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## THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION OF THE TENTH GRADE OF SMK NEGERI 1 SITOLU ORI IN 2022/2023

### Abstrak

Strategi kolaboratif merupakan model pembelajaran yang digunakan guru dalam proses belajar mengajar secara berkelompok. Strategi kolaboratif dapat membantu siswa untuk berinteraksi dengan temannya dalam pemahaman bacaan. Tujuan dari penelitian ini adalah untuk menganalisis penerapan Strategi Kolaboratif dalam mengajar pemahaman membaca siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif, yaitu metode penelitian yang digunakan untuk meneliti pada kondisi objek yang alamiah. Instrumen penelitian yang digunakan adalah RPP, Lembar Pengamatan, Catatan Lapangan, Lembar Kerja Siswa, dan Transkrip Wawancara. Hasil penelitian menunjukkan bahwa penerapan Strategi Kolaboratif dalam pembelajaran pemahaman membaca siswa sudah berjalan dengan baik, terbukti ketika melakukan kolaboratif mereka dapat berinteraksi dengan sesama teman. Untuk tingkat pemahaman siswa, siswa kelas X TKJ 2 SMK Negeri 1 Sitolu Ori berada pada tingkat makna literal dengan hasil 80% jawaban pada tingkat tersebut. Hasil dari tantangan implementasi strategi kolaboratif adalah decoding 38% dengan 8 siswa, kelancaran 9% dengan 2 siswa, kosakata 24% dengan 5 siswa, konstruksi kalimat dan kohesi 9% dengan 2 siswa, penalaran dan latar belakang pengetahuan 10% dengan 2 siswa, memori kerja dan perhatian 10% dengan 2 siswa.

**Kata Kunci:** Strategi Kolaboratif, Pemahaman Membaca, Penelitian Kualitatif.

### Abstract

Collaborative Strategy is a learning model used by teachers in the teaching and learning process in groups. Collaborative Strategy can help students to interact with their friends in reading comprehension. The aim of this research is to analyze the implementation of Collaborative Strategy in teaching students' reading comprehension. This research used a descriptive qualitative approach, which is a research method used to search on natural object conditions. The research instruments used were Lesson Plan, Observation Sheet, Field Notes, Students' Worksheet, and Transcript Interview. The results showed that the implementation of Collaborative Strategy in teaching students' reading comprehension ran well. It was proven that when doing collaborative students the interacted with fellow friends. For students' comprehension level, students in class X TKJ 2 at SMK Negeri 1 Sitolu Ori are at the literal meaning level with the result that 80% of the answers at this level. The results of Collaborative Strategy implementation challenges were decoding 38% with 8 students, fluency 9% with 2 students, vocabulary 24% with 5 students, sentence construction and cohesion 9% with 2 students, reasoning and background knowledge 10% with 2 students, working memory and attention 10% with 2 students.

**Keywords:** Collaborative Strategy, Reading Comprehension, Qualitative Research.

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## INTRODUCTION

According to the English curriculum for the secondary level (*Kemendikbud, 2013a; Kemendikbud, 2013b; Kemendiknas, 2006*), the teaching of reading is directed to enable students to read effectively to achieve reading comprehension. According to Johnson in Rizal S. (2018) “reading comprehension is viewed as the process of using one’s own prior knowledge and the writer’s cues to infer the author’s intended meaning”. Reading comprehension is very important not only for understanding texts, but for broader learning that requires different cognitive skills and abilities. In the process of learning reading comprehension, the aim was to understand the contents of the reading. It is concluded that reading comprehension was not just reading with aloud voice but reading was established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a students just read loudly but could not understand the content of the text, it mean that they failed in comprehending the text. In supporting learning activities, especially in reading comprehension, an interesting strategy was needed that made students able to understand the material presented.

Collaborative Strategy could very supportive in the learning process because this strategy was one of the learning techniques in making learning situations interesting. Collaborative Strategy was a learning strategy that could be used with variations that cooperate with each other in a small group towards a certain goal. According to Hwangiin Robert (2022) Collaborative Strategy is a teaching and learning strategy that involved two or more students in a group who have different abilities and thoughts and were jointly engaged in a learning process. In a Collaborative Strategy, when a number of people are in a group, collaboration was a way to relate to each other by respecting and appreciating the abilities and contributions of each group member. The main idea that underlied Collaborative Strategy was a consensus that was built through cooperation among group members as opposed to competition that prioritizes individual excellence.

In Collaborative Strategy reading comprehension, the students had their responsible roles and are more comfortable generating ideas, share their knowledge, and solve problems together with their group members. This was because a Collaborative Strategy in reading was developed and designed to facilitate reading comprehension for students with learning, reading, and behavior problems who were included in general education classes.

According to Zin, Eng, & Galea in Rahayu (2019) the problem of mastering critical reading skill faced by the students, teachers need to employ certain strategy in their teaching practices. The problems were especially on the capabilities in acquiring the analytical and inference skills in processing and interpreting the information in reading comprehension. In the learning process the teacher divided several small groups in the class. In these groups students could not solve the problems in the learning process of reading comprehension and found a way out of these problems. This happened because of a lack of motivation from students, they were not used to reading repeatedly. Therefore, an approach is made to students who could fill the gap between the qualities and weaknesses of students. In a Collaborative Strategy, each learner could help his friends when they have learning difficulties.

From these problems, the students could study and work together and then students must interact with other people, for example they solved the problems through discussion, share opinions, think, and communicate to accelerate understanding. Collaborative Strategy assisted students in solving problems, especially in the process of learning about reading comprehension. Collaborative strategy required knowledge of high thinking. In theory, Han and Ellis (2021) consider Collaborative Strategy useful for developing critical learning skills, such as critical thinking, and problem solving which lead to positive attitudes and motivation in learning, increase student involvement, and better academic performance. In this strategy students be able to work in small groups, the teacher could divided into several groups, for example in a class of 21 people, the teacher can divide into 3-4 people. Then they will discuss according to the instructions given by the teacher.

The Collaborative Strategy in teaching reading comprehension made students felt active and enjoy to study, because Collaborative Strategy has an important role in guidance and assistance

for teachers and students in learning. In improving reading comprehension, a technique or method was needed that could be used in the teaching and learning process so that students could be happy and actively involved. According to Adnyana in Latifa (2021) collaborative strategy method to increase the students' reading comprehension, it was found that the implementation of collaborated learning was very effective in teaching reading comprehension. Therefore you had to use a Collaborative Strategy because this strategy was very helpful compared to other strategy, the advantage was the interaction between students, obtaining student activity, and the existence of cooperation in groups.

In accordance with the results of observations done during the learning process in class X students at SMK Negeri 1 Sitolu Ori on November 28,2022 and January 16,2023, in the classroom the teacher used a Collaborative Strategy in the reading comprehension learning process. In the learning process that has been carried out by the teacher, the teacher used lesson plan as guidelines in teaching. According to Lianty (2018) there are three steps of Collaborative Strategy, but the observation shows that teachers at SMK Negeri 1 Sitolu Ori did not all implement the procedure. In this strategy, the teacher divided several small groups with a total of 21 students. With this technique students could work together or interact with their peers to express ideas in reading comprehension. In the phenomenon that occurred most students experienced problems in reading skills, lack of interest in reading, and improper reading techniques. Students' reading comprehension was lacking in comprehending text, then students did not understand the information contained in the reading. From the preliminary data, students do not understand the content of the reading given by the teacher, they do not focus on understanding the content of the reading. In connection with the problems of reading comprehension, it was necessary to know the location of the students' problems in understanding the main idea, concluding the contents of the reading. For example, in the learning process a narrative text in which the text tells a fairy tale, then in reality students only read it but did not understand it so that when this happened it would affect students' absorption during learning. Therefore, the teacher must know the level of students' thinking in capturing the contents of the reading according to the level of each student. The level of understanding in question was the target or achievement of students' understanding in reading.

Based on previous research regarding the application of Collaborative Strategy which say that this strategy was good, first, from the test data in Tantry's research, W.A (2021) concluded that the use of Collaborative Strategy in teaching reading could improve students' reading comprehension. Some of the difficulties faced by students learning to read were in terms of preview. Suggestions from previous researchers said that teachers choose techniques that can improve students' abilities because the right method must be active, creative, and also innovative. In line with this theory, another researcher, Rahayu (2019) said that collaborative strategy could be used as an alternative technique in reading crisis learning (content and language for critical reading of complex content).

Apart from that, there was also another researcher Lu. H.S, in Robert (2022) who was against this strategy says that there is concern that teacher-centeredness was not taught effectively. Students lose the information instructed by the teacher because they did not share the process of discourse and discovery with their friends. In this strategy students were required to solve problems in the real world. Effective learning did not come by itself, and the challenges of collaborative learning were inevitable. To create and maintain a positive collaborative learning experience among students an effective design and implementation was created. From the results of the conclusions because there were differences of the two opinions about collaborative strategy in reading comprehension. From previous researchers said that Collaborative Strategy was very good in supporting the learning process. He said because through this strategy students must be active, creative, and innovative. While other researchers said that the Collaborative Strategy is not effective, because students lost the information instruction by the teacher, so they did not share the discovery process with their friends. Therefore from the above results there were differences of opinion that could be used as a reproach for research.

The researcher used qualitative research methods. This qualitative approach was used to explain and analyze phenomena. In reading material using narrative text. The data collection methods was observations, interviews, and documentation, at SMK Negeri 1 Sitolu Ori especially class X ASKEP. Based on the problem above, the researcher conducted the research entitled "The Implementation of Collaborative Strategy in Teaching Students' Reading Comprehension of the Tenth Grade of SMK Negeri 1 Sitolu Ori in 2022/2023".

## **METHOD**

The research approach was a design of how a research was carried out. The design was used to get answers to research questions formulated. The type of research used in this study was qualitative research or explanatory research, this research analyzed the relationship between variables research and hypotheses that must be proven. Qualitative research was a major field of academic research study, and the basis for awarding thesis and dissertations worldwide. Qualitative research was form of social action that stresses on the way of people interpret, and made sense of their experiences to understand the social reality of individuals. It made the use of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history (Zohrabi, in Haradhan 2018). From the explanation above qualitative research was aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order and broad patterns found among a group of participants. It was also called ethno methodology or field research.

Qualitative research is a phenomenology approach that involved discovery. The qualitative research method with a phenomenological approach according to Creswell (in Sugiyono, 2014) is a type of qualitative approach where in this type of approach the researcher conducts an observation of the participants to find out the phenomena that occur in the participant's life. This was done as a form of data collection by researcher which were then processed to find the meaning of what had been stated by the participants. Phenomenology basically aimed to know in depth about a person's life journey.

In this study, researcher would observe the implementation that was taught through Collaborative Strategy to students. After that, the researcher described and analyzed the teaching of reading comprehension. In conclusion, the researcher used qualitative research because the data was in the form of explanation descriptions, and interpretations of Collaborative Strategy in teaching reading comprehension to class X students of SMK Negeri 1 Sitolu Ori for the 2022/2023 academic year.

## **RESULTSAND DISCUSSIONS**

### **Lesson Plan**

Learning Implementation Plan (RPP) is the design of lesson units that will be implemented by teachers in the classroom. Lesson plans are made by teacher to help them teach.

The results of the research on the lesson plan showed several teacher's activities that include the procedure related to the theory in Chapter II according to Lianty (2018) at the learning implementation stage it is packaged with three states of Collaborative Strategy activities.

From all the activities of the lesson plan above, there are several activities carried out by the teacher divided into three activity procedures, namely preliminary activities, core activities, and closing activities. The results of the study as long as the researcher carried out or followed the teacher in analysing the teaching and learning process using Collaborative Strategy, there were several activities that had not been carried out by the teacher, this is seen on the observation sheet, where there are activities that have and have not been carried out by the teacher. The following results of the observation sheet results are seen in the following section:

Table 4.2 Observation Sheet

| No  | Teacher Activity  | Done | Undone |
|-----|---|------|--------|
| 1.  | The teacher directs the learners to observe the picture shown on the power point.   | ✓    |        |
| 2.  | The teacher displays a picture of fairytales  | ✓    |        |
| 3.  | The teacher asks questions to the learners.   |      | ✓      |
| 4.  | Learners answer the questions given by the teacher.   |      | ✓      |
| 5.  | Learners listen to the teacher's explanation of the narrative text (fairytales) material through the power point presentation.  | ✓    |        |
| 6.  | Learners are grouped in discussion groups, each group consists of 4-5 people with heterogeneous abilities. Learners place themselves according to the group that has been determined. | ✓    |        |
| 7.  | The teacher distributes the LKPD and shows the video.   | ✓    |        |
| 8.  | Learners together with the group analyze the video according to the instructions on the LKPD.   | ✓    |        |
| 9.  | The teacher goes around to guide and monitor the groups in working on the LKPD.   |      | ✓      |
| 10. | During the discussion process in the group, students can ask the teacher about steps that they do not understand.   | ✓    |        |
| 11. | Learners prepare a report on the results of group discussions neatly, in detail, and systematically.  | ✓    |        |
| 12. | The teacher asks the learners to determine group representatives by consensus to communicate the results of their discussion in front of the class.                                   |      | ✓      |
| 13. | Learners present the results of their work in front of the class and the teacher provides rewards and reinforcement for each learner's presentation.                                  | ✓    |        |
| 14. | The teacher conducts group assessment of each group's presentation  | ✓    |        |
| 15. | Students and teacher together make a conclusion about what has been learned.  | ✓    |        |
| 16. | The teacher asks the learners to reflect on the conclusion of today's activity.   | ✓    |        |
| 17. | The teacher asks the learners to find a simple narrative text about fairytales.   | ✓    |        |
| 18. | The teacher invites the learners to pray and be grateful for all the blessings given by God.  | ✓    |        |
| 19. | The teacher says goodbye.   |      | ✓      |

From the results of the observation sheet above, there were 14 activities that have been carried out by the teacher and there were 5 activities that have not carried out.

**Students’ Worksheet**

Students worksheet is a sheet that contains tasks that must be done by the students. Student worksheets are usually instructions, steps to complete a task, which are instructed in the student activity sheet to achieve basic competencies.

In students’ worksheets, the researcher conducted research on the students’ worksheets to analyze students' level of comprehension in reading comprehension, that in the student worksheet there were several questions regarding students' reading comprehension. So, in this students’ worksheet is the result of an analysis of the level of student’s understanding in reading. The text that has been given was a narrative text (Cinderella), then the questions that have been given were 5, namely determining literal meaning, inferential meaning, evaluative meaning. (Danahy (2021)).

From the students’ worksheet in class X TKJ 2, the researcher has taken the students’ worksheet with the following results:

**Table 4.5** The Results of Students’ Worksheet

| No  | Name                  | Score |
|-----|-----------------------|-------|
| 1.  | Andi Gea              | 60    |
| 2.  | Alex Sander Zega      | 70    |
| 3.  | Desta Kurniawati Zega | 70    |
| 4.  | Desni Iman Suci Zega  | 65    |
| 5.  | Dirga Boy D.J. Harefa | 75    |
| 6.  | Elpianus Zega         | 75    |
| 7.  | Erni Dawati Harefa    | 70    |
| 8.  | Erwita Yarni Harefa   | 70    |
| 9.  | Harapan Harefa        | 60    |
| 10. | Hertamina Zega        | 65    |
| 11. | Ikhlasmann Harefa     | 60    |
| 12. | Irpan Sumartha Gea    | 70    |
| 13. | Iwanman Zega          | 75    |
| 14. | Jeki Kurniawan Gea    | 75    |
| 15. | Marlina Harefa        | 75    |
| 16. | Martin Harefa         | 60    |
| 17. | Marton Nius Harefa    | 60    |
| 18. | Niat Kristiani Gea    | 65    |
| 19. | Orila Lahagu          | 65    |
| 20. | Pandu Nikhamo Gea     | 70    |
| 21. | Yesman Alfian Zega    | 70    |

Those who scored 60 were 5 students, those who scored 65 were 4 students, those who scored 70 were 7 students, and those who scored 75 were 5 students. So that the total number of students in class X TKJ 2 is 21 people.

**The English Teacher’s Interview Results**

The English teacher’s interview was conducted on May 23, 2023, then the students were interviewed by the researcher. The purpose of this interview was to obtain data about the implementation of Collaborative Strategy in the teaching learning process, especially in reading comprehension.

In the English teacher’s interview, the teacher has provided answers to the questions that had been asked by the researcher related to the use of Collaborative Strategy in the teaching learning process.

Based on the results of teacher’s interviews about the implementation of Collaborative Strategy in the teaching learning process, there are several answers that have been given by the

teacher in the table above. From the results above, the teacher explained that the use of Collaborative Strategy in learning can make communication between students run well. Starting from group division, discussing, and presenting the results of the discussion. From the results of the interview above, the teacher has explained how the application of Collaborative Strategy is in learning, one example of the answer is the application of the collaborative learning model is carried out through the division of students into several groups, conducting group discussions and recording the results of these discussions, the reports are collected then corrected and commented on, then collected at the next meeting.

**Challenges of Implementing Collaborative Strategy**

Collaborative Strategy were those that work in small groups to solve problems and interact with each other. In the challenges of Collaborative Strategy to students, according to Lee in Nurjanah (2018) that are 6 skills considered important, namely: decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge, working memory and attention. The results of the research in class X TKJ 2 at SMK Negeri 1 Sitolu Ori are:

**Table 4.8** Challenges of Students in Implements Collaborative Strategy Results

| No  | Challenges in Reading Comprehension |                |   |   |   |   |   |
|-----|-------------------------------------|----------------|---|---|---|---|---|
|     | Name of Students                    | Essential Test |   |   |   |   |   |
|     |                                     | D              | F | V | S | R | W |
| 1.  | Andi Gea                            | ✓              |   |   |   |   |   |
| 2.  | Alex Sander Zega                    | ✓              |   |   |   |   |   |
| 3.  | Desta Kurniawati Zega               |                |   | ✓ |   |   |   |
| 4.  | Desni Iman Suci Zega                |                | ✓ |   |   |   |   |
| 5.  | Dirga Boy D.J. Harefa               | ✓              |   |   |   |   |   |
| 6.  | Elpianus Zega                       | ✓              |   |   |   |   |   |
| 7.  | Erni Dawati Harefa                  |                |   | ✓ |   |   |   |
| 8.  | Erwita Yarni Harefa                 |                |   |   | ✓ |   |   |
| 9.  | Harapan Harefa                      | ✓              |   |   |   |   |   |
| 10. | Hertamina Zega                      |                |   | ✓ |   |   |   |
| 11. | Ikhlasman Harefa                    |                |   |   |   |   | ✓ |
| 12. | Irpan Sumartha Gea                  | ✓              |   |   |   |   |   |
| 13. | Iwanman Zega                        | ✓              |   |   |   |   |   |
| 14. | Jeki Kurniawan Gea                  |                |   | ✓ |   |   |   |
| 15. | Marlina Harefa                      |                |   |   |   | ✓ |   |
| 16. | Martin Harefa                       |                |   |   | ✓ |   |   |
| 17. | Marton Nius Harefa                  |                | ✓ |   |   |   |   |
| 18. | Niat Kristiani Gea                  |                |   |   |   | ✓ |   |
| 19. | Orila Lahagu                        | ✓              |   |   |   |   |   |
| 20. | Pandu Nikhamo Gea                   |                |   |   |   |   | ✓ |
| 21. | Yesman Alfian Zega                  |                |   | ✓ |   |   |   |

**Discussion**

**The Implementation of Collaborative Strategy in Teaching Students' Reading Comprehension**

**Lesson Plan**

The learning process cannot be separated from the lesson plan. Lesson plan reflects some of the teacher's steps when teaching that will be used as a guide line in teaching students in the classroom. It is expected, after completing the activities that have been written in the lesson plan, the teacher can carry out all of them without exception.

In the research findings, the researcher has used the lesson plan as documentation in the research instrument. Lesson plan as initial data proves that teacher often uses Collaborative Strategy in the learning process. In the lesson plan, the researcher has examined that

Collaborative Strategy procedures used by the teacher in the learning process for class X TKJ 2 of SMK Negeri 1 Sitolu Ori are often used by teacher in learning. In accordance with the observation sheet in the field, the procedures were listed in the lesson plan (preliminary activities, core activities, closing activities) is seen in Table 4.1. In these three stages of activities, according to Lianty (2018) at the learning implementation stage it is packaged with three Collaborative Strategy activities. It is seen from the results of previous research by the Lianty, there were several activities carried out by the teacher when teaching according to the procedure on the research material.

In accordance with the findings obtained by the researcher, in class meetings the teacher has carried out the activities in the lesson plan. In the lesson plan of the teacher of class X TKJ 2 SMK Negeri 1 Sitolu Ori, the teacher carried out the teaching and learning process about Collaborative Strategy, the researcher has analyzed the procedure. The teacher's activities in teaching have been written in three activity divisions according to the procedures in Chapter II. In the *preliminary activity*, the teacher opened with opening greetings, prayed to start learning, asked for news, and checked the tidiness of the participants' clothes and the condition of cleanliness in the classroom, checked the attendance list of students as an attitude of discipline, prepared physically and psychologically students in starting learning activities. In the *core activity*, the teacher invited students to observe pictures about narrative text (fairytales), the teacher divided several groups of students, the teacher gave instructions and guided and monitored the students in conducting discussions, then the teacher asked the students to present the results of their respective group discussions. In the *closing activity*, the teacher conducted a reflection to conclude the material, the teacher also asked the students to find other examples, the teacher asked students to pray and said goodbye.

Based on all teacher' activities above, it has been explained previously that all teacher's teaching activities are written in the lesson plan. But what happens in reality is that there were some activities that were not carried out by the teacher but have been written in the lesson plan. The activities were not done by the researcher were the general activities usually done by teachers in general. To find out which activities have been carried out and not carried out, the researcher used observation sheets as a guideline to see whether the teacher has carried out activities or not in the teaching and learning process. The observation sheet contains implemented and not implemented activities. In the teacher's activities in the lesson plan, there were 14 activities that have been carried out by the teacher and 5 activities that have not been carried out by the teacher (Table 4.2) In reality what occurred in the field, some activities that were not carried out by the teacher are: asking questions to students; answering questions given by the teacher; going around to guide and monitor groups in working on LKPD; asking the students to determine group representatives by deliberation to communicate the results of their discussions in front of the class; and greeting the students.

In the teacher's activities in the lesson plan regarding the implementation of Collaborative Strategy in the teaching learning process, there are several core activities related to Collaborative Strategy, two of them is the teacher divided the students into groups of 4-5 people, then the students can discuss in the group, for example in reading comprehension about narrative text (Cinderella), the students can also ask questions about what is still not understood. In the division of the group, the teacher divided the students who are able, moderate, and less, so that if there are deficiencies in the discussion can be resolved properly. Therefore, the lesson plan is in accordance with the procedures determined in Chapter II, where in the core activities there is an implementation of Collaborative Strategy in the teaching and learning process.

### **Students' Worksheet**

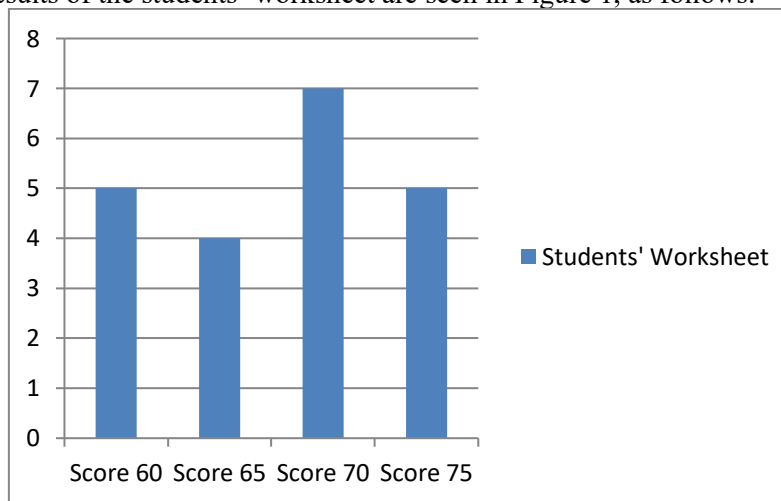
Students' worksheet is one of the printed teaching materials that help teacher in teaching and learning activities. Students' worksheets that were integrated into literacy science can activate and make it easier for students to complete tasks so that learning objectives can be achieved.



In the research findings, the researcher has taken the results of students' work that has been given by the teacher. The aim is to find out the extent of students' comprehension skills after reading the text that has been given. There were 5 questions related to the text, then it has been categorized according to the level of students understanding in Chapter II according to Danahy (2021), there were three levels of understanding in reading comprehension: literal meaning, inferential meaning, and evaluative meaning.

From the findings obtained, the researcher has analysed the students' level of understanding in accordance with the assessment of the level of understanding. From the students' scores that have been taken by the teacher, the average student score is quite good. They answered about the main idea correctly, this happened because according to them in determining the main idea it was based on the short content of the reading related to the title of the text.

The results of the students' worksheet are seen in Figure 1, as follows:



**Figure 1** : The Results of Students' Worksheet

From the findings of the above scores, students were scored 60 consisted of 5 people, those who scored 65 were 4 people, those who scored 70 were 7 people, and those who scored 75 were 5 people. So on the results of the students' work, the researcher has analysed the answers of students who answered questions number 1 and 2 correctly, namely 17 people (80%) where the question is included in the literal meaning level. Those who answered questions number 3 and 4 were 13 people (61%) which included questions at the inferential meaning level. For question number 5 at the evaluative meaning level, no one answered correctly.

In accordance with the findings of students' work in Table 4.5, after analyzing the students' answers, most students were able to answer questions related to determine the main idea and explain what the first paragraph contains. So, from these results it is categorised that the students in class X TKJ 2 belong to the literal meaning level, after categorising the five questions in the three levels of students' understanding, namely literal meaning, inferential meaning, and evaluative meaning. As a fact the students answered literal meaning questions. It means the students are at literal meaning level, second some students answered inferential meaning level questions, which is meant they are at inferential meaning, last no one of the students is at evaluative meaning.

**The English Teacher's Interview**

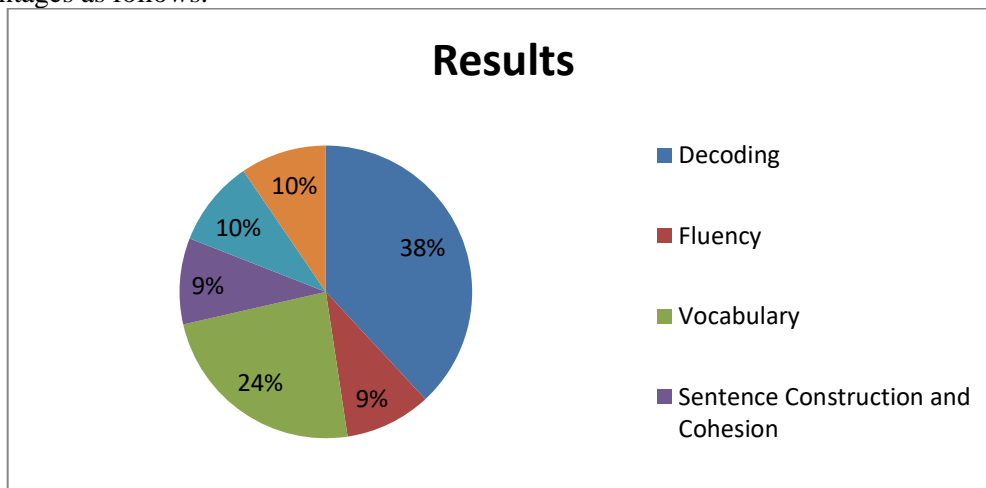
From the findings of the interview of English teacher at SMK Negeri 1 Sitolu Ori with questions that have been given by the researcher about Collaborative Strategy as many as 7 questions. The interviewee has answered all these questions as well as possible as is seen in Table 4.6. Therefore, from each of these questions, it is discussed one by one according to the interviewee's answer.

After conducting an interview with the resource person, the resource person explained that in the implementation of Collaborative Strategy in the classroom, it has already been done when carrying out the teaching and learning process. In general, it is seen that Collaborative Strategy is a group learning strategy in discussing, solving problems, and presenting work. Then, the resource person explained that in the application of Collaborative Strategy, one must have a partner or friend in the discussion. The Collaborative Strategy procedure is formulated in 3 stages, namely preparation, implementation and assessment. In addition, there are also obstacles that teachers find when implementing Collaborative Strategy in the learning process. One of them is when distributing the students in several heterogeneous groups, this is because the teacher could not ensure the ability of students precisely. So, in forming the group it must be determined who is able, moderate, and less. This is done so that in the group they help each other if there are deficiencies in other friends. Regarding student grades, according to the teacher, there is no effect on the ability to achieve grades when using Collaborative Strategy. However, with this strategy, students can interact with fellow friends, there is good communication when discussing in groups. Students can discuss when given text by the teacher, then students in the group can learn and discuss what is the instruction given by the teacher, especially in reading comprehension.

**Challenges of Implementing Collaborative Strategy**

In the challenges of Collaborative Strategy, there are several theories about the challenges faced by students in Collaborative Strategy. In reading comprehension, Lee in Nurjanah (2018) that there are 6 skills that were considered important, namely: decoding, decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological awareness.

The results of students challenges in Collaborative Strategy were converted into percentages as follows:



**Figure 2:** Challenges Students of Implementing Collaborative Strategy Results

The results of collaborative strategy implementation challenges were decoding 38% with 8 students, fluency 9% with 2 students, vocabulary 24% with 5 students, sentence construction and cohesion 9% with 2 students, reasoning and background knowledge 10% with 2 students, working memory and attention 10% with 2 students. When analysing the students' challenges in Collaborative Strategy, most students belonged to decoding challenges. Challenges in the application of collaborative strategy included students' lack of interest in learning, lack of motivation, and lack of attention from the teacher. In general, the application of Collaborative Strategy in the teaching and learning process, students were expected to work together and appreciate each other, respect the abilities and suggestions of fellow group members in completing a learning objective. The most common characteristic of Collaborative

Strategy is that students were not separated due to ability, achievement, interest, or other characteristics.

## CONCLUSION

The implementation of Collaborative Strategy in teaching students' reading comprehension, teachers had used lesson plans as guidelines in learning. In the lesson plan, there were procedures carried out by the teacher listed in the lesson plan (preliminary activities, core activities, closing activities). The implementation of Collaborative Strategy has gone well, as evidenced when doing collaborative students' can interact with fellow friends. In the implementation of this strategy in reading comprehension, students' were able to understand the content of reading by discussing in groups.

Students' comprehension level in reading comprehension in class X TKJ 1 SMK Negeri 1 Sitolu Ori is at the literal meaning level. Literal meaning is a very important level of understanding because it provides the basis for further understanding. To find out that students belong to this level, it is seen from the results of students' worksheets which from these results, students are included in the literal meaning level with the result that 80% of the answers at this level, students are able to answer questions about determining the main idea and explaining the contents of the first paragraph. So, students of class X TKJ 2 are categorised at the literal meaning level.

The challenges of implementing Collaborative Strategy, specifically for students, the above description was obtained during the interviews. The results of the collaborative strategy implementation challenges were decoding 38% with 8 students, fluency 9% with 2 students, vocabulary 24% with 5 students, sentence construction and cohesion 9% with 2 students, reasoning and background knowledge 10% with 2 students, working memory and attention 10% with 2 students.

Based on the data above, it is concluded the implementation of Collaborative Strategy in teaching students' reading comprehension it is analysed through lesson plans, students' worksheets, and challenges of implementing Collaborative Strategy that have been carried out in class X TKJ 2 SMK Negeri 1 Sitolu Ori.

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