

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of this research, problem statement, objectives of the research, the scope of the research, significances of the research, and definition of key terms.

A. Background of the Research

Curriculum, was implemented by the government which requires the student to learn by themselves (student-centered learning), however, it does not mean that the teacher does not have a part in teaching and learning activities. The curriculum 2013 emphasizes character education, especially at the elementary level, which will be the foundation for the next level. Agustina (2017) stated that If the curriculum is implemented properly, it is not impossible to produce productive, creative, innovative people with character. So, in this curriculum, teacher focus on creating the students' character as expected by the government. But in fact, there are still many teachers who do not understand the curriculum 2013 concept. Most of them only give the limitation of a material, not the detail of the material. It has an impact on students' abilities. It is supported by Sadoski (2004) who said that, the 2013 curriculum is considered to hasty by ignoring the readiness of the teacher, so that the teacher cannot provide maximum material to students. They are required to find the learning materials they need. Thus, students will often read and search for material. This will affect the way students learn. For students who are familiar to read a lot, they will be easy to adapt to this

method. However, for students who are unfamiliar to read a lot, will have some problem to adapt to this method.

Eventually, this method brings new problems that will affect the academic score of students. For example, the material they have got is not in accordance with the material they should be. This will have an impact on students' lack of interest in learning these subjects. Obviously, we hope this problem does not happen to students. However, look into students' reading interest tends to be low, certainly many of them who are looking for material are only for the purpose of the task but do not understand what they are getting. This is in line with Budimanjaya & Said (2017) who argued that there are still many students who are able to read correctly a reading material but unable to understand the contents of the reading.

In learning English, there are four main skills learned. They are listening, speaking, reading, and writing. The students also learn the language component so that they can learn the skills more easily. Klingner (2007) said, “students often struggle with texts: reading at a painfully slow speed, picking up tiny bits of information while being barely able to grasp even major ideas that directly state”. From this theory, it can be concluded that, there are many difficulties that influence the students' achievement.

Considering those problems in reading, Oakhil, Cain and Elbro (2015) state that reading strategy instruction can provide an efficient method for teachers to motivate students' participation in learning, teach them how to read and help students become a strategic reader. Actually, English is the foreign language

closest to us in this era of globalization. These days, English is one subject, which is needed in everyday life. Oftentimes, we find English words in books, devices, social media, even in games. So, it is not surprising if many students tend to use English in writing status, or even in speaking. However, there are still many of them who do not understand the structure and how to use words or sentences in English. So, when English becomes a compulsory subject, many of them are difficult to understand.

Regarding these phenomena, the researcher tried to find other methods that may improve the academic score of students. The researcher tried to use a method involving teachers and learners, so that both of them have the same active role in the learning process. In this case the researcher uses Collaborative Learning in the experimental class, and using Problem-based Learning in the control class.

Collaborative Approach is a learning strategy with a small group to get the maximum score. (Hamzah2015) It is a learning that accentuates the importance of associative social processes in learning to achieve common goals. One of the reading strategies that have been used to improve the students' ability in reading is STAD (student team achievement Division). STAD (student team achievement division) Introduced by Ramadhan, Mahanal and Zubaidah (2016) it is a system reading strategy which consist of several steps. This research uses that strategy in teaching reading comprehension of Descriptive text. Each step function to optimize the students' ability in construing the idea of the text, gaining the information and stimulating the students to recognize some new vocabularies.

In the control class, the researcher will use Problem-based Learning. Problem-based Learning is a curriculum that plans learning to achieve an instructional goal (Baskoro, 2013). Based on Erni (2010) Problem-based Learning has a crucial role for the students in the process of exploring important and meaningful question, investigating a problem solution, and developing a deep-integrated understanding of content and process.

Based on the background above, the researcher conducts the research entitled “The Use of Collaborative Approach and Problem-based Learning in Teaching Reading Skill”.

B. Research Question and Hypothesis

Based on the background above, the researcher would like to present the following research questions:

1. Research Question.

- a. Is there any significant difference between the students' reading skill who were taught by Collaborative Approach and Problem-based Learning in teaching reading skill?
- b. How is the implementation of STAD (students team achievement division) technique of Collaborative Approach in teaching reading skill?
- c. What are the students' difficulties in learning Reading skill through Collaborative Approach and Problem-based Learning?

2. Hypothesis

H_0 : There is no significant achievement and improvement between using Collaborative Approach and Problem Based Learning Approach in Teaching Reading Skill.

C. Objectives of The Research

Based on the research question above, the researcher has some objectives of the study, they are:

1. To know whether there is significant different between the students reading skill through Collaborative Approach and Problem-based Learning in teaching reading skill.
2. To observe how the implementation of STAD (students team achievement division) technique of Collaborative Approach in the teaching-learning process of reading skill.
3. To find out the students' difficulties in learning Reading skill through Collaborative Approach and Problem-based Learning.

D. Scope of the Research

This study concerns on the teaching strategy that the teacher can do in improving students' reading skill. In Junior High Schools there are many ways to teaching English Reading, and for this study the researcher focused on the STAD technique to see the impact of students in the first grade Senior High Schools in Cimahi.

E. Significances of The Research

The significance of this study is expected to provide some benefits for the teaching and learning process of English. The significance of this study will be

pedagogically, theoretically, and practically, which will be explained in the following paragraph.

1. Pedagogically

The researcher goals are this study can help the students to have the motivate of reading and can help them to solve their problem in learning English especially in reading skill. The researcher hopes that later on the students can independently improve their skill of reading and can customary to read any kind of text to improve their intelligence.

2. Theoretically

This research is useful for developing science in the field of education about the application of Collaborative Approach, in this case the STAD technique for learning of reading skill in junior high school. The researcher hope that this research can be used as information for the other researcher who also curious with teaching reading with Collaborative Approach, especially use the STAD technique.

3. Practically

This research can help the teacher to improve their strategy of teaching, especially in teaching reading, and can help the teacher to apply a new technique in teaching reading. The researcher hope, later on the teacher can using many of technique in teaching reading, so as to the students feel more interest to learn reading skill.

F. Definition of Key Terms

1. Reading

The process of seeing, analyzing and understanding a text later, from this process a person can add vocabulary, increase intelligence, and can develop self-concepts.

2. Problem-based approach

Modern learning methods that require students to solve their own problems during the learning process.

3. Collaborative Approach

Included in the conventional method, which makes students work in small groups to complete tasks or questions given by the teacher.

4. STAD (student team achievement division)

is a generic method of organizing the class room rather than a comprehensive method of teaching any particular subject teacher used their own lesson and other materials.

G. Organization of the Research Paper

CHAPTER I : INTRODUCTION

In this chapter, the researcher discusses background of this research, reason for choosing the topic, statements of the problem, scope of the research, objectives of the research, significances of the research, the definition of key terms, and organization of the paper.

CHAPTER II : LITERATURE REVIEW

The second chapter contains review of related studies, detail information of a brief theory, and concept that support the research.

CHAPTER III: RESEARCH METHODOLOGY

The third chapter consist of research design, research method, instrument of the research population, research sample, research data analysis, and hypothesis.

CHAPTER IV: RESULT AND DISCUSSION

The fourth chapter reveals research finding and discussion

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

The fifth chapter deals with the conclusion and suggestion of this research

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories that are relevant to the research. It concerns with the definition of teaching, the definition of reading, the definition of collaborative learning approach, the definition of Problem based learning, and the discusses some previous study that related to this research.

A. Theoretical Frameworks

1. Definition of Teaching

Nunan (2003) states that teaching is techniques provide knowledge, attitudes and abilities to a student so that the potential of his knowledge will be more develop and optimal. And according to Rodgers, Theodore, Jo and Jhon (1999) the important things in teaching helping students to gain knowledge, skill and attitudes and abilities students to change better.

2. Definition of Reading

Harmer (2007) explains that reading is a process to understand a writing, so that the reader gets information. And According to Klingner (2007) reading is a process to find various information contained in the writing. Reading is not only seeing a collection of letters that form words, groups of words, sentences, paragraph and discourses but understanding and translating symbols that are meaningful, so that the message conveyed by the author can be accepted by the

reader. The meaning of reading does not lie in the pages of the reader but is in the reader's mind. This is supported by Siegel (2018) that reading is a complex activity that involves various factors, which come from the reader as well as outside. Wulandari (2011) mentions that reading is a process used by the reader to get the message to be conveyed by the author through the word.

Based on the statement above, the researcher can conclude that reading is a learning process which require the students to find the meaning in the written text.

a. Reading Strategy

1) Skimming

Skimming is reading strategies arranged systematically and efficiently, to get as much information (average speed of reading more than a thousand words in one minute).Waston (2002) states that skimming is used to quickly identify the main ideas of a text while scanning is used to find specific information in the text. Skimming can help student to understand the whole text. According to Hudaifah (2010) skimming is a rapid style used mainly to establish what a text is about before deciding where to read, while scanning is a type of skimming to see if a particular point is present in the text or to locate it.

Wulandari (2011) argues that the aim is get to know topics and reading ideas in general, know people's opinions, get the important parts needed without reading the whole, knowing the organization of writing, the sequence of main ideas, the unity of thought and the relationship

between the passage and reading and surrender to what has been read. Effective way of skimming, is the reader, reading the book at the beginning of each paragraph and sentence that is considered important, at the end the reader can conclude the core of each paragraph, the author will usually distinguish the writing of words that are considered important such as, given a symbol underline, italicize and bold.

2) Scanning

Scanning is a speed-reading strategy (average speed of more than one thousand five hundred words in one minute) to get specific information. To get optimal results the reader can scan through table of contents, titles, chapters, and subtitles that can be a good guide. Harmer (2007) mentions that scanning skill means that the reader does not have to read every word and line. In the other word. Rodgers, Theodore, Jo and Jhon (1999) said that important for improving reading skills, this reading technique useful for finding some information as quickly as possible. The procedure for scanning is know which keywords are the purpose of scanning, recognize the writing organization and writing structure or predict the location of the answer, move the eyes systematically and quickly with the pattern, after finding the desired sentence, slow down the reading speed to make sure the truth.

3) Intensive Reading

Sukirman (2001) explains that Intensive reading involves approaching the text under the guidance of the teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only what of the text mean, but of how the meaning is procedure. It means that, intensive reading is used to gain a deep understanding of a text. For that the readers have to focus to the printed material to get a good comprehension.

4) Extensive Reading

Klingner (2007) states that extensive reading is reading activities carried out by taking the points that will be needed. The aim is to obtain information that is important in nature and not a matter of detailed nature. Based on this basic information we can draw conclusions about the subject matter of the discussion. Things that must be considered in extensive reading of two texts is read both texts as a whole, understand the important points in the text, compare the two texts and draw conclusion from the text.

b. The Reading Comprehension

Manurung (2016) mentions that reading comprehension is the ability of the reader to understand the main ideas in detail so that the reader must master vocabulary and be familiar with the basic structure of writing. Steps that need to be do in reading: Determine the purpose of reading, preview or

repeat in reading, read the contents of the reading carefully so that we can find the main ideas that are poured in each paragraph, and bring their own sentences and words.

According to Budimanjaya & Said (2017) the purpose of reading comprehension is to get success in full understanding of logical arguments, sequences, tax patterns, symbol patterns, emotional overtones and linguistic means used to achieve goal.

c. Descriptive text.

Mursyid (2005) says that descriptive is the text picturing the person, place, and thing with clear detail to help the readers visualize an object is being described. Descriptive text consists of social function is descriptive text to describe a particular person, place or thing. A descriptive text has generic structure as: identification; identify phenomenon to be describe and description; describe parts quantities characteristics. While the Language features of descriptive text us the following; the first focus on specific participants; the second use of attributive and identifying, the third frequent use classifiers in nominal groups. The result of the discussion above are descriptive text that is describing a thing such as people, objects, place and others.

The researcher give students some variants of the descriptive text. This text below are the example:

1) About animal

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

2) About object

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

3) About environment

My school is green and clean. There are many big trees which make the air become very clean and fresh. The area of my school is around 1000 meter square, surrounded by bushes and fences. In my school there are 30 buildings which consist of 21 classrooms, 2 teacher rooms, science laboratory, a language laboratory, toilets, multimedia room and a hall.

4) About occupation

My father was a policeman. he worked at the police station. his job is to catch criminals or thieves. every day he carries a gun for safety and My mother is a doctor. he worked at the hospital. his job is to check those who are sick . Every day he always carried a stethoscope to check the heartbeat.

3. Definition of Collaborative approach

Collaborative Approach is used in the literature as a general expression for group learning. Hamzah (2015) said collaborative approach is an umbrella term for a variety educational approaches involving joint intellectual effort by students, or students and teacher together. In most collaborative learning situation students are working in group of two or more mutually searching for understanding, solutions or meaning, or creating a product. Collaborative approach has its home in social constructivism which assumes that knowledge is socially produced by consensus among peers.

Rofiq, Widodo, & Fajartanni (2014) said that the collaborative approach strategy is supported by the existence of the theories, cognitive theory, social constructivism theory and motivation theory. The following are the details of collaborative approach:

a. Implementation Collaborative Approach

Hamzah (2015) explains that the implementation of Collaborative Approach are:

- 1) Students' orientation to the problem
- 2) Organizing student
- 3) Directing students to collect data
- 4) Presentation
- 5) Evaluation.

Hudaifah (2010) summarize the implementation of Collaborative Approach are:

- 1) Positive interdependence verbal
- 2) Face to face interaction
- 3) Individual accountability
- 4) Social skill and
- 5) Group processing.

b. Advantages of the Collaborative Learning

Agustina (2017) states that of advantages of the Collaborative Approach are:

- 1) Instilling attitude will write as a process because group work emphasize revision, allows students to teach peers, and allow a rather weak writer to know stronger peer writing.
- 2) Encourage students to learn from each other in group work and present a work atmosphere that they will experience in the professional world in the future.
- 3) Familiarizing self-correction and writing drafts repeatedly, students become the most loyal readers.

c. Disadvantages of the Collaborative Learning.

According to Agustina (2017) disadvantages of the Collaborative Approach are:

- 1) Requires good supervision from the teacher, because if there is no good supervision, the collaborative process will not effective
- 2) There is a tendency to copy each other work
- 3) It takes a long time, because it must be done with patience.

- 4) The difficulty of getting friends who can work together.

4. Definition of Problem Based Learning.

Utami & Roektingkroem (2006) says that problem based learning is a series of learning activities that emphasize the resolution of problem faced scientifically. Using Problem based learning can challenge student abilities and give satisfaction to discover new student new knowledge, this method is effective for increasing students understanding. Problem based learning method stimulate students to learn more actively, need high order thinking when applied to student low order thinking a helper is needed to facilitate these weaknesses. The following are the details of collaborative approach:

a. Implementation of Problem Based Learning Approach

Baskoro (2013) explains that the implementation of the problem Based Learning Approach are:

- 1) Students are oriented to the problem
- 2) Train students to learn
- 3) Guiding individual investigations even groups
- 4) Develop and present the work
- 5) Analyze and evaluate solving problem process

b. Advantages Problem Based Learning Approach

Baskoro (2013) states that the advantages of Problem Based Learning Approach are:

- 1) Learning focuses on problem
- 2) Scientific activity occurs in students through group work

- 3) Students are accustomed to using sources of knowledge both from the library, Internet and interview
- 4) Students have the ability to prioritize their own learning progress
- 5) Individual learning difficulties can be overcome through group work in the form of peer teaching.

c. Disadvantages of Problem Based Learning Approach

According Baskoro (2013) disadvantages of Problem Based Learning Approach are:

- 1) Problem based learning cannot be applied to any subject matter there is a part of the teacher playing an active role in presenting the material
- 2) Problem based learning student difficulties will occur in the division of tasks because in a class the level of diversity of student abilities varies
- 3) Problem based learning cannot be used levels of school, is elementary school because the ability in group is still lacking
- 4) Problem based learning takes a lot of time so it feared that it cannot deliver material with completion
- 5) Requires the ability of teachers to be able to encourage students work in groups effectively
- 6) Sometime the resources needed are not completely available.

5. Definition of STAD (student team achievement division).

Ramadhan, Mahanal and Zubaidah (2016) said that STAD is a learning strategy with a number of students as members of a small group (4-5) person, every group should be heterogeneous, composed of men and women, from different

tribels and has a different ability levels are hight, medium, and low. Smith and Mac Gregor, in Rofiq, Widodo, & Fajartanni (2014) states that STAD is learning activities using small group with members of 4 to 5, heterogeneous students. Teacher will provide an assessment consisting of assessing member and groups, so that the final score will be accumulated and giving a gift to the group that has the ultimate value According to Azizah (2016) STAD is student placed in study teams of 4 to 5 people who are a mixture according to their level of achievement, gender and ethnicity.

STAD have preparations including, learning devices, determine initial scores, seating arrangements and group work. Student in a class are divided into small group. The members in each group learn from each other and teach others. The focus is the success of a person will influence the success of the group and the success of the group will affect the success of individual students. Assessment is based on the achievement of individual and group learning outcomes. These following are the details of STAD:

a. Implementation of STAD (students team achievement division)

Chotimah (2007) in Azizah (2016) explains that implementation of STAD are:

- 1) Outline the objective and motivate students. Teacher tell the learning objective and communicate the basic competencies to be achieved and to motivate student.
- 2) Presenting information. Teacher give information to the students.

- 3) Organize students into group of study. The teacher informs the student groupings
- 4) Guiding the group learned. The teacher motivated and facilitate the work of students in study group
- 5) Giving evaluate. Teacher evaluate learning outcomes of te learning materials that have been implemented.
- 6) Reward. Teacher reward individual and group learning outcomes.

b. Advantage of STAD (students team achievement division).

White & Sabarwal (2014) states that the advantage of STAD are;

- 1) Can develop student achievement, both in result of the teacher made test as well as standard test.
- 2) Students' self-confidence increased, students feel more controlled for academic success.
- 3) The collaborative strategy provides an impressive development in interpersonal relationships between members of different ethnic group.

c. Disadvantages of STAD (students team achievement division).

According to White & Sabarwal (2014) the disadvantage of STAD are;

- 1) If teacher are not reminding students to always use the skills collaborative in the dynamics of the group, it will be stuck.
- 2) If the member of group is not considered.
- 3) If the chief of the group cannot resolve conflicts that arise constructively it will be less effective for group work.

B. Previous Study.

In this research, the researcher summarized the previous study to originally of the research

The first research was conducted to find out “The effectiveness of Collaborative Learning in Teaching Conditional Sentence” in Hamzah (2015) in the third years student of SMK YAPIMDA Jakarta Selatan Year 2014-2015. The method use in this study was quantitative method in the design quasi-experimental research. The subject of this study is the third grade of Multimedia Class. The sample was 64 students (Experimental class of 31 students and control class of 33 students). The research was taken by using simple random sampling. The instrument was tested with 25 multiple choice question and for analysis using analysis technique statistic and t-test using SPSS. According the result of statistic calculation. The mean of posttest in experimental class (67.35) and is higher than controlled class (62.78). The result shows that using collaborative learning is more effective in teaching conditional sentence.

The second research, focuses on “The effect of Problem based learning on cognitive learning outcomes of class XI students of senior high school I Banjarmasin city”. In Fitri (2017) this study was a quasi-experimental with a design model know as nonequivalent pretest control group design experimental class consisted of 22 students and as a control class consisted in of 22. Pretest result 15.90 experimental class and 17.27 control class and posttest result 76.70 experimental class and 55.00 control class. The average cognitive learning outcome of students in the class facilitated with Problem based learning amounted

to 76,70. In the control class facilitated by conventional learning cognitive learning. The result of the study shows that there is an influence of Problem based learning on learning outcomes.

The third research explain about “Influence of services learning strategy with Problem based Learning to problem solving skills and students curious attitude”. In Utami (2015), 64 intermediate learners participate as a sample in this research, 32 learners as an experimental class and 32 control class. pretest result 5.26 experimental class and 5.21 control class and posttest result 8.55 experimental class and 7.33 control class, show that both classes have increased but in the experimental class has a higher increase. The increase can be seen through the average posttest value, the posttest value of the two classes with a difference of 1.22. So that it can be concluded that this method affects the improvement of student abilities.

The fourth researcher entitled “The Effectiveness of STAD Technique on students reading Comprehension”. is the second grade students of SMP Islam Ruhama the academic year 2013/2014. In Lihnawati (2015) the result of, the data were gathered from pretest and posttest of experimental and controlled class by calculating the data used t-test formula. The degree of significance pretest result 1.67 and posttest result 2.00. The finding of the study showed that students who though by using STAD technique have higher achievement than those who were taught without STAD. It means that the null hypothesis (H_0) is rejected. It can be concluded that increase the quality of teaching reading technique.

The fifth researcher was quasi-experimental design focuses on “The Use of Problem-based Learning (PBL) in Teaching Reading” by Zulkipli (2017) the students of Universitas Hamzanwadi. This study was aimed at examining the effectiveness of Problem-based Learning (PBL) in teaching reading for the junior high school. The writer used pre-experimental design as his research method. The instrument of this study was pretest and posttest in multiple choice form, and analyzed the mean score. Based on the obtained data, the mean score of pretest was 6.78 and posttest was 10.34. It means that, there was a difference between pretest and posttest mean score. This data showed that problem-based learning was effective in teaching reading for junior high school.

CHAPTER III

RESEARCH METHODOLOGI

This chapter discusses the research methodology, which will be applied in the research. The discussion in this chapter involves purpose of the research design, research method, population and sample, instrument, data collection technique and analysis.

A. Research Design

Research design is plan, pattern, piece, shape, model and purpose of a research. Creswell (2014) said that research design is research plan which consists of several components are integrated into one another to obtain data in order to get answers from research. Lapau (2012) mentions that research design can be thought of as the structure of research is the glue that holds all of the elements in research project together. In this research the writer uses quantitative design. According to Muijs (2004) quantitative design is the method used to describe a study accompanied by statistical analysis or number. Quantitative research contains of two type, those are experiment design and non-experiment design.

B. Research Method

Quantitative experimental design. (White & Sabarwal, 2014) states that research that describes casually relationship by involving control groups and experimental group, but the selection of the two group is not done randomly. Both groups are naturally.

Table 3.1

Pre-Test and Post-Test of Experimental and Control Class

Group	Pre-Test	Treatment	Post-Test
Experimental	O	X1	O
Control	O	–	O

In this research, there are experimental group and control group. The experimental group was using the collaborative learning approach which used STAD (Student Team Achievement Division) method, while the control group was using problem-based learning approach. Both of the approach or method has the same basic form of group work. The experimental group is the treatment group, which had the treatment between pretest and posttest.

Pre-test is given to the participant to find out the extent to which participant have knowledge about descriptive in the skill of reading comprehension. After being the initial test, the writer conducted an experimental by giving treatment in the form of learning about descriptive text using the STAD method (Student Team Achievement Division). In addition, the writer also gives LAS (Student Analysis Sheet) which is carried out in group so that participant get on overview of the learning that is taking place, and also know the development of understanding the material provided. The last action taken by the writer is to provide a post-test that aims to get a comparison of the data from the pre-test value to the post-test value.

C. Location and time of The Research

The location of this research is at SMP 5 CIMAHI that took place on Cipageran Street No. 146 Cimahi Utara, West Java, 40511. The researcher conducts the research in January until March 2019.

D. Population and Sample

1. Population

According to White & Sabarwal (2014) population refers to all members who meet the particular criterion specified for a research investigation. The population of this research were the seventh grade student at SMP 5 CIMAHI in 2018-2019 academic year.

2. Sample

Sample refers to group relatively smaller number of people selected from a population for investigation purpose (Jason and S.Glenwick, 2016) There are twelve classes is SMP 5 CIMAHI, but for this research, the writer only chooses two classes as the sample. The sample of the study consisted 71 students of 2 classes. Experimental class namely VII-F has 35 students as a sample. And the Control class namely VII-E has 36 students as a sample. The experimental class were taught by using Collaborative Learning with STAD (Student Teams Achievement Divisions) method and control class were taught by using Problem Based Learning.

E. Instruments

In any scientific research, an instrument for collecting data was absolutely important. The accuracy of the result of the research was mostly dependent on how accurate the use of instrument. Because this research used quasy-experimental as research design, there are two types of test as the instrument of this research:

1. Pretest

Before giving treatment, the writer does pretest to experimental and control class. This test intended to know the result of students' reading ability skill before receiving the treatment.

2. Posttest

After the students got treatment, a posttest was given to both classes. The result of posttest shows the students' reading ability skill after got treatment

F. Research Procedure

The research was conducted at Junior High School in English subject, by comparing two classes that have a similar or equal academic abilities. Research procedure will carri out through 3 stages, namely:

1. Planning

- a. Make proposals and conduct the proposal workshop with a lecturer
- b. Revise the results of the workshop proposal
- c. Request school licensing to conduct research
- d. Make the research instrument

2. Implementation

- a. Give pretest to students in experimental class and control class
- b. Give the treatment to experimental class by applying Collaborative Learning and control class by applying Problem Based Learning

3. Evaluation

- a. Give posttest to students in experimental class and control class to find out the increase in students towards the results of treatment
- b. Collect data that needed to analyzed the data

G. Data Collection Technique and Analysis

1. Data Collection Technique

To collect the data, there are some steps that conducted in this quasy experimental research. The steps consist:

a. The process of pretest

The pretest is given to the student before getting treatment. The pretest is given in the first meeting the experimental and control class. The instrument for the pretest consists of 20 multiple choice question, with the scoring criteria 5 point for each question, and the maximum score is 100.

b. The proses of treatment

After the students are given pretest in the first meeting, then the treatment is given to student. For experimental class the Collaborative Learning is used as a treatment. While in control class, the treatment carried out was using Problem Base Learning

c. The proses of posttest

In the last meeting, after the treatment done in both classes, the students of experimental and control class must be given a posttest. The result of posttest is a factor for writer to know the progress of students after given the treatment.

2. Data Analysis

a. Preparing the data for analysis

The data analyzed were the results of pretest and posttest, the data was processed statistically. Hypothesis test is processed using a computer software programs namely SPSS 21 version and Microsoft Excel 2010.

b. Conducting the analysis

1). Normality test

Normally test is conducted to determine the normal distribution or not of the pretest and posttest values in the experimental class and control class. According to Creswell, (2014) normality test is the technique of analysis such as t-test and F-test require the assumption of normal distribution. The criteria of the normality test, If the significant value is > 0.05 , the data is normally distributed and significant value < 0.05 , the data is not normally distributed

This normally test uses the Kolmogorov Smirnov test, because the research subjects numbered 36 people which means < 33 . The next steps, if the data normally distributed then proceed with the homogeneity test. But, if the data not normally distributed,

nonparametric test was conducted to found the different significant values between experimental class and control class score

2). Homogeneity of Variance Test

The homogeneity test is used to know whether the sample which chosen have homogeneity of quality sample. Timothy (2014) says that homogeneity test is needed in the research which use the t-test. The score in this test must be $> 0,05$ to gain the homogeneous data.

3). T-test

The research used the statistical calculation of the t-test in order on analysis this quantitative data. Pedro & Ortiz (2018) mentions that t-test is t-test can be used to examine the different parameter of criterion. This test was conducted in order to know the different score between the student who were treated under experimental group class and the students who were treated under controlled group class.

4). Nonparametric test

In this research non parametric test is used to compare the significant two averages from if the data are not normally distributed. Gani & Amalia (2015) explains that nonparametric test is data analysis using a statistic whose model does not specify the existence of certain conditions about population parameters, does

not require data to be normally distributed and samples can be in number.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of research findings and discussion which is intended to answer the research question. This chapter also presents the description of the data and interpretation of the data collection and data statistic analysis using SPSS.

A. Result

The writer has found the result of this research. The method of this research was quasi-experimental group where the researcher used two group pretest and posttest. The findings of this research included the result of pretest and posttest that the writer was given to the students of SMP 5 Cimahi.

1. Statistical Result

a. Descriptive Statistic

Table 4.1

Descriptive statistic

Variable		Experimental			Control		
Reading		Pre-test	Post-test	N-gain	Pre-test	Post-test	N-gain
	N	35	35	35	36	36	36
	Mean	65.71	76.43	0.44	60.69	66.67	0.25
	X max	90	95	0.89	80	85	0.67
	X min	45	60	0.00	40	45	0.00
	Sum	2005	2695	15.37	2040	2455	9.25

From the calculation of the data above, with 35 students in the experimental class and Control class it can be concluded that the average pretest score in the experimental class is 65.71 and the control class is 60.69, with the maximal score of pretest in the experimental class and control class 90 and the control class is 80, while the minimum score of the pretest in the experimental class is 45 and the control class is 40, and the sum of the pretest score in the experimental class is 2005 and the control class is 2040.

While the average posttest score in the experimental class is 76.43 and the control class is 66.67 with the maximum score experimental class is 95 and control class is 85, and the minimum score in the experimental class is 60 and control class is 45, while the sum of the posttest in the experimental class 2695 and the control class is 2455.

It can be concluded that the average N-gain value in the experimental class is 0.44 and the control class is 0.25, with the maximum score N-gain in the experimental class is 0.89 and control class is 0.67 while the minimum score N-gain in the experimental class is 0.0 and control class is 0.00, and the score sum N-gain in the experimental class 15.37 and control class is 9.25.

b. Analysis Pretest

1) Normality Test

The normality test was conducted for experimental and control class to know whether the data distribution of pretest in both classes is normal or not. The data of his research uses the software IMB SPSS Statistic Version 21 for Shapiro-Wilk test with the significant of 0.05 by the following hypothesis:

H_0 : the data distribution is normal

With the assumption as follows:

If the of significance < 0.05 that H_0 is rejected

If the level of significance > 0.05 that H_0 is accepted

Table 4.2

Normality Test Pretest

	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	EXPERIMEN TAL CLASS	.104	35	.200*	.964	35	.310
	CONTROL CLASS	.141	36	.069	.968	36	.362

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the analysis above, it can be seen that the significance level of experimental class is 0.310 and the significance level of control class is 0.362. it can be concluded that significance level of experimental and control class is higher than 0.05, which means H_0 is accepted and the data distribution is normal.

2) Homogeneity Test

The homogeneity test was conducted for the experimental and control class to know whether the distribution of pretest data in both classes was homogeneous or not. The data of this study used the SPSS Statistic Version 21 IMB software with the degree significance 0.05, by using the following hypothesis:

H_0 : The data distribution is normal

With the assumption as follows:

If the significance score is < 0.05 that H_0 is rejected

If the significance score is > 0.05 that H_0 is accepted

Table 4.3

Homogeneity Test Pretest

	Levene Statistic	df1	df2	Sig.
PR Based on Mean	3.369	1	69	.071
ET Based on Median	3.269	1	69	.075
ES Based on Median and with adjusted df	3.269	1	65.279	.075
T Based on trimmed mean	3.242	1	69	.076

From the result of statistical calculation above, it can be seen that the significance score is 0.71, it is higher than 0.05, it means H_0 is accepted or in other words the variance of population are homogeneity. The writer then continues the test by using T-test

3) T-test

The data collected of independent sample t-test was component to know whether there are no significance difference of collaborative learning approach and Problem based learning approach reading skill between experimental and control class or not. The writer uses hypothesis as follows:

H_0 : $\mu_1 = \mu_2$ (there are no significance of reading skill from experimental and control class)

With the assumption follows:

If the level of significance < 0.05 that H_0 is rejected

If the level of significance > 0.05 that H_0 is accepted

Table 4.4

Independent Sample Test Pretest

		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
									Lower	Upper
PRETEST	Equal varianc	3.4	0.07	1.92	69	0.06	5.02	2.621	-0.21	10.249
	Equal varianc			1.91	62.8	0.06	5.02	2.632	-0.241	10.28

From the result of statistical calculation above, it can be seen that the value of t-test is 1.915 and degree of freedom is 69, because the value of significance 0,05 and the t-test significance (2-tailed) is 0.60, it means that H_0 is accepted and the data calculation have no significant difference of students' reading skill between collaborative learning approach and problem based learning approach.

c. Analysis Posttest**1) Normality Test**

The data of this research used the software IBM SPSS Statistic Version 21 for Kolmogorov-Smirnov test with the significant level of 0.05 by the following hypothesis:

H_0 : The data distribution is normal

With the assumption as follows:

If the level of significance < 0.05 that H_0 is rejected

If the level of significance > 0.05 that H_0 is accepted

Table 4.5

Normality Test Posttest

	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
POSTTEST	EXPERIMENTAL CLASS	.153	35	.036	.963	35	.272
	CONTROL CLASS	.171	36	.009	.944	36	.070

a. Lilliefors Significance Correction

Based on the data above, the posttest normally score of experimental class is 0.272 is higher than 0.05 (H_0 is accepted) and the posttest score of control class is 0.70 is higher than 0.05 (accept he H_0). From data distribution it can be concluded that the data distribution is normal, which means the computation of homogeneity and t-test can be conducted.

2) Homogeneity Test

The homogeneity test was conducted for the experimental and control class to know whether the distribution of posttest data in both classes was homogeneous or not. The data of this study used the SPSS Statistic Version 21 IMB software with the degree significance 0.05, by using the following hypothesis

H_0 : The data distribution is normal

With the assumption s follow:

If the significance score is < 0.05 that H_0 is rejected

If the significance score is > 0.05 that H_0 is accepte

Table 4.6

Homogeneity Test Posttest

	Levene Statistic	df1	df2	Sig.
P Based on Mean	1.007	1	69	.319
O Based on Median	.471	1	69	.495
ST Based on Median and with adjusted df	.471	1	68.846	.495
TE				
ST Based on trimmed mean	1.026	1	69	.315

From the result of statistical calculation above, it can be seen that the significance score 0.319, it is higher than 0.05. it means H_0 is accepted or in the order words the variance of population are homogeny. The writer than continues the test by using T-test.

3) T-test

The data collected of independent sample t-test was component to know whether there are no significance difference of collaborative learning approach and Problem based learning approach reading skill between experimental and control class or not. The writer uses hypothesis as follows:

H_0 : $\mu_1 = \mu_2$ (there are no significance of reading skill from experimental and control class)

With the assumption follows:

If the level of significance < 0.05 that H_0 is rejected

If the level of significance > 0.05 that H_0 is accepted

Table 4.7
Independent Sample Test Posttest

		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
									Lower	Upper
POSTTEST	Equal varianc	1	0.32	4.17	69	0	8.806	2.113	4.59	13.021
	Equal varianc			4.17	68.6	0	8.806	2.11	4.596	13.015

From the result of statistical calculation above, it can be seen that the value of t-test is 4.167 and the degree of freedom is 69. Because the value of significance 0.05 and the t-test significance (2-tailed) is 0.00, it means that H_0 is accepted and the data calculation have no different of students reading skill between collaborative approach and problem based learning approach.

2. The implementation of Collaborative approach Teaching Reading Skill.

The Application of collaborative learning was done in the Experimental class. The researcher explained the material about descriptive text with a collaborative learning presentation of material, individual tests, calculation of scores and individual awards. The details of the experimental class are as follows.

a. The first meeting

The first meeting, on Thursday, February 7th, 2019 researcher conducted a treatment. Before conducted the lesson the researcher did the ice breaking and explained the descriptive texts about animals. Students pay attention to the researcher explanation of the descriptive text about animals. Students asked to make a group and then the representative of each group came forward to

picked a theme at the paper. students should answer hints that written at the paper about animals.

After they finish their work, students should representation in front of the class. The one group that get the highest score, can accept a reward from the teacher



Figure 4.1

The activities of first meeting experimental class

b. The second meeting

The second meeting, on Thursday, February 14th, 2019 researcher conducted a treatment. Before conducted the lesson the researcher did the ice breaking and explained the descriptive texts about environment. Students pay attention to the researcher explanation of the descriptive text about environment. Students asked to make a group and then the representative of each group came forward to picked a theme at the paper. students should answer hints that written at the paper about environment. After they finish their work, students should representation in front of the class. The one group that get the highest score, can accept a reward from the teacher



Figure 4.2

The activities of second meeting experimental class

c. The third meeting

The third meeting, on Thursday, February 21th, 2019 researcher conducted a treatment. Before conducted the lesson the researcher did the ice breaking and explained the descriptive texts about object. Students pay attention to the researcher explanation of the descriptive text about object. Students asked to make a group and then the representative of each group came forward to picked a theme at the paper. students should answer hints that written at the paper about object. After they finish their work, students should representation in front of the class. The one group that get the highest score, can accept a reward from the teacher



Figure 4.3

The activities of third meeting experimental class

d. The fourth meeting

The third meeting, on Thursday, February 28th, 2019 researcher conducted a treatment. Before conducted the lesson the researcher did the ice breaking and explained the descriptive texts about occupation. Students pay attention to the researcher explanation of the descriptive text about occupation. Students asked to make a group and then the representative of each group came forward to picked a theme at the paper. students should answer hints that written at the paper about occupation. After they finish their work, students should representation in front of the class. The one group that get the highest score, can accept a reward from the teacher



Figure 4.4

The activities of fourth of meeting experimental class

3. The Student's Difficulties in Learning Reading skill Collaborative Approach and Problem Based learning approach.

Interview were conducted using personal type to the nine students in experimental class and nine students in control class. From the interview result, the researcher finds the difficulties of student in skill reading, such as:

a. The students' difficulties the meaning of vocabulary.

Based on the results of interview from the experimental class and the control class, many students said that they have difficulty in understanding meaning of English vocabulary. They also confessed that they had difficulty in translating a sentence, due to their very little knowledge of vocabulary.

b. The students' difficulties in pronunciation and spelling

Based on the result of interview, students said that it was difficult for them to master pronunciation and spelling because the English has different sound with Indonesia, they are also embarrassed to use English because their spelling was still not fluent, they also admitted to having difficulties in distinguishing similar sound.

c. The students' difficulties in grammar.

And from the interview, students said they were quite happy to learn English, but they had difficulty with grammar, they admitted that it was difficult when the teacher asked them to make a sentence.

B. Discussion

This section presents the discussion based on the result of the research. This section is then divided into three categories based on the research question in this research.

1. The Effect of Collaborative Approach and Problem-Based Learning Approach in improving Students reading Skills.

Based on the gained data above, the data of pretest scores of experimental and control classes are calculated by using normality test of distribution. This normality test of distribution shows that the data of pretest score of experimental and control classes are normally distributed, therefore this calculation can proceed directly to homogeneity test of variance in order to know that data are homogeneity or not.

The result of homogeneity test of variance shows that the pretest score of experimental and control classes are equal or homogeneous. Since data were normally distributed and were equal homogeneous, the calculation of the t-test can be conducted. The independent sample t-test of pretest score also indicates that the significant value Sig (2-tailed) is 0.060 which is higher than the level of significant (0.05) so the null hypothesis is accepted. In conclusion, the student

initial skills of experimental class and control class are equal and there is no significant difference between the two initial skills in English reading skills. And the data the independent sample t-test of posttest score indicate that the significant value Sig (2-tailed) is 0.00 which is lower than the level of significant (0.05) so, the null hypothesis is rejected. In conclusion, the students' final skills of experimental class and control class are not equal and the student final skills are significantly after treatment.

2. The Implementation of Collaborative Approach

Based on the result found in this research, the implementation of Collaborative learning has improved students, active participation in the process of teaching and learning it also improves their reading skills. In this research, the researcher conducted collaborative approach to experimental class

In experimental class, the steps of STAD technique. According to Azizah (2015) is learning activities using small group with members of 4 to 5, heterogeneous students. Teacher provide an assessment consisting of assessing member and groups, so that the final score will be accumulated and giving a gift to the group that has the ultimate value and pretest and posttest were conducted before and after treatment.

From the interview of experimental class, it showed that students' activeness and participation increased in each meeting. Moreover, their confidence in reading English also increased. Therefore, their reading skills improved. It can be concluded that STAD technique is effective in improving the students reading skills.

3. Students Difficulties in Reading English.

Based on the results found in this research, the most first common difficulty faced by the students in s English is lack meaning of vocabulary. The students are not able to express something in English because of the vocabulary that they have mastered is limited. If the students have many vocabularies, it will probably be easier for them to read.

The second common difficulty faced by the students is limited knowledge of pronunciation and spelling. In English, the written words and its way of pronunciation are different. This makes students have difficulty in pronouncing some words. They have no idea about how the words pronounced, so its hard for them to speak in English.

The third common difficulty faced by students is limited knowledge of grammar. Most of the students find it hard to express something in English they do not know what tenses or structure be used the proses reading. Therefore, it is hard for them to read in English because of limited of grammar knowledge. Their common difficulty is supported by Oakhil, Cain, and Carsten Elbro (2015) said that problem of reading refers to knowledge such as vocabulary, pronunciation and grammar.

The researcher concluded that there is four aspect of difficulties are encountered during the learning process, such as meaning of vocabulary, pronunciation, spelling and grammar.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher discusses the conclusions of the research and the suggestion.

A. Conclusions.

There are some conclusion which are draw based on the research question, as follow: (1) Is there any significant different between the students reading skill who were taught by Collaborative Approach and Problem-based Learning Approach? (2) How is the implementation of STAD (students team achievement division) technique of Collaborative Approach in teaching reading skill? (3) What are the students' difficulties in learning Reading skill through Collaborative Approach and Problem-based Learning?

1. The effect of Collaborative Approach and Problem Based Learning Approach in Teaching reading Skill.

Based on the results of the research, there is significant difference between students who are taught by using Collaborative and Problem Based Learning Approach in teaching reading skill. It is proven by N-gain calculation that implies that improvement students' reading skill in experimental class is classified as moderate improvement while, the improvement of students' reading skill in control class is classified as low improvement.

According to the explanation mentioned in chapter IV , it can be seen from the mean of pretest experimental class 65.71 and class control 60.69. After the implementation of Collaborative Approach using STAD and Problem Based Learning Approach, the mean of posttest experimental class became 76.43, and control class became 66.67. It shows that there is significance difference between pretest and posttest. It can be concluded that Collaborative Approach was more effective in teaching reading skill.

2. The implementation of Collaborative Approach.

Based on the result of the research, the implementation of Collaborative and Problem based learning Approach have improved students' active participation in the process of teaching and learning, it also improves their reading skill. In this research, the researcher conducted Collaborative Approach to experimental class and Problem Based Learning to control class. In experimental class, the steps of STAD technique were line with the steps conducted by Azizah (2015) .In every meeting, students became more active because of the STAD. Moreover, their confidence in reading English texts also increase. It can be concluded that STAD technique is effective in improving the students' reading skill.

3. Students' Difficulties in Reading skill

Based on the result of the research, it showed that students have difficulties in vocabulary, pronunciation, spelling and grammar. They also have problem with their confidence, the students are afraid of making mistakes when they

Speak in English. They also feel nervous and worried when they learn English.

B. Suggestions.

1. To English teacher.

The teacher should give appropriate strategy in their teaching, suitable with the goal of the study and class condition. If the teacher will use collaborative technique teaching as strategy, make sure to understand how to apply the collaborative technique in the classroom. And choose interesting material to make students have fun in the learning process.

2. To Students.

The students should begin to get used to reading every day, especially English text so that their reading comprehension is trained and can also enrich their vocabulary. In the class, notice what the teacher is saying carefully, follow every instruction and be passionate about learning. More confident to learn, and never give up.

3. To the researcher.

Another researcher should follow the step to make a research. If possible, make an instrument that is suitable for the student condition. Enrich your literature before you started to do a research. If you will use collaborative technique teaching strategy as variable in your research, make sure to understand what collaborative technique teaching is, and how to use collaborative technique strategy.

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