

**THE IMPLEMENTATION OF COOPERATIVE
LEARNING METHOD IN READING COMPREHENSION
SUBJECT FOR THE SECOND YEAR-STUDENTS OF
SMAN 9 MAKASSAR**

Andi Mushrihah¹
STKIP YPUP

This study aimed to examine The Implementation of Cooperative Learning Method in Reading Subject for The Second Year-Students of SMAN 9 Makassar. There are three problems of this study, such as (1) How the Cooperative Learning Method influenced the Second Year-Students achievements in SMA Negeri 9 Makassar, (2) The Students Interest in Reading Comprehension Subject which the Cooperative Learning Method Applied For, and (3) What extent the Cooperative Learning Method improves the Reading Comprehension in terms of Literal, inferential, and Critical Comprehension. Moreover, the implementation of Cooperative Learning Method concerned to analyze the student's abilities by applying this method in Reading Comprehension Subject regarding to its techniques and kinds of reading. The result of this study showed that the percentage students' mastery for pre-test and post-test in understanding of Reading Subject. From the analysis conducted, there are 2 (two) students are in a VERY GOOD category, whereas 26 Students in a GOOD Percentage and 2 Students placed in FAIR category for the Pre-Test Achievement. The Post-Test Percentage after Learning Method applied, the experimental class achievement's students have significantly increased where 4 students are in EXCELLENT grade, while 19 students have VERY GOOD category, and about 7 Students placed in a GOOD category. However, the questionnaire given to the students covered the statements about the students' interest for the application of cooperative learning in teaching English. The result shows that the use of cooperative learning made the students interested in learning English.

Keywords: *Cooperative Learning, Reading Comprehension, Learning Method*

¹ STKIP YPUP Makassar

INTRODUCTION

The use of English in many scientific books demands students to have proficiency in reading. Reading is an essential skill in English that have to be mastered with strengthened reading skills, the students will make greater progress and gain greater development in all academic areas. For this reason, the English reading ability is highly needed for students.

In Indonesia, English is taught and learned as a foreign language and it is one of the compulsory subjects in the school curriculum. The teaching of English includes some language skills. One of its purposes is to enable the students to read texts or other reading materials in English. The text must be read not only to gain information but also to understand the material fully.

Teaching reading skill needs good strategies, technique, professionalism and a good method, because most of the students get some difficulties in learning English and reading in particular. There are many methods and techniques that can be used to increase students' reading comprehension.

The researcher experience in teaching English to the second year-students of SMA Negeri 9 Makassar in 2016-2017 academic year shows that the students comprehension on English text is generally low. Most of the students' do not understand English reading texts such as descriptive, narrative, and recount.

The researcher argues that the second year students of SMA Negeri 9 Makassar still have low achievement in English. Many students have difficulties in understanding English texts and many of them fail to achieve their mastery learning on reading comprehension.

Many techniques or procedures in the classroom setting can be applied by the teacher to facilitate students in order to improve their comprehension ability in reading. One of them is through Cooperative learning, is a good strategy that can be used to teach reading. The teacher gets ease to make the class more active. This strategy can give power to the students involve in solution of group task, so the students have become accustomed to working together. The students can share their ideas with each other to get teaching goal, improve their way of solving problems or discussions and the most important thing is that the students do not study competitively and individual.

Cooperative learning is one of the method is requiring students to be actively involved in more cooperative and interactive ways of learning, that is, the students are supposed to work in groups to achieve shared learning goals. In cooperative learning, the students are working together to accomplish shared goals. Within the cooperative activities individuals seek outcomes hat are beneficial to themselves and beneficial to all other groups members.

In relation to the text above, the researcher attempts to carry out a research entitle "The Implementation of Cooperative Learning Method in Reading Subject for The Second Year-Students of SMAN 9 Makassar".

Based on the background of study above, there are three scope of the problems, such as: (1) How the Cooperative Learning Method influenced the Second Year-Students achievements in SMA Negeri 9 Makassar, (2) The Students Interest in Reading Comprehension Subject which the Cooperative Learning Method Applied For, and (3) What extent the Cooperative Learning Method improves the Reading Comprehension in terms of Literal, inferential, and Critical

Comprehension.. In addition, the aims of study are such as follows: (1) To identify the Cooperative Learning Method influenced the Second Year-Students achievements in SMA Negeri 9 Makassar, (2) To identify The Students Interest in Reading Comprehension Subject which the Cooperative Learning Method applied for, and (3) To identify how The Cooperative Learning Method improves the Reading Comprehension in terms of Literal, inferential, and Critical Comprehension.

RESEARCH METHOD

The research method used in this study is quantitative method by getting facts and information about the effective of Cooperative Learning to increase the Reading Comprehension of Second Year-Students in SMAN 9 by Data Calculation. Meanwhile, the source of data are the written data based on the instrument of research, such as Reading Test and Questionnaire for sampling.

The Procedures of Collecting Data are chronologically performed as follows (1) Pre-Test, (2) Treatment Procedures and (3) Post-Test by using quantitative method and classifying their scores with percentage scale of VERY POOR – EXCELLENT grade which disclosed in a Table score.

3. Results and Discussion

The Data analysis of The Implementation of Cooperative Learning Method in Reading Subject for The Second Year-Students of SMAN 9 Makassar presented into the procedures of collecting data which carried out the Table Calculation chronologically.

3.1 The Percentage of Student's mastery for Pre-Test

The pre-test is administered before the treatments are given and runs them down for 60 minutes. It gives a Table Calculation as follows :

As can be seen from the table, there are 2 (6.7) students is in very good category, 26 (86.8) students is in good category, 2 (6.7) students is in fair category.

On the other hand, in control class is categorized in good category, from the 30 respondents, the data indicates that 28 (93.3) students is in good category, 2 (6.7) students is in fair category.

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	90-100	0	0	0	0
Very good	70-89	2	6.7	0	0
Good	50-69	26	86.8	28	93.3
Fair	30-49	2	6.7	2	6.7
Poor	10-29	0	0	0	0
Very poor	0-9	0	0	0	0
Total		30	100	30	100

3.2 Treatment Procedures

In this phase, the students are divided into two classes, namely Experimental and Control Class and it was conducted 4 times for each class. The subjects are based on the latest curriculum of Reading.

3.3 The Percentage of Students' Post-test Score

The following data calculation showed the Post-Test Score Percentage of students regarding to the Cooperative Learning method which applied for Reading Comprehension Subject. Table above shows that the students' achievement of experimental class in post-test increased, 4 (13.4) students is in excellent category, 19 (63.3) students is in very good category, and 7 (23.3) students is in good category.

While, in control class, 11 (36.7) students are in very category and 19 (63.3) students is in fair category.

3.4 The Student's Interest

To know the students' interest toward the use of materials of reading comprehension through cooperative learning, the researcher distributed questionnaire to the students. The data was analyzed statistically based on the

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	90-100	4	13.4	0	0
Very good	70-89	19	63.3	11	36.7
Good	50-69	7	23.3	19	63.3
Fair	30-49	0	0	0	0
Poor	10-29	0	0	0	0
Very poor	0-9	0	0	0	0
Total		30	100	30	100

application of Likert Scale. The results show the students interested in learning english especially reading comprehension through cooperative learning. This is indicated by the percentage of the students' questionnaire shown in the following table:

Category	Range	Frequency	Percentage
Very Interested	85-100	9	30.1
Interested	69-84	14	46.7
Moderate	51-68	7	23.3
Uninterested	36-50	0	0
Very uninterested	20-35	0	0
Total		30	100

Based on the percentage analysis of students' interest on table above, the analysis shows that there are no students who states negative statement to the use of materials of reading comprehension through cooperative learning, 9 (30.1) students are very interested who get score in interval 85-100 and 14 (46.7) students were interested in interval 69-84, 7 (23.3) students The highest score of the students is 95.83 which is categorized as very interested and the lowest score is 58.33 is categorized interested. This supported by the following table:

Total Respondent	Total of students' score	Mean
30	1254	80.90

Table above shows that the mean score of the students' interest is 80.90 which is meant it is in very interested category according to the range of students' interest score. It means that the students are interested in the use of materials of cooperative learning in reading comprehension.

3.5 The Interpretation of Students' Mastery Test Result

Related to data collected through the pre-test and post-test, the comparisons of the improvement of students' mastery of experimental and control class can be proved by analyzing the posttest result. It can be concluded that after giving treatment by using cooperative learning, the result is 4 students (13.4%) is in excellent category, 19 (63.3) students is in very good category, and 12 (48.0) students is in good category. While, in control class, 1 (4.0) students is in very good category, 8 (32.0) students is in good category and 16 (64.0) students is in fair category.

The result of posttest indicates that the use of cooperative learning gives significant progress toward students' reading comprehension. Comparing with the students pretest for experimental, 2 (6.7) students is in very good category, 26 (86.3) students is in good category, 2 (6.7) students is in fair category. The students' pretest in control class 28 (93.3) students are in good category, 2 (6.7) students is in fair category. It shows that the two classes are the same level.

By noticing the result of students' pretest, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using cooperative learning. There are some factors that can influence students' achievement. Slamento (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influences students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using cooperative learning as one technique to overcome the low mastery of students on reading.

The differences between the two classes can be seen from the mean score of pretest and posttest. The mean score of pretest and posttest which was obtained from experimental class were 57.50 and 77.50. While, the mean score of pretest and posttest for the control class were 57.08 and 65.97 It means that students' pretest and posttest scores for both classes are statistically different. Where the mean score of pretest for both classes were in the same level before being given treatment. However, after treatment, there was a significant difference. The posttest result of experimental was higher than control class ($77.50 > 65.97$).

In addition, the score between pretest and posttest of experimental class is $57.50 < 77.50$ It indicates that there is a good progress before and after treatment

using cooperative learning. While, the pretest and posttest score of control class is 57.08<65.97. It means that the students' achievement increased about 20. It could be stated that the score of the two classes got progress, but the experimental class was higher than the control class.

Based on the findings of the research in the previous parts, the researcher may point out that before giving the treatment (pretest), most of the students' got fair and good classification in comprehending reading text. The difficulties that the students faced especially in finding the meaning and correlate it.

The procedure of the treatment has an important role for the students' reading comprehension. It is proved by the enhancement of students' reading comprehension after giving the treatment by using cooperative learning for four times. It can be proven by the students mean score of pretest is 57.50 and the mean score of posttest is 77.50.

3.6 The Interpretation of Questionnaire Result

The questionnaire given to the students covered the statements about the students' interest toward the application of cooperative learning in teaching English. The finding shows that the use of cooperative learning made the students interested in learning English. It was approved by the data that none of student states negative statement to the use of cooperative learning, 18 (72.0) students are very interesting who get score in interval 85-100 and 12 (28.0) students are interesting in interval 69-84. From the data, the highest score of the students of the students is 100 which is categorized as very interesting and the lowest score is 72 which is categorized interesting.

The result of questionnaire that was given after the posttest shows that the students are strongly interested in the use of cooperative learning method. The questionnaire was given after the posttest to experimental class to know the students' interest in using cooperative learning in learning reading. Based on the analysis of questionnaire the researcher concludes that the students strongly were interested in the use of cooperative learning.

Most of students agree to the use of cooperative learning because it can build their confidence and they feel more enthusiastic in learning English. It can be seen from the mean score of questionnaire, it is 80.90 which is categorized very interested.

CONCLUSION

As can be inferred from the result that The use of cooperative learning effectively improve the reading comprehension especially inferential comprehension of the second year students of SMAN 9 Makassar in academic 2016/2017. It improves in all types of reading comprehension, namely literal comprehension and Interpretive or Inferential Comprehension. Also, The second year-students in SMAN 9 Makassar are interested in learning English through cooperative learning.

References

- Aminah. 2004. Affecting The Reading Comprehension Achievement of The Sixth semester of D3 English Education Department of FPBS IKIP Ujung Pandang. Thesis FPBS IKIP Ujung Pandang.
- Brown, I. James. 1987. Reading Power. Lexington, DC. Heath Company.
- Carrillo Lawrence, W. 1976. Teaching Reading “ A Hand Book”, St. Martin’s Press, New York
- Chaplin, J.P. 1981. Dictionary of Psychology. New York: Dell Publishing Company Inc.
- David and Roger Johnson. “Cooperative Learning”. [Online] 15 October 2001. <http://www.clcrc.com/pages/cl.html>
- Ellis, and Tomlinson, 1992. Learning to Learn English. Cambridge: Cambridge University, Press.
- Erten, Ismail Hakki., and Karakas, Muge. 2007. Understanding the Divergent Influences of Reading Activities on the Comprehension of Short Stories. Reading Matrix Volume. 7, No.3, December 2007.
- Gay L.R 1981. Educational Research Competencies for Analysis and Application. London : Second Edition. Charles E. Merrill Publishing Company
- Habri. 2004. Using Interesting Topic to Improve the Reading Comprehension of SMU Negeri 3 Majene Students. Thesis of FPBS UNM.
- Harrison, C., and Gardner, K. 1977. The Place of Reading Comprehension: What do We Need to make it Happen? “In Dwyer(Ed), Literacy at the crossroad (PP.19-35) Dublin:Reading Association of Ireland.
- Harmer, Jeremy. 1985. The Practice of English Language Teaching. London and New York: Longman.
- Hasanah, Uswatun. 2009. The Effectiveness of Autonomous Learning in Improving Reading comprehension. Makassar : PPS UNM
- Henderson, Jenny., and Wellington, Jerry. 1998. “Lowering the Language Barrier in Learning and teaching science”. Online: (<http://www.issn.org.uk/documents.ssr%20799288%2035.46.pdf>). Retrieved on 23rd february 2009.
- Johnson, D. W., Johnson, R.T., and Holubec, E.J. 1986. Circles of Learning: Cooperation in the Classroom. Edina, MN: Interactive Book Company
- Kagan, Spencer, 1992. Cooperative Learning. San Juan Capistrano – Non : Kagan Cooperative Learning.
- Krashen, S. D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon press.
- Kustaryo, Sukirah. 1988. Reading Technique for College Students. Jakarta: Depdikbud--PZLPTK.