# The Use of Cooperative Learning Technique to Improve Students' Reading Ability for Second Year Students at Mts N 01 of Bengkulu, Indonesia

**Dedi Efrizal**
State Institute of Islamic Studies (IAIN)
Bengkulu, Indonesia
E-mail address: dedi.efrizal@iainbengkulu.ac.id

**Abstract**
This study was carried out to improve the students' reading ability through Cooperative Learning Technique in Second Year Students at Mts N 01 of Bengkulu in academis year 2017-2018. The subjects of this study were consisted of 42 students. The method used in this study was Classroom Action Research (CAR). The Clasroom Action Research design applied in this study was a collaborative classroom action research. It mean that the researcher collaborated with the English teacher of Mts N 01 of Bengkulu as an observer and collaborator. The study was carried out in three cycles. Each cycles consisted of three meetings. The data were gathered in this study through field notes, and test. The result of the study showed that there was improvement of students' reading ability. Most of the students gradually gained good scores at the end of each cycles. The score of Minimum Mastery Criterionof English subject was 70 (seventy). In In cycle, the result of the students score was poor. In cycle 2 the result of the students score has some progresses, and in the cycle 3 the result of the students score has improve effectively than action in cycle before were the mean score of students was in 75 (Good). In addition, there was a positive response from the English Teacher about implementing the actions. In conclusion Cooperative Learning technique could solve the students' problems and improve their reading ability.

**Subject Areas**: Classroom Language Learning

**Key words** : Students' Reading Ability, Cooperative Learning Technique

## 1. INTRODUCTION

Language as means of communication plays very important role in social relationship among human being. English as one the international language is very important since it requires as a bridge communication. In in Indonesia, English is one of the compulsory subjects which is taught in Junior High School, Senior High School and University as the first foreign language.

There are some problems of English education in Indonesia. One of the problems is students get difficulties to comprehend texts, especially in Evaluation National test. The majority problem is reading comprehension. It is because the students are lack of motivation in studying. It needs learning method variously in order to study maximally and increase student's motivation to study English well since they are at tenth grade or the first grade, especially for reading comprehension. Teacher must be able to give learning model properly.

During the process of the observation made by the researcher on November 2017 in Mts N 01 of Bengkulu City, the researcher has interviewed the teacher of English about how teaching and learning process done. Based on the interview, the researcher concluded that the method which is used by the teacher was not interesting for the students of junior high school, because he only asked the students to repeat him. The activity was monotonous and made students bored. And then, the researcher observed immediately in the classroom while teaching and learning process done. What the researcher saw the same as what the teacher told to the researcher in his interview. The

researcher saw that, the students were bored and sleepy because they never made a movement since the teaching and learning process done. The activity was monotonous so that they were bored.

Based on the fact seen by researcher, it can be concluded that the teaching and learning proves done by the teacher is not effective and must be change or mix with other methods and innovations, so shat the students feel comfortable and they will have motivation in learning.

There are many method in EFL Teaching, one of them is cooperative learning, in this case the researcher will be using cooperative learning, it hopes can give motivation for the students at study English as a foreign language.

One of learning models that is chosen to improve quality learning is cooperative learning technique. It can increase student's memory by quiz. So that it can be motivated students in learning activity. The implementation cooperative learning can give choice for students to interact and cooperate with their friends, increasing teacher and student's interaction to comprehend difficult concepts.

Hopefully, the implementation of cooperative learning can be motivated the students for learn English foreign language. The researcher wants to do a research about the implementation of jigsaw model-cooperative learning to stimulate the students in English foreign language.

Based on the background above, Cooperative Learning is an appropriate model to be implemented in order to get learning model which is an active, creative, effective, pleasant, and innovative. The researcher wants to know how about the implementation of cooperative learning technique in Mts N 01 of Bengkulu City, especially in English foreign language because there are problems in learning English foreign language. Cooperative learning can be an alternative and this model is never done in this school.

## 2. LITERATURE REVIEW
### 2.1 The Concept of Reading

Reading comprehension is the capability of understanding what the reader read. In this understanding the reader should recognize eight skills, they are recognizing definitions and examples, enumerations, heading and sub headings (Langan: 2002). Signal words, main ideas in paragraph and short selections, knowing how to outline, how to summarize, and understanding graph and tables. Comprehension is achieved gradually, as you move from a general feeling about what something means to a deeper level of understanding.

In foreign language situation, reading has become the most important subject in the teaching or learning English. Reading is the process of getting and understanding of some of words from the text (Ur: 2000). It means that we need to understand some of the words in order to understand the meaning of the text. We gather the meaning from the words we read and the words that we have understood. Reading with comprehension involves not only understanding through the writers mind. Reading with comprehension requires the students to understand detail about the text. It can be interpreted that the important thing in reading is the understanding.

In teaching reading, the teacher teaches the students reading not only saying the words, but try to give the students appreciation of the different between the real and fanciful. One of the most effective ways to make the students gain more comprehension towards the text is by considering their interest towards the text. By using interesting materials can make the students enjoy reading and getting wider comprehension. It also supported by Nuttal (1989) who suggested that the aim of teaching reading programs is to make the students enjoy reading in the foreign language, and to read without help unfamiliar authentic texts, at an appropriate, silently, and with adequate understanding. Reading comprehension program has the aims in order that the students get (Langan: 2002):

1. Finding the main idea of the sentences, paragraph, or the text.
2. Choosing the important items.
3. Following the indicates.
4. Determining the reading element organization.

5. Finding the visual form of the written.
6. Drawing the conclusion.
7. Guessing meaning and the assumption the effect and also the conclusions.
8. Conclusion what had been reader it.
9. Distinguishing the fact of the opinions.
10. Getting information the several of the facilities, like encyclopedia, atlas, and map.

## 2.2 The Concept of Cooperative Learning.

Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team (Mabrouk: 2007). A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education. Relative to students taught traditionally i.e., with instructor-centered lectures, individual assignments, and competitive grading cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem (Kupczynski, *et al.* 2012). Another nontrivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip.

## 2.3 Elements of Cooperative Learning

Johnson *et al* (1991) suggested that cooperative learning is more than simply "*working in groups*," and should include the following:

a) Positive interdependence where team members are reliant on one another to achieve a common goal, and the entire group suffers the consequences if one member fails to do his or her work;

b) Individual accountability where each member of the group is held accountable for doing his or her share of the work;

c) Face-to-face promotive interaction where, although some of the group work may be done on an individual basis, most of the tasks are performed through an interactive process in which each group member provides feedback, challenges one another, and teaches and encourages his or her group mates;

d) Appropriate use of collaborative skills where students are provided with the opportunity to develop and implement trust-building, leadership, decision-making, communication, and conflict management skills; and

e) Group processing in which team members establish group goals, the assessment of their performance as a team occurs periodically, and they often identify changes that need to be made in order for the group to function more effectively.

Group dynamics play an important role in effective collaboration, and positive interdependence or cooperation is key to a group's ability to accomplish a common goal, while competitively structured groups can be a hindrance (Onwuegbuzie. 2009). Positive interdependence exists when individuals perceive that they can reach their goals if and only if the

other individuals with whom they are cooperatively linked also reach their goals and, therefore, promote each other's efforts to achieve the goals. However, as Onwuegbuzie, Collins, and Jiao (2009) pointed out, individual accountability is key to the success of the overall group and helps to prevent social loafing, or reduced individual effort resulting from too much dependence on other group members.

## 3. METHODOLOGY

The method used in this research was classroom action research. The researcher conducted the research in the classroom because the researcher believed that speaking problems that occured in Mts N 01 of Bengkulu environment especially in first year students of junior high school at Mts N 01 of Bengkulu, Indonesia could be overcame through classroom atmosphere.

The research was conducted in three cycle. If the first cycle is failed, the researcher continued it as revision cycle with the second cycle and so forth. The cycle was conducted in three meetings where the approach that used by the researcher was implemented repeatedly and simultaneously in order to solve student's problems in learning English *reading* and improve their ability to perform English reading. The model of classroom action research that used by the researcher is Kemmis and and Mc Taggart' model Latief (2012).
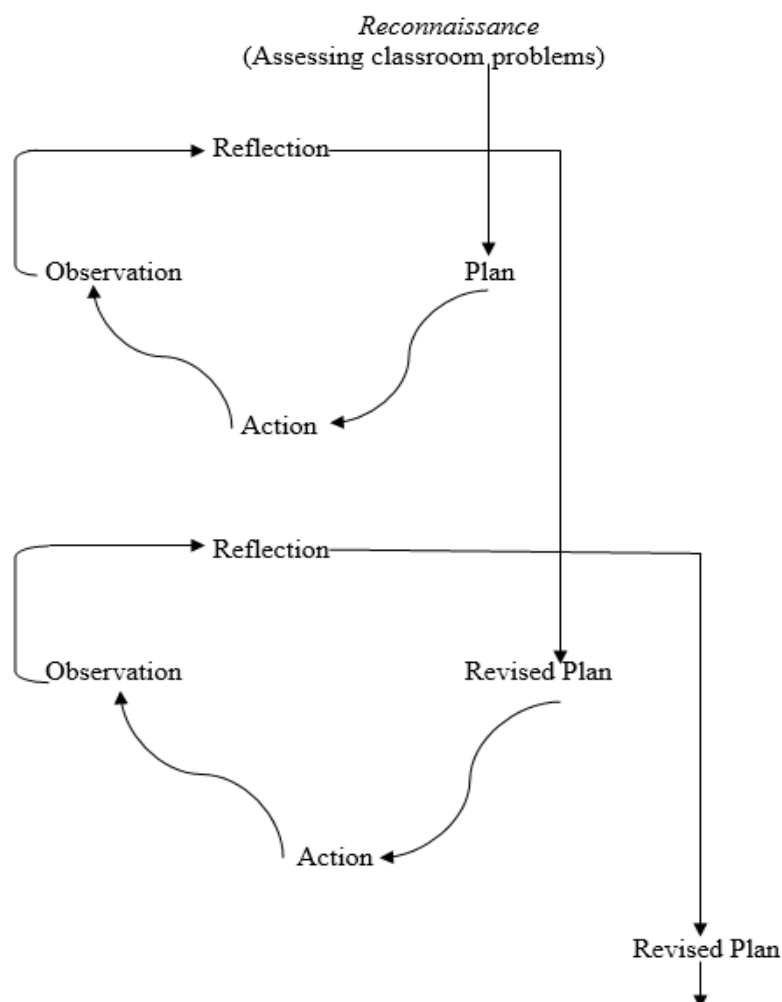


Figure 1. The Action Research Spiral of Kemmis, S., Mc Taggert R. (1998)

Based on the figure above, the researcher started the research from a planning, but before doing a plan, the researcher began with an observation. In observation, the researcher identified the problems that encountered by the students during learning English reading in classroom. After observing in classroom, the researcher reflected the results of the observation and make planning of the research. After having the plan of the research, the researcher implemented that planning in

teaching and learning activity in classroom. While the implementation of Cooperative Learning Technique conducting in classroom, the researcher observed the learning progress in classroom both in students' improvement of speaking ability and the effectiveness of Cooperative Learning Technique in solving students' problems. After collecting the data through observation, the researcher reflected the result of the implementation and plan for the next action and so forth.

## 4. FINDINGS AND DISCUSSION
## FINDINGS
### a. Cycle I

Figure I. Students' Reading Score in Cycle I
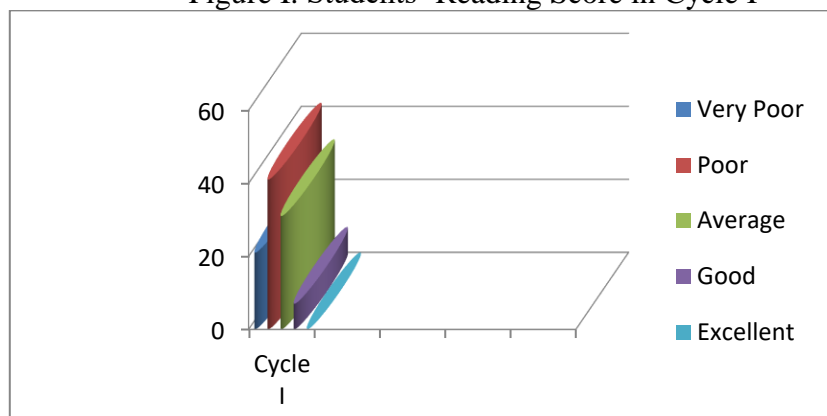


From the figure above, the students' score is into percentages. The percentages can be seen from the following table:
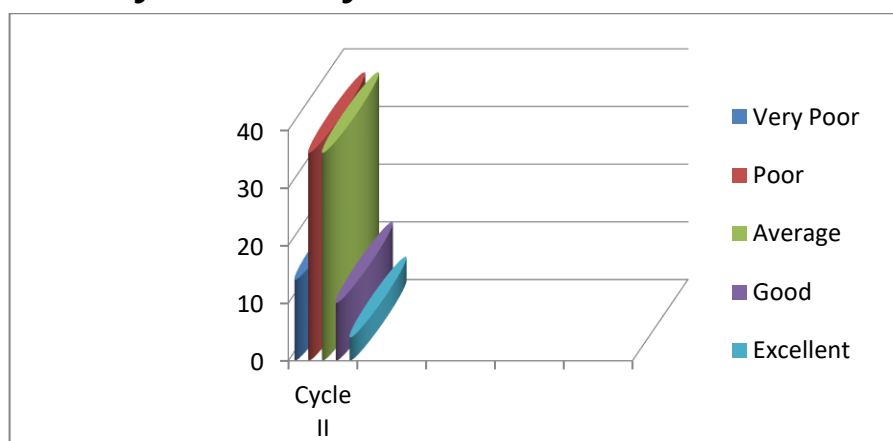
**Table 1: The Distribution of Students' Reading in *Cycle I***

| Interval | Qualification | Cycle I | |
| --- | --- | --- | --- |
| | | **Number of Students** | **Percentages** |
| 85-100 | Excellent | - | 0% |
| 71-84 | Very good | 3 | 7% |
| 60-70 | Good | 13 | 31% |
| 40-59 | Low | 17 | 41% |
| 0-39 | Failed | 9 | 21% |

From the table above, it can be seen that there is improvement in students' reading than in cycle I. The data shows that 0% of students are excellent categories, 7% are very good, 31% are good categories, 41% are low categories and 21% are failed. Based on the evaluation and reflection, researcher and collaborator conclude that there is improvement in students' reading. However, researcher feels that it is important to increase students' reading because indicator of success has not been reached yet because some of students it because of the problems such as their lak of understanding about the text, unfamiliar word and sentences, and lack of vocabularies. Besides that, the teaching method that applied before was not interest. Therefore, researcher and collaborator need to do action again.

### a. Cycle II

Figure II. Students' Reading Score in Cycle II

From the figure above, the researcher collect the students' reading score into percentages. It can be seen from the following table:

**Table 2**
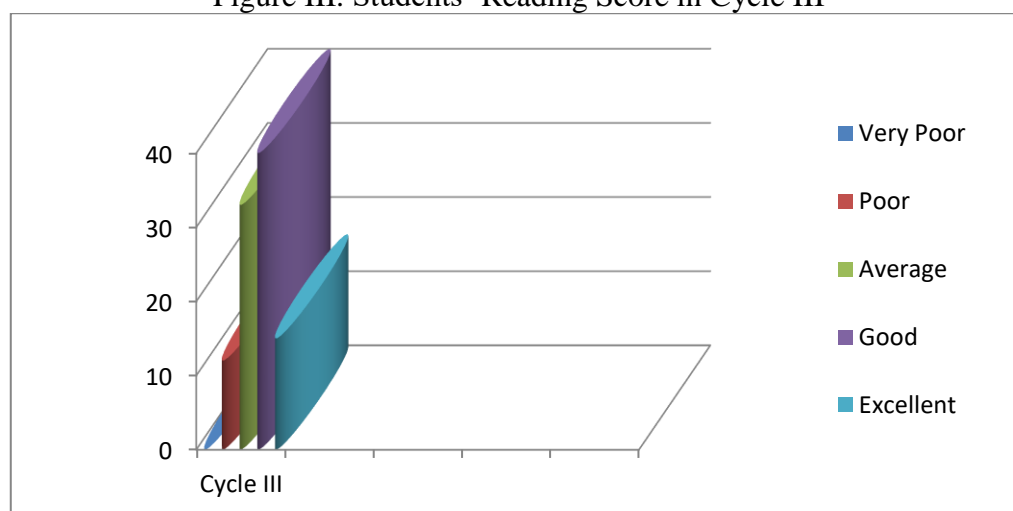
**The Distribution of Students' Reading in Cycle II**

| Interval | Qualification | Cycle II | |
| --- | --- | --- | --- |
| | | **Number of Students** | **Percentages** |
| 85-100 | Excellent | 2 | 4% |
| 71-84 | Very good | 4 | 10% |
| 60-70 | Good | 15 | 36% |
| 40-59 | Low | 15 | 36% |
| 0-39 | Failed | 6 | 14% |

From the table above, it can be seen that students' reading ability increase in teaching reading activity. It shows that 4% of student total numbers are categories excellent, 10% are very good, 36% are good, 36% are low and 14% are failed categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in teaching reading activity such as mentioned in cycle I, even some students have been trying to minimize the problems. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

**b.  Cycle III**

Figure III. Students' Reading Score in Cycle III

From the figure above, the researcher collects the students' reading achievement into percentages. The percentages can be seen from the following table:

**Table 3**

**The Distribution of Students' Reading in Cycle III**

| Interval | Qualification | Cycle III | |
| --- | --- | --- | --- |
| | | Number of Students | Percentages |
| 85-100 | Excellent | 6 | 12% |
| 71-84 | Very good | 17 | 33% |
| 60-70 | Good | 14 | 40% |
| 40-59 | Low | 5 | 15% |
| 0-39 | Failed | 0 | 0% |

From table above, it can be concluded that any progrees on students' reading. It show that 12% students who are excellent categories, 33 % are very good, 40% are good, 15% are low and 0% is failed. From the data above, researcher see that most of students could decrease their problems in reading, but researcher feels that the indicator of success has been reached. Therefore, the researcher decided to stop the action.

**DISCUSSION**

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English through Cooperative Learning Technique. They had good selves-confidence to express their ideas in learning activity inside classroom, most of them could decrease their fears and rigidness to practice English skill in the form of reading, the frequency and percentage of students' vocabulary mastery were increased well in each cycles. In addition, Cooperative Learning Technique could motivate the students to be active and had a great participation in reading activity during teaching and learning process in classroom.

**5. CONCLUSION**

Method or technique is one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached and the students could enjoy the learning process without thinking that learning English is horrible subject. One of the method or technique can be applied in teaching English vocabulary is Cooperative Learning Technique because by applying the technique, teaching English reading can be more effective, and it is able to improve students' reading ability, especially in Mts N 01 of Bengkulu city, Indonesia.

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