

LEARNING AND SCIENTIFIC APPROACH IN TEACHING STUDENTS' READING COMPREHENSION

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By

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**ENGLISH EDUCATION STUDY PROGRAM
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APPROVAL SHEET

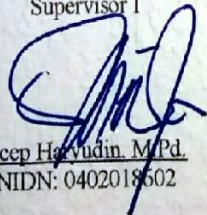
**A COMPARATIVE STUDY BETWEEN COLLABORATIVE LEARNING
AND SCIENTIFIC APPROACH IN TEACHING STUDENTS' READING
COMPREHENSION**



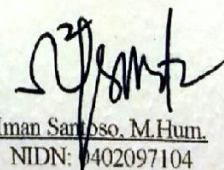
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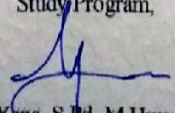

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STATEMENT

I hereby certify that this research paper entitled "**A COMPARATIVE STUDY BETWEEN COLLABORATIVE LEARNING AND SCIENTIFIC APPROACH IN TEACHING STUDENTS' READING COMPREHENSION**" is completely my work, except where due references, made in the text and that contains no material which has submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be responsible for clarification.

Cimahi, August 2019



Anisa Razmi

ABSTRACT

Reading is one of a complex ability that should be learned by students. But many students should complete the tasks without knowing what the text is about. The research topic is to compare a Collaborative Learning and Scientific Approach in teaching students' reading comprehension. The research objective is to find out the significant improvement and achievement of using the method. This research is using the quantitative method and a quasi-experimental design. The sample of this research is the 7th grade of SMPN 03 Cimahi, with a total number of 60 students which 30 students from each group. To know about the implementation of teaching method and students' difficulties, the researcher uses an observation, interview and test. The data collected through a statistical analysis. The research results show that the pre-test was normally, but it is not homogeneous (0.020), and T'-test is lower than the significant (0.02). The post-test data is also normally distribute but it is not homogeneous (0.014), and T'-test is lower than the significant (0.017), while the n-gain data is not normally distributed (STAD: 0.010 and Scientific Approach: 0.200) which the Mann Whitney U test score is 0.493; it is higher than the significant of 0.05. However, it shows that there is any significant improvement and achievement in teaching reading comprehension using STAD or Scientific Approach. The implementation of those methods can increase students' motivation, interest, and confident in learning material and the skills. The difficulties faced by students in skill reading comprehension are vocabulary mastery, and grammar.

Keywords: *Collaborative learning, Scientific Approach, and Reading Comprehension*

PREFACE

Praise and deep gratitude to Allah SWT for His mercy, guidance and, bless to the researcher. Greetings and salawat may always be devoted to the Prophet Muhammad SAW, his family and his companies till of the time. For the grace of Allah, the researcher can eventually finish this research paper.

The researcher would like to give respectful gratitude of the achievement writing this research paper entitled “A Comparative Study between Collaborative Learning and Scientific Approach in Teaching Students’ Reading Comprehension.” The paper presented as one of the requirements in accomplishing the Sarjana Degree at the study program of English Education IKIP Siliwangi.

The researcher hopes this research paper will be useful in general for readers and in particular for herself. Then, the writer realizes that this writing is still far from being perfect. Therefore, the writer expects some constructive, suggestions, comments, and criticism for the better work. Finally, the writer entirely hopes this paper to be useful for everybody. Aamiin.

Cimahi, August 2019

The researcher,

Anisa Razmi

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MOTTO AND DEDICATION

Motto:

“Work for a cause not for applause”

(Ashleigh Hansberger)

To my parents, family, my hubby, and you.