

ABSTRACT

Reading is an important skill which has an important contribution so the success of learning the language. Reading needs comprehend to understand the context and get the new information of the texts. To make the student comprehend the text, the teachers must consider a strategy that suitable for teaching reading ability, and numbered-head together is one strategies that can make teaching-learning process become effective. The objectives of this research entitled “Collaborative Approach and Scientific Approach in Teaching Reading Ability on Descriptive Text” are to figure out whether can improve reading ability or not. The research method is used quantitative research, or more specifically the quasi-experimental design with two groups study at SMPN 1 Pasirkuda Cianjur which consist of 15 class in the Academic Year 2018/2019. The population in this research was the seventh grade students, and the sample are VII^a as experimental class taught by using Collaborative Approach especially Numbered-Head Together and VII^b as the control class taught by using Scientific Approach where each class consisted of 30 students. The instruments used in this research were pre-test and post-test, observation and interview. In analyzing the data, it was used Statistics SPSS 16. The result of analysis showed that: the mean pre-test experimental class was 37.00 and control class was 36.67, and mean score of post-test for experimental class was 55.68 And control class was 48.33 whereas sig. (2-tailed) T-Test was 0.003 lower than alpha level 0.05. it means H_0 was rejected. Based on the result of implementation between Collaborative Approach and Scientific Approach it showed that there was differences in learning process and improvement in students reading descriptive text. The teacher should consider numbered-head together as the alternative strategy for teaching reading ability.

Keywords: Collaborative Approach, Numbered-Head Together, Scientific Approach, Reading, Descriptive Text