

**COMPARISON BETWEEN COLLABORATIVE GROUP
LEARNING AND INDIVIDUAL LEARNING IN IMPROVING
ENGLISH READING SKILL AT SMA NEGERI 1 SEPUTIH
BANYAK**

(Undergraduate Thesis)

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ABSTRACT

COMPARISON BETWEEN COLLABORATIVE GROUP LEARNING AND INDIVIDUAL LEARNING IN IMPROVING ENGLISH READING SKILL AT SMA NEGERI 1 SEPUTIH BANYAK

By

RISMA LUTHFIA SAFIRA

This study compared collaborative group learning and individual learning to determine which produced greater improvement in students' English reading skills at SMA Negeri 1 Seputih Banyak.

A quasi-experimental pre-test and post-test design was used. Two classes of eleventh-grade students at SMA Negeri 1 Seputih Banyak were selected through random sampling in the 2025/2026 academic year, resulting in 66 participants: an experimental group (n = 30) receiving collaborative group learning and a control group (n = 36) receiving individual learning, both using analytical exposition texts over three meetings. Reading comprehension was measured across five aspects: main idea, supporting details, vocabulary, inference, and text structure, analyzed via paired samples and independent samples t-tests in SPSS.

Both methods produced statistically significant improvement ($p = .000$). The Independent Samples t-test revealed a significant difference between groups ($t = 3.270$, $p = .002$), with the Individual learning group achieving a higher post-test mean (78.61) than the collaborative group learning group (74.60), confirming individual learning as the superior method in this context. Supporting details showed the highest numerical gain in both groups, while inference demonstrated the greatest proportional improvement (79.5% in the Control Group; 75% in the experimental group). Individual learning outperformed collaborative group learning across all five reading aspects, likely because the naturally teacher-centered classroom environment at the research site meant students were already accustomed to independent study, enabling more immediate engagement with individual reading tasks. Individual learning proved more effective in this study context. The short treatment period likely limited collaborative group learning from reaching its full potential. Future research with longer interventions and diverse school contexts is recommended.

Keywords: Collaborative group learning, Individual learning, English Reading Comprehension, EFL, Senior High School

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ABSTRAK

Penelitian ini membandingkan pembelajaran kelompok kolaboratif dan pembelajaran individual untuk menentukan metode mana yang menghasilkan peningkatan yang lebih besar dalam kemampuan membaca bahasa Inggris siswa di SMA Negeri 1 Seputih Banyak.

Desain pra-uji dan pasca-uji kuasi-eksperimental digunakan. Dua kelas siswa kelas sebelas di SMA Negeri 1 Seputih Banyak dipilih melalui pengambilan sampel acak pada tahun ajaran 2025/2026, menghasilkan 66 peserta: kelompok eksperimen ($n = 30$) yang menerima pembelajaran kelompok kolaboratif dan kelompok kontrol ($n = 36$) yang menerima pembelajaran individual, keduanya menggunakan teks eksposisi analitis selama tiga pertemuan. Pemahaman membaca diukur dalam lima aspek: ide utama, detail pendukung, kosakata, inferensi, dan struktur teks, dianalisis melalui uji t sampel berpasangan dan sampel independen di SPSS.

Kedua metode tersebut menghasilkan peningkatan yang signifikan secara statistik ($p = .000$). Uji t sampel independen mengungkapkan perbedaan signifikan antar kelompok ($t = 3,270$, $p = 0,002$), dengan kelompok pembelajaran individual mencapai rata-rata pasca-uji yang lebih tinggi (78,61) daripada kelompok pembelajaran kolaboratif (74,60), yang menegaskan pembelajaran individual sebagai metode yang lebih unggul dalam konteks ini. Detail pendukung menunjukkan peningkatan numerik tertinggi di kedua kelompok, sementara inferensi menunjukkan peningkatan proporsional terbesar (79,5% pada Kelompok Kontrol; 75% pada kelompok eksperimen). Pembelajaran individual mengungguli pembelajaran kolaboratif di kelima aspek membaca, kemungkinan karena lingkungan kelas yang berpusat pada guru di lokasi penelitian berarti siswa sudah terbiasa dengan studi mandiri, sehingga memungkinkan keterlibatan yang lebih langsung dengan tugas membaca individual. Pembelajaran individual terbukti lebih efektif dalam konteks penelitian ini. Periode perlakuan yang singkat kemungkinan membatasi pembelajaran kolaboratif untuk mencapai potensi penuhnya. Penelitian selanjutnya dengan intervensi yang lebih lama dan konteks sekolah yang beragam direkomendasikan.

Kata kunci: *Pembelajaran kelompok kolaboratif, Pembelajaran individual, Pemahaman Membaca Bahasa Inggris, EFL, Sekolah Menengah Atas*

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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Mei 2026

Yang membuat pernyataan,


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CURRICULUM VITAE

The author's name is Risma Luthfia Safira. She was born in Setia Bakti on April 25, 2003. She is the fourth child of four siblings, born to Ahmad as her father and Suparmi as her mother. She has one older sister and two older brothers.

She began her formal education in 2008 at TK Pemuka Sakti Manisindah in Way Kanan and completed her kindergarten education in 2010. Then she continued her studies at SD Pemuka Sakti Manisindah in Way Kanan and graduated in 2016. Following that, she pursued her junior high school education at SMP Negeri 2 Way Seputih and completed it in 2019. She subsequently attended SMA Negeri 1 Seputih Banyak and graduated in 2022.

Upon completing her secondary education, she registered for higher education at a state university in Lampung through the SNMPTN national selection pathway and was accepted into the English Education Study Program at Universitas Lampung, where she has been studying up to the present. During her studies, she successfully completed the Community Service Program (KKN) and Teaching Practicum (PLP) in Desa Penawar, Tulang Bawang Regency.

She ultimately completed her undergraduate thesis research at SMA Negeri 1 Seputih Banyak, with the title “Comparison Between Collaborative group learning and Individual learning in Improving English Reading Skill at SMA Negeri 1 Seputih Banyak.”

DEDICATIONS

In the name of Allah Subhanahu Wa Ta'ala, the Almighty, whose grace has sustained me and whose strength has carried me through every challenging milestone of this research.

With a heart full of gratitude, I dedicate this work to my beloved parents, Mamak and Bapak, whose endless love, prayers, and silent sacrifices paved the way for my dreams to become reality. To my dear sister and brother, thank you for your warmth and for always being a safe harbor throughout this journey.

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Finally, the author realizes that this thesis is still far from perfection. Therefore, constructive suggestions and criticism are sincerely welcomed for the improvement of this work. The author hopes that this research will provide positive contributions to educational development, readers, and future researchers.

CONTENTS

ABSTRACT	i
CURRICULUM VITAE	vii
MOTTO	xiv
DEDICATIONS	viii
ACKNOWLEDGEMENTS	ix
CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xvi
I. INTRODUCTION	1
1.1. Background.....	1
1.2. Research Question	3
1.3. Objectives of The Research.....	4
1.4. Uses of The Research	4
1.5. Scope of The Research	5
1.6. Definition of Terms	6
II. LITERATURE REVIEW	8
2.1. Definition of Reading.....	8
2.1.1. Reading	9
2.1.2. Reading as Literacy and Cognitive Process.....	11
2.1.3. Aspects of Reading Comprehension.....	12
2.1.4. Teaching of Reading in EFL Classrooms	13
2.1.5. Collaborative group learning in Improving Reading Skills.....	14
2.1.6. Individual learning in Improving Reading Skills.....	15
2.1.7. Previous Comparative Studies on Learning Methods.....	16
2.2. Teaching of Reading.....	16
2.3. Procedure of Collaborative and Individual learning in Reading.....	18
2.3.1. Assessing Reading.....	23
2.4. Advantages and Disadvantages of the Methods	24
2.4.1. Benefits of Collaborative group learning for Reading Comprehension	25
2.4.2. Disadvantages of Collaborative group learning	25

2.4.3. Advantages of Individual learning	25
2.4.4. Disadvantages of Individual learning	26
2.5. Theoretical Assumption.....	26
2.6. Hypothesis	28
III. METHODS	29
3.1. Research Design	29
3.2. Research Variables.....	31
3.3. Population and Sample	31
3.4. Research Instrument	32
3.4.1. Reading Comprehension Test	32
3.4.2. Pre-test	32
3.4.3. Post-test.....	33
3.4.4. Validity.....	34
3.4.5. Reliability.....	37
3.4.6. Try Out.....	38
3.4.7. Level of Difficulty	39
3.4.8. Discrimination power	40
3.5. Data Collection.....	41
3.6. Data Analysis.....	43
3.8. Hypothesis Testing	44
IV. RESULT AND DISCUSSION	47
4.1. Result of the Research	47
4.1.1. Result of the Reading Comprehension	47
4.2. The Normality Test of Pre-Post Test	48
4.2.1. Hypothesis Testing for RQ1.....	50
4.3. Hypothesis Testing For RQ2	52
4.3.1. The Result of Paired Sample Test For Aspect of Reading.....	53
4.3.2. The Improvement of Aspect of Reading.....	54
4.4. Discussion of Findings	56
4.4.1. Discussion of the First Research Question	57
4.4.2. Discussion of the Second Research Question.....	58
V. CONCLUSION AND SUGGESTION	60
5.1. Conclusion.....	60
5.2. Suggestion	60

REFERENCE.....	62
APPENDICES.....	65

MOTTO

“Every prayer you’ve sent up to heaven will not return empty-handed” –

Anonymous

A beautiful reminder of our faith in Allah SWT. Every prayer we offer is surely heard and never goes unanswered, for it will be granted in the best possible way whether immediately, at a later time, or protection from harm.

LIST OF TABLES

Table 2. 1. Comparison Table: Collaborative vs Individual learning Procedures in Reading	20
Table 3. 1. Criteria for Pre-test Scores	33
Table 3. 2. Table of Specification.....	36
Table 3. 3. Criteria for Try Out Item Analysis	39
Table 3. 4. Item Difficulty Classification.....	40
Table 4. 1. Descriptive Statistics	47
Table 4. 2. The Normality of Pre-Post Test.....	49
Table 4. 3. Paired Sample Test	50
Table 4. 4. Independent Sample Test.....	51
Table 4. 5. Control Group	54
Table 4. 6. Experiment Group	55

LIST OF APPENDICES

Appendix 1 : Research Permit Letter	66
Appendix 2 : Research Approval Letter	67
Appendix 3 : Lesson Plan (collaborative learning).....	68
Appendix 4 : Lesson Plan (individual learning)	74
Appendix 5 : Learning instrument validation sheet	80
Appendix 6 : LKPD pre-test	82
Appendix 7 : LKPD post-test.....	86
Appendix 8 : Pre – test reading comprehension test	90
Appendix 9 : Post – test reading comprehension test	102
Appendix 10 : Analysis of level difficulty and discrimination power of try out test	115
Appendix 11 : Reliability	118
Appendix 12 : Pre – test and post – test result	119
Appendix 13 : Paired sample T-test	121
Appendix 14 : Documentations.....	123

I. INTRODUCTION

This chapter will be divided into six parts of the discussion which deals with several points; background, research question, objective of the research, uses of the research, scope of the research, and also the definition of terms in order to provide explanation of this research.

1.1. Background

Learning English as a foreign language has become a major focus in global education systems, including in Indonesia. In public high schools, English is taught as a compulsory subject to equip students with global communication skills (Ministry of Education and Culture, 2020). Among the four language skills, reading is considered essential as it helps expand knowledge, vocabulary, and grammar understanding (Grabe & Stoller, 2019).

Despite its importance, many Indonesian students continue to struggle with English reading comprehension. Data from the Programme for International Student Assessment (PISA) consistently show that Indonesian students score below the international average in reading literacy. In classroom settings, teachers often observe that students have difficulty identifying main ideas, making inferences, and understanding vocabulary in context. Large class sizes, limited access to English reading materials, and varied learner backgrounds add to these difficulties (Sulistiyo, 2016). To overcome these challenges, educators have sought effective teaching methods, one of which is through Collaborative group learning and Individual learning. Both have their own advantages and disadvantages (Slavin, 2014), and there is still debate over which is more effective in improving reading skills.

Previous research has shown that Collaborative Learning can improve students' reading comprehension, motivation, and self-confidence through group interaction (Gillies, 2016; Johnson & Johnson, 2017; Vygotsky, 1978). Group learning also creates a more supportive learning environment and encourages student engagement (Guthrie & Wigfield, 2000; Dörnyei, 2001; Nation, 2009).

Conversely, Individual learning allows students to learn at their own pace and according to their own needs, enhancing independence and focus (Zimmerman, 2002; Bandura, 1997; Deci & Ryan, 2000). This method also helps teachers identify students' specific difficulties more accurately (Oxford, 2011; Anderson, 2008).

Students' diverse learning preferences also influence the effectiveness of learning methods (Reid, 1995). Meanwhile, criticism of Individual learning highlights the potential for isolation and limited peer feedback.

Comparative studies between the two methods show varied results depending on the context, culture, and characteristics of the students (Slavin, 2014; Bećirović et al., 2025). Unfortunately, similar research is still limited in Indonesia, especially those focusing specifically on reading skills.

The role of teachers is also crucial in both methods. Without proper facilitation, the benefits of Collaborative and Individual learning will not be maximized (Harmer, 2007; Brown, 2007). Additionally, large class sizes and limited resources in Indonesia add challenges for teachers (Sulistiyo, 2016).

Given the limitations of local research and the importance of reading skills in English, this study was relevant and urgent. The study was conducted in a public high school with 11th-grade students using a quantitative approach to provide objective data on the effectiveness of both methods. The results were expected to assist teachers, school principals, and policymakers in improving reading instruction in a more inclusive and evidence-based manner.

Existing research had highlighted the potential benefits of both Collaborative group learning and Individual learning in language education. Collaborative group learning fostered communication, motivation, social

interaction, and teamwork, creating an engaging environment that supported deeper comprehension through peer discussion and shared understanding. Meanwhile, Individual learning promoted learner autonomy, self-paced progress, focus, and personalized reflection, which could benefit students who thrived in independent learning situations.

However, inconsistencies in findings and the lack of localized studies in Indonesia revealed a significant research gap. Improving English reading skills remained a critical goal for Indonesian students to compete in the global academic and professional landscape. The Indonesian education system continued to strive for improvements in English proficiency, making this investigation timely and relevant.

Given these considerations, this study aimed to identify which learning method Collaborative group learning or Individual learning resulted in greater improvement in students' English reading skills. By comparing the progress of two different groups under typical classroom conditions at SMA Negeri, the study sought to provide data-driven insights into the effectiveness of each approach. The findings were expected to inform English teachers, school administrators, and policymakers in enhancing reading instruction and support more inclusive, research-based teaching practices.

1.2. Research Question

Based on what had been written in the background of the study, the researcher formulates the problem as follow :

1. Is there any significant difference in the improvement of students' English reading comprehension between those taught using Collaborative group learning and those taught using Individual learning?
2. Which aspect of reading improved most effectively between the two methods?

1.3. Objectives of The Research

In relation to the research questions above, the objectives of this research are:

1. To find out which group of students, those who study in collaboration or those who study individually, shows greater improvement in their English reading skills.
2. To determine which aspects of reading most effectively improve between collaborative group learning and individual learning

1.4. Uses of The Research

The use of this research were as follows :

1. Theoretically, this research was expected to enrich the existing body of knowledge related to English language teaching, particularly in the area of reading comprehension. It contributed to the ongoing academic discussion on the comparative effectiveness of Collaborative group learning and Individual learning in improving students' reading skills. The findings provided empirical evidence to support or challenge previous theories, especially in the context of English as a foreign language (EFL) classrooms. Moreover, this study offered insights into how different learning environments influenced reading comprehension development among senior high school students in Indonesia. The results also helped refine educational theories regarding student-centered learning and independent learning models. Additionally, it supported theoretical discussions on the role of social interaction versus individual autonomy in second language acquisition. By conducting this research in the Indonesian context, the study added localized knowledge that complemented international studies. Therefore, this research became a useful reference for future studies focusing on reading skills, learning methods, and language education.
2. Practically, the research provided valuable insights for English teachers, school administrators, and curriculum developers in SMA Negeri and similar educational institutions. The results helped teachers decide which

learning method, either Collaborative group learning or Individual learning, was more effective in improving students' English reading skills. It also assisted teachers in designing classroom activities that suited students' needs and maximized reading comprehension outcomes. For students, this research raised awareness of how different learning styles affected their reading abilities, encouraging them to adopt the most suitable approach. School administrators used the findings to support professional development programs for teachers and enhance teaching practices. Policymakers also considered the results when formulating language education policies or revising English curricula at the senior high school level.

1.5. Scope of The Research

This research focused on measuring the improvement of English reading skills among grade 11 students at SMA Negeri 1 Seputih Banyak through two different learning methods, namely Collaborative group learning and Individual learning. The study was conducted in one public senior high school (SMA Negeri) in Indonesia during the academic year 2025/2026. The main concern of this research was students' reading comprehension improvement, based on the standard English curriculum for grade 11, which includes narrative, descriptive, and exposition texts.

The research only observed the short-term improvement in students' reading comprehension after applying the two learning methods, without investigating long-term retention or mastery. The participants consisted solely of grade 11 students and did not include students from other grades or educational levels. This study used pre-test and post-test scores to measure the improvement in reading comprehension quantitatively. The research did not focus on students' learning styles, emotional factors, or personal preferences in depth, though general observations were noted. The results of the research were intended to describe the observed improvement in reading comprehension in the specific context of Indonesian senior high school students.

1.6. Definition of Terms

1. Collaborative group learning

In this research, Collaborative group learning refers to a learning approach where students work together in small groups to complete reading tasks, discuss comprehension questions, and share ideas to improve their understanding of English reading texts. This method emphasizes peer interaction, cooperation, and shared responsibility during learning activities (Slavin, 2014).

2. Individual learning

Individual learning in this research refers to a learning approach where students work independently to complete reading tasks without direct interaction with peers. Students read the texts, answer comprehension questions, and process information based on their own understanding and pace (Zimmerman, 2002).

3. Reading Skills

Reading Skills in this study focus specifically on English reading comprehension, which includes understanding the main ideas, identifying supporting details, making inferences, and interpreting the meaning of written English texts. This skill is essential for accessing information and improving overall language proficiency (Grabe & Stoller, 2019).

4. Improvement

Improvement in this research refers to the measurable increase in students' reading comprehension scores as demonstrated by the comparison between pre-test and post-test results. Improvement indicates the extent to which students' reading performance has developed after participating in the learning activities (Creswell, 2014).

5. Grade 11 Students

Grade 11 Students in this research are students enrolled in the eleventh grade of a public senior high school (SMA Negeri) in Indonesia. These students typically

range in age from 16 to 17 years old and follow the national English curriculum designed for senior high school level (Kemendikbud, 2020).

6. SMA Negeri

SMA Negeri refers to public senior high schools in Indonesia managed by the government. These schools follow the national education standards and curriculum regulated by the Indonesian Ministry of Education and Culture (Kemendikbud, 2020).

7. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) in this study refers to the context where English is taught as an additional language in a country where English is not the primary language of communication, such as Indonesia (Richards & Schmidt, 2010)

8. Aspect of Reading

In this research refers to the various components involved in the reading process that contribute to overall reading comprehension. These aspects include, but are not limited to, the ability to identify main ideas, supporting details, making inferences, vocabulary, text structure (Grabe, W., & Stoller, F. L. 2019).

II. LITERATURE REVIEW

This chapter will be divided into seven parts of the discussion which deals with several points i.e., definition of reading, reading as literacy and cognitive process, aspect of reading comprehension, teaching of reading in EFL classroom, collaborative group learning in improving reading skills, individual learning in improving reading skills, and previous comparative studies on learning methods.

2.1. Definition of Reading

Reading is one of the most essential skills in the process of learning a language, especially for English as a Foreign Language (EFL) learners. According to Grabe and Stoller (2019), reading is the ability to extract meaning from written texts through comprehension of words, sentences, and discourse structures. It is not simply decoding symbols but involves constructing meaning based on linguistic knowledge and background information. Anderson (2008) emphasizes that reading is an interactive process between the reader and the text, requiring the activation of both bottom-up (word recognition) and top-down (background knowledge) processes.

Furthermore, Nunan (2003) defines reading as a fluent process of readers combining information from a text and their background knowledge to build meaning. Reading plays a significant role in academic success since most information is conveyed through written forms. In EFL contexts, reading not only enhances language proficiency but also broadens students' vocabulary and grammar understanding (Richards & Schmidt, 2010). Effective reading involves recognizing words automatically, understanding the structure of sentences, and

being able to make inferences. Reading comprehension allows learners to acquire new knowledge, critically analyze information, and improve cognitive development. Thus, reading is not merely recognizing words but a complex process that integrates linguistic, cognitive, and experiential factors. In conclusion, Based on the sources from Grabe and Stoller (2019), Anderson (2008), Nunan (2003), and Richards and Schmidt (2010), reading is more than a mechanical activity; it is a cognitive and interactive process. Reading enables learners to understand written texts, develop language proficiency, and engage critically with information by combining textual cues with personal knowledge.

2.1.1. Reading

Reading is a crucial component of second language acquisition that requires more than the mechanical decoding of words. According to Koda (2005), reading in a second language involves both cognitive and linguistic processes that interact with a learner's existing knowledge and experiences. Koda highlighted the importance of cross-linguistic influences, where skills from a learner's first language (L1) could positively or negatively affect reading comprehension in a second language (L2). For example, learners who had strong reading skills in their native language tended to transfer some of those skills when reading English texts. However, differences in grammar, vocabulary, and writing systems between languages could present challenges for L2 readers. Therefore, effective reading instruction needed to consider the role of L1 knowledge while developing L2 reading proficiency. Reading became a strategic activity in which learners integrated word recognition, syntactic understanding, and inferencing to construct meaning.

Urquhart and Weir (1998) emphasize that reading in a second language is not a passive process but requires active cognitive engagement. They explained that reading comprehension involved understanding both the literal and inferential meaning of texts. Literal comprehension included recognizing factual information, while inferential comprehension required connecting ideas and reading between the lines. The authors also distinguished between different

reading purposes, such as skimming for general understanding, scanning for specific details, and intensive reading for in-depth comprehension. These varying purposes required different cognitive strategies that learners had to develop. In second language classrooms, teachers needed to train students to apply these strategies appropriately to enhance their reading proficiency. Thus, reading was seen as a dynamic process that integrated purpose, strategy use, and linguistic decoding.

Alderson (2000) highlights the significance of assessing reading ability to understand learners' strengths and weaknesses in comprehension. He stated that reading was not solely about recognizing words but about constructing meaning through interaction with the text. Alderson emphasized that assessment tools should measure various aspects of reading, including vocabulary knowledge, syntactic awareness, and the ability to make inferences. Reliable assessments helped teachers identify specific areas where learners struggled and adjust their instructional approaches accordingly. Moreover, Alderson warned that poor test design could lead to inaccurate conclusions about students' reading proficiency. Therefore, valid assessment instruments were essential for evaluating reading skills in both L1 and L2 contexts. Through comprehensive assessment, educators could support learners in developing the necessary cognitive and linguistic abilities for successful reading.

Harmer (2007) explains that reading plays a dual role in language learning, functioning both as a skill to be developed and as a tool for language exposure. He argued that reading authentic English texts introduced learners to new vocabulary, grammar structures, and discourse patterns. This exposure not only enhanced reading comprehension but also contributed to overall language proficiency. Harmer also stressed that teaching reading should have involved both intensive and extensive reading activities. Intensive reading focused on understanding complex texts in detail, while extensive reading encouraged learners to read large amounts of material for enjoyment and general understanding. Both approaches helped build confidence and fluency in reading.

In the classroom, Harmer recommended using a variety of texts and tasks to maintain student engagement and support comprehension development.

Grabe (2009) provides a comprehensive overview of reading in a second language, emphasizing its complexity and the need for systematic development. He explained that reading fluency, or the ability to read quickly and accurately with understanding, was a key factor in successful comprehension. Grabe also highlighted the role of automatic word recognition, which allowed learners to focus on meaning construction rather than decoding every word. Additionally, he discussed how reading strategies, such as summarizing, predicting, and questioning, supported comprehension, especially for EFL learners. Grabe argued that developing reading skills required consistent practice with varied text types, including both academic and authentic materials. He also underscored the importance of integrating theory with practical classroom approaches to help learners become proficient readers. Ultimately, Grabe's work reinforced the idea that reading was a multifaceted skill that combined cognitive, linguistic, and strategic components.

Reading was a complex and interactive process that went beyond simply decoding written words. It involved cognitive engagement, linguistic knowledge, and strategic application to construct meaning from texts. Research from Koda (2005), Urquhart and Weir (1998), Alderson (2000), Harmer (2007), and Grabe (2009) consistently emphasizes that reading in a second language requires the integration of comprehension strategies, background knowledge, and continuous practice. Effective reading instruction should address both the cognitive processes and the practical classroom strategies needed to support EFL learners. Furthermore, reading serves as a foundation for improving overall language proficiency, academic success, and lifelong literacy.

2.1.2. Reading as Literacy and Cognitive Process

Reading was not only a basic literacy skill but also an important cognitive activity that shapes how individuals think and process information. Nation (2009) explains that literacy means being able to read and write, but true

reading comprehension goes beyond just recognizing words; it involves a deeper understanding of the text. Anderson (2008) points out that reading activates mental processes like memory, attention, and making connections between ideas. Goodman (1996) believes reading is an active process where readers predict, check, and adjust their understanding as they interact with the text. In today's education system, reading is considered essential for academic success and building long-term learning habits. Grabe (2010) highlights that skilled reading means combining new information with what readers already know, which requires higher-level thinking. For students learning English as a foreign language, reading presents extra challenges because they must apply these cognitive skills while navigating unfamiliar words and structures. Perfetti and Stafura (2014) explain that effective reading depends on how decoding, language knowledge, and comprehension monitoring work together. Through reading, learners develop independence and the ability to manage complex information on their own. For these reasons, reading plays a key role in both language learning and overall intellectual development.

2.1.3. Aspects of Reading Comprehension

Reading comprehension involves several connected skills that help readers understand written texts. Grabe and Stoller (2019) explain that these skills include finding the main idea, noticing supporting details, understanding vocabulary, making inferences, and recognizing how the text is structured.

1. Finding the main idea

Readers had to be able to grasp the main idea or central theme of a paragraph or text. This is important so that readers could understand what message the writer wanted to convey.

2. Noticing supporting details

Readers also needed to pay attention to additional information that supports the main idea, such as facts, examples, or explanations that made understanding more complete.

3. Understanding vocabulary

Understanding the meaning of words in context was very important so that readers did not misinterpret the content of the text. This skill included recognizing the meaning of new words and how they were used in sentences.

4. Making inferences

Inference meant drawing conclusions or understanding something that was not explicitly written in the text, but could be understood based on the information provided. This helped readers grasp implied meanings.

5. Recognizing how the text is structured

Readers also had to understand how the text was structured, for example, whether it was a narrative, description, argument, or exposition. By recognizing the structure, readers could follow the flow and organization of ideas more effectively.

Each of these elements was important for building a complete understanding of what the text was saying. Snow (2002) points out that comprehension happens when readers can pull information from different parts of the text and connect it. A strong vocabulary is key because it's hard to understand a passage if you don't know what the words mean (Nation, 2009). The ability to make inferences was also important, as it helped readers link ideas together and fill in missing information. Grammatical knowledge plays a role too, since understanding sentence structure helped readers figure out meaning (Anderson, 2008). Skilled readers also use metacognitive strategies to check their understanding as they read (Pressley, 2000). The type of text and how it's organized, like whether it's a story or an informational text, also influence how readers make sense of the content. Mastering these skills is essential for students, especially when they face academic reading tasks.

2.1.4. Teaching of Reading in EFL Classrooms

Teaching reading in EFL classrooms took careful planning because students often face language and cultural challenges. Brown (2007) explains that good reading lessons usually include activities before, during, and after reading.

Pre-reading tasks help students activate their background knowledge, while guided reading helps them work through the text, and follow-up activities reinforce their understanding. Grabe (2010) points out that many EFL learners struggle with vocabulary, grammar, and unfamiliar text structures, so teachers need to give clear, step-by-step support. One way to help was by modeling reading strategies like making predictions, summarizing, and asking questions while reading.

Nunan (2003) suggests using authentic materials, such as articles or stories from real-life situations, to keep students engaged and show them how language is used in context. At the same time, reading instruction should help students improve both their reading fluency and their overall understanding of the text. Day and Bamford (1998) recommend encouraging students to read a wide range of texts through extensive reading programs to build confidence and skill. In EFL classrooms, group discussions about what students read can also improve comprehension and support language development. Overall, teaching reading effectively means using a mix of strategies, real-world materials, and interactive activities that match students' abilities and needs.

2.1.5. Collaborative group learning in Improving Reading Skills

Collaborative group learning was a teaching method that focused on students working together and interacting to reach shared learning objectives. Slavin (2014) describes it as structured group activities where students are encouraged to discuss, exchange ideas, and help one another understand the material. When applied to reading lessons, this approach gives students the chance to clarify difficult parts of the text, share different interpretations, and work through comprehension challenges together. Johnson and Johnson (2017) explain that learning in groups builds positive interdependence, encourages personal responsibility, and promotes face-to-face communication, all of which support better learning outcomes. Vygotsky (1978) also believed that social interaction plays a key role in developing thinking skills, including language understanding. Research by Gillies (2016) found that students who take part in collaborative

reading activities often improve both their comprehension and their critical thinking. Working together can also boost motivation and lower anxiety related to reading, making students feel more comfortable (Dörnyei, 2001). Group discussions expose learners to different opinions and ways of thinking, which can deepen their understanding of the text. Activities like summarizing or asking questions as a group help students practice higher-level thinking skills. In this way, Collaborative group learning can be an effective way to support students in improving their reading comprehension.

2.1.6. Individual learning in Improving Reading Skills

Individual learning is a structured instructional approach where students engage with learning materials independently, allowing them to process information at their own cognitive pace without immediate peer interaction. Unlike independent learning which often implies total student autonomy in choosing goals and materials individual learning in this context emphasizes personalized cognitive processing of structured tasks within the classroom framework. According to Celce-Murcia (2014), individual learning provides EFL students with the necessary cognitive space to focus deeply on linguistic decoding, such as analyzing sentence structures and vocabulary, without the cognitive overload or distractions often found in group settings.

Furthermore, Richards and Rodgers (2014) state that individual learning strengthens personal accountability because every student must rely entirely on their own reading strategies to extract meaning from the text. In reading comprehension, this method allows learners to execute intensive reading strategies such as highlighting keywords, re-reading difficult sentences, and consulting glossaries more systematically (Nation, 2009). Thus, individual learning is highly effective in fostering rigorous, self-paced text engagement that directly translates into higher literal and inferential comprehension scores.

2.1.7. Previous Comparative Studies on Learning Methods

Slavin (2014) reported that Collaborative Learning can boost students' understanding and academic performance across subjects, including language learning. On the other hand, collaborative Learning can boost students' understanding and academic performance across subjects, including language learning. Li, H., & Gan, Z. (2022) found that self-regulated reading strategies are among the strongest predictors of EFL reading comprehension, suggesting that students who apply personal strategies such as rereading and self-monitoring tend to perform better in reading tasks. Gillies (2016) also found that group-based learning, like discussions and cooperative activities, helps improve reading comprehension and critical thinking. Still, other studies suggest that students with strong self-management skills, or self-regulation, often do better when they learn independently (Zimmerman, 2002).

However, Li, H., & Gan, Z. (2022) found that students' reading strategies are significantly influenced by the level of teacher instruction provided during independent sessions. This study addresses the gap in Indonesian EFL research, where students often face reading difficulties as highlighted by Hamra & Syatriana (2012) and Sulistiyo (2016). Many existing studies are also based on findings from Western countries, which may not always apply to Indonesian classrooms. This is why this study aims to fill the gap by comparing how both learning methods affect English reading improvement among Indonesian EFL students at the senior high school level.

2.2. Teaching of Reading

Teaching reading was an important part of English language instruction, especially for students learning English as a foreign language. Brown (2007) explains that reading is more than just recognizing words; it is about understanding meaning, analyzing structure, and connecting ideas. Effective reading lessons usually combine pre-reading, while-reading, and post-reading activities to help students fully engage with a text. Pre-reading activities helped

activate students' background knowledge and prepared them for the content. During the reading phase, teachers guide students to find main ideas, understand vocabulary, and make inferences. After reading, follow-up tasks encourage students to summarize, discuss, and reflect on what they have read. Teachers also need to adjust their approach based on students' language levels and reading difficulties. Grabe (2010) emphasizes that developing both fluency and comprehension is essential for reading success. Using authentic materials such as articles, stories, and academic texts can help students connect classroom learning to real-world language use. Therefore, reading instruction in EFL classrooms should be structured, interactive, and responsive to students' needs.

In the Indonesian EFL context, teaching reading comes with specific challenges that require targeted solutions. Many students face difficulties due to limited vocabulary, unfamiliar grammar structures, and low exposure to English outside the classroom (Hamra & Syatriana, 2012). Teachers need to provide explicit instruction on reading strategies to help students overcome these challenges. For example, teaching students how to skim for general information, scan for details, and infer meaning from context can significantly improve comprehension. Visual aids, guided questions, and structured group discussions also support understanding, especially for more complex texts. Moreover, reading materials should be chosen carefully to match students' proficiency levels while still challenging them to grow. Teachers can also create opportunities for students to share personal connections to the text, which helps build engagement. Research shows that when reading instruction is interactive and student-centered, learners develop stronger comprehension skills (Anderson, 2008). Teachers must continuously assess student progress and adapt instruction accordingly. In this way, reading instruction becomes a dynamic process that supports both language development and critical thinking.

Another important aspect of teaching reading is fostering students' motivation and confidence. Many students feel anxious or frustrated when they struggle to understand English texts, which can affect their willingness to

participate. Teachers play a key role in creating a supportive environment where students feel comfortable practicing reading skills. Encouraging cooperative learning, providing positive feedback, and celebrating small successes can boost students' motivation. Day and Bamford (1998) highlight the value of extensive reading programs where students read a variety of texts for enjoyment and general understanding. This approach builds reading fluency, increases vocabulary exposure, and helps students develop a reading habit. Teachers can also promote goal setting, where students track their progress and celebrate improvements over time. Using a variety of texts, such as short stories, news articles, and academic passages, keeps lessons engaging and exposes students to different language styles. By combining structured instruction with motivation-building strategies, teachers can help students develop both the skills and the confidence needed for successful reading in English.

2.3. Procedure of Collaborative and Individual learning in Reading

In Collaborative group learning, students work together in small groups to complete reading tasks and improve their comprehension. Before beginning the reading task, students were asked to brainstorm ideas related to the topic or theme of the text. This could be done through group discussions, mind mapping, or short prompts to elicit what students already know about the topic, which helped create meaningful connections to the new reading material.

A. Procedure of Collaborative group learning in Reading:

Collaborative group learning was designed to help students work together to build reading comprehension through structured teamwork. Slavin (2014) explains that cooperative reading activities encourage students to discuss, share interpretations, and solve problems as a group. Below were the recommended steps for implementing Collaborative group learning in reading lessons adapted from Slavin (2014):

1. The teacher explained the learning objectives and given a brief introduction to the reading material.

2. The class was divided into several groups
3. The teacher provided clear instructions for how students should work together during the reading activity.
4. Students begin reading the assigned text together, either by taking turns reading aloud or reading silently and discussing.
5. As they read, group members helped each other understand difficult vocabulary, sentence structures, and main ideas.
6. The group completes comprehension tasks, such as answering questions, summarizing sections, or making predictions.
7. Each group prepares a short presentation or explanation of their understanding of the text.
8. Groups share their findings with the whole class, allowing for comparison of interpretations.
9. The teacher facilitates a class discussion to clarify misunderstandings and deepen overall comprehension.
10. Students reflect on the group process and receive feedback from the teacher on both their reading performance and collaboration.

This structured approach allows students to benefit from peer interaction while improving their understanding of reading materials.

B. Procedure of Individual learning in Reading

Individual learning emphasizes student independence and self-regulation in building reading comprehension. Zimmerman (2002) notes that this method helps students set personal goals and track their progress. The following steps outline how teachers can implement Individual learning for reading tasks adapted from Zimmerman (2002):

1. The teacher introduced the reading topic and explains the objectives of the activity.
2. Students received the reading material and worked independently, reading the text at their own pace.

3. As they read, students used personal strategies such as highlighting, note-taking, or writing questions to support comprehension.
4. Students identify unfamiliar words and used dictionaries or glossaries to find meanings.
5. After reading, they complete comprehension exercises, such as answering questions, summarizing, or identifying key ideas.
6. Students check their answers individually using provided answer keys or teacher guidance.
7. They reflect on which parts of the text were difficult and review those sections.
8. The teacher provides additional support for students who need extra clarification.
9. Students apply their understanding to follow-up tasks, such as short written reflections or vocabulary exercises.
10. The activity concludes with feedback from the teacher, focusing on both reading skills and independent learning progress.

This process helps students develop reading comprehension skills while encouraging autonomy and personal responsibility.

Table 2. 1. Comparison Table: Collaborative vs Individual learning Procedures in Reading

Phase	Collaborative	Individual
Pre-Activity	<ul style="list-style-type: none"> • Teacher greets students and checks attendance. • Teacher displays pictures or statements related to the topic (e.g., social media, online learning, digital lifestyle). • Teacher asks trigger questions such as “How 	<ul style="list-style-type: none"> • Teacher greets students and checks attendance. • Teacher displays topic-related prompts (e.g., “<i>Is social media more beneficial or harmful for teenagers?</i>”). • Students individually write short personal responses (3–5 sentences) to the guiding

	<p><i>does social media influence the way we communicate?”</i> or <i>“Which do you prefer: online or traditional learning?”</i>.</p> <ul style="list-style-type: none"> • Students discuss briefly in pairs or small groups to share their opinions. • Teacher introduces learning objectives and explains that students will read an Analytical Exposition Text. • Prior knowledge is activated through class discussion about the topic. 	<p>question.</p> <ul style="list-style-type: none"> • Teacher explains the learning objectives and purpose of reading an Analytical Exposition Text. • Students reflect individually on what they already know about the topic.
While activity	<ul style="list-style-type: none"> • Teacher briefly explains text concepts and reading strategies (finding main idea, supporting details, vocabulary, inference, text structure). • Students are divided into small groups (4–6 members). • Each group receives an analytical exposition text (e.g., <i>“Social Media Impact on Teenagers”</i>, <i>“Online Learning vs Traditional Learning”</i>, or <i>“Digital</i> 	<ul style="list-style-type: none"> • Teacher introduces the reading text (same as the collaborative group) and explains the instructions. • Students read the text independently at their own pace. • While reading, students: <ul style="list-style-type: none"> – Identify the main idea of each paragraph – Note supporting details and examples – Highlight or guess the meanings of difficult words – Draw inferences from

	<p><i>Addiction and Mental Health</i>”).</p> <ul style="list-style-type: none"> • Students read collaboratively, taking turns reading aloud or silently, and then discuss their understanding. • Groups identify: <ul style="list-style-type: none"> – Main ideas of each paragraph – Supporting details and examples – Vocabulary meanings in context – Inferences or implied meanings – Text structure (thesis–arguments–reiteration). • Groups answer comprehension questions together and write summaries of their findings. • Selected groups present their discussion results to the class. • Teacher facilitates a class discussion to clarify meaning and highlight key arguments. 	<p>implied ideas</p> <ul style="list-style-type: none"> – Mark the text structure (thesis–arguments–reiteration). • Students answer comprehension questions individually in their worksheets. • Students check or revise their answers using teacher feedback or an answer key. • Teacher provides individual guidance where needed.
Post activity	<ul style="list-style-type: none"> • Each group presents their summary and opinion about 	<ul style="list-style-type: none"> • Students write a short reflection (3–4 sentences)

	<p>the text.</p> <ul style="list-style-type: none"> • Teacher leads a class reflection with questions such as: <ul style="list-style-type: none"> – “<i>What arguments did you find convincing?</i>” – “<i>How does this text try to influence readers?</i>” • Students reflect on their group learning process and participation. • Teacher gives feedback on reading performance and collaboration. • Teacher summarizes key points of the text and reinforces reading strategies. • Preview of next meeting. 	<p>about what they learned or how their opinion changed after reading.</p> <ul style="list-style-type: none"> • Students may note questions or unclear sections for discussion. • Teacher provides written or verbal feedback on reading comprehension and independence. • Teacher summarizes main ideas of the text and reinforces critical reading strategies. • Preview of next meeting.
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2.3.1. Assessing Reading

Assessing reading was a fundamental component in evaluating students' development and the effectiveness of instructional methods. In this study, reading assessment was used to determine how much students improve their comprehension skills after being taught using either Collaborative group learning or Individual learning. According to Alderson (2000), reading comprehension cannot be directly observed, so it must be inferred through learners' performance on specific reading tasks. Therefore, valid and reliable assessment tools are essential for understanding students' progress.

This study employs a pre-test and post-test design using multiple-choice questions to measure students' reading comprehension. The test items are developed based on five key aspects of reading: finding the main idea, noticing supporting details, understanding vocabulary in context, making inferences, and recognizing text structure (Grabe & Stoller, 2019). Each item was designed to target one of these sub-skills to allow for a comprehensive evaluation of students' reading ability. This structure ensures that the assessment not only measures overall comprehension but also provides insights into which specific skills have improved the most under each teaching method.

To ensure content validity, the questions were derived from instructional materials and texts that students encounter during the learning process. The test includes 50 multiple-choice items, evenly distributed across the five reading aspects. Each item contains four options with one correct answer. The difficulty level of the items was varied and aligned with Bloom's Taxonomy, from understanding and applying to analyzing and evaluating. The results from the pre-test and post-test are then analyzed statistically to measure students' improvement and compare the effectiveness of Collaborative group learning and Individual learning.

The design of the assessment also supports the identification of students' strengths and weaknesses in reading. For example, if a student shows progress in identifying the main idea but struggles with inference, this data can guide future instruction. Moreover, assessing reading through structured multiple-choice tests allows for objective scoring and easy quantification of results. The findings from this assessment contribute significantly to answering the research questions and evaluating the impact of each instructional method on students' reading comprehension.

2.4. Advantages and Disadvantages of the Methods

This section discussed the advantages and disadvantages of both Collaborative group learning and Individual learning in the context of reading comprehension instruction, providing a balanced overview of the strengths and

limitations of each method as a basis for understanding their potential effectiveness in the classroom.

2.4.1. Benefits of Collaborative group learning for Reading Comprehension

- Students can learn from each other by sharing interpretations and helping to understand difficult parts of the text (Slavin, 2014)
- Group discussions encourage active engagement with the reading material and allow for clarification of meaning through peer explanations.
- Builds positive interdependence and social skills that are important for language development (Johnson & Johnson, 2017).
- Reduces reading anxiety because students feel supported by their peers (Dörnyei, 2001).
- Introduces students to diverse perspectives that enrich text comprehension.
- Encourages critical thinking as students must explain, defend, and evaluate ideas within the group.
- Increases motivation as students often enjoy working together.
- Teachers can use group activities to promote cooperative learning and deeper understanding.
- The success of collaborative learning depends on clear instructions and effective group management.

2.4.2. Disadvantages of Collaborative group learning

- Not all students contribute equally, reducing individual accountability (Slavin, 2014).
- Stronger students may dominate discussions, while weaker students tend to be passive and rely on others.
- Can cause noise and disruption if not managed properly.

2.4.3. Advantages of Individual learning

- Suitable for students who prefer to learn independently without the pressure of performing in front of peers (Zimmerman, 2002).

- Students can set their own learning pace, review text sections, and use appropriate strategies such as note-taking or highlighting.
- Encourages self-regulation and builds confidence as students are responsible for their own progress.
- Facilitates concentration and deep engagement, especially in a quiet environment (Oxford, 2011).
- Provides opportunities for self-assessment and reflection, which strengthen understanding.
- Teachers can tailor reading activities to students' ability levels and needs.

2.4.4. Disadvantages of Individual learning

- Limited opportunities for peer feedback and exposure to diverse perspectives (Slavin, 2014).
- Students may feel isolated or less motivated without social interaction

2.5. Theoretical Assumption

This research was based on the assumption that both Collaborative group learning and Individual learning can contribute to improving students' reading skills, but they may have different effects depending on how students engage with the learning process. Vygotsky's (1978) sociocultural theory suggests that interaction with peers supports cognitive development, including language comprehension. In Collaborative group learning, students work together, share ideas, and help each other solve comprehension problems, which may lead to better understanding of the text (Slavin, 2014). Through discussion and peer explanation, students are exposed to different perspectives, which can enrich their interpretation of reading materials. Group learning also promotes social interaction and reduces reading anxiety, which can motivate students to engage more actively (Dörnyei, 2001). On the other hand, Individual learning relies on students managing their own progress through self-regulation (Zimmerman, 2002). This method allows students to apply personal strategies and work at their

own pace, which may benefit students who prefer independent learning. Both approaches are believed to have potential to improve reading comprehension in different ways.

Collaborative group learning offers several benefits in developing reading comprehension. According to Slavin (2014) and Gillies (2016), students working in groups can share ideas, discuss the text, and help each other understand difficult parts. This teamwork supports learning because students bring different perspectives and knowledge to the discussion. Grabe (2010) also explains through the Interactive Model of Reading that comprehension involves using background knowledge, word recognition, and strategic thinking. In collaborative settings, students can activate these components together, making it easier to understand complex texts. Group discussions can also increase motivation, engagement, and critical thinking (Johnson & Johnson, 2017; Vygotsky, 1978), which are important in EFL classrooms.

Based on the theoretical framework and previous studies, the researcher assumes that Collaborative group learning may lead to better reading comprehension outcomes because it allows students to share knowledge, discuss ideas, and support each other in understanding texts (Slavin, 2014; Gillies, 2016; Grabe, 2010). In line with the Interactive Model of Reading (Grabe, 2010), students in collaborative groups can activate background knowledge and apply strategies more effectively through peer interaction. At the same time, the researcher also assumes that Individual learning can be effective for students who prefer working independently, as it helps them develop self-regulation and focus on personal reading strategies such as summarizing or rereading (Zimmerman, 2002; Anderson, 2008), both learning methods have the potential to improve reading skills but possibly with different impacts depending on students' learning preferences, motivation, and classroom conditions (Reid, 1995; Dörnyei, 2001).

Therefore, the researcher assumed that both methods have the potential to improve reading comprehension, though the effectiveness may vary depending on students' characteristics, learning context, and individual preferences. It is also assumed that external factors such as teacher guidance, the nature of the reading material, and students' previous exposure to English will influence the effectiveness of both methods (Brown, 2007; Harmer, 2007; Sulistiyo, 2016). Through this study, the researcher expects to discover which method leads to more significant improvement in students' reading comprehension and to provide useful insights for English teachers in Indonesian senior high schools.

2.6. Hypothesis

Based on the theoretical framework and previous studies, this research proposed two main hypotheses that correspond to the research questions.

- H_{01} (Null Hypothesis): There is no significant improvement in students' English reading comprehension between those taught using Collaborative group learning and those taught using Individual learning.
- H_{11} (Alternative Hypothesis): There is a significant improvement in students' English reading comprehension between those taught using Collaborative group learning and those taught using Individual learning.
- H_{02} (Null Hypothesis): There is no significant difference in the improvement of reading aspects between students taught using Collaborative group learning and those taught using Individual learning.
- H_{12} (Alternative Hypothesis): There is a significant difference in the improvement of reading between students taught using Collaborative group learning and those taught using Individual learning.

III. METHODS

This chapter discussed about design, variable, data sample, instrument, data collection, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This research used a quantitative approach, which focused on collecting numerical data to objectively analyze the effect of different learning methods on students' reading comprehension. Quantitative research is commonly used to test hypotheses and examine the relationship between variables through measurable results (Creswell, 2012).

The specific design used in this study was a quasi-experimental design. This type of design was widely implemented in educational research, particularly in situations where random assignment of participants to groups was not entirely possible. Although randomization could not be fully applied, the quasi-experimental design still provided a reliable way to compare groups and evaluate the effectiveness of the treatment being implemented (Ary, Jacobs, Sorensen, & Walker, 2018).

In this study, two groups of students were involved. The first group was the experimental group, which was taught using Collaborative group learning, while the second group was the control group, which was taught using Individual learning. Both groups were given a pre-test to measure their initial reading comprehension skills before the treatment. After the treatment, both groups took a post-test to evaluate the improvement in their reading comprehension abilities. Through this design, the researcher was able to compare the outcomes and

determine which learning method was more effective in improving students' reading comprehension.

The research design applied in this study was illustrated through the following scheme:

G1 T1 X1 T2

G2 T1 X2 T2

(Setiyadi, 2018)

The notations are explained as follows:

- G1 = (students taught through Collaborative group learning) as experimental group
- G2 = (students taught through Individual learning) as control group
- T1 = Pre-test, given to both groups before the treatment to measure their initial reading comprehension ability
- X1 = Treatment for the experimental group, which was learning through Collaborative group learning
- X2 = Treatment for the control group, which was learning through Individual learning
- T2 = Post-test, given to both groups after the treatment to measure the improvement in reading comprehension

Through this design, both groups underwent the same testing procedures to ensure that the results were comparable. The key difference lay in the learning method provided during the treatment phase. By comparing the pre-test and post-test results of both groups, it was determined whether Collaborative group learning had a more significant impact on students' reading comprehension compared to Individual learning.

This design was considered suitable for educational settings, where full randomization was often difficult to achieve, but comparative evaluation between groups remained essential to measure the effectiveness of teaching strategies (Sugiyono, 2019).

3.2. Research Variables

This research involves two types of variables:

- Independent Variable (X):

The method of learning, consisting of :

- Collaborative group learning for the experimental group
- Individual learning for the control group

- Dependent Variable (Y):

Students' improvement in English Reading Skills, which was measured through reading comprehension tests.

The relationship between variables was designed to identify whether the use of collaborative group learning significantly improved students' reading skills compared to individual learning (Fraenkel, Wallen, & Hyun, 2012).

3.3. Population and Sample

The population of this study consisted of all eleventh-grade students at SMA Negeri 1 Seputih Banyak, academic year 2025/2026. The sample was selected using random sampling, where two classes were available for this research.

- One class becomes the experimental group, taught using collaborative group learning.
- Another class becomes the control group, taught using individual learning.

This approach ensures that the comparison was fair and controlled, minimizing external factors that could influence the outcomes (Cohen, Manion, & Morrison, 2018).

3.4. Research Instrument

This study employed several instruments to collect data, which are discussed in the following subsections. The instruments include a reading comprehension test, pre-test, post-test, along with assessments of validity, reliability, and item analysis to ensure the quality of the measurement tools.

3.4.1. Reading Comprehension Test

Reading comprehension was defined as the ability to understand, interpret, and analyze written texts. In this study, the reading comprehension test was developed based on the English curriculum and was adapted to the students' level. The test included various types of reading texts such as descriptive, narrative, and recount texts, which are commonly taught at the eleventh-grade level (Brown, 2004).

The questions were designed in a multiple-choice format, with four options for each item. This format was chosen for its objectivity and ease of scoring (Hughes, 2003). The test covered several aspects of reading comprehension, including identifying main ideas, finding specific information, understanding word meaning in context, making inferences, and understanding the general meaning of the text.

3.4.2. Pre-test

The pre-test was administered before the treatment to measure students' initial reading comprehension ability. It was intended to determine whether both groups (experimental and control) had similar proficiency levels at the beginning of the study. The pre-test used the same format and structure as the post-test to ensure consistency and fairness in measurement.

The criteria for interpreting the pre-test scores are presented in the table below:

Table 3. 1. Criteria for Pre-test Scores

Score Range	Category
86 – 100	Excellent
76 – 85	Good
66 – 75	Sufficient
56 – 65	Poor
≤ 55	Very Poor

Source: Arikunto (2012, p. 245)

These categories help classify students' reading comprehension levels, which allows the researcher to compare the groups' baseline abilities before applying the different learning methods.

3.4.3. Post-test

The post-test was administered after the treatment to both groups. It was purposed to assess students' improvement in reading comprehension after participating in either Collaborative group learning or Individual learning. The test was constructed with the same structure, difficulty level, and number of items as the pre-test, to maintain the validity and reliability of the measurement (Brown, 2004).

The improvement in reading comprehension was evaluated by comparing the pre-test and post-test scores of each student. The reading comprehension test consists of 50 multiple-choice questions distributed across different reading skills.

3.4.4. *Validity*

In general, the validity of a measuring instrument indicates the extent to which it measures what it is supposed to measure. Even if the measuring instrument had demonstrated high reliability by providing consistent test results, it will be considered invalid if it does not measure what it is supposed to measure (Setiyadi, 2018). In this study, two types of validity are considered:

- Content Validity

Content validity related to all items in a measurement tool. If a measurement tool represents all ideas or domains related to the material to be measured, the measurement tool had fulfilled the aspect of content validity. In the development of an English language final exam, content validity pertains to the extent to which the construction of the test items was based on the existing curriculum. Content validity was typically measured for tests used to assess areas of knowledge such as grammar, vocabulary, and other linguistic knowledge (Setiyadi, 2018).

In this study, 50 multiple-choice questions will be designed to cover various aspects of reading skills in English, such as:

- a) Understanding main ideas
- b) Identifying supporting details
- c) Making inferences
- d) Vocabulary
- e) Interpreting text meaning

Each question was relevant to the learning objectives set for 11th grade (Phase F) in the Kurikulum Merdeka, so as to ensure that the instrument was content valid. Before use, these questions were evaluated by experts or English teachers to ensure their suitability and relevance. The test items in this study were developed in accordance with the Capaian Pembelajaran (CP) for Phase F, which states that at the end of Phase F, students comprehend oral, written, and visual texts to learn something and for entertainment, and their ability to infer implied

meaning when understanding information and their capacity to evaluate various types of texts in English have developed. Specifically, the test items were aligned with the Tujuan Pembelajaran (TP) for Analytical Exposition Text in the Alur Tujuan Pembelajaran (ATP) for Grade XI Odd Semester, Kurikulum Merdeka, particularly TP 2.13, which states that students are able to understand and conclude the main ideas, issues, and author's purpose from analytical exposition texts. Furthermore, the test instrument was directly aligned with the Activity Objectives stated in the lesson plan used in this study, which explicitly states that "Students are able to read and understand analytical exposition texts and answer multiple choice questions based on reading comprehension aspects (finding the main idea, noticing supporting details, understanding vocabulary, making inferences, and recognizing how the text is structured) accurately." This confirms that the five reading aspects measured in the test instrument, namely understanding main ideas, identifying supporting details, making inferences, understanding vocabulary in context, and recognizing text structure, are fully consistent with both the Tujuan Pembelajaran from the ATP and the Activity Objectives from the lesson plan. Therefore, the instrument was considered to have strong content validity.

- Construct Validity

. Construct validity refers to the extent to which a test instrument actually measures the theoretical construct it is intended to measure (Setiyadi, 2018). In this study, construct validity was established through an inter-rater agreement procedure, in which two raters independently evaluated whether each test item appropriately measured its designated aspect of reading comprehension.

(Inter-Rater)

Table 3. 2. Table of Specification

No	Reading Aspect	Item Numbers	Total Items	%	Rater 1 Agreement	Rater 2 Agreement	Inter-Rater Agreement	Notes
					(✓ = Appropriate / X = Not Appropriate)	(✓ = Appropriate / X = Not Appropriate)	(✓ = Agree / X = Disagree)	Revision needed if raters disagree
1	Main idea	1, 11, 21, 31, 41	5	10 %	✓	✓	✓	
2	Supporting details	2, 6, 9, 12, 16, 19, 22, 26, 29, 32, 36, 39, 42, 46, 49	15	30 %	✓	✓	✓	
3	Vocabulary	3, 7, 13, 17, 23, 27, 33, 37, 43, 47	10	20 %	✓	✓	✓	
4	Inference	4, 8, 14, 18, 24, 28, 34, 38, 44, 48	10	20 %	✓	✓	✓	
5	Text structure	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10	20 %	✓	✓	✓	

Rater 1 was the researcher and Rater 2 was an English teacher, both of whom assessed all 50 items across five reading aspects: Main idea (5 items, 10%),

Supporting details (15 items, 30%), Vocabulary (10 items, 20%), Inference (10 items, 20%), and Text structure (10 items, 20%). Each item was rated as either appropriate (✓) or not appropriate (X) in terms of its alignment with the intended reading aspect.

The results showed that both raters agreed on all items across all five reading aspects, yielding a 100% inter-rater agreement with no items requiring revision. This complete agreement between the two raters indicates that the test items consistently and accurately reflect the reading constructs they are designed to measure. Therefore, the instrument was considered to have strong construct validity and was appropriate for use in measuring students' reading comprehension in this study.

3.4.5. Reliability

According to Setiyadi (2018), reliability is a measure of the consistency or stability of a measurement instrument in producing the same data or scores when it was used repeatedly under the same conditions. In other words, reliability indicated the extent to which an instrument could be trusted and was free from measurement errors.

According to Setiyadi, reliability is very important in foreign language teaching research because a reliable instrument would provide consistent and valid results for measuring students' abilities, such as reading skills.

In this study, the reliability of the instrument was examined through Split Half Reliability

- Used to ensure that the test items in the reading comprehension test are consistent in measuring reading skills.
- The split half method divides the test items into two halves (odd-numbered and even-numbered items), then correlates the scores of both halves. The correlation coefficient was then corrected using the spearman-Brown. The analysis was conducted using SPSS, where correlation of Guttman Split-Half Coefficient $> 0,08$ indicates good reliability.

The Correlation Between Forms was 0.988, and after correction using the Spearman-Brown formula, based on appendix 11 on page 118, reliability coefficient obtained was 0.783. Since the value exceeded the minimum threshold of 0.08, the instrument was considered highly reliable and suitable for use in the actual research.

3.4.6. Try Out

Before the reading comprehension test was used in the actual pre-test and post-test, a try out (pilot test) was conducted to ensure that the instrument met the required standards of validity and reliability. The try out was carried out on a group of students who were not included in the main study sample but they were available for this research, such as grade level and English proficiency.

The try out was administered to approximately 30 students from a different class at the same school level. The students were given the full set of 50 multiple-choice reading comprehension questions under the same time constraints and conditions as the actual test. This ensured that the try out results could provide a reliable indication of how the instrument would perform during the actual data collection process.

Following the try out, the data were analyzed to evaluate the quality of each test item. The analysis included item difficulty index and item discrimination index. The item difficulty index was used to determine the level of difficulty of each question, ensuring that the items were neither too easy nor too difficult for the target students. Items that did not meet the acceptable criteria were revised or replaced before the final version of the test was finalized.

The criteria used to determine whether each item was acceptable are presented in the table below:

Table 3. 3. Criteria for Try Out Item Analysis

Criteria	Acceptable Range
Difficult	0.00 – 0.30
Moderate	0.31 – 0.70
Easy	0.71 – 1.00

Source : Heaton (1988)

3.4.7. Level of Difficulty

The level of difficulty of the test items was analyzed to determine whether each item was easy, moderate, or difficult for the students. The level of difficulty was calculated by using the difficulty index formula, which measured the proportion of students who answered each item correctly. In this study, the difficulty index was obtained from the mean score of each item generated by SPSS.

Since the total number of students was 30, the mean value of each item directly represented its difficulty index.

The interpretation of the difficulty index followed these criteria: items with values between 0.00 and 0.30 were categorized as difficult, items with values between 0.31 and 0.70 were categorized as moderate, and items with values between 0.71 and 1.00 were categorized as easy.

Based on the results of the analysis, the difficulty index of the test items ranged from 0.43 to 0.87. The findings indicated that most of the items were categorized as easy, as the majority of items had mean values ranging from 0.73 to 0.87. Several items were classified as having a moderate level of difficulty, with mean values around 0.67 to 0.70. Only one item showed a lower difficulty index of 0.43, indicating that the item was relatively more difficult than the others.

Overall, the analysis showed that the test items were generally easy, but still included a number of moderately difficult items. This distribution indicated that

the test was appropriate for the students' reading comprehension level and suitable for use as a research instrument.

Criteria :

- 0.00 – 0.30 : Difficult
- 0.31 – 0.70 : Moderate
- 0.71 – 1.00 : Easy

Table 3. 4. Item Difficulty Classification

No	Difficulty Category	Item Numbers	Total Items
1	Difficult	-	0
2	Moderate	S1, S6, S12, S17, S18, S20, S22, S25, S27, S35, S43, S46, S48	13
3	Easy	S2, S3, S4, S5, S7, S8, S9, S10, S11, S13, S14, S15, S16, S19, S21, S23, S24, S26, S28, S29, S30, S31, S32, S33, S34, S36, S37, S38, S39, S40, S41, S42, S44, S45, S47, S49, S50	37

3.4.8. Discrimination power

The discrimination power on page 114 showed the test items was analyzed to determine the ability of each item to distinguish between students with high and low levels of reading comprehension. In this study, discrimination power was measured using the Corrected Item Total Correlation value obtained from the SPSS output.

An item was considered to have good discrimination power if it had a corrected item total correlation value of 0.30 or higher. Items with higher

correlation values indicated a stronger ability to differentiate students based on their overall test performance.

Based on the analysis results, the corrected item–total correlation values ranged from 0.327 to 0.802. The findings showed that all items had discrimination power above the minimum acceptable criterion of 0.30, indicating that all test items were able to discriminate between high-achieving and low-achieving students. Many items demonstrated good to very good discrimination power, with correlation values exceeding 0.50, while several items showed excellent discrimination power with values above 0.70.

Although a few items had lower correlation values compared to others, they were still considered acceptable and did not negatively affect the overall quality of the instrument. This was supported by the Cronbach's Alpha values, which remained high even when individual items were deleted.

In conclusion, the discrimination power analysis indicated that the test items were effective in distinguishing students' reading comprehension abilities, and therefore, all items were considered appropriate to be used in the research instrument.

3.5. Data Collection

The data collection procedure in this study followed these steps:

1. Try out

Before being used in the research, the test instrument was tried out to examine the quality of the items. The try out was conducted to ensure that the test items were valid, reliable, and appropriate for measuring students' reading comprehension.

The try out consisted of 50 multiple-choice items and was administered to 30 students who were not included in the experimental or control classes but had

similar characteristics to the research participants. The data obtained from the try out were analyzed using SPSS.

The try out analysis covered item validity, reliability, level of difficulty, and discrimination power. Item validity was analyzed using the corrected item–total correlation, reliability was measured using Split-Half method with Spearman-Brown correction, while the level of difficulty and discrimination power were analyzed to determine the appropriateness of each item. Based on the results of the try out analysis, the test items met the criteria of a good research instrument and were considered suitable to be used in the actual research.

2. Administering the Pre-Test

Before the treatment began, students in both the experimental and control groups were given a pre-test consisting of 50 multiple-choice reading comprehension questions. Based on standard testing recommendations (Hughes, 2003; Brown, 2004), students were given 60 minutes to complete the test. This step measured their initial reading comprehension ability.

➤ Implementing the Treatment

- The treatment was conducted over three meetings, following the regular schedule of senior high schools.
- In the experimental group, students learned through Collaborative group learning, where they worked in small groups to discuss texts and solve reading tasks together.
- In the control group, students learned through Individual learning, where they completed reading tasks independently.

3. Administering the Post-Test

After the treatment sessions, both groups took a post-test with the same structure as the pre-test, consisting of 50 multiple-choice questions, with an

allocated time of 90 minutes. The post-test evaluated the improvement in students' reading comprehension after the learning process.

4. Collecting and Recording the Scores

All test results were collected and documented systematically for data analysis, which were then compared the effectiveness of Collaborative group learning and Individual learning methods.

3.6. Data Analysis

The data obtained from the pre-test and post-test were analyzed using a quantitative approach with the help of the SPSS program. Data analysis was carried out in stages, starting from descriptive analysis to comparative tests to examine the effectiveness of the Collaborative group learning method compared to Individual learning in improving the reading skills of 11th grade high school students.

First, descriptive analysis was performed to describe the mean and standard deviation of the pre-test and post-test scores in each experimental and control group. This analysis aimed to provide an overview of students' initial abilities and learning outcomes.

The results of the reliability testing served as an essential foundation before conducting data analysis. The internal consistency of the reading comprehension test was measured using Split-Half, which indicated that the test items consistently measured students' overall reading comprehension skills. In addition, a paired sample t-test was employed to examine whether there were significant differences in students' test results across reading aspects, namely main idea, supporting details, vocabulary, inference, and text structure. Therefore, the research instrument was considered reliable and suitable for data collection.

After the instrument was confirmed to be reliable, the pre-test and post-test scores from both the experimental class and the control class were analyzed using the Statistical Package for the Social Sciences (SPSS). The data analysis began with descriptive statistics, including mean and standard deviation, to describe students' reading comprehension performance in each group.

Before testing the research hypotheses, a normality test was conducted as a prerequisite analysis to determine whether the pre-test and post-test data were normally distributed. The normality test was applied to the pre-test and post-test scores of both the experimental and control groups. In this study, the Shapiro–Wilk test was employed because the number of participants in each group was less than 50, making it appropriate for small sample sizes.

The criteria for determining data normality were as follows: if the significance value (Sig.) was > 0.05 , the data were considered to be normally distributed; however, if the significance value (Sig.) was < 0.05 , the data were considered not normally distributed. The result of this test was used as the basis for selecting the appropriate statistical technique for hypothesis testing.

If the data met the assumption of normality, parametric statistical tests were applied. A Paired Samples t-test was used to analyze the improvement of students' reading comprehension within each group, while an Independent Samples t-test was employed to compare the differences between the experimental and control groups. Thus, the sequence of data analysis procedures in this study ensured that the statistical testing was conducted based on valid assumptions and reliable measurement instruments.

3.8. Hypothesis Testing

In this study, hypothesis testing is conducted to examine two main objectives based on the research questions: (1) to determine whether there is a significant improvement in students' English reading comprehension after being taught through different learning methods, and (2) to identify which aspect of

reading improves most effectively between Collaborative group learning and Individual learning.

The hypotheses tested in this research are as follows:

- H_{01} (Null Hypothesis): There is no significant improvement in students' English reading comprehension between those taught using Collaborative group learning and those taught using Individual learning.
- H_{11} (Alternative Hypothesis): There is a significant improvement in students' English reading comprehension between those taught using Collaborative group learning and those taught using Individual learning.
- H_{02} (Null Hypothesis): There is no significant difference in the improvement of reading aspects (finding the main idea, noticing supporting details, understanding vocabulary, making inferences, and recognizing text structure) between students taught using Collaborative group learning and those taught using Individual learning.
- H_{12} (Alternative Hypothesis): There is a significant difference in the improvement of reading aspects (finding the main idea, noticing supporting details, understanding vocabulary, making inferences, and recognizing text structure) between students taught using Collaborative group learning and those taught using Individual learning.

Here the decision rule :

- If Sig. (2-tailed) < 0.05 : There is a significant improvement (H_1 accepted).
- If Sig. (2-tailed) ≥ 0.05 : There is no significant improvement (H_0 accepted).

To test these hypotheses, the researcher used SPSS software for statistical analysis.

- The Paired Samples t-test was employed to examine the improvement within each group by comparing pre-test and post-test scores.

- The Independent Samples t-test was used to compare the mean improvement between the two groups and to identify which reading aspects improved most effectively.

These statistical analyses were chosen to determine not only whether each learning method led to a significant improvement in reading comprehension but also which specific aspect of reading showed greater enhancement as a result of the applied learning methods.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the research findings and discussion, followed by suggestions for English teachers, students, school administrators, and future researchers

5.1. Conclusion

This study found that both Collaborative group learning and Individual learning significantly improved the English reading comprehension of eleventh-grade students at SMAN 1 Seputih Banyak, with all five reading aspects main idea, supporting details, vocabulary, inference, and text structure showing notable gains in both groups; however, Individual learning consistently produced stronger improvement across all aspects, with inference demonstrating the highest proportional development and supporting details the highest numerical gain, suggesting that the personal accountability and independent cognitive engagement promoted by Individual learning were better suited to the naturally teacher-centered learning context of this study. These findings underscore the importance of aligning instructional methods with students' learning characteristics and classroom culture, and call for thoughtful integration of both individual and collaborative approaches in future reading instruction.

5.2. Suggestion

Based on the findings, english teachers are encouraged to prioritize individual learning as the primary instructional approach for reading comprehension at senior high school level, while also exploring an integrated model that combines individual and collaborative elements within a single

framework. To improve main idea comprehension, teachers can use topic sentence identification exercises and paragraph summarization tasks to train students in distinguishing central from supporting information. For supporting details, text-marking activities where students locate and label evidence are recommended. Vocabulary skills can be developed through contextual guessing strategies and word mapping to help students infer meaning from surrounding text. Since inference showed the highest responsiveness to instruction in both groups, teachers are advised to apply "reading between the lines" questioning techniques and prediction tasks before and during reading. Finally, explicit instruction on common text organization patterns such as problem-solution and cause-effect using graphic organizers can effectively strengthen students' text structure awareness.

For students, developing consistent individual reading habits and actively practicing comprehension strategies such as predicting, questioning, and summarizing outside the classroom are strongly encouraged. When participating in collaborative activities, equal contribution to group discussions is advised to maximize personal comprehension development.

For future researchers, future researchers are encouraged to replicate this study with a longer intervention period and across different school contexts, text types, and proficiency levels. Exploring student learning styles and classroom dynamics as mediating variables would also contribute to a more comprehensive understanding of the comparative effectiveness of both methods.

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