THE EFFECT OF USING COLLABORATIVE LEARNING THROUGH SURABAYA VIDEO ON THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

SKRIPSI

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By :

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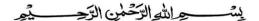**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**
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ABSTRACT

Diah Ratna Sari. 1302050144. "**The Effect of Using Collaborative Learning Through Surabaya Video on the Students' Reading Comprehension in Narrative Text. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan.2017**

This study aimed at describing, The Effect of Using Collaborative Learning Through Surabaya Video on the Students' Reading Comprehension in Narrative Text. The objectives of the study was to find out whether Collaborative Learning Method with video significantly effect the students' reading comprehension in narrative text. The population of this research was nineth grade students of SMP Muhammadiyah 48 Medan, at academic years 2016/2017. The number of population was 56 students and took all as the sample. This study conducted by using an Quantitative Research Design. The design utilized two different classes as the sample of the research. One of the classes assigned to be control group and the other to be experimental group. The experimental group gave the treatment by applying Collaborative Learning with video and control group taught by using Conventional method. The instrument of the research was essay test. The test given to the students aimed to collect the data supporting the observed value both groups as the basic to the test hypothesis of this research. The result of this research showed that the t- observed value was greater than the t-table in which t_{obs} was 4.15 and t_{table} 2.006 in $\alpha = 5\% = 0.05$. It showed that $t_{obs} > t_{table}$ (4.15 > 2.006). The alternative hypothesis was accepted. The percentage of used The effect Collaborative Learning Through Surabaya Video on the Students' Reading Comprehension was 94.09% and 5.91 % by others factors. It meant that there was significant and Effectiveness from The effect of using Collaborative Learning through Surabaya Video on the Students' Reading Comprehension in Narrative Text.

Keyword : Collaborative Learning Through Surabaya Video, Reading Comprehension

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بِسْــــــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــــــيْمِ

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Recently, part of students weren't interested to read textbook because they have less creative if read textbook without real picture from one story. Many students feel bored when they read textbook. Students lack comprehend if in textbook only the illustration from story without the real action from the story. Students feel difficulties to read the story because they lack about vocabulary. When they to translated and answered questions from the story they made the all answers wrong. Students feel reading was the difficulties skill in english.

Teacher taught them with the conventional method and loudly reading one by one in every meeting. Teacher made them thingking alone without partner to discussed their problem about the text. So that students lack comprehend with teacher's teaching in reading. Teachers thought students had got their main idea about the story by teaching with their method only. Teacher wasn't know students' difficulties reading in every meeting.

Based on observation, the researcher found solution to made students don't bored and more interested to read, made them can discussed in the group with collaborative strategy by the researcher. One strategy hope made them wanted and had wanted to improved their way to read story. They needed the real picture to described their mind more imaginative and creative while they read from video. Video with the real picture and add some subtitle can make students feel the real

situation from video with one story. Recently, the used of video in teaching and learning was a common practice in education. The researcher made the real video from one story in narrative " Surabaya" so that students' more interest when they look the video which combined subtitle.

As learning by video more of a common practice in education, look video and audio was played a bigger role in delivering course materials to the real learners. In addition , the video can provided media-rich enviroments such as video (Garrison 2012). The reseacher made Collaborative Learning as strategy for student more interested when they Reading By video. Collaborative Learning meaning "Collaborative learning was a model (Collaborative Learning) was a learning process groups the which every member was active Contributed information, experience, ideas, attitudes, opinions, abilities, and skills owned to increase of mutual understanding. This models Allows users (teachers / lecturers, students / student, and experts) is active in constructing knowledge. In addition, the modelsLearning Collaborative Learning encourages users to communicate one another" (Vaghun 2010).

Based on observation the researcher was taken the research about **"The Effect of Using Collaborative Learning Through Surabaya Video on Students' Reading Comprehension in Narrative Text".**

B. The Identification of the Problem

1. Many students' don't interest and feel bored reading textbook.

2. Many students' lackcomprehension when reading textbook.

C. The Scope and Limitation

The Scope of this study wasaboutreading comprehension using collaborative learning video and limited on Narrative text. On the Nine grade of SMP Muhammadiyah 48 Medan in academic years 2016/2017.

D. The Formulation of the Study

1. Is there any significant effect of collaborative learning with video on the students' comprehension in reading ?

2. How many percentage of the effect of collaborative learning with video on the students' comprehension in reading ?

E. The Objectives of the Study

1. To find out the significant effect of collaborative learning with video on the students' comprehension in reading has positive effect in learning reading.

2. To find out the percentage of the effect of collaborative learning with video on the students' comprehension in reading.

F. The Significance of the Study

The findings of the study are expected to be useful theoritically and practically

1. The theoretical significance of this study is that the result will give theoretical information about the important using video in teaching reading.

2. Practically, the result of the present study were useful for :

   A. For Teachers,to be various way in teaching and hopefully the teachers are able to increase the students' interest in teaching English especially in reading.

   B. For Students, Encouraging the using video as an easy strategy made students' more comprehend in reading. Giving the student improving their skill in reading and made them easierwhile reading from a video and more interest to read.

   C. For other researcher, to give information for those who will conduct the research in the same field.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this part, the researcher would like to clarify the terms use in this research. To conduct a research, there are some theories needed to explain some concept and term to be applied in the research. It is necessary to give clear concept about this research.

1. The Description of Reading

Reading is the most important academic language skill for second language students which can lead to their professional, social, and personal development. This skill, thought, is a complex and dynamic phenomenon and is often considered as an important source of language input which involves a special interaction between the reader, the author and text (Berardo,2006).

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as

parts of though are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Dealing of it, Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

A. Advantage and Disadvantage Reading Approach

There are some benefits in utilizing reading approach:

1. Reading approach can be used in a big class.

2. In reading approach, students can know much vocabulary because they have to read the passage.

3. Students focus what they are studying because they only learn grammar.

4. The reading method requires little teaching skill since the lesson-form is a standardized and fixed procedure.

5. The reading method is economical of time since the pupils all read simultaneously.

6. The reading method does not demand deep knowledge of the language on the part of the teacher, since the teacher does not have to compose the sentences and questions: everything is supplied in the book.

B. Disadvantages Reading Approach

Reading approach also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students' motivation, financial limitation, number of students, etc.

The main disadvantages of reading approach are as follow:

1. Since reading approach is only focused on written skill, this approach is lack in speaking skill.

2. Reading approach is oppressive approach because the vocabularies and grammar are controlled.

2. The Description of Reading Comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of

learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

The National Assessment of Educational Progress (NCES, 2012) revealed that 24% of eighth graders and 33% of fourth graders tested below basic in reading skills in 2011. Further, on the International Assessment of Adult Competencies Literacy Scale (USDE, 2012), adults in the United States achieved an average literacy proficiency score of 270 on a scale of 0 to 500 3 points below the international average score of 273! These results indicate a need to examine current practices in reading comprehension instruction. Because comprehension is so complex and requires multiple cognitive skills and stored memory, several barriers to improving comprehension must be overcome. First, we must be able to identify weaknesses in specific cognitive skills. Further, we must also have procedures for enhancing those specific skills rather than general interventions that target a limited number of skills without regard for identified strengths or weaknesses. Finally, we have to recognize that several components of comprehension such as prior experience and vocabulary are acquired over time, making them difficult targets for training and intervention. Therefore, the next section highlights research that identifies the cognitive skills and processes required for the development of reading comprehension ability, followed by research supporting effective interventions for reading comprehension development.

Wainwright (2007 :37) Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful

whole intended by the writer .reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Natalia (2004: 253) define that reading comprehension is an important academic skill. It is the process of simultaneously extracting and constructing meaning through involvement with written language. Linse (2005: 71) state that reading comprehension is a process of negotiating understanding between the writer and reader. It means, the reader can feel what the writers thinkwhen reading. According to Syatriana (2010: 30), reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3)reaction and assimilation of the new knowledge with the reader's past experience. It means, the reader must be to know how to analyze in the reading process.

Reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving (Parson and Dale (1978 :8)). It seems to involve language, motivation, concept development, the whole of experience itself. It seems to be subject to the same constrain as thinking, reasoning and problem solving.

Klingner (2007:2) "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. in reading their subject text books students frequently meet unknown word or phrases. Hewing takes the examples takes concerned with theoretical model building in economics. She points out the various straight forward study skill techniques can help in different ways. For example, scanning heading and sub–heading, and skimming through text, can give an overview and set the scene. Using the index to a book and finding a word's initial occurrence could often lead to finding definition or explanation.(R R Jordan (1997 :147)).

Based on some opinion above, we can conclude that reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspondent to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

3. The Description of Indicators of Reading

Reading is one of the four language skills. It is skills that need more attention from the students who have good interaction with the text in order to get the meaning from the text. In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students

must be able to comprehend the reading materials by mastering the component of reading. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Antoni (2010: p 41).

Based on the some explanation above, the conclusion is reading comprehension of narrative is a reading thinking activity and such relies for its success upon the level intelligence of the reader, his or her speed thinking, and ability to detect relationships.

Reading comprehension of narrative text Indicators : (a) students are able to discovering main idea of story in narrative text, (b) students are able to identifying detail of story in narrative text,(c) students are able to understanding vocabulary of story in narrative text, students are able to summarizing concepts of narrative text.

4. The Description of Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 2006).

Collaborative learning is not a method because of the low predictability of specific typesofinteractions. Basically, collaborative learning takes the form of

instructions to subjects (e.g."You have to work together"), a physical *setting* (e.g. "Team mates work on the same table")and other institutional *constraints* (e.g. "Each group member will receive the mark given tothe group project"). Hence, the 'collaborative' situation is a kind of *social contract*, eitherbetween the peers or between the peers and the teacher (then it is a didactic contract). Thiscontract specifies conditions under which some types of interactions *may* occur, there is noguarantee they will occur. For instance, the 'collaboration' contract implicitly implies that bothlearner contribute to the solution, but this is often not the case. Conversely, reciprocaltutoring (Palincsar and Brown, 1984) could be called 'a method', because subjects follow ascenario in which they have to perform particular types of interaction at particular times.

Collaborative Learning: An instruction method in which students work in groups toward a common academic goal.Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. It involves use of small groups so that all students can maximize their learning and that of their peers. It is a process of shared creation: two of more individuals interacting to create a shared understanding of a concept, discipline or area of practice that none had previously possessed or could have come to on their own. Collaborative learning activities can include collaborative writing, group projects, and other activities.

The idea of collaborative learning is linked to co-operative learning and concepts found in learning organizations, learning communities and communities of professional learning. The Board of Studies, Teaching and Educational Standards (BOSTES) recommend under the Professional Teaching Standards that teachers work collegially and in teams to enhance their professional practice. Teachers are also encouraged to collaborate with others to further their own learning.

When implementing collaborative learning, the first step was to clearly specify the academic task. Next, the collaborative learning structure was explained to the students. An instruction sheet that pointed out the key elements of the collaborative process was distributed. As part of theinstructions, students were encouraged to discuss "why" they thought as the did regarding solutions to the problems. They were also instructed to listencarefully to comments of each member of the group and be willing toreconsider their own judgments and opinions. As experience reveals, groupdecision-making can easily be dominated by the loudest voice or by the studentwho talks the longest. Hence, it was insisted that every group member must begiven an opportunity to contribute his or her ideas. After that the group willarrive at a solution.

There are many approaches to collaborative learning. A set of assumptions about the learning process (Smith and MacGregor, 2008) underlies them all:

1. Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.

2. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.

3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.

4. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

5. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

6. Procedure of collaborative learning

   Collaborative learning reading is a comprehension strategy approach which is proposed byklingner and Vaughn (1996). CLR is a combination of two instructional approaches of reciprocal teaching and cooperative learning. It is based on Vygotsky (1978) theories of learning and social constructivism (Rumerlhart&ortony, 1977, cited in Standish 2005).

Klingner and Vaughn (1999) define CLR as a practice in which "students mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilities their comprehension of content area text". (29 as cited in Karabuga, 2012). Vaghun et al (2010) interpret CLR as a multi dimension strategy that addresses both content learning through teacher and student led conversation as well as strategic enhancement. The strategies included in CLR practice are : (a) preview (before reading), (b) click and clunk (during reading) , (c) get the gist (during reading), (d) wrap-up (after reading). Klingner&Vahun (1998) detailed every stage in the following order :

a. **Preview** is used only before reading. The goals of previewing are a) introducing the text to the students, b) activating their background knowledge and, c) helping them to make prediction about the text. Preview tries to motivate students and engage them in active reading. The question used in this stage include : a. Brainstroming : what do we already know about the topic ? b. Predicting: what do we think we will learn about the topic when we read the passage ?

b. **Click & Clunk** is used during reading with the purpose of teaching students how to monitor what they are reading, and to identify the information that they know more about , and information that causes students to experiences difficulties in understanding: **Click** : refers when the reader comprehends the word and the text and **Clunk** refers

to comprehension breakdown or when the reader doesn't know the words. It is designed for readers to pay attention to their understanding or their failure. Some question in these stage are : a. Were there any parts that were hard to understand (Clunks) ? b. How can we fix the clunks? Use fix-up strategies.

c. **Get the gist** is used during reading with the purpose to teach students to reproduce in their own words the most important point of the text. Some question in this stage are : a. What is the important person , place or thing? b. What is the important idea about the person , place or thing?

d. **Wrap up** is an after reading strategy with the purpose of providing an opportunity for students to review what they read by formulating questions. The benefits of this stage are to improve students' understanding, knowledge and memory. The questions in this stage are: What questions: what questions would show we understand the most important information? What are the answers to those questions ? By summarizing and generating questions they check their understanding of the text.

In this study, the procedure of practicing CLR instruction was implemented as follows : (a) a critical reading pre test was given to all participant, (b) CLR instruction was explained and implemented by the teacher (c) a critical reading post test was conducted at the end of the program (d) a questioner of students attitude toward CLR and critical reading was administered in the

experimental group (e) students were interviewed regarding their perception of CLR in the experimental group. The teacher implemented CLR instruction with the experimental group for 10 sessions and every sessions lasted 90 minutes and after the 10th sessions the teacher gave the critical reading post test to both experimental group additionally an attitude questioner and interview was conducted at the end of the program to discover students' perception of and their willingness toward the activity.

a. Implementation of CLR in the experimental group

As the mentioned above, before starting the treatment, teacher explained both the collaborative strategic to the students in 2 sessions. After signing the roles by the teacher, they started the CLR activity. First the teacher started the preview strategy, the first stage in CLR, by asking some questions about the topic to brainstorm and make them ready for the activity. The purpose of preview stage was activate prior knowledge and promote prediction about what they read. So, students talked to the whole class about their ideas and their experience on the topic. After that the students did silent reading by themselves. Then the leader of the group read the text collaboratively. This part was related to the second strategy in CLR, Click and Clunk which is a fix up strategy for locating the complicated words or sentences. This stage had a crucial role trying to activate critical thinking in students. During this time clunk expert recognized any complexity in the text and shared them with their group members first and received feedback from then and the later on they shared them with the whole class. The teacher provided feedback whenever necessary but left most of the discussion to the students and

only interviewed when they needed correction. During the CLR, the teacher also acted as the facilitator and checked the group one by one and provided guidance when needed. In the third stage, the gist expert briefed the group with the main idea he/she had found and the most critical information the text was communicating. The other members listened and made modifications if necessary this stage was the most important part that obligated them to read critically since the gist expert first verbalized the main idea important message in the text to the whole class and then the other students in the other groups gave their ideas and lastly tried to criticized the author's view points. The encourage's role as explained before was the encourage every members' participations. They were also asked to take note of the most important points discussed in the group and write a report of that day's activity for the teacher. The teacher got the role of the time keeper and was in control of everything that happened in the group activities. After finishing the passage, the teacher asked some questions and asked the group to briefly wrap up their discussion and thus completed the last of CLR, the Wrap Up.

b. In the control group the class had a teacher-centered instruction and kept to the traditional teaching technique.

Thus, naturally, there was no group activity done by the students. First the teacher introduced the topic and he explained it further to activate students' prior knowledge. Then one of the students read the passage and the teacher corrected their mispronunciations and finally, the teacher asked the meaning of the new vocabularies, and gave their synonyms and antonyms and also asked them if they

had any problem in comprehension .in the control group there was no opportunity to discuss anything with someone else. And there was just teacher-student interaction.

Collaborative learning processes can be incorporated into a typical 50-minute class in a variety of ways. Some require a thorough preparation, such as a long-term project, while others require less preparation, such as posing a question during lecture and asking students to discuss their ideas with their neighbors (see concept tests). As Smith and MacGregor state, "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material." Regardless of the specific approach taken or how much of the ubiquitous lecture-based course is replaced, the goal is the same: to shift learning from a teacher-centered to a student-centered model.

During the past few years , a large number of strategy instructions have been recognized in reading studies. Among various reading' strategy approaches, collaborative learning reading (CLR) rendered by klingner and Vaughn (1998) has been widely used in different research studies. Many studies on CLR (Klingner, 1998; Standish, 2005; Fan,2010; Ziyaeemehr, 2012; Novita, 2012; Karabuga, 2012) have shown that CLR has an effective impact on reading comprehension of EFL and ESL students . CLR provides the opportunity for readers to apply most of the strategies needed for the reading skill, through the collaborative approach emphasized with CLR, student learning is supported by both teachers and peers (Vaghaun et al,2011).

To date, most of the studies on CLR have examined the effect of this approach on reading comprehension, but there are some studies which have tried to examine the effect of CLR on other areas of language learning; for example, Standish (2005), examined how CLR in combination with direct instruction in persuasion, affected her six-grader' persuasive writing. Or in another study by Lee (2003), he tried to consider the effect of CLR on reading comprehension and vocabulary learningg.

A. Advantage and Disadvantage Collaborative Learning

A. Advantages are :

1. You can usually get a lot more done in a shorter amount of time

2. Each member of the group has something unique that he/she can contribute.

3. I am able to learn more, and truly understand things better.

4. If I am clueless on something a partner may be an expert on it.

5. Students can relate to one another more easily than to a teacher.

6. It makes the assignment or project more fun.

7. I really like working in groups, especially in LAB.

8. Years from now, when you are put into this same situation at work, you won't find yourself blowing your lid like many of your inexperienced coworkers will.

B. Disadvantage are :

1. People need to go at different speeds.

2. Someone may try to take over the group.

3. Quiet people may not feel comfortable

4. Sometimes people just don't get along.

5. People may not pull their weight

6. It is not fair!

7. A concept may not be understood as well if a person doesn't have to figure it out.

8. The time spent talking about irrelevant topics is unbelievable.

5. The Description of Video in Teaching Reading

The use of video in teaching and learning is a common practice in education today. As learning on lines becomes more of a common practice in educations , used video and audio will play a bigger role in delivering course materials to teacher. This form of technology brings courses alive by allowing teachers to use their visual and auditory senses to learn complex concepts and difficult procedures. This article offers an overview of using video in the educational environments and discusses the various formats of media. The various hardware and software program used to create video are also examined along with the advantages and drawbacks of using video can be used in instruction and its curricular applications are addressed. Streaming media such as video and audio can help learners understand complex concepts and procedure that are difficult to explain with simply text and graphic (Klass, 2003). Cognitivists believe that the addition of multimedia can help improve and argument the learning process of students as they see the concept in action (Michelich, 2002). By using visual and auditory messages, students can process the information quicker, which in turn,

helps foster their learning acquisition of the material. The old saying that "a picture is worth a thousand words" holds true in this case in that moving images add authenticity and reality to the learning context (Joint Information Systems Committee, 2002). The operation is similar to a televised show as the receiver presents the images/sounds before the audience can see or hear them (Kennedy, 1999).

6. The Description of Narrative Text

NARRATIVE TEXT

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

c. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

5) Linguistic Feature Narrative Text

    a. Using sentence patterns Simple Past Tense

    b. Usually begins with the adverb of time (Adverbs of Time). Such as: long time ago, once, one, once upon a time.

d. Example Narrative Text

Narrative Text in the Legend of Surabaya

Narrative text legend – Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea.

Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

"I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea?" asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.

"Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

"Hey, what are you doing here? This is my place. Your place is in the sea!"

"But, there is water in the river, right? So, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the

symbol of Surabaya city.

B. Conceptual Framework

As in the theoritical framework, reading comprehension is process of getting meaning by combining information from a text and knowledge. So, meaning of the text will be the important thing in order to get comprehension of the text. Moreover, comprehension the goal of reading.

To get the meaning of the text, we must combine background knowledge and information from a text. In this researcher wants to describe about the effect

of using collaborative learning through Surabaya video on the students' reading comprehension in narrative text in order to be able to give a good strategy in teaching, to beuseful for reader and give contribution and learning comprehension and the students can reach a good ability in their comprehen reading narrative text in English for specific purpose. In addition, to find out which function of using video method in reading improve reading comprehension and it is expect to be useful English teacher in teaching reading to their students', so their students can be easily to reading by using video. One of them is collaborative learning by using video.

D. Hypothesis

Based on the conceptual framework, the research hypothesis can be formulated as follows :

Ha : There is significant effect of Collaborative learning through Surabaya Video on students' Reading Comprehension in Narrative text.

Ho : There is no significant effect of Collaborative learning through Surabaya Video on students' Reading Comprehension in Narrative text

CHAPTER III

METHODOF RESEACH

A. Location of Research

This research was conducted at SMP Muhammadiyah 48 Medan. The subject were students' of grade IX 2016/2017 Academic year. This school was chosen because the researcherfound the students' difficulties comprehension reading while a teacher taught them using textbook made them feel bored and lazy in learning reading.

B. Population and Sample

1. Population

The population of this study was nineth grade students'academic years the 2016/2017. The population of the of this research was 2nd years students' of SMP Muhammadiyah 48 Medan 2016/2017academic year, which consist of two classes, they were $IX^A$and IX^B class IX^Aconsist 28students and class IX^B consist 28students, so total of the population was56students.

Table 3.1
Population of Research

No	CLASS	POPULATION
1	IX^A	28
2	IX^B	28
Total		56

2. Sample

The population of this research wereless than 100 so all the population were taken as the sample automatically. Thus, the sample were taken by using total sampling technique.Arikunto (2010:173) stated "Population is a group of people that were research". The group to which she or he would like the result of the study to be generable.

Table 3.2
Sample of Research

No	CLASS	POPULATION	SAMPLE
1	IX^A	28	28
2	IX^B	28	28
Total		56	56

C. Research Design

The experimental research wasused to carry out this research. It deals with Quantitative Research Design. They were experimental group and control group. The experimental group taught by using (Collaborative learning method with video). While The control grouptaughtbyusing (Conventional method). Both of group given pre-test and post-test. The test given in order to known the difference of average scores. The design of thisstudy presented as follows:

Table 3.3
The Research Design

Classes	Groups	Pre-Test	Treatment	Post-Test
IX^A	Experimental groups (X1)	✓	Collaborative Learning Method	✓
IX^B	Controlgroup (X2)	✓	Conventional Method	✓

D. Instrument of the Research

The instrument for collecting the data were designed in order to gain the resolve of the study. The instrument, which was collecting the datagave to the students essay test which consist of 6 items. The procedures in administering the test can be shown bellow:

1. Pre- test

The pre-test was conducted to both classes (experimental group and control group) before the treatment or teaching presentation. It was meant to find the homogenity of the sample. The function of the pre-test was known the meant scores each group, (experimental and control group).

2. Treatment

To find out the effect of teaching reading comprehension by using collaborative learning method with video , a treatment was conducted to the experimental group.

Table 3.4
The Teaching Procedures for Experimental Group

No	Teacher's Activities	Student's Activities
1	**Opening** -Teacher will greet the students. -Teacher will guide the students to explain the material related.	-Students will answer the teacher's greeting.
2	**Main Activities** -Teacher will explain narrative text (its defenition, orientation,complication,resolution, re-orientation, language features) and will be explained about Video method. -Teacher will give a video from one story "Sura and Baya" to the students and will ask their opinion about the	-Students will listen to the teacher's explaination carefully. -Students give their opinion about the video " Sura and Baya". -

	story from the video. - In the video, teacher will ask the students to look and read carefully subtitle and will attention at the real picture from the story. -In experience after look and read the video, teacher will guide students to activate what they know about story from the video, make a note and remember. -Teacher will ask the students comprehen about the story and will make discuss the students' opinion until the story finished. -In the last, teacher will guide the students more comprehen and give them text about the story Sura and Baya again.	Students will look and read carefully subtitle and will attention at the real picture from the story. - Students will try to activate what they know about story from the video, make a note and remember. - The students will discuss about their opinion of the story from the video. - The students will try more comprehen from read text Sura and Baya again.
3	**Closing** **-**Teacher together with the students will conclude the material of the lesson. -Teacher had the students to do the exercises.	-The students together with the teacher will conclude the material. -The students do the test.

Table 3.5
The Teaching Procedures for Control Group

No	Teacher's Activities	Student's Activities
1	**Opening** -Teacher will great the students.	**-**Students will answer the teacher's greeting.
2	**Main Activities** **-**Teacher will give a text to the students. -The teacher will read the text first to show how the way make to comprehen by conventional method.. -Teacher will choose some students to read aloud or will be read in front of class. -Teacher will ask the students to find out the meaning of difficult words.	**-**Students try to comprehen. -Students will listen to teacher carefully.- - Students will read the text in front of class. -Students will find the meaning of the text by finding the meaning of difficult words in dictionary.

	-Teacher will ask the students to translate the text.	-Students will translate the text.
3	**Closing** **-**Teacher will ask the students to answer the question below the text. -Teacher together with the students will answer the questions.	**-**Students will answer the question below the text. - Students together with the teacher will answer the questions.

3. Post- test

      After it conducted the treatment, a post-test was given to the students, the post-test function was to got the mean score of experimental and congtrol group, it applied to known the effect of teaching presentation in both classes.

E. Technique of Collecting the Data

      In collecting the data, some steps will be applied as follow :

1. Giving pre-test to both classes.

2. Collecting the students' worksheet.

3. Giving treatment to the experimental group by using collaborative learning method with video and conventional method to control group.

4. Giving post-test to both classes.

5. Collecting the students' worksheet.

6. Giving the score for each sample answer of students

$$S = \frac{R}{N} \times 100\%$$

Note :

S = Score

R = Number of correct answer

N = Number of items

100 = Cumulative range

F. Technique of Analyzing the Data

In collecting the data, some procedures applied the following formula as follows :

1. Listing their score into two table, first for the experimental group scores and second for control group score.

2. The calculating will be conducted by using T-test as show below, according Sugiyono :

   a. Coeficient r

   $$r_{x_1 x_2} = \frac{N \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2]}}$$

   (Sugiyono, 2015: 255)

   b. Testing Hypothesis

   $$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

   (Sugiyono, 2015: 274)

   In which:

   S_1 = Standard deviation of experimental group

   S_2 = Standard deviation of control group

   X_1 = Mean score of experimental group

X_2 = Mean score of control group

N_1 = The amount of sample in experimental group

N_2 = The amount in control group

3. Determining the percentage of the effect of X1 variabel toward X2 variabel using determination formulation :

$D = r^2 \times 100$

G. Statistical Hypothesis

In this research statistical hypothesis is used to decide whether the hypothesis would be accepted or rejected. The statistical statistic formula:

If t – test > t – table = Ha is accepted and Ho is rejected

If t – test < t – table = Ha is rejected Ho is accepted

Where:

Ha : There is a significant effect of using collaborative learning through Surabaya video on the students' reading comprehension in narrative text (the hypothesis is accepted)

Ho : There is no significant effect of using collaborative learning through Surabaya video on the students' reading comprehension in narrative text (the hypothesis is rejected) .

CHAPTER IV

RESEARCH FINDINGS

A. Data Collection

The data collected by giving the students a test consisting of six items. The correct answer was given 17 and incorrect answer was given 0 score. In this research, the sample was divided into two groups, the experimental and control group that consist of 28 students in experimental group (X^A) and 28 students in control group (X^B). Each group was given a pre-test and post-test. The initial of the students (sample) and the students' score in the pre-test and post-test of the two groups can be seen in the table 4.1 and 4.2 below.

Table 4.1
The Score of Pre-Test and Post-test in Experimental Group (X_1)

No	Students' Initial	Score	
		Pre Test (T1)	Post Test (T2)
1	AS	50	65
2	AA	65	70
3	EN	55	65
4	ES	60	75
5	FN	65	90
6	FH	70	80
7	FA	75	90
8	FH	75	95
9	IP	55	65
10	LA	65	75
11	MR	75	85
12	MA	70	80
13	NH	80	95
14	NL	50	65
15	NH	55	70
16	PA	65	80
17	PA	80	95
18	PN	65	85

19	PK	70	90
20	RS	55	65
21	RK	70	80
22	RT	65	85
23	SS	75	95
24	TB	65	75
25	WY	65	90
26	YA	60	75
27	YS	50	70
28	WS	70	85
Total		**1820**	**2235**
mean		**65.00**	**79.82**

Based on the data in the table 4.1 showed thatthe highest score pre-test the experimental group was 80 and the lowest was 50, while the highest score of post-test was 95 and the lowest 65.

Table 4.2
The Score of Pre-Test and Post-test in Control Group (X_2)

No	Students' Initial	Score	
		Pre Test (T1)	Post Test (T2)
1	AH	45	60
2	AD	50	60
3	AN	55	65
4	AA	60	75
5	DY	45	65
6	EF	75	80
7	FR	75	80
8	HF	50	65
9	HA	75	80
10	IS	65	75
11	IR	60	70
12	IF	60	75
13	KA	55	65
14	MP	50	60
15	MH	70	75
16	MI	75	80
17	MY	55	60
18	NN	50	60
19	NC	60	70
20	NC	70	75

21	RH	75	80
22	RF	75	80
23	RR	65	70
24	SS	65	75
25	WY	55	60
26	WD	45	60
27	TY	60	65
28	MR	50	60
Total		**1690**	**1950**
Mean		**60.36**	**69.64**

Based on the data in the table 4.2 showed thatthe highest score pre-test the experimental group was 75 and the lowest was 50, while the highest score of post-test was 80 and the lowest 60.

B. Data Analysis

Based on the data from the pre-test and post-test, the score was changed into the table calculation of standard deviation.

Table 4.3
The Calculation Table of Standart Deviation of Post-test in the Experimental and Control Group

No	X_1	X_2	X_1^2	X_2^2	X_1X_2
1	65	60	4225	3600	3900
2	70	60	4900	3600	4200
3	65	65	4225	4225	4225
4	75	75	5625	5625	5625
5	90	65	8100	4225	5850
6	80	80	6400	6400	6400
7	90	80	8100	6400	7200
8	95	65	9025	4225	6175
9	65	80	4225	6400	5200
10	75	75	5625	5625	5625
11	85	70	7225	4900	5950
12	80	75	6400	5625	6000
13	95	65	9025	4225	6175
14	65	60	4225	3600	3900

15	70	75	4900	5625	5250
16	80	80	6400	6400	6400
17	95	60	9025	3600	5760
18	85	60	7225	3600	5100
19	90	70	8100	4900	6300
20	65	75	4225	5625	4875
21	80	80	6400	6400	6400
22	85	80	7225	6400	6800
23	95	70	9025	4900	6650
24	75	75	5625	5625	5625
25	90	60	8100	3600	5400
26	75	60	5625	3600	5250
27	70	65	4900	4225	4550
28	85	60	7225	3600	5100
Total	2235	1950	181325	138075	155885
Mean	79.82	69.64	6475.89	4931.25	5567.32

Based on the data 4.3 previously, the calculation of standart deviation was a below :

For experimental group

$$S_1 = \sqrt{\frac{n(X_1)^2 - (X_1)^2}{n(n-1)}}$$

$$= \sqrt{\frac{28(181325) - (2235)^2}{28(28-1)}}$$

$$= \sqrt{\frac{5077100 - 4995225}{28(27)}}$$

$$= \sqrt{\frac{81875}{756}}$$

$$= \sqrt{108,30026}$$

$$= 10.41$$

For control group

$$S_2 = \sqrt{\frac{n(X_2)^2 - (X_2)^2}{n(n-1)}}$$

$$= \sqrt{\frac{28(138075) - (1955)^2}{28(28-1)}}$$

$$= \sqrt{\frac{3866100 - 3822025}{28(27)}}$$

$$= \sqrt{\frac{44075}{756}}$$

$$= \sqrt{58,300265}$$

$=7.6$

The score of standard deviation for experimental and control group was calculated, then needed to decide the data was separated variants (heterogenic) data or polled variants (homogeny).

$$F_c = \frac{S_1^2}{S_2^2}$$

$$= \frac{108.30}{58.30}$$

$$= 1.86$$

To find out the homogenity F_c, was compared with F_t. The value of F_t got by F distribution for probability $\alpha = 5\% = 0.05$. Degree of freedom(df) for numerator df $= n_1 - 1 = 28\text{-}1 = 27$ and degree of freedom (df) for denominator df $= n_2 - 1 = 28\text{-}1 = 27$. From F table it was found that $F_t = 1.90$ and $F_c = 1.86$. So it

means that $F_c < F_t = 1.86 < 1.90$. It showed the data was polled variants (Homogeny).

$$t = \frac{X1 - X2}{n2\,(n1 - 1\,)S12 + (n1 - 1\,)S22\,\left(\frac{1}{n2} + \frac{1}{n2}\right)}$$

$$= \frac{79.82 - 69.82}{\sqrt{(28-1)(10,4)^2 + (28-1)(7,6)^2\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$= \frac{10}{\sqrt{(27)108.16 + (27)57.76\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$= \frac{10}{\sqrt{2920.32 + 1559.52\left(\frac{2}{28}\right)}}$$

$$= \frac{10}{\sqrt{\frac{4479.84}{54}\left(\frac{2}{28}\right)}}$$

$$= \frac{10}{\sqrt{82.96\,(0.07)}}$$

$$= \frac{10}{\sqrt{5.8075}}$$

$$= \frac{10}{2.41}$$

$$= 4.15$$

t was compared with t table. The value of t table got by t distributiobn for probability $\alpha = 5\%$. Degree of freedom df $= n_{1} + n_{2} - 2 = 54$. From t table it was found that t table $= 2.006$. So it means that t test $>$ t table $= 4.15 > 2.006$. It showed the data was homogeny.

Correlation of product moment between X_1 and X_2

$$r_{x_1 x_2} = \frac{N \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2]}}$$

$$= \frac{28(155885) - (2235)(1950)}{\sqrt{[28(181325) - 49955225][28(138075) - 3802500]}}$$

$$= \frac{4364780 - 4358250}{\sqrt{(5077100 - 49955225)(3866100 - 3802500)}}$$

$$= \frac{6530}{\sqrt{(81875)(63600)}}$$

$$= \frac{6530}{\sqrt{5207250000}}$$

$$= \frac{6530}{72161,2777}$$

$$= 0.97$$

Detemining the precentage of the effect of x_1 and x_2

D = r^2 x 100%

$= 0.97^2$

$= 94.09$ %

It meant that the effect of x_1 and toward x_2 or the effect of using collaborative learning through surabaya video on the students' reading comprehension in narrative text was 94.09 % and 5.91was influenced by others factors.

T_c between X_1 and X_2

$$t_c = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$= \frac{79.82 - 69.94}{\sqrt{\frac{108.3}{28} + \frac{58,3}{28} - 2(0.09)\left(\frac{10,4}{\sqrt{28}}\right)\left(\frac{7.6}{\sqrt{28}}\right)}}$$

$$= \frac{9.88}{\sqrt{\frac{108.3}{28} + \frac{58.3}{28} - 2(0.09)\left(\frac{10.4}{5.29}\right)\left(\frac{7.6}{5.29}\right)}}$$

$$= \frac{9.88}{\sqrt{3.87 + 2.08 - (0.18)(1.97)(1.44)}}$$

$$= \frac{9.88}{\sqrt{5.95 - 0.510624}}$$

$$= \frac{9.88}{\sqrt{5.439376}}$$

$$= \frac{9.88}{2.33}$$

$$= 4.24$$

t_c was compared with t_t, the value of t_t got t distribution critical value table with significant rate $\alpha = 0.05$ with df = $n_1 + n_2 - 2 = 54$. So, t_t was 2.006. It showed that t test > ttable = 4.15 > 2.006. It meant that Ha was accepted and Ho was rejected. So it can be conclude that there was a significant effect of using collaborative learning through surabaya video on the students'reading comprehension in narrative text.

C. Research Findings

Based on the calculation, it was found that the result of t_c was higher than t_t (4.15 > 2.006) at df 54 and $\alpha = 0.05$ %. It showed that the alternative hypothesis was accepted and it means that the applying of Collaborative Learning strategy through surabaya videogave significant effect on the students' reading comprehension in narrative text. It was proved from the data showed that the score of the experimental group (students who taught by applying Collaborative learning method) was higher than control group (students who taught by Conventional method). it was proved from post-test of both groups. The highest score of experimental group was 95 and the lowest was 65, while the highest score of control group was 80 and the lowest score was 60.

In Collaborative Learning through Surabaya video Strategy, the effect of X_1 toward X_2 or the effect of Using Collaborative Learning Through Surabaya Video on the Students' Reading Comprehension in Narrative Text was 94.09 % and 5.91% was influenced by other factors. So, applying Collaborative Learning strategy through surabaya video gave a significant effect on the students' reading comprehension in narrative text and teaching by applying collaborative learning through surabaya video was more effective than using conventional method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, conclusion can be drawn as the following.

1. The researcher found that the using Collaborative Learning strategy through surabaya video has significantly effect on the students' reading comprehension in narrative text, since the t-test > t-table ((4.15 > 2.006) at df 54 and α = 0.05 %). The finding showed that the null hypothesis rejected, so the students' achievment in reading comprehension taught by using Collaborative Learning method through Surabaya video is higher than without using Collaborative Learning method through surabaya video. This is because the using of Collaborative Learning through surabaya video on the students' reading comprehension in narrative text enable the students to exprole their ideas and to active their prior knowledge well.

2. The percentage of the effect of using Collaborative learning strategy through Surabaya video on the students' reading comprehension in narrative text was 94.09 % and 5.91% was influenced by others factors. It meant that very Effectiveness from The Effect of using Collaborative Learning Through Surabaya Video on the Students' Reading Comprehension in Narrative Text.

B. Suggestions

In relation to the conclusions, suggestions are staged as the following.

1. The students are expected to use Collaborative Learning strategy through Surabaya video before reading because it can stimulate their prior knowledge that can be easier than to comprehend the text in order to improve their achievment in reading comprehension and english teachers should use Collaborative Learning strategy through surabaya video in teaching reading comprehension in order to increase their students' reading comprehension in narrative text.

2. It is suggested to other researcher who are interested and want to do research that use these findings as source of information for further related studies, and it is also suggested to school management to encourage the teacher to improve their teaching skills to become better, more creative and more interesting, not only by using Collaborative Learning strategy through Surabaya video but also other techniques which are believed to give easier and better understanding for students in their effort to get information from reading comprehension.

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