USING COLLABORATIVE STRATEGIES (MAKING PREDICTION AND INFERENCE) TO IMPROVE STUDENTS READING COMPREHENSION FOR THE TENTH GRADE STUDENTS OF MAN 2 BOYOLALI IN 2016

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ABSTRACT

The aims of the research to know how Collaborative Strategies (A Making Prediction and Inference) can improve the tenth grade students of MAN 2 Boyolali in 2015/2016 Academic Year. Collaborative Strategies (Making Prediction and Inference) is one of the best techniques that is appropriate with the students’ characteristic to be more active and easier in teaching learning reading. This research was conducted to the students of class X IPS 1 at Madrasah Aliyah Negeri 2 Boyolali. There were 30 students that consisted of 16 female students and 14 male students. It was a Classroom action Research. The researcher took two cycles. Each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and pre-test also post-test. In the analyzing the data, the researcher used quantitative and qualitative data analysis. Based on the result of the study, there some improvements in the students’ reading comprehension. The students’ mean score of Pre-test was 54.93, it improved to 69.70 in cycle one and improved to 79.20 in cycle two. The atmosphere of the classroom became alive and the students were active during the teaching learning process. In teaching learning English, especially reading, it is important to implement the appropriate technique. The impact of the implementation of Collaborative Strategies (Making Prediction and Inference)is the students become more enthuse and more active in the teaching learning process. The use of Collaborative Strategies (Making Prediction and Inference) in teaching learning reading at X IPS 1 is good in teaching learning reading.

Keywords: Reading Comprehension, Collaborative Strategies, Classroom Action Research
**ABSTRAK**


**Kata Kunci:** Pemahaman Membaca, Strategi Collaborative, Penelitian Tindakan Kelas
INTRODUCTION

Language is an important communication tool, while communication is the most important thing too that human needs to stay connected to another people in the world. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. In general, English is a popular language in the world, or can say that English is an international language. So all of people should be able to use English in everywhere, every time for communication with another people.

English is considered a foreign language in Indonesia in which it requires four certain major skills that should be targeted by a language learner. Those are Listening, Speaking, Reading, and Writing. Listening and reading skills are regarded receptive skills while speaking and writing skills considered be productive skills. Reading is also playing an important role because reading has become to add an information and knowledge for our daily life. Many people say that books are a window of world. Finochiaro dan Bonomo (2003), said that if we read, we can take the meaning that has given from that words. We are able to gain a lot of knowledge, information, and pleasure and problem situation.

Reading books or articles using collaborative strategies by making predictions and inferences first, makes students easy to learn English especially in Reading skill. Because, Smith and McGregor (1992: 431) said that Collaborative is an educational approach to teaching and learning that involves group of learners working together to solve a problem, complete a task, or create a product. While, making predictions are thoughts about what the readers think will happen in a story
before the readers read, a prediction is more than just a guess, the readers use information from the text including a title, headings, pictures and diagrams. Inference is a literary device used commonly in literature and in daily life where logical deductions are made based on premises assumed to be true. Another definition of inference suggests that it is rational but non-logical, which means that through the observation of facts presented in a particular pattern, one ultimately sees different or new interpretations and perspectives. Symbols and anomalies are very important during its use.

From the definition above, the researcher thinks that the collaborative strategies is a method which suitable for the practice of reading, making prediction and inferences especially to improve the students’ reading skills in tenth grade students of MAN 2 Boyolali. Collaborative is also approaches that makes the students more creative and focus to the teacher and the materials, and to make class more interesting with English lesson. For these reasons, the researcher is interested in analyzing the use of Collaborative making predictions and inferences in teaching reading for tenth grade of MAN 2 Boyolali.

Based from definition above, Collaborative strategies is the method in teaching learning reading which suitable to improve student’s reading comprehension in narrative text. With Collaborative Strategies Making Prediction and Inference, the student can discover simple story and try to remain the conclusion of the story then they performance in front of the class. Based on problem above the aim of the study is to know how Collaborative Strategies (A
Making Prediction and Inference) can improve the tenth grade students of MAN 2 Boyolali in 2015/2016 Academic Year.

THEORETICAL REVIEW

COLLABORATIVE STRATEGIES (MAKING PREDICTION AND INFERENCE)

The Definition of Collaborative, Prediction and Inference

According Smith and Macgregor (1992: 431) said that Collaborative is an educational approach to teaching and learning that involves group of learners working together to solve a problem, complete a task, or create a product.

Juni Moreillon (2009, 80) states, “Predictable texts are a logical choice to build students’ confidence in their ability to predict individual words or story elements. Rhyming poems and picture books offer readers opportunities to predict the word at the end of the next rhyming line.”

Juni Moreillon (2009, 82) states, “Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than does prediction. Inferring meaning at the word level requires a significant amount of language experience.”

METHOD

The method was used in this research is Classroom Action Research method. There are some definitions given by some expert.According to Jean McNiff and Jack Whitehead (1996: 7), “Action Research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work”. The model of classroom action research is this study is model by Carr and Kemmis (1986: 162), “Action research is simply form of self-reflective enquiry undertaken by
participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out”.

Making Literature Connecting, Predicting; Mary Ann Hoberman and Michael Emberley (in Moreillon, 2007) states, “Predictable texts are a logical choice to build students’ confidence in their ability to predict individual words or story elements. Rhyming poems and picture books offer readers opportunities to predict the word at the end of the next rhyming line. Educators can share texts students have not previously read to show them how the author or poet has constructed a predictable pattern through the use of rhyme. This can be fun for students, whether or not their hypotheses agree with the original. Educators can share their thinking as they model this important cognitive process.” Inference; Judi Moreillon (2003) states, “Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than does prediction.” Inferring meaning at the word level requires a significant amount of language experience. For students who are English speakers, books that include terms in other languages offer practice at inferring word meaning; students who are proficient speakers or readers of other languages can furnish the definitions after their English-dominant classmates have made their inferences.

RESULT AND DISCUSSION

A. Results

The first cycle was not good enough to improve the students’ vocabulary mastery. The result did not give satisfaction improvement and the atmosphere of the class was not conducive. Although generally, there was an improvement of
the students’ reading comprehension after cycle 1, but the goal and criteria of success were not achieve completely. In the cycle 1, the mean score of pre-test was 54.93 and the mean score of the post-test 1 was 69.73. Based on the fact, the researcher decided to conduct cycle 2.

In the end of cycle 2, the researcher conducted the post-test 2 to support the data. The students’ reading comprehension improvement was significant, it could be seen from the students’ mean score. The mean score of the post-test 2 was 79.20. There was an improvement of the students’ reading comprehension after cycle 2.

Collaborative strategies making prediction and inference made the students interested to improve their reading comprehension because they looked serious when they did their prediction and inference on narrative text sheet. In cycle 2, the students had a good motivation and concentration to learn more about English Reading.

**DISCUSSION**

In the fact, the findings of the study showed that the use of Collaborative Strategies (Making Prediction and Inference) in the tenth grade improved students’ reading comprehension. The improvement could be achieved because Collaborative Strategies (Making Prediction and Inference) helped student’s involved matching and problem-solving skill. It is supported by Juni Moreillon (2009, 80) states, “Predictable texts are a logical choice to build students’ confidence in their ability to predict individual words or story elements. Rhyming poems and picture books offer
readers opportunities to predict the word at the end of the next rhyming line.” And he states, “Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than prediction. Inferring meaning at the word level requires a significant amount of language experience.”

Before implementing the strategy, the researcher found that the students had low reading comprehension and motivation. The improvement of the reading comprehension could be seen from the improvement of students’ achievement from cycle 1 to cycle 2. The reading comprehension achievement was increased significantly. It can be seen from the mean score of the pre-test was 54.93, the mean score of post-test 1 was 69.70, and the mean score of post-test 2 was 79.20. It meant that the students’ achievement increased significantly. It can also prove that using Collaborative Strategies (Making Prediction and Inference) improve the students’ reading comprehension, that is Pre-test total score 1648 and the mean score is 54.93, post-test 1 total score 2092 and the mean score is 69.70 and the last is post-test 2 have total score 2376 and the mean score is 79.20.

Based on the result of the analysis using t-test, the result of the test between posttest 1 and post-test 2 is 9.53 and the result of post-test 1 and post-test 2 in cycle 1 is compared with 
\[ db = (n-1) = (30-1) = 29. \]
The t table in significance 5% = 2.042. It can be concluded that \( t_0 > t \) table is significance 5% (9.23 > 2.042). It means that there is significance from learning of reading comprehension using collaborative strategies making prediction and inference in posttest 1 and post-test 2. Based on all of the findings above, it can be concluded that Collaborative strategies making prediction and inference can improve the students’ reading comprehension in the tenth grade students of MAN 2 Boyolali in 2015/2016 academic year.
CONCLUSION

Based on the result of the research which has the aim teaching reading using Collaborative Strategies (Making Prediction and Inference), the researcher can draw some conclusion:

1. Teaching reading through Collaborative Strategies (Making Prediction and Inference) can improve the students’ score after the action. Based on calculation result after getting all of the treatment using Collaborative Strategies (Making Prediction and Inference) the students’ mean score increased significantly. The students’ mean score from pre-test was 54.93, in the first cycle was 69.70 and the second cycle was 79.20. It showed that the use of Collaborative Strategies (Making Prediction and Inference) could improve students’ reading comprehension.

2. Teaching reading through Collaborative Strategies (Making Prediction and Inference) can improve classroom situation after the action. The teaching and learning process showed that there was a change of classroom situation before and after Collaborative Strategies (Making Prediction and Inference) was implemented in the class. The teaching and learning process using Collaborative Strategies (Making Prediction and Inference) was more conducive. The students were more enjoy, comfortable, and independent. It means that the class atmosphere really made them followed the lesson. Before the researcher gave treatment, they were doubt and afraid to answer questions or asked to the teacher.
BIBLIOGRAPHY


