

IMPROVING READING COMPREHENSION SKILLS BY USING THE COOPERATIVE LEARNING MODEL

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ABSTRACT

This research aims to find out the use of Cooperative Learning model in improving reading ability (Reading Comprehension Skills). This action research was undertaken over a period of three months from the beginning of January 2020 to the end of March 2020 which involved 30 students consisting of 17 male students and 13 female students. Cooperative Learning Model by using the Cutting Passage method was successfully demonstrated by increasing the value of student evaluation results. This method makes students become disciplined in searching for vocabulary before starting learning to understand reading. This method leaves the teacher's habit in delivering material not only using lecture and discussion methods.

Keywords: Reading comprehension, Cooperative Learning Model

INTRODUCTION

Globalization challenge nowadays is demanding the competitiveness from every human resources particularly in Indonesia. Value of competitiveness is meant to be the ability to learn and work together as a team and able to elaborate ideas into team activities regardless of ethnic background, religion, races, and groups. So that knowledge transfer and transformation can rapidly happen as well as creation of broaden mind human resources. One of the 21st century skills form which has become very important well known as 4C's are communication skills, collaboration skills, critical thinking skills, and computer literacies.

The meaning as well as nature of learning is perceived as the process to establish meaning or understanding the information and experience. The process of establishing meaning can be conducted alone by the learner or along with others, so teacher determination in dealing with the process turn into facilitate learners grant responsibilities.

How the learning materials given by the teacher are able to be mastered by the learners comprehensively is a difficult problem faced by the teacher. The difficulty is because students are not only as creatures with all their uniqueness, but they are also social creatures with different backgrounds. There are at least 3 aspects that distinguish students from one another, namely the intellectual, psychological and biological aspects. These three aspects are recognized as the root of the problems that give birth to the varied attitudes and behaviour of students in schools (Mayer, 2008: 16).

The substantive and pedagogical context of learning through cooperative learning approaches is coloured by the integration of student learning outcomes through prior learning with new challenges of learning that are very likely to be created and engineered by teachers, with the hope that changes and positive orientation for the process of achieving competence through learning can occur. Furthermore, substantively this

cooperative learning must function as a process of extending and refining knowledge and the process of using knowledge and skills meaningfully.

Overwhelmingly, it seems that the condition of students in Cibeber Senior High School, especially class XI IPS 2, has not been able to achieve these abilities optimally. Through the initial identification results found that the ability of students in mastering English both verbally and in writing is still relatively low. Some things that can be categorized as the root cause of this problem are quite diverse including: (1) teachers are still trapped in teaching English in class with conventional models, namely teacher-centred learning, which is less in line with current curriculum expectations, (2) still happening of low Student motivation to learn English, (3) time allocation is very lacking, (4) learning material such as textbooks or modules still refer to old models including the grammatical syllabus model, (5) learning media which are still very limited, (6) learning English facilities and infrastructure that is not quite conducive, and more. Then a small-scale research project conducted to examine the option learning model. Where the choice of learning model is English learning trials using a cooperative learning approach model.

The cooperative learning approach model is learning that consciously and deliberately develops reciprocal and democratic interactions as well as equality. In addition, this approach can be said to be a systematic and directed learning approach that strives to develop mutual interaction, compassion, and fostering between fellow learners as part of fulfilling the competencies outlined by the curriculum through social affective abilities.

The formulation of the research problem from this class action research is "*Can the reading ability (Reading Comprehension Skills) be improved by using the Cooperative Learning model approach in Class XI IPS 2 of SMA Negeri 1 Cibeber Cianjur?*".

The scope of this study is the experience of students in understanding the contextual Explanation text with the cutting passage method so that the students know and understand the text as a whole, in class XI IPS 2 of SMAN 1 Cibeber-Cianjur.

LITERATURE REVIEW

Reading is a very important skill to be mastered by every individual. Tarigan (2008: 7), reading is a process carried out and used by readers to obtain messages, which are intended to be conveyed by writers through written language. Somadyo (2011: 1), reading is an interactive activity to pick and understand the meaning contained in written material. Furthermore, it is said that reading is a process carried out and used by readers to obtain messages conveyed by the author. Nuriadi (2008: 29), reading is a process that involves physical and mental activity. One of the physical activities in reading is when the reader moves his eyes along the lines of writing in a reading text. Reading involves mental activities that can ensure maximum understanding. Reading is not just moving the eyeball from the left to right margins but far from it, namely the activity of thinking to understand writing for the sake of writing.

According to McLaughlin and Allen, as quoted by Rahim 2006: states, the principles of reading based on research that most influence reading comprehension are as follows:

- a) Comprehension (understanding) is a social constructivist process. Constructivist theory views understanding and structuring language as a development process. The teacher can assist students in learning four skills, including making connections what they know and what they will learn, using strategies to read (make predictions) and write (describe previous experiences), think about their own reading and writing processes, discuss responses their responses to the texts they read and write.
- b) Literacy balance is a framework that fosters understanding. Literacy balance is a framework that provides the same position between reading and writing and recognizing the importance of cognitive and affective dimensions of literacy. The literacy of meaning makes him involved in the process of reading and writing in full, despite the importance of the strategies and skills used by readers and writers.
- c) Professional reading teachers (superior) influence student learning. Professional teachers understand that reading is a constructivist social process that works best in real situations. The teacher teaches in a way that is rich with printed material, as well as an environment that is rich in concepts. Such teachers have deep knowledge about various aspects of literacy, including reading and writing. They teach for a variety of purposes, using different methods, learning materials, and grouping patterns to focus on individual needs, interests, and learning styles.
- d) A good reader plays a strategic role and plays an active role in the reading process. A good reader uses understanding strategies to make it easier to build meaning. This strategy includes reviewing, making your own questions, making connections, visualizing, knowing how words form meaning, monitoring, summarizing, and evaluating. According to Anderson, good readers can integrate information skillfully in the text with prior knowledge about the topic. Conversely, bad readers may over-emphasize symbols in the text or are too sure of their prior knowledge of the topic.
- e) Reading should occur in a meaningful context. Students need to read every day with various levels of difficulty reading. when the text level is used, the teacher helps students improve the learning experience and students receive various levels of support, depending on the objectives and teaching settings. For example, if the text is a challenge, the teacher can use reading aloud to provide full support to students.
- f) Students find the benefits of reading from various texts at various grade levels. Transaction with various types of reading material will increase student understanding. Transactions with various types of texts, for example, including biographies of historical fiction, legends, poetry and brochures can improve student reading performance.
- g) Vocabulary development and learning affect reading comprehension. According to Blachowies and Fisher identified four instructions for teaching vocabulary, including (1) students should be actively introduced in understanding words and associated with strategies, (2) learning vocabulary should be in accordance with student tastes, (3) taught familiar words -word, (4) develops its vocabulary through discourses

which are repeated using from various sources of information.

- h) Participation is a key factor in the understanding process. The involvement of readers in transacting with print builds understanding based on the relationship between prior knowledge and new information. Utilize knowledge gained from previous experience to arouse new understanding and participate in meaningful social interactions about reading material.
- i) Reading strategies and skills can be taught. Linking skills and strategies can make it easier for students to understand understanding strategies that are generally more complex than understanding skills. An understanding strategy that includes reviewing, making your own questions, making connections, visualizing monitoring, summarizing, and evaluating.
- j) Dynamic assessment informs reading comprehension learning. Assessment is a collection of data, such as test scores, and information notes to measure student learning outcomes. Assessing student progress is important because it allows teachers to find strengths and weaknesses, plan teaching appropriately, communicate student progress to parents, and to evaluate the effectiveness of teaching strategies.

(3) Purpose of Reading Comprehension Purpose of Reading

Reading has a purpose, because someone who reads with a purpose, tends to understand more than people who do not have a goal. Regarding the purpose of reading, Rivers and Temperly propose seven main goals in reading, as follows:

- a) To obtain information for a purpose or feel curious about a topic.

- b) To obtain various instructions on how to carry out a task for work or daily life (for example, knowing how to work household appliances).
- c) To act in a drama, play games, solve puzzles.
- d) To connect with friends with correspondence or to understand business letters.
- e) To find out when and where something will happen or what is available.
- f) To find out what is happening or has happened (as reported in newspapers, magazines, reports).
- g) To get pleasure or entertainment.

(4) Reading Comprehension Indicators

(5) Understanding Stages

Intellectual skills and abilities that are required in schools are the involvement of understanding. According to Bloom's taxonomy there are three stages of understanding as follows:

- a) Understanding of translation Translations are meanings that mean that someone can communicate into other languages, other terms or into written form. Communicating into other languages, for example the ability to translate something part of long communication into more concise or through abstract terms. Communicate other terms or become other forms, for example the ability to understand the meaning of certain words such as poetry or poetry in terms of the context of language.
- b) Understanding of interpretation Understanding of interpretation or understanding of interpretation is to be able to translate from the part of the communication content that is not only words or phrases but includes various devices that can be explained. For example, understanding graphics, connecting two different concepts, and distinguishing the main and not the main. Behavioral interpretation

that involves communication as a configuration of possible understanding of ideas requires rearrangement of ideas into new configurations in the minds of individuals. For example, the ability to provide a characteristic among the truth guaranteed with irrefutable reasons, in the form of conclusions drawn from the data.

- c) Understanding about extrapolation
Understanding about extrapolation includes thoughts or predictions based on understanding the tendencies or conditions described in communication that involve making conclusions with respect to the implications, consequences, consequences, and effects in accordance with the conditions described in the communication. For example, skills to insert between information gaps based on correct data, broaden insight, and the ability to see behind the written, implied and explicit.

Cooperative learning

The paradigm shifts in learning from teacher-centred to student-centred has consequences for learning strategies in class. One learning strategy that is in line with the student-centred learning paradigm is the cooperative learning model. Cooperative learning is more demanding on the activeness of students in exploring, processing and discovering their own knowledge of students with the potential that students already have, so cooperative learning requires students to be more creative and innovative in learning. As a consequence, the teacher must provide a vehicle for learning to create constructive learning. This model provides an alternative for the learning process to be interesting and fun. It was said so because in the learning process always forming and optimizing groups to

achieve goals and not just for the sake of completing tasks and discussions, so that each individual in the group will have a role even though the group composition varies but the role does not become an individual's dominance which is seen as more superior. To carry out this Cooperative Learning, it is necessary to pay attention to five elements that must be present, namely positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills (building communication in groups), and group processing (processes in groups).

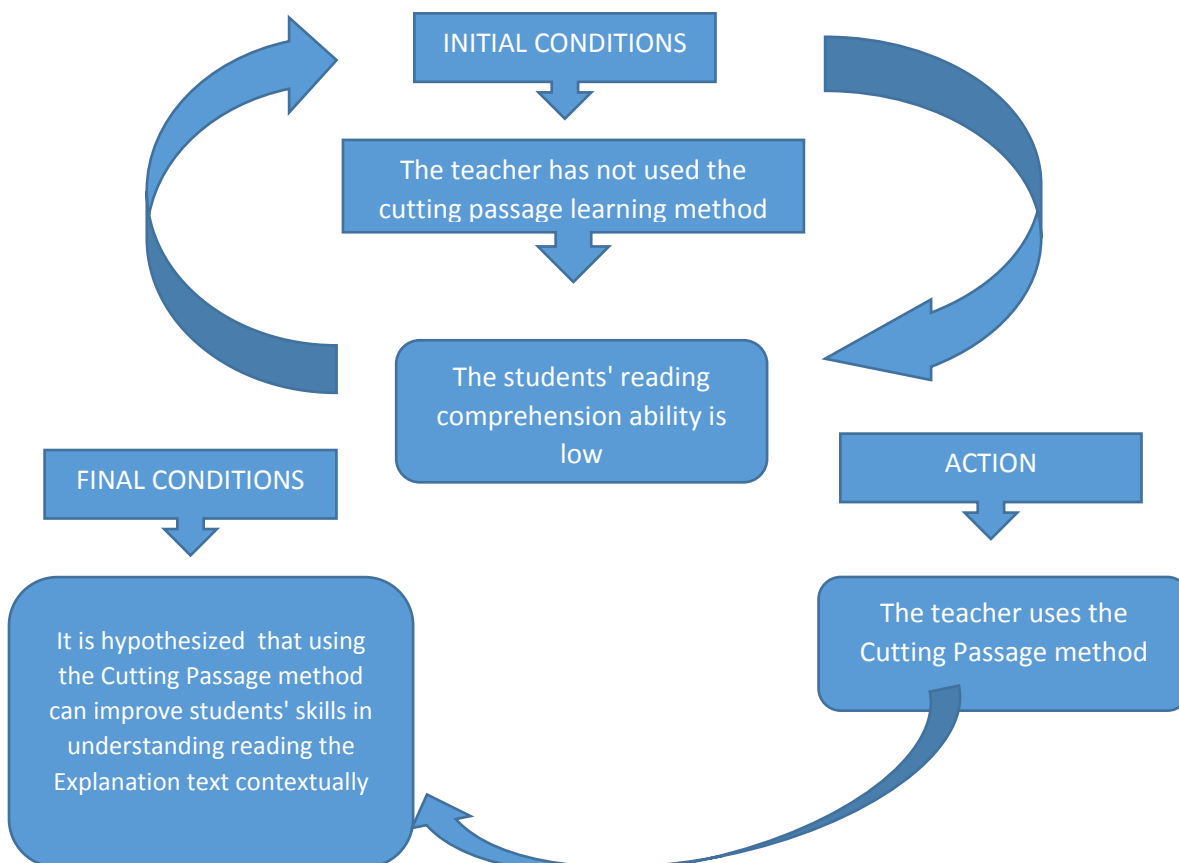
Furthermore, there are several theories related to cooperative learning models compiled by experts in several books as well as the results of previous studies that are relevant to research that will be conducted by researchers, including Robert M. Gagne (1977), in his book *The Conditions of Learning*, states that there are five categories in learning, namely: a) Verbal information in the form of knowledge, b) Intellectual ability in the form of application of knowledge, c) Cognitive strategies in the form of effectiveness of thinking, d) Attitudes in the form of actions from someone and, e) The ability to act / behave. Furthermore, he ensured that one of the strategies that could reveal such abilities according to him was cooperative learning. Cooperative learning in a theoretical perspective is able to provide intellectual support with individuals learning from experience and social interaction in the learning process.

Jigsaw as a type of cooperative learning

Cooperative learning type Jigsaw has the steps in the learning process are as follows:

- a) The teacher divides a class into several groups, with each group consisting of 4-6 students with different abilities both high, medium and low ability levels and if possible members come from different races, cultures, ethnicities but still prioritize gender equality. This group is called the home group. The number of members in the home group adjusts to the number of parts of the subject matter that students will learn in accordance with the learning objectives to be achieved. In this type of Jigsaw, each student is given the task of learning one part of the learning material.
- b) After students have discussed in the expert group or the original group, then each group will present or draw one of the groups to present the results of the group discussion so that the teacher can equate perceptions on the learning material that has been discussed.
- c) The teacher gives quizzes to students individually.
- d) The teacher rewards the group through an award score based on the value of increasing individual learning outcomes from the base score to the next (current) quiz score.
- e) The material should naturally be divided into several parts of learning material.
- f) It should be noted that if using a type of Jigsaw to learn new material, it is necessary to prepare a coherent and sufficient content and content so that the learning objectives can be achieved.

Research Framework



Based on a theoretical study and research framework, the hypothesis of this class action research is: The Cutting Passage method in the Cooperative Learning model approach can improve the reading comprehension skills of students' XI IPS 2 students in SMAN 1 Cibeber-Cianjur.

METHOD

The research location entitled was conducted in Class XI IPS 2 of SMA Negeri 1 Cibeber Cianjur. The campus is located on Jalan Raya Cibeber KM.13 Cianjur. This research activity was undertaken over a period of 3 months from the beginning of January 2020 to the end of March 2020. The subject of this research was students of class XI IPS 2 of SMAN 1 Cibeber-Cianjur in the 2019-2020 Academic Year. The number of students is 30 students consisting of 17 male students and 13 female students. The objects in this study are learning activities and learning outcomes of English subjects to measure the level of student understanding in reading Explanation texts using the Cutting Passage method in learning.

This research is a Classroom Action Research with conducting activities of the implementation of cooperative learning between students and teachers, between students and students, between observers and researchers as the doer or actor. The research steps are reflection actions with a pattern of "Cycle Assessment Process". This step is done repeatedly consisting of: Planning - Action - Observation - Reflection

The steps of the research carried out are:

1. Gather information about all problems faced by students in reading as well as learning motivation problems faced by students

2. Finding appropriate material reference sources on how to read quickly and easily understood by students, especially material that contains arguments
3. Look for the most appropriate method for students who have low motivation in learning
4. Planning a learning program using the Cutting Passage method in the Cooperative Learning Jigsaw learning model.

This research is a Classroom Action Research with the implementation of Cooperative Learning. The research steps are reflective in the pattern of "Cycle Assessment Process".

FINDINGS AND DISCUSSION

Cycle 1 Analysis and Discussion

The learning method using the lecture and discussion method is one of the most common methods carried out by the teacher. The method is the easiest and most popular method used by the teacher when the teacher does not prepare the learning process to the maximum, both from the material, facilities and other aspects that support the ongoing learning process.

Reading comprehension begins with mastering English vocabulary. The average vocabulary mastery in class XI IPS 2, only around 200-500 words. Factors that influence very much, including: motivation to learn, class XI students have low motivation to learn, because the learning process is not interesting, assume that English subjects are difficult subjects, and the most reason based on student responses for being lazy learn. This is due to the large amount of time they spend playing games, even though when viewed the game on a cell phone uses English.

The Cutting Passage method offered and applied to students is an interesting method because students must work together with other students in solving problems faced by groups in the form of preparing paragraphs correctly and quickly. In addition, students are also required to know word by word from these unknown paragraphs.

Students are asked in groups to choose envelopes containing paragraph fragments and then arrange them. Then they were asked to record every word they did not understand to write on the blackboard and then together look for the meaning of the word.

In one week the teacher meets students in each class for two hours, so that before starting the lesson, the teacher can check vocabulary notes and test the words.

This activity lasted for three months, after that without being asked each student searching for the difficult words

and then recording as well as remembering them.

1. Data Analysis and Observation Results in Cycle 1

Evaluation results given to students are as follows:

Table 1 Description of Evaluation Results

		Cycle 1
N	Valid	30
	Missing	0
Mean		64,10
Std Deviation		1,76271
Minimum		28
maximum		93

In this first cycle, from 30 students the highest achievement score was 93 and the lowest score was 28 with an average of 64 and a standard deviation of 1.76.

The results of completeness analysis are shown in the following table

Table 2 Completion Analysis Results

No	Range	Frequency	%
1	0 – 9,9		
2	10 – 19,9		
3	20 – 29,9	1	3,3%
4	30 – 39,9	1	3,3%
5	40 – 49,9	6	20 %
6	50 – 59,9	2	6,6%
7	60 – 69,9	3	10%
8	70 – 74,9	3	10%
9	75 – 79,9	5	16,7%
10	80 – 89,9	5	16,7%
11	90 – 99,9	4	13.3%
12	Number of students	30	100,00%
13	Complete	13	
14	Incomplete	17	
15	Average of Completeness	43,33%	
16	Absorption	64	
17	Minimum Completeness Criteria	78	

From the results of the completeness analysis above, the results obtained that the average student completed or had a score of 78 was 43.35 or 13 students out of 30 students and the highest range in the range of 40-49.9 was 6 students or around 20%.

2. Discussion of Cycle 2

From the results above it can be seen that the small number of students is complete because students' understanding of learning materials is still lacking, especially regarding the definition of concepts which are learning objectives. Therefore, teachers need to make changes or additions to learning methods so that learning objectives can be achieved.

When viewed from the character formation that is built and attitudes during learning, almost all students begin to develop characters. In this case it can be seen from the items that are run that is disciplined, honest, and responsible, active and willing to work hard.

There are 12 students who are less motivated, inactive and disciplined. This can be seen in the student learning style assessment table in the appendix. Then there are 2 students who have not seen the formation of characters according to the character assessment indicator items.

Cycle Analysis and Discussion 2

No	Range	Frequency	%
1	0 – 9,9		
2	10 – 19,9		
3	20 – 29,9		
4	30 – 39,9		
5	40 – 49,9		
6	50 – 59,9		
7	60 – 69,9	2	6,7%
8	70 – 78,9	2	6,7%

Students are directly involved in forming the correct paragraph through the Cutting Passage method by using envelopes containing pieces of sentence.

Students are grouped, each 5-6 students per group. Each student is given one piece of paragraph paper.

Then students are asked to read first what they have, then discuss with the group, and then connect the students into one complete paragraph.

1. Data analysis and observation results in Cycle 2

Table 3 Description of Evaluation Results

		Cycle 1
N	Valid	30
	Missing	0
Mean		77,10
Std Deviation		0,73735
Minimum		67
maximum		96

From the evaluation results in cycle 2 after the method was replaced by using the Jigsaw learning model with the Cutting Passage method it was seen that the average value increased to 77.10 with a maximum value of 96 and a minimum value of 667 with a standard deviation of 0.73. The results of completeness analysis are presented in the following table:

9	78 – 79,9	16	53,3%
10	80 – 89,9	8	26,7%
11	90 – 99,9	2	6,7%
12	Number of students	30	100,00%
13	Complete	26	
14	Incomplete	4	
15	Average of Completeness	86,7%	
16	Absorption	77,1	
17	Minimum Completeness Criteria	78	

From the results of the completeness analysis above, the results obtained that the average student completed or had a value above 78 of 86.7% or as many as 26 students out of 30 students, the highest range in the range of 75 - 79.9 a number of 11 students or 36, 7% and the number of students who have not completed a total of 4 people with a range of grades from 70 to 77.9. This shows that the addition of the cutting passage method makes it easier for students to better understand the material and the learning objectives that are expected to be achieved.

2. Discussion of Cycle 2

From the analysis of student evaluation data, it is known that an average increase of 64 in cycle 1 to 77.1 in cycle 2 by adding cutting passage method measures. Their understanding has formed because they experienced and were directly involved in searching and organizing vocabulary into a complete paragraph.

When they play and work together, they indirectly read and then remember the words they see in the piece of paper, so that when evaluated the results achieved are better rather than more optimal.

CONCLUSION

Cooperative Learning Model by using the Cutting Passage method successfully

demonstrated by increasing the value of student evaluation results in the 2nd cycle. This method makes students become disciplined in searching for vocabulary first before starting learning to understand reading, because learning goals are expected students to have the comprehension of understanding in full comprehension to the discourse it faces both verbally and in writing. This method also leaves the teacher's habit in delivering material not only using lecture and discussion methods. It was proven in cycle 1 that it had not been able to improve students' understanding of the specified learning objectives, this was indicated by the percentage of students completing as much as 43.3%.

In the 2nd cycle, the teacher adds the Jigsaw learning model by adding a cutting passage method that the collaboration game has been modified by the teacher. The result is an increase in the average evaluation results in cycle 1 by 64 to 77.1 in cycle 2 as well as the number of students completing from 43.3% in cycle 1 to 86.7% in cycle 2.

Students' understanding increases because they are directly involved in the game. In the game students read, take notes, remember and then connect with instructions given by the teacher. So that when it is evaluated the results can be achieved at the maximum level.

Cooperative Learning Model with Jigsaw approach using this Cutting Passage method if it is used and followed up continuously, it can provide the power for students to understand text discourse more optimally in a long period of time. This method can also be an inspiration for students in understanding other materials besides English subjects in the future.

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