ABSTRACT


The second grade students of SMP N 8 Surakarta in Academic Year 2007/2008, had problems dealing with reading skill. First, the students had difficulty to comprehend a text. They felt that when they read English texts, they did not understand the content of the text. Second, they had difficulty to find some information of the text either the general idea or specific information. Third, most of the students were not active because they were not much involved in the teaching learning process. Forth, the students were not eager in following the teaching learning process because the teacher never used various teaching aids as alternatives to attract the students’ attention. To overcome the problems, the researcher designed an action research using collaborative language learning to teach reading. The purpose of the research was to find out whether or not teaching by using collaborative language learning can improve students’ reading skills, particularly skimming and scanning skills.

The action research was conducted in two cycles. Each cycle consisted of four steps: planning,
action, observing and reflection. To collect the data, the researcher used observational technique consisting of field notes, researcher’s diaries, and photographs. There were five steps to analyze the data. They were assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. To measure the improvement of the students’ reading skills, particularly skimming and scanning skills after the research implementation, the researcher conducted tests. The tests were pretest and posttests. The researcher analyzed the mean scores of the tests. To analyze the significant differences between the pretest and the posttests, the researcher applied the non-independent t-test computation.

The result of the research showed that the teaching learning process ran well through some activities of collaborative language learning. In this research, the researcher used two collaborative techniques, that is think-pair-share and jigsaw techniques. By doing these techniques, the students’ reading skills can be achieved through small group learning. By learning in groups, the students can learn each other by asking, answering, listening, and sharing ideas. These activities can help them understand more about the materials. Besides, it also creates desirable environment in which the students can learn and involve more in the teaching learning process. It makes the teaching learning process enjoyable and interesting for them. The students’ reading skills improvement was reflected in the tests scores. The mean score between pretest and postest improved from 5.2 to 7.1. It improved again in cycle 2 postest which was 8.43.

Based on the above advantages, the researcher recommends the use of collaborative language learning in improving the students’ reading skills, particularly skimming and scanning skills. Collaborative language learning includes think-pair-share and jigsaw techniques. By choosing these techniques, students become active learners because all of them are involved in the teaching learning process. Moreover, collaborative language learning can also develop the students’ social skills. They learn how to interact positively with others who think differently. It will lead to their deeper understanding of the language they are learning.