

AN ANALYSIS OF COLLABORATIVE LEARNING IN READING COMPREHENSION AT THE TENTH GRADE OF SMA NEGERI 2 GUNUNGSITOLI IN 2022/2023

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Abstract

This research aims to analyze the use of collaborative learning methods in teaching reading comprehension of descriptive text in class X SMA Negeri 2 Gunungsitoli. This research is a qualitative research to explore certain phenomena. The subjects in this study were an English teacher and 32 class X students of SMA Negeri 2 Gunungsitoli. The instruments used were tests, interviews and interviews. Data was collected by giving tests, questionnaires, and recording teacher answers from interviews. The collected data has analyzed descriptively. The results showed that the use of collaborative learning methods with teachers in reading comprehension activities through classroom learning have been carried out and teachers often use collaborative learning methods. The test results also show that the results of students' abilities are more improved after the collaborative learning method is used with score from the test was 76,5. From the questionnaire, this research showed the students implementing collaborative learning in the classroom with the highest percentage was 79,7 %. Therefore, it can be concluded that the use of collaborative learning has benefits and this method is more effective for encouraging student interaction with other students in understanding a text, so that collaborative learning methods can improve students' reading skills.

Keywords : Collaborative Learning, Descriptive Text, Reading Comprehension

Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan metode pembelajaran kolaboratif dalam pengajaran pemahaman membaca teks deskriptif di kelas X SMA Negeri 2 Gunungsitoli. Penelitian ini merupakan penelitian kualitatif untuk mengeksplorasi fenomena tertentu. Subjek dalam penelitian ini adalah seorang guru bahasa Inggris dan 32 siswa kelas X SMA Negeri 2 Gunungsitoli. Instrumen yang digunakan adalah tes, interview dan wawancara. Pengumpulan data dilakukan dengan memberikan tes, angket, dan mencatat jawaban guru dari wawancara. Data yang terkumpul dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa penggunaan metode pembelajaran kolaboratif dengan guru dalam kegiatan pemahaman membaca melalui pembelajaran di kelas telah dilakukan dan guru sering menggunakan metode pembelajaran kolaboratif. Hasil tes juga menunjukkan bahwa hasil kemampuan siswa lebih meningkat setelah digunakan metode pembelajaran kolaboratif dengan nilai tes sebesar 76,5. Dari angket penelitian menunjukkan siswa melaksanakan pembelajaran kolaboratif di kelas dengan persentase tertinggi yaitu 79,7 %. Oleh karena itu, dapat disimpulkan bahwa penggunaan pembelajaran kolaboratif mempunyai manfaat dan metode ini lebih efektif untuk mendorong interaksi siswa dengan siswa lain dalam memahami suatu teks, sehingga metode pembelajaran kolaboratif dapat meningkatkan keterampilan membaca siswa.

Kata Kunci : Pembelajaran Kolaboratif, Teks Deskriptif, Pemahaman Membaca.

INTRODUCTION

Teaching English as a foreign language in Indonesia consist of some skills, namely; listening, speaking, reading and writing. Reading is the most important

skills developed in order everyone to improve the knowledge because it is as a source of getting information from written media. Generally, people intend to be able

to read and understand English texts because many of the books are written in English.

Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one idea and knowledge of language (River:1968) in Nisa & Helmanda (2020). Moreover, according to Satriani (2018) defined that the main objective of reading is to comprehend a reading text. Comprehending a reading text refers to the ability to fully understanding all of the aspects of the text.

Furthermore, McKee (2012) in Setiawati and Budiasih (2021) defines comprehension as the ability to find out and grasp a text, identify implicit and explicit information in a text, and connect the interpretation of what the writer says and what the reader thinks. Besides that, Harmer (2002) in Latifa (2020:78) states that reading comprehension is important activity because language learners should have in-depth engagement with their comprehension, so in reading comprehension is a thinking activity involving getting the main idea from the text and to know how the students could comprehend the text. Reading comprehension is a process where meanings are explored and constructed together with written language interaction. In each of the activities, students are required to be able in construct a strong comprehension of the meaning in the text that students read. From the explanation above, it can be interpreted that reading comprehension is the interaction of thought and analysis to understand the information presented in the form of reading, changing the experience and pleasure for fluent readers, especially in descriptive text.

In the 2013 Curriculum syllabus used at SMA Negeri 2 Gunungsitoli, the

learning outcomes in the English subject have been formulated in MCC 75. If students are able to achieve the Minimum Competence Criterion (MCC) 75, they have achieved the learning objectives. Conversely, if students are unable to reach MCC 75, they have failed to achieve the learning objectives. One of the learning outcomes is contained in the core competencies that expect students to be able to communicate and interact orally and written, especially at the tenth grade to comprehending descriptive texts by paying attention to social functions, text structures, and language features of descriptive texts that are appropriate to the context of their use.

Descriptive text explains a lot of reading information about an object, where the information is about the parts, properties, characteristics of the object, or the setting being described. According to Gerot and Wignell (1994: 208) in Jayanti (2019): Descriptive text is a textual content type we use when we need to inform how something looks, smells, feels, acts, tastes, sound. Essentially it provides element information about traits of people, places, and things. The detail records is used to help the reader in developing an intellectual image. In quick the descriptive text is emphasized about textual content to tell something details.

Based on observations during internships 1, 2, and 3 at SMA Negeri 2 Gunungsitoli, the researcher found that students at that school did not reach MCC 75 in English subjects because some students could not understand descriptive texts, students had a limited vocabulary in understanding texts descriptive, students have very low motivation in understanding the text. Although the teacher has used several strategies and one of them is collaborative learning in teaching descriptive text. For this reason, the researcher wants to analyze the use of collaborative learning in reading comprehension.

Implementing collaborative learning can help students build knowledge while also encouraging their participation and motivation in the learning process. Students' knowledge and abilities can be developed through collaborative learning as a result of their interaction. Interactions with other students may assist students in constructing deeper and more meaningful knowledge. When students are encouraged to share their ideas, knowledge and experience with their peers, and so on, it becomes even more effective in the teaching and learning process (Ghavifekr, 2020). Collaborative learning makes the students' reading comprehension was better than before getting the treatment and makes students more active because it focused on students, thus, the reading practice becomes more exciting because the students are able to expand their whole capabilities and potential through significant and valuable activities, such as exploring and discussing ideas with their friends and stating opinion to exchange the ideas.

Based on the explanation above, the researcher was inspired to conduct research with a qualitative descriptive approach to understand how the reading comprehension of students taught by using collaborative learning model and to find factors that influence students' reading comprehension.

Regarding the explanation above the researcher was inspired to formulate the research by the title "An Analysis of Collaborative Learning in Reading Comprehension at the Tenth Grade of SMA Negeri 2 Gunungsitoli in 2022/2023"

METHODS

In conducted this researcher used the descriptive qualitative research. According to Atmowardoyo (2018), descriptive research is described as a research approach used to correctly describe the current events. The phrase "existing phenomena" sets descriptive research at odds with experiment research,

which likewise sees phenomena after a specific amount of treatment. The phenomena that descriptive research identifies are previously known. A researcher must gather the available data using tests and interviews as well as other research equipment. Descriptive research's primary objective is to systematically characterize the things being studied.

The location of the research is SMA Negeri 2 Gunungsitoli especially at the tenth grade of SMA Negeri 2 Gunungsitoli, located in Olora, Jl. Arah Awa'ai Km 8,5 Kota Gunungsitoli. There are 34 teachers in this school, and 3 of them is English teacher. This school consists of 16 classes, which 6 classes are the tenth grade and total number of the tenth grade are 202 students.

RESULT

To described the findings and discusses the data related to this research. It has been explained in the previous chapter that researchers conducted research at SMA Negeri 2 Gunungsitoli, the research instruments are tests, interviews, and questionnaires.

The researcher would like to present the research of data in this part which have been collected from the given test analyze the students reading comprehension. The reading comprehension test was conducted on Wednesday, 24 May 2023 at 7.30 WIB until completion in class X at SMA Negeri 2 Gunungsitoli. After getting data from the test of the research the researcher present the data to be calculated based on the formula in previous chapter. The result of analysis is presented as evidence to answer the research question. The table below shows the score of the students reading comprehension of descriptive text.

In this section, the researcher conducted an interview with one of the English teachers at the school. The interview was conducted on May 29 2023 in class X SMA Negeri 2 Gunungsitoli, at 10.30 WIB. This interview was conducted with Mr. Yarudi Gulo S.Pd as the resource person. In this study the teacher was the

resource person and from the results of the interviews this teacher had teaching experience in classroom learning.

To support the data that has been obtained, the researcher uses a questionnaire to distribute to students to find out their responses to the teacher's strategy in students' reading comprehension during the implementation of collaborative learning in class. the researcher distributed questionnaires to 32 class X students of SMA Negeri 2 Gunungsitoli on Thursday 25 May 2023 at 09.20 WIB until finished. The distributed questionnaires are intended as supporting data in research. The number of questions

given or asked is 15 questions. which consists of student interest, motivation, and learning methods implemented by the teacher

After calculating and accumulating the components of students' reading comprehension as attached in the appendix, the researcher classifies students' reading comprehension. Following are the results of data analysis of students' ability in reading comprehension.

Table 1
The Result Of Student Reading Comprehension Test

Interval	Category	Students	Score	Frequency	Percentage %
81-100	Excellent	Student 1	83	18	56,25
		Student 3	83		
		Student 4	83		
		Student 5	83		
		Student 7	83		
		Student 10	83		
		Student 13	91		
		Student 14	83		
		Student 15	83		
		Student 17	83		
		Student 19	83		
		Student 20	83		
		Student 22	83		
		Student 23	91		
		Student 24	83		
		Student 27	83		
		Student 31	83		
		Student 32	83		
70-79	Good	Student 6	75	2	6,25
		Student 9	75		
60-69	Fairly	Student 8	66	3	9,375
	Good	Student 18	66		
		Student 21	66		
50-59	Weak	Student 2	58	3	9,375
		Student 16	58		
		Student 28	58		
0-49	Poor	Student 11	33	6	18,75
		Student 12	25		
		Student 25	25		

	Student 26	33		
	Student 29	33		
	Student 30	25		
Total		2.198	32	100
Average			76,5	

From the result of students' test, researcher found that students' reading comprehension to ability descriptive text by using collaborative learning. To help carry out the analysis, the researcher will provide information about the classification of students score by showing the diagram below:

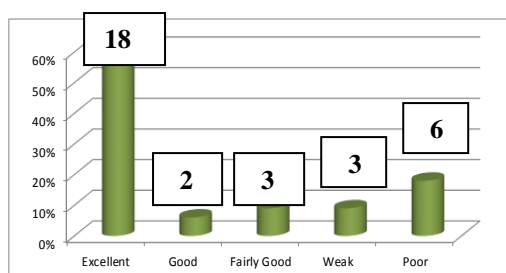


Diagram 4.1

Percentage of Reading Comprehension

In this interview the researcher asked several questions for the teacher about the methods used in the learning process, and also to find out the problems faced by the teacher in teaching students' reading comprehension in classroom learning. The questions and answer asked to informants are as follows.

1. Has the teacher ever implemented collaborative learning in the classroom when teaching? The teacher responses: Collaborative learning methods are often carried out and implemented in the learning process in class, especially in learning to read texts, because this method is very helpful in improving students' reading comprehension.
2. What goals do teachers expect by using the collaborative learning method in teaching especially English subject? The teacher response: The aim of the teacher using this method is that the learning approach involves students working together in learning activities or assignments in groups that are small enough to ensure that all students

participate. Furthermore, students are able to interact with their peers so that they can share knowledge information from friends in order to arouse curiosity for them. The teacher divides the group, gives material and discusses it with members the group after the teacher gives the opportunity for group representatives to present the results of their discussions and other groups can give opinions.

3. According to the teacher, is the collaborative learning method is effective in help the activeness of students in the teaching and learning process? The teacher responses: In the implementation of learning using this method is very effective for building an active classroom atmosphere. The teacher must guide or direct the course of group discussions by providing opportunities for students to express their opinions so that they can develop their thinking power so that they are able to think broadly to solve the problems given, because students are required to be independent in learning, not only to get knowledge information from the teacher.
4. What are the benefits that teachers expect from holding collaborative learning methods in teaching? The teacher responses: So on, I hope that by implementing the collaborative learning method, students can express their opinions in public and not be shy, and learn to respect the opinions of others and not only receive learning from the teacher.
5. Are there any inhibiting factors that the teachers find when implementing collaborative learning? The teacher responses: Then, the inhibiting factor found by the teacher in collaborative

learning is that there are still some students who are not serious in group discussions so that it affects other students who want to study seriously in groups.

6. Do students like the strategies that the teacher applies in learning English? The teacher responses: The application of collaborative learning in the classroom is liked by students because students are able to interact, students can learn together in the group and this depends on the teacher how the method is implemented so that the method is not boring when implemented in class.
7. Does the teacher think that the collaborative learning method can be carried out effectively? The teacher responses: In my opinion, the implementation of the collaborative learning method has been effective, although there are still some students who are shy about expressing opinions, are hesitant to express their ideas, and so on, it will affect the implementation of the method.
8. Is there an increase in students using the collaborative learning method that has

been applied? And finally, there has been an increase in the application of the collaborative learning method, the teacher will continue to apply learning methods and students' reading comprehension in understanding the material will increase in the future.

This indicator consists of 5 questions related to the material. These statements are

1. Reading activities in class do not only add to the burden on pronunciation,
2. The teacher gives example of texts that are easy for me to understand,
3. Teacher gave me time to read and understand the text myself,
4. The teacher gave several questions related to the text before and after reading to find out my understanding of the text,
5. After reading a text, I was asked to retell to contents of the text to determine the level of understanding of the text. After analyzing the data, the responses obtained were as follows:

Table 2
Students Responses To Material Indicator

No.	State-ment	Response	Freque-ncy	Score	Percen-tage %	Average Percentage %	Description
1.	Item 1	SS (4)	3	12	9,37	69	More than half of students
		S (3)	18	54	56,2		
		TS (2)	11	22	34,4		
		STS (1)	0	0	0,0		
		Total	32	88	100		
2.	Item 2	SS (4)	18	72	57,3	87	Most of students
		S (3)	13	39	41,1		
		TS (2)	1	2	06,3		
		STS (1)	0	0	0,0		
		Total	32	111	100		
3.	Item 3	SS (4)	12	48	37,5	85	Most of students
		S (3)	20	60	62,5		
		TS (2)	0	0	0,0		
		STS (1)	0	0	0,0		
		Total	32	108	100		
4.	Item 4	SS (4)	5	20	15,7	77	Most of students
		S (3)	24	72	75		
		TS (2)	3	6	9,3		

	STS (1)	0	0	0,0			
	Total	32	98	100			
5.	Item 5	SS (4)	10	40	31,3	Most of students	
		S (3)	17	51	53,2		
		TS (2)	5	10	15,5		79
		STS (1)	0	0	0,0		
	Total	32	101	100			
Total Number Score				506			
Maximum Score				4 x 32 = 128			
Average Percentage				79,2 %			

a. Teacher's Teaching Model

This indicator consists of 10 statements to the teacher's teaching model. The statements were:

1. When I find new words or sentence patterns that I just encountered, the teacher continues the learning process as long as I can still understand the text.
2. When I encountered difficult words, the teacher always helped me to understand them.
3. To facilitate my understanding of the text, the teacher asks me to write down the important points in the text.
4. In class activities, I am often asked to work in groups according to the strategy used by the teacher.

5. Collaborative learning is a way that can make it easier for me to understand reading.
6. The teacher provides an understanding of the use of collaborative learning strategies.
7. Collaborative learning is easy for me to follow.
8. Collaborative learning is very influential in the process of reading comprehension.
9. The text given is in accordance with collaborative learning strategies,
10. The teacher teaches with an interesting method. After analyzing the data, the responses obtained were as follows:

Table 3
Student Responses to Teachers Teaching Model

No.	State-ment	Response	Frequen-Cy	Score	Percen-tage %	Average Percentage %	Descri-ption
1	Item 6	SS (4)	6	24	18,7	72	More than half of students
		S (3)	15	45	46,8		
		TS (2)	11	22	34,4		
		STS (1)	0	0	0,0		
	Total		32	91	100		
2	Item 7	SS (4)	20	80	62,5	91	Most of students
		S (3)	12	36	37,5		
		TS (2)	0	0	0,0		
		STS (1)	0	0	0,0		
	Total		32	116	100		
3	Item 8	SS (4)	11	22	34,4	65	More than half of students
		S (3)	20	60	62,5		
		TS (2)	1	2	3,10		
		STS (1)	0	0	0,0		
	Total		32	83	100		
4	Item 9	SS (4)	6	24	18,7	79	Most of students
		S (3)	25	75	78,2		
		TS (2)	1	2	3,10		
		STS (1)	0	0	0,0		

		Total	32	101	100		
		SS (4)	9	36	28,2		Most of students
5	Item	S (3)	23	69	71,8		
	10	TS (2)	0	0	0,0	83	
		STS (1)	0	0	0,0		
		Total	32	105	100		
		SS (4)	9	36	28,2		Most of students
6	Item	S (3)	22	66	68,7		
	11	TS (2)	1	2	3,10	82	
		STS (1)	0	0	0		
		Total	32	104	100		
		SS (4)	7	28	21,8		Most of students
7	Item	S (3)	23	69	71,9		
	12	TS (2)	2	4	6,25	79	
		STS (1)	0	0	0,0		
		Total	32	101	100		
		SS (4)	8	32	28,0		Most of students
8	Item	S (3)	20	60	62,0		
	13	TS (2)	4	8	12,0	79	
		STS (1)	0	0	0,0		
		Total	32	100	100		
		SS (4)	2	8	6,25		Most of students
9	Item	S (3)	29	87	90,6		
	14	TS (2)	1	2	3,10	76	
		STS (1)	0	0	0,0		
		Total	32	97	100		
		SS (4)	20	80	62,5		Most of students
10	Item	S (3)	12	36	37,5		
	15	TS (2)	0	0	0,0	91	
		STS (1)	0	0	0,0		
		Total	32	116	100		
		Total Number of Score			1.014		
		Maximum Score			4 x 32 = 128		
		Average Percentage			79,7 %		

DISCUSSION

The results of this study aim to find and describe students' reading comprehension skills and the problems faced by students in understanding reading texts that are taught using the collaborative learning method in class X SMA Negeri 2 Gunungsitoli in the 2022/2023 academic year. In this study, researchers have conducted research using several test instruments, interviews and questionnaires. after the data is obtained then the next researcher will analyze the data.

This research is about how students' reading comprehension by using collaborative learning It is very important to teach students some types of learning

method. One of the important methods for teaching students is collaborative learning. Presented by Roberts (2004) in Latifa Ammang (2020) It is stated that Collaborative learning is a learning approach that delivers a work group to achieve a common goal while maintaining something mutual respect between individuals in the work group. Working hard can solve and answer that question done by students individually. The use of collaborative methods in teaching reading comprehension in class is a suitable method for an active class.

Regarding to the results of data analysis that has been obtained by the researcher, the level of reading

comprehension ability of students in class X SMA Negeri 2 Gunungsitoli who were taught using a Collaborative learning model will be known.

Based on table 4.1 as explained in the research of finding, from 33 students of class X, there were 18 students or 56,25% of students in the class got excellent category in reading, 2 students or 6,25% of students got good category in reading, 3 students or 9,375% of students got fairly good category in reading, and 3 students or 9,375 % of students got weak category in reading. 6 other students or 18,75 % of other students got poor category in reading.

Thus, the results of data analysis showed that the average reading comprehension ability of class X students of SMA Negeri 2 Gunungsitoli who were usually taught with the collaborative learning is 76,5. It means that the average reading comprehension of grade X students of SMA Negeri 2 Gunungsitoli who were usually taught with the collaborative learning is good. In other words, the use of the collaborative learning to teach reading comprehension to grade X students at SMA Negeri 2 Gunungsitoli has a good influence, as said by the resource person Mr. Yarudi Gulo S.Pd. that the implementation of the collaborative learning in teaching reading comprehension.

Based on the results of interviews conducted with Mr. Yarudi Gulo, S.Pd. As a resource person, it was found that in reading class, the teacher often encounters some students' problems in reading comprehension. These problems are first many students are unable to read words or sentences correctly or often make mistakes in reading a text. In reading a text, there are still students who often write vocabulary as it is spoken. In addition, students also often read a text by reading the writing forms contained in the text, lack of fluency in reading so that reading is still not fluent. It can be seen from the data on the results of students' reading skills in

the reading text and mechanics section that there are still some students who often make mistakes when reading words or sentences.

CONCLUSION

Based on the findings and discussion above, this study aims to describe the reading comprehension abilities of students in class X at SMA Negeri 2 Gunungsitoli which are taught using collaborative learning. The Collaborative Learning Approach is an appropriate and suitable approach to learning how students' reading comprehension in reading a text. So, during reading activities so as to improve students' reading skills. Research also shows that this method also provides opportunities for all students to convey their ideas or ideas and learn from each other in groups.

After conducting research, analyzing data, and presenting data, the researcher concluded that the reading comprehension abilities of class X students of SMA Negeri 2 Gunungsitoli who were taught by collaborative learning were good. this is evidenced by the average skill of 76.5%. even though they are in the good category, they should pay more attention to how to read and understand the text well.

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