Moher…….years old

2. He is quite tall, but a……..

3. Nadina has…….hair and freckles

4. Nadina is rather introverted but…….

5. Family are happily living in…..

Activity 3

Find the meanings of these words in Indonesian. Use the dictionary to help you.

1. family

2. father

3. mother

4. son

5. green eye

6. long hair

7. speak

8. smart

9. students

10. slim

F. Media dan Alat Pembelajaran

1. Contoh Deskriptive Text

2. Buku

3. Kamus

4. Papan Tulis

5. Spidol

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi	Waktu
Pertemuan pertama pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	10 menit
Kegiatan Inti	• Tanya jawab seputar membaca. Guru memberikan penjelasan lebih mendalam terkait hal-hal penting dalam membaca • Guru memberikan /menyediakan contoh teks deskripsi • Guru menjelaskan tentang metode collaborative learning type learning together • Guru menginstruksikan siswa untuk membacakan teks descriptive • Siswa menebak arti kata yang sulit	40 Menit

	• Guru meminta siswa untuk membaca di depan kelas	
Penutup	• guru mengundang siswa untuk bertanya mengenai apa yang belum dipahami • guru dan siswa menyimpulkan materi pembelajaran • guru menutup pembelajaran	10 menit
Pertemuan kedua Pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	10 menit
Isi	• Guru membentuk siswa dalam beberapa kelompok • guru menyuruh siswa berhitung dari 1 sampai 6, dan kemudian siswa berkumpul dengan nomor yang di dapatinya	40 menit

	• Guru membagikan lembar bacaan teks deskriptif tentang Mr. Kartolo pada masing-masing siswa dan bekerjasama menemukan informasi rinci dari teks deskriptif • Guru meminta siswa untuk maju kedepan menuliskan informasi yang di dapatakan • Guru menilai aktivitas siswa dari penilaian lembar observasi yang telah di tentukan • Guru memberikan pujian terhadap hasil kerja siswa		
Penutup	• guru mengundang siswa untuk bertanya mengenai apa yang belum dipahami • guru dan siswa menyimpulkan materi pembelajaran • guru menutup pembelajaran	10 Menit	
Pertemuan ketiga Pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa	10 Menit	

	• Gurumenyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	
Isi	• Siswa Kembali bergabung dengan kelompok • guru bertanya kepada siswa tentang materi yang sudah dipelajari • guru mereview materi ajar tentang Santika Hotel • guru melakukan post-test siklus 1 • guru menyiapkan rubrik penilaian • siswa menjawab pertanyaan yang ada dalam teks • siswa menyimpulkan isi bacaan • guru meminta siswa untuk maju kedepan membacakan hasil kerjanya • guru menilai masing-masing siswa	40 menit
Penutup	• guru memberikan pujian kepada siswa terhadap hasil kerjanya • guru menutup pembelajaran	

Pertemuan keempat Pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	10 menit
Isi	• Guru Kembali menjelaskan tentang teks deskriptif dan contoh pengucapan kata • Guru meminta siswa untuk Kembali duduk Bersama kelompoknya • Guru membagikan lembar bacaan teks deskriptif tentang My Family • Guru menginstruksikan siswa untuk membaca teks dan berdiskusi mengartikan teks tersebut • Guru membimbing dan mengontrol siswa	40 menit

Penutup	• guru mengundang siswa untuk bertanya mengenai apa yang belum dipahami • Guru meminta siswa untuk berlatihmembaca dirumahnya • guru menutp pembelajaran	10 menit
Pertemuan kelima Pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa • Gurumenyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	10 menit
Isi	• Siswa Kembali bergabung dengan kelompoknya • Tanya jawab seputar materisebelumnya. Guru memberikan penjelasan lebih mendalam terkait hal-hal penting dalam membaca • Guru meminta siswa untuk mendiskusikan materi sebelumnya	40 menit

	• Siswa di identifikasi tentang apa yang di dapatkan dalam cerita teks deskripsi tersebut. seperti apakah dapat menambah kosakata, tata bahasa, dan pengucapan yang benar • Guru memantau para siswa yang sedang berdiskusi dengan kelompoknya • Guru meminta satu-persatu siswa untuk untuk membaca didepan kelas dan menemukan ide pokok,infomasi rinci,dan kesimpulan • Guru menilai masing-masing siswa menurut cheklist observasi siswa	
Penutup	• Guru memberikan apresiasi kepada siswa yang berani dan percaya diri untuk bercerita di depan kelas. • Guru melakukan evaluasi terhadap hasil pembelajaran atau membaca siswa • Guru menutup pembelajaran	10 menit

Pertemuan keenam Pendahuluan	• Guru memberikan salam dan menyapa siswa menggunakan Bahasa inggris dan mengajak siswa untuk berdoa • Guru mengecek daftar kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru menyampaikan uraian kegiatan	
Isi	• Guru merivew materi trakhir • Guru melakukan post-test II untuk mendapatkan nilai siswa • Guru menuliskan soal di papan • Siswa mengerjakan soal tersebut • Guru memantau kerja siswa	
Penutup	• Guru memberikan apresiasi kepada siswa yang berani dan percaya diri untuk bercerita di depan kelas. • Guru melakukan evaluasi terhadap hasil pembelajaran atau membaca siswa Guru menutup pembelajaran	

H. Penilaian

- Penilaian observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

- Penilain kemampuan membaca

No	Aspek yang dinilai	kriteria	skor
1	Ide utama/ ide pokok	Sangat Baik	90-100
		Baik	80-85
		Cukup	70-75
		Kurang	≤ 55
2	Mengerti informasi	Sangat Baik	90-100
		Baik	80-85
		Cukup	70-75
		Kurang	≤ 55
3	Kesimpulan	Sangat Baik	90-100
		Baik	89-85
		Cukup	70-75
		Kurang	≤ 55

APPENDIX 3

TEST CYCLE 1

TEST CYCLE 2

Second Grade A at MTS Yusuf Abdussatar

Nomor   : 783/Un.12/FTK/SRIP/PP.00.9/07/2023   Mataram, 31 Juli 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : Permohonan Rekomendasi Penelitian

Kepada:
Yth.

Kepala Bakesbangpoldagri Provinsi NTB

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Luq-Luq Il Maknun
NIM	:	190107059
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Tujuan	:	Penelitian
Lokasi Penelitian	:	MTs. YUSUF ABDUSSATAR KEDIRI, LOBAR
Judul Skripsi	:	The Effectiveness of Collaborative Learning Type of Learning Together to Improve the Reading Ability of The Second Grade Students of MTS Yusuf Abdussatar
Waktu Penelitian	:	03 Agustus 2023- 25 Agustus 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI
Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
Email : bakesbangpoldagri@ntbprov.go.id   Website : http://bakesbangpoldagri.ntbprov.go.id
MATARAM
kode pos.83125

REKOMENDASI PENELITIAN
NOMOR : 070 /2534 / VIII / R / BKBPDN / 2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
   Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram
   Nomor : 783/Un.12/FTK/SRIP/PP.00.9/07/2023
   Tanggal : 31 Juli 2023
   Perihal : Permohonan Rekomendasi Penelitian

2. **Menimbang :**
   Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan   Rekomendasi Penelitian Kepada :

Nama	:	LUQ - LUQ II MAKNUN
Alamat	:	Sedayu SelatanRT./RW. 000/000 Kel/Desa Kediri Selatan Kec. Kediri Kab. Lombok Barat No. Identitas 5201024805010001 No Telpon 087744209171
Pekerjaan	:	Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul	:	THE EFFECTIVENESS OF COLLABORATIVE LEARNING TYPE OF LEARNING TOGETHER TO IMPROVE THE READING ABILITY OF THE SECOND GRADE STUDENTS OF MTS YUSUF ABDUSSATAR
Lokasi	:	MTs Yusuf Abdussatar Kediri Lombok Barat
Jumlah Peserta	:	1 (Satu) Orang
Lamanya	:	Agustus - September 2023
Status Penelitian	:	Baru

3. **Hal-hal yang harus ditaati oleh Peneliti**
   Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
   b. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
   c. **Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.**

   Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

   Mataram, 9 Agustus 2023
   an. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB
   SEKRETARIS

   ZULKARNAIN, S.Pd
   NIP. 19710104 199412 1 004

Tembusan disampaikan Kepada Yth:
1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Bupati Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat;
3. Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat;
4. Kepala Sekolah MTs. Yusuf Abdussatar Lombok Barat di Tempat;
5. Yang Bersangkutan;
6. Arsip

BADAN RISET DAN INOVASI DAERAH

Jalan Bypass ZAMIA 2 - Desa Lelede - Kecamatan Kediri - kode pos 83362
Kabupaten Lombok Barat - Provinsi NTB, E-mail: brida@ntbprov.go.id Website : brida.ntbprov.go.id

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SURAT IZIN
Nomor : 070 /3861/ II – BRIDA / VIII / 2023
TENTANG
PENELITIAN

Dasar : a. Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
b. Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
c. Surat Dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram. Nomor : 783/Un.12/FTK/SRIP/PP.00.9/07/2023. Perihal : Permohonan Izin Penelitian.
d. Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/12534/VIII/R/BKBPDN/2023. Perihal : Rekomendasi Izin Penelitian.

MEMBERI IZIN

Kepada :
Nama : Luq-luq Il Maknun
NIK / NIM : 5201024805010001 / 190107059
Instansi : Universitas Islam Negeri Mataram
Alamat/HP : Kediri, Sedayu Selatan / 087744209171
Untuk : Melakukan Penelitian dengan Judul : The Effectiveness Of Collaborative Learning Type Of Learning Together To Improve The Reading Ability Of The Second Grade Students Of Mts Yusuf Abdussatar
Lokasi : MTs Yusuf Abdussatar Lombok Barat
Waktu : Agustus - September 2023

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: litbang.bridaprovntb@gmail.com

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan Di Lombok Barat
Pada Tanggal, 10 Agustus 2023
KEPALA BIDANG LITBANG, INOVASI DAN TEKNOLOGI BADAN RISET DAN INOVASI DAERAH PROVINSI NTB,

LALU SURYADI, SP., MM
Pembina Tingkat I
NIP. 19691231 199803 1 055

Tembusan: disampaikan kepada Yth:
1. Gubernur NTB (Sebagai Laporan);
2. Bupati Lombok Barat ;
3. Kepala Kantor Kementerian Agama Kab.Lombok Barat ;
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram ;
5. Kepala Sekolah MTs Yusuf Abdussatar Lombok Barat
6. Yang Bersangkutan ;
7. Arsip.

SURAT KETERANGAN
Nomor: 043/B. 58/MTs. YAs/2023

Yang bertanda tangan dibawah ini Kepala *Madrasah Tsanawiyah Yusuf Abdussatar* Kediri, menerangkan dengan sebenarnya kepada:

Nama	:	**LUQ-LUQ IL MAKNUN**
NIM	:	190107059
Jurusan	:	Tadris Bahasa Inggris
Program Studi	:	S1
Alamat	:	Kediri
Judul Skripsi	:	*"the Effectiveness Of Collaborative Learning Type Of Learning Together To improve The reading Ability Of The second Grade Students Of MTs Yusuf Abdussatar"*

Memang benar yang tersebut namanya di atas telah mengadakan penelitian di MTs. Yusuf Abdussatar bulan Agustus s/d September.

Demikian Surat Keterangan ini dibuat dan diberikan kepadanya untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 05 September 2023
Kepala MTs. Yusuf Abdussatar

SOPYAN HADI, S. Ag

23

KARTU KONSULTASI

Nama Mahasiswa : Luq-Luq Il Maknun

NIM : 190107059

Pembimbing I : Husnawadi MA. TESOL

Pembimbing II : Prof. Dr. Hj. Nurul Lailatul Khusniyah, M.Pd.

Judul Skripsi : THEEFFECTIVENESS OF COLLABORATIVE LEARNING TYPE OF LEARNING TOGETHER TO IMPROVE THE READING ABILITY OF THE SECOND-GRADE STUDENTS OF MTS YUSUF

No.	Tanggal	Materi Konsultasi	Paraf
1	01/09 '23	Thesis	
2	25/08 '23	Thesis	
3	20/08 '23	Thesis	
4	2/09 '23	Thesis	
5.	12/09 '23	ACC	

Mataram,
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Judul Skripsi : THE EFFECTIVENESS OF COLLABORATIVE LEARNING TYPE OF

LEARNING TOGETHER TO IMPROVE THE READING ABILITY OF THE SECOND GRADE

STUDENTS OF MTS YUSUF ABDUSSATAR

No.	Tanggal	Materi Konsultasi	Paraf
1	5 Agst /2023	findings	
2	9 Agst /23	findings	
3	14 Agst /23	findings	
4	17 Agst /23	Discussion	
5	21 Agst /23	Discussion	
6	28 Agst /23	Discussion	
7	1 Sept /2023	ACC	ACC

Mataram,
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Husnawadi, MA.TESOL

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