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IMPLEMENTATION OF COOPERATIVE LEARNING METHODS IN IMPROVING READING COMPREHENSION

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Abstract

Background: Taggart consists of one cycle of one action, which begins with planning, action, observation, and reflection. This research was conducted in the odd semester of the 2017/2018 academic year, namely in October 2017. The subjects of this research were students of class X Catering Services (JB) SMK Negeri 1 Ciamis, totaling 31 people. The object of research is students' reading comprehension.

Objectives: The purpose of this study was to determine the implementation of the Cooperative Learning Method in teaching reading comprehension, especially reading Factual Report texts to Class X Catering (JB) students at SMK Negeri 1 Ciamis, Ciamis District, Ciamis Regency, 2017/2018 Academic Year.

Methods: This study uses qualitative data analysis and quantitative data analysis. Quantitative methods were used to analyze the data on students' reading test results (pre-test and post-test) which could be used to analyze statistical data on descriptive text learning materials. While the qualitative method was used to analyze data from observations, student questionnaires, and interviews. The data obtained from quantitative and qualitative methods are then compared and matched to obtain the conclusions from the research.

Results: This type of research is Classroom Action Research (CAR) and the design of this research refers to Kemmis and Mc. Taggart's model consists of one cycle of one action, which begins with planning, action, observation, and reflection. This research was conducted in the odd semester of the 2017/2018 school year, namely in October 2017.

Conclusion: The results showed that the Cooperative Learning Method could improve students' reading skills, especially in factual report texts.

Keywords: Cooperative Learning Method; Reading Comprehension; Factual Report

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INTRODUCTION

"Reading" as one of the skills in mastering English plays a very important role in improving students' English skills. More importantly, "reading" has a function as a tool to access information around the world. "Reading" in a broader sense is a very effective means of expanding our language commands, so "Reading" is an aspect that plays an important role in classrooms where language learning is the main goal (Nuttall & Nuttall, 2000). However, according to McLaughin (Celce-Murcia, 1991), reading is the most complex and most difficult student skill that must be mastered in school, so students carry out complex interactive processes also in reading activities. The most basic goal in teaching reading comprehension in the context of learning English is understanding. As stated by (Perrie, Kirby, Bramwell, & Mohammed, 2007) "Reading comprehension is the process by which we understand the text we read. That is the purpose of reading, why we teach it, and why we care about it." Its purpose is in line with the goals of teaching in high schools. (Saefuloh et al., 2020) says that in high schools, the process of teaching reading has several specific objectives, namely: 1) To enable students to develop basic comprehension skills so that they can read and understand general texts; 2) Using reading activities to improve their general knowledge; 3) To decide about the purpose of reading; 4) To adjust reading strategies; and, 5) To develop critical reading skills.

As stated by (Saefuloh et al., 2020), one of the goals in teaching reading that must be developed is basic comprehension skills. Therefore, students who have good comprehension skills can read and understand texts easily. Comprehension skills, according to Brown and Palinscar (Resnick & Resnick, 1992), consist of using background knowledge in processing information, evaluating critical content skills, predicting, interpreting, and inferring skills. This is important as a reference to improve students' skills through designing appropriate methods and strategies in teaching reading. According to (Borremans, Hobman, Provoost, Brown, & van Der Lelie, 2001), reading comprehension is an efficient strategy to develop students' ability to understand the text well. Studies conducted by (Sunandar, 2006) also show that many teachers in several schools in Indonesia only use conventional methods which include making lists of difficult words, translating their meanings into students' mother tongues, asking students to read aloud and/or silently and ask students to answer questions related to the text. While this kind of method can cause negative effects on students' reading ability (Saefuloh et al., 2020). In addition (Schwerdt & Wuppermann, 2011) said that conventional teaching methods have many weaknesses: students' attention decreases quickly during the learning process, and information obtained tends to be forgotten quickly when students are passive.

According to the explanation above, it is important to know the solution to solve the problem of learning to read and develop students' motivation in understanding the text. In addition, previous interviews showed that the students of SMK Negeri 1 Ciamis lacked understanding of "reading comprehension", especially reading the "Factual Report" text. Many efforts have been made in teaching reading to students. Thus the researcher proposes an alternative learning strategy called the Cooperative Learning Model to make learning to read easier because Cooperative Learning can make students help each other. (Slavin et al., 2007) states that "Cooperative Learning is a teaching method where students work in small groups to help each other learn the content of academic lessons". It was further explained that in cooperative learning, students are expected to help each other, discuss, and argue with each other about their respective knowledge and fill the gaps that exist in each student's understanding. The explanation above shows that cooperative learning involves small groups so that each works together to maximize their abilities and achieve the achievements they want.

METHOD

This type of research is Classroom Action Research (CAR) and the design of this research refers to the Kemmis and Mc. Taggart's model consists of one action one cycle, which begins with planning, action, observation, and reflection. This research was conducted in the odd semester of the 2017/2018 academic year, namely in October 2017. The subjects of this research were students of class X Catering Services (JB) SMK Negeri 1 Ciamis, totaling 31 people. The object of research is students' reading comprehension. Research data was obtained through observation, interviews, documentation, and reading comprehension tests. This research uses qualitative data analysis and quantitative data analysis. Quantitative methods were used to analyze the data on students' reading test results (pre-test and post-test) which could be used to analyze statistical data on descriptive text learning materials. Meanwhile, qualitative methods were used to analyze data from observations, student questionnaires, and interviews. The data obtained from quantitative and qualitative methods are then compared and matched to obtain the conclusions from the research.

RESULTS AND DISCUSSION

The implementation of learning for teachers and students during 2 cycles of 4 meetings using the Cooperative Learning Method showed an increase and improvement in each cycle. The results of observing teacher activities on the application of cooperative learning models can be seen in the following diagram:

Table 1
Comparison of Teacher Activity Observation Results Using Cooperative Learning Model Cycle I and Cycle II

Teacher Activities Using Cooperative Learning Model			
Cycle I		Cycle II	
Meeting 1	Meeting 2	Meeting 1	Meeting 2
71%	75%	83%	85%

Based on the table above in the first cycle of meeting 1 the percentage of implementation of learning carried out by the teacher shows 71% implemented, cycle I meeting 2 increased to 75% well implemented, cycle II meeting 1 achieved 83% very well, and cycle II meeting 2 reached 85% very well done. While the results of observations of student activities on the application of cooperative learning models can be seen in the following diagram:

Table 2
Comparison of Student Activity Observation Results Using Cooperative Learning Model Cycle I and Cycle II

Student Activities Using Cooperative Learning Model			
Cycle I		Cycle II	
Meeting 1	Meeting 2	Meeting 1	Meeting 2
64%	77%	85%	87%

Based on the table above, the implementation of student activities during learning in cycle I meeting 1 showed a percentage of 64%, cycle I meeting 2 increased to 77% well implemented, cycle II meeting 1 reached 85% carried out very well, and cycle II meeting

2 increased to 87% very well done. To see a comparison of the increase in the percentage of observations of teacher and student activities in cycles I and II can be seen in the following graph:

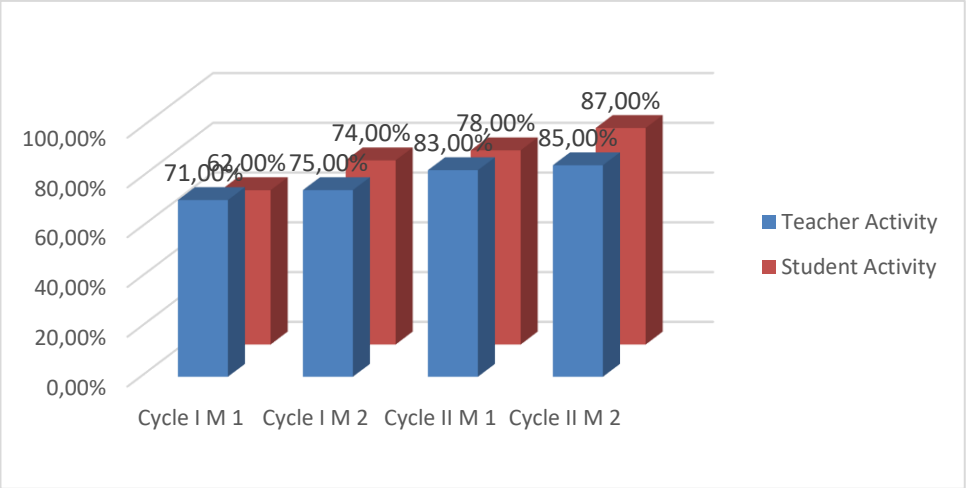

Figure 1
Comparison of the Improvement of Observation Results of Teacher and Student Activities Cycles I and II

Based on the graph above, it can be seen that there is an increase and improvement in the quality of learning carried out by teachers and students in each cycle. The success in the application of this cooperative learning method can be seen in the increase in student learning outcomes for 4 meetings. Before carrying out learning activities the teacher gave pre-test questions to students to see how far the student's abilities were before using the cooperative learning method, the average pre-test showed an achievement of 60.48. The average post-test results for the first cycle of the first meeting increased by 6.81 to 68.06. Cycle I meeting 2 increased from the previous cycle of 4.04 to 72.10. Cycle II meeting 1 increased by 1.44 to 73.54, and cycle II meeting 2 increased by 0.98 to 74.52.

The students' learning completeness in the pre-test activity reached 12 people (39%) and increased in the first cycle of meeting 1 by 5 people (16%) to 17 people (59%). Cycle I meeting 2 reached 21 people (68%) an increase of 4 people (12.9%). Cycle II meeting 1 reached 23 people (74.2%) increased by 2 people (6.5%) from cycle I meeting 2. Cycle II meeting 2 had exceeded the percentage of student learning completeness by 75%, which reached 26 students (83.9 %) increased by 3 people (9.7%). To see a comparison of the average and completeness of student learning in cycles I and II can be seen in the following graph:

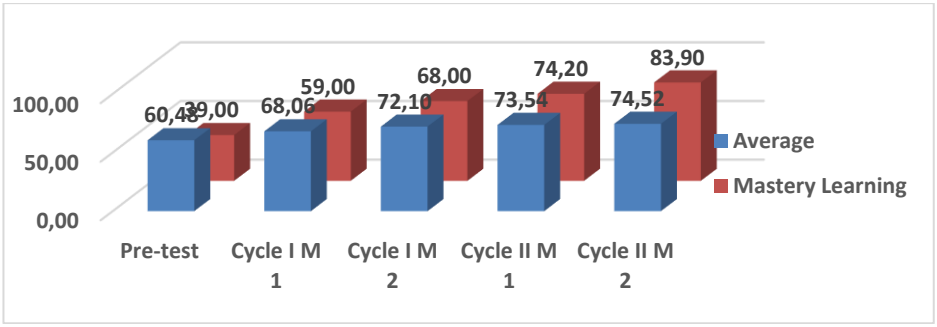

Figure 2
Increase in the Average and Completeness of Student Learning

Based on the research that has been carried out, it is known that the learning outcomes of students in learning reading comprehension through the application of the cooperative model have increased. The use of the cooperative learning model makes reading comprehension learning more meaningful, and fun, and brings out the activeness of students because the cooperative learning model involves students taking an active role in finding answers to a problem through a process of thinking and discussion.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Cooperative Learning Method can improve students' reading skills, especially in understanding factual report texts. The average pre-test showed achievement of 60.48. The average post-test results in the first cycle of meeting 1 increased by 6.81 to 68.06. Cycle I meeting 2 increased from the previous cycle of 4.04 to 72.10. The second cycle of the first meeting increased by 1.44 to 74.2 and in the second cycle of the second meeting, it increased by 0.98 to 83.9. The students' learning completeness in the pre-test activities reached 12 people (39%), and in the first cycle of meeting 1 17 people (59%). Cycle I meeting 2 reached 23 people (74.2%). Cycle II meeting 1 reached 26 students (83.9%) and cycle II meeting 2 reached 32 students (80%).

The results of the latest test showed that most of the students managed to improve their reading skills by meeting the Minimum Completeness Criteria (KKM) as an indicator of student achievement. Cooperative Learning Method can help students to understand descriptive texts because they can share difficulties with their friends in the group. In addition, students also have higher motivation to do their best because they have to compete with other groups. The increase in students' ability to understand reading can be seen from the average value in both cycles. The results of the study also describe some of the responses from students to the Cooperative Learning Method in learning to read, especially factual report texts. This shows that the students gave a positive response because they stated that learning using the Cooperative Learning Method was very fun and very helpful for them in understanding factual report texts and even they wanted to know more about cooperative learning.

In addition, students also gave a positive response to the application of this learning model. They have a good interest in doing activities in groups and are actively involved in various activities relevant to learning to read especially factual report texts. The researcher would like to put forward some suggestions that may be useful for further research. Cooperative learning is a learning model that consists of many methods. Each method in cooperative learning aims to help students gain a better understanding of learning activities. Future research is expected to explore methods and prove that cooperative learning is a real and effective way to create favorable learning situations in the classroom. During the teaching and learning process, the teacher must be a good model and a good motivator. In addition, it is hoped that in future research, the Cooperative Learning Method can be used in other skills such as listening, reading, and writing to reveal more information about this learning model. This research is a type of classroom action research that requires a lot of time. So, other researchers should manage time more effectively and efficiently.

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