

IMPROVING STUDENTS' READING SKILL by USING COOPERATIVE LEARNING

**A Classroom Action Research on the Reading Class of PGPAUD
Students of Open University (UT) Purwokerto**



THESIS
In Partial Fulfillment of the Requirements
for Master Degree in Linguistics

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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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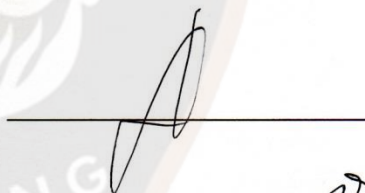
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VALIDATION

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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, May 2016



Prosawita Ririh Kusumasari

Prosawita Ririh Kusumasari

This thesis is dedicated to my beloved parents and husband who
have dedicated all of their life to me

My life light Karyanto and Sri wahjuningsih,S.Sos

My true love Brigadir Anggar Prayogi,SH

Thank you so much for all....



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Semarang, May 2016

Prosawita Ririh Kusumasari



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Abstract

This study is aimed to identify the effects of using cooperative learning to improve students' reading ability in second semester English class of S1 PGPAUD of Open University Purwokerto. Reading comprehension is a skill to improve the general reading skills. The problems occur when the students sometimes cannot get a sense of the structure in reading text, content of a reading selection; identify text structure, and low participation. Concerning the problems of teaching reading in the class, there were two research questions used in this research. The first is 'to what extent is the effectiveness of cooperative learning in increasing students' reading ability?' the second is 'To what extent is the students' motivation, attitude and cooperation taught using cooperative learning?'. Based on research questions, the writer will formulate the objectives of the study, they were 'To find out the effectiveness of cooperative learning technique in increasing students reading skill at the second semester students of Early Childhood Teacher Education in Open University Purwokerto in 2014/2015 academic year. The second is 'To find out whether cooperative learning technique could enhance students' motivation, attitude and cooperation in reading class.' This research is concerned with cooperative learning method to improve the students' reading skill, motivation, attitude and cooperation. How this method can improve the students' reading ability in the classroom. Cooperative learning type in this class is used as group discussions. The design employed in this research was Classroom Action Research. The study was conducted at the second semester students in S1 PGPAUD Open University (UT) in Purwokerto. The class consists of 21 students. Observation, questionnaire, evaluation sheet and students' reading test are implemented as instruments to collect the data. To measure students' motivation, the writer using five observation aspects as the standard of assessment such as asking questions, answering question, active in discussion and share the information, comprehending text easily and enthusiastic in doing assignments. These five observation aspects measured when teaching learning activities in classroom. The teacher observed and took notes for each observation aspect. The observation is completed with reading test, in each cycle. In each cycle comprises four steps to observe and solve the teaching learning problems, they are: planning, acting, observing, and reflecting. As a result of this research, students show higher achievement and positive motivation after implementation of cooperative learning. Those can be seen in the improvement result of each cycle. It is not possible to determine the effect of cooperative learning on student.

Key Words : Reading, Cooperative Learning, Classroom Action Research

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In most countries, English is known as a means of global communication. It expands through the world and many people call it as an international language, a language that is used and learnt by people everywhere. English is also the dominant international language in science, entertainment, radio and diplomacy. English is an important tool for learning in this modern era. In Indonesia, English is taught starting from teaching learning process for students. When we learn a language, we need to master four skills (speaking, writing, reading, and listening) in order to build good communication. When we learn our native language, we usually learn the skills step by step, started from listen, speak, read, and finally write.

One of difficult skills in English is reading skill. Reading is an ability to read a text, process it, and then understand its meaning. Reading can also be seen as one's ability to understand text influenced by his/her skills and to make inferences. Moreover, it can initiate other positive activities such as, summarizing, asking questions, answering questions, comprehension monitoring. Unfortunately, there are some problems occur in students' reading learning. First, in most cases, students are confused by what they read. They sometimes cannot get a sense of the structure in reading text, content of a reading selection; identify text structure, and low participation. They feel confused anytime they find new words because of lack of vocabulary mastery. A long passage often makes

students give up and they prefer asking to their friends than trusting their own ability. Furthermore, English is the foreign language that they rarely hear and use in the daily activity. They just hear and practice it in their school. Those problems can affect the final score of students. One of the universities that have the problem is the Open University (UT) Purwokerto.

Moreover, since the students have less motivation in studying reading comprehension, this study is an effort to overcome the students' problem in reading. Less motivation of the students is also given the affects. Some affects that can be seen in students were about students' attitude, cooperation and also the motivation itself. Less motivation can be reflected by the students' attitude toward English learning. They sometimes felt unhappy to attend the English class, come late to the class, cannot follow the teaching learning process, bored and sleepy in the classroom. While some students also kept noisy in the classroom, they did not care what teacher explained about the materials, they just enjoyed to discussing something that it was not related to the materials. Those affects above were included in the bad attitude that must be changed into the good attitude. Moreover, less motivation also affects the cooperation of the students. Students cannot discuss and share the information to their friends about the materials, they just keep trying by themselves. It can be seen from the scores that there were some students got good scores and they were in good predicate. However some others got the worse scores and they were in low or bad predicate. This is not an effective learning, while the good ones may become the best achievement, while the bad ones may become still the bad achievement. Less motivation can be a serious problem to be

changed. Furthermore, learning English has several methods, one of method is cooperative learning.

In cooperative learning, the teacher makes a preparation and arranges tasks such that each group member must carry out his own responsibility so that the next group assignments could be implemented. In the cooperative learning the students will sit together in groups of four or five people to master the material presented by the teacher. The success of this learning is strongly influenced by the involvement of members of the group itself. Meanwhile, cooperative learning that is well organized includes people who work in their teams to achieve objectives, with the condition in which all members must learn to solve problems since each individual plays a role in the acquisition of results. The definition above can be interpreted that the cooperative learning is an educational approach appropriate to help all students to achieve content standards and to build individual skills desirable for success in learning. The advantages of cooperative learning are to increase students' self-confidence, foster a desire to use the existing knowledge and expertise, and improve inter-group relations. With the advantages of this cooperative learning, students can develop their social nature, and can socialize well with others.

Cooperative learning can be defined as a variety of concepts and techniques for enhancing the value of student-student interaction. This is one well-known operational of cooperative learning (Johnson, Johnson, & Holubec, 1993). Cooperative learning is chosen as one kind of method in teaching learning English. Cooperative learning is also used to get the better result of students in reading.

According to Freeman (2000:164) cooperative learning or collaborative learning essentially involves students learning from each other in groups. It has benefits for students because they can learn how to work cooperatively and share information to overcome some problems which they get in reading class activities. It exists when students work together to share learning goals.

In addition, the most important thing in conducting cooperative learning is not only about the group cooperation, but also the work together of the teacher and the students in class. There are many kinds of techniques in cooperative learning such as small group discussion, jigsaw, group investigation, etc. The small group discussion is the arrangement of students to participate in a range of activities to develop thinking or to complete practical tasks. This study focuses on implementing the small group discussions as the technique in teaching-learning process in reading class.

Therefore, the writer implemented the cooperative learning through small group discussion technique as one step that can be effective in reading. Considering the background of the study, there are two research questions:

1.2 Research Questions

1. To what extent is the effectiveness of cooperative learning in increasing students' reading ability?
2. To what extent is the students' motivation, attitude and cooperation taught using cooperative learning?

1.3 Objectives of the Research

Based on research questions above, the writer will formulate the objectives of the study. The purposes of this research are as follows:

1. To find out the effectiveness of cooperative learning technique in increasing students reading skill at the second semester students of Early Childhood Teacher Education in Open University Purwokerto in 2014/2015 academic year.
2. To find out whether cooperative learning technique could enhance students' motivation, attitude and cooperation in reading class.

1.4 Significance of the study

This research is concerned with cooperative learning method to improve the students' reading skill, motivation, attitude and cooperation. How this method can improve the students' reading ability in the classroom. The teachers shared reading to be an effective resource for teaching reading. In the reading classroom, the teacher is a achiever/energizer. Therefore, the findings of the present research are expected to indicate significant in theoretical and practical information on the priority of performing cooperative learning method in teaching reading, described as follows:

As theory, cooperative learning method is used to improve students' comprehension of a reading passage. The findings are predicted to be used as clue that shared reading is an effective technique in teaching reading.

As practice, the outcome of this study is expected to deliver the new method of teaching to the English language teachers, especially those who teach at the second semester students of Early Childhood Teacher Education in Open University Purwokerto in 2014/2015 academic year.

1.5 The Benefit of the Study

The result of this research are hoped to give beneficial input for :

1. Students at S1-PGPAUD Open University Purwokerto in 2014/2015 academic year.
Hopefully it will improve students' reading comprehension.
2. English tutor at Open University Purwokerto, the result of this research hopefully will give contribution in solving problem in line with teaching learning reading. In addition, it is expected that they will more concern on teaching reading.
3. Open University Purwokerto, this research will hopefully become a correction in choosing certain method in teaching and learning reading
Hopefully, the implementation of teaching reading by using cooperative learning method can be the good and effective choice to be better changes and better result study.

1.6 Definitions of Key Terms

There are several key terms used in this study such as cooperative learning, small group discussion, reading process, classroom action research (CAR) in which they are reflected specifically in the following :

1. Cooperative Learning means an approach that makes the students work in groups or pairs to maximize their own learning. This learning approach is also known as collaborative learning. Cooperative learning could be conducted in many ways, such as small group discussion, jigsaw, learning together, etc. it more focused on the way teacher and students work together.
2. Small group discussion means one of the techniques in cooperative learning which intends some students in small group to participate in a range of activities to develop

thinking or to complete practical tasks. By using this technique, the students are expected to be more open, active and confident to express their ideas.

3. Reading process in this study refers to a process to gather some information from the text through small group discussion technique. There are three reading purposes employed in this study, they are reading to find some information, reading to skim quickly, and reading for general comprehension.
4. Classroom Action Research (CAR) is a research applied to improve the teaching and learning process which is caused by unsatisfied outcome such as the students' low ability or achievement, students' poor interest, motivation and other problems concerning with the teaching and learning process in the classroom.

1.7 Organization of Writing

The thesis is divided into five chapters. Chapter I contains background of the research, research questions, objective of the research, significance of the study, the benefit of the study, definition of key terms, and the organization of writing. Chapter II consists of the previous studies, definition of reading, major components of reading, purposes of reading, definition of attitude, the theory of cooperation, motivation, cooperative learning method, teaching reading by using cooperative learning method, and the last is types of cooperative learning. The next chapter is chapter III. It involves research design, population and sample, data collection, and instruments. Chapter IV consists of the analysis of the research which concerns with finding and discussion, preliminary research, implementation of the research, observation aspects, and questionnaire. Finally, the last chapter is chapter V. It involves conclusion. The conclusion includes the overall discussion of the study.

CHAPTER II

LITERATURE REVIEW

In literature review, the researcher will explain about the definition of reading, major components of reading, purposes of reading, cooperative language learning, cooperative learning method, and more specific about the types of cooperative learning. In this research, the researcher will use the theory of cooperative learning based on Johnson, Johnson and Holubec. Formal cooperative learning groups also used as specific types of cooperative learning technique.

2.1 Previous studies

This study is relevant to the previous studies. The first previous study was *the Use of Cooperative Learning in Small Group Discussions in Genre Based Reading Class (a Classroom Action Research)*. This is a thesis arranged by *AninEkaSulistiyawati UNDIP Semarang 2011*. This research employed cooperative learning technique to improve the students' ability in Genre-Based Reading class. The objects of this research were 20 students. They were the second grade students of English Department, Teacher Training and Education Faculty at Pancasakti University Tegal. It was conducted in the academic year of 2010/2011 starting from February until June 2011. This research belongs to the classroom action research (CAR) that purposed to improve the students' ability in Genre-Based Reading class and also enhance their interest and awareness on reading genre-texts. Two cycles were conducted here through several stages :Planning, Acting,

Observing, Reflecting. The first reflection was used to monitor the weakness gained in the cycles 1 that would be improved in cycles 2.

However, there was the different object between this study and the previous one. In this study came from Open University students' and the previous one came from Pancasakti University Tegal. There was the different object to analyze, so that in this research can give the new information for the reader. In addition, in this research focused on how the cooperative learning can improve the students reading ability especially in reading comprehension. This research also has the newest knowledge and gives the benefit for the next research.

The second previous study entitled *Making Cooperative Learning Work in the College Classroom: An Application of the 'Five Pillars' of Cooperative Learning to Post-Secondary Instruction*. This is a journal arranged by *Karrie A. Jones and Jennifer L. Jones* Niagara University, Niagara University, New York, 141092008. This article will highlight Vermette's implementation of cooperative learning structures to this theoretical framework. Through narratives of Vermette's actual teaching, the authors will provide suggestions for implementing cooperative learning in the college classroom. The purpose of this study is to share a model of cooperative learning based practices at the college level. The authors studied the pedagogy of Dr. Paul J. Vermette, author of the book *Making Cooperative Learning Teams Work in K-12 Classrooms* (1998), throughout a four-week Multicultural Education course during summer 2007. The goal was to examine how he uses cooperative learning structures as his students' primary means of knowledge acquisition. Through key learning experiences in this Multicultural Education course, the authors of this paper will examine how Vermette's model of cooperative

learning aligns with a pre-existing model, the Johnson, Johnson and Smith 'Five Pillars'(1991) for cooperative learning in the college setting.

That previous study was good as the references for the reader. That study has the same method with this study, both of them used cooperative learning, and both of them used the college students' as the objects. But, between this study and the previous onethere was the different range of time of the observation. In the previous study used 4 weeks for observation. It seemed less time than commonly observation. While, in this research there were 8 weeks for observation so thatthe more effective observation reached. It also gave stronger result than the previous study.

The last previous study entitled *Question Answer Relationship (QAR) as a strategy to improve reading skill in narrative text of students grade X of SMK Negri 2 Semarang in the Academic Year 2011/2012*. This is a thesis arranged by *Rani HerringPuspita 13020210400014, 2013*. This thesis focused on reading competence taught by using QAR. This research is Classroom Action research model. The object of research was tenth grade students of SMKN 2 Semarang. The number of object was 32 students. The purpose of this research is to increase students' reading skill and to improve students' motivation by using narrative text. This research is used cycle 1 and cycle 2 to get the best result.

In this study used not only narrative but reading comprehension aspect to improve the students' reading skill. The objects of the study in this research,there were 24 studentswhile the previous one used 32 students as the objects. The objects of the research in the previous studynoticed that it seemed less focus to observe students'. That

is too much objects. In addition, there were the different levels between the objects of the previous research and in this study. This study used students' college where this was higher objects than the previous research's object.

2.2 Reading

2.3 Definition of reading

Reading has main role in human beings life. By reading, people can get information. The most important technique in transferring the information is reading. According to Ramelan (1990:1) Reading is very important in people's life. Through reading, people can explore the world that never been visited before. Moreover according to Burns (1984:20) reading is the interpretation of the meaning printed symbols. Getting meaning from written passage is very important especially for young learners who research foreign language.

Meanwhile, according to Anderson et al., (1985:10) Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information Therefore, mechanistic definitions of reading as the translation of written symbols into oral language equivalents are incomplete; it is given progress that made in understanding the nature of the reading process. There is an agreement that without the activation of relevant prior knowledge with the text information, there can be no reading text.

Moreover, Williams (1984:2) defines that reading as a process to look at and understand what is written down. After reading, people tend to give response to the text that has been read. Besides, Grellet (1981:3) defines understanding a written text means

digging out the necessary information from it as efficiently as possible. According to Nuttal (1982:9) there is an active interrogation of the text. That means when the reader finds difficulties in understanding reading text, we need to ask the text since the writer is not available for direct communication.

According to Harmer (1991:16) reading is a receptive skill or activity. It means the reader gets the information from the reading materials. The definitions presented above are quite different but those can be concluded that a general understanding of reading can be derived as an active process of getting meaning. Moreover, according to Grellet (2001:4) in reading there are four main ways as follows: Skimming means when read a text, focus on subtitle, headline to get the information. Do not read a whole text. It is called skimming. Second is scanning. Scanning is looking for the pages or part of the passages that contains our keyword. Skimming and scanning are kinds for fast reading. They need speed of the readers in reading with so many words. Third is intensive reading. The intensive reading needs a pre- knowledge of the readers to understand what the text is about. The last is extensive reading. Extensive reading is reading a passage without help or intervention from the teacher as much as possible reading, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go.

2.4 Major components of reading

The components of reading support the success in comprehending reading materials and contributing in important way to read. According to Leu (1987:30-38) there are six major components or reading comprehension. They are: The first is Decoding

knowledge. Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of written word. Next is Vocabulary knowledge. It is knowledge about word meaning used to determine the appropriate meaning for a word in a particular context. Third is Discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization of different types of writing. Next is readiness aspect. Readiness aspect is commonly refers to the students ability to read and understand a particular selection. Fifth is effectiveness Aspect. The effectiveness aspect includes both interest and attitude. This one which can be increased the motivation and facilitated of reading. The last is syntactic knowledge. Syntactic knowledge means the knowledge of word order rules that determine grammatical function and sometimes the meaning and pronunciations of words.

Those all the major components of reading influence students in comprehending the text much. Student has different interpretation based on his or her understanding of the text.

2.5 Purposes of Reading

Actually, when we begin to read we usually have some questions in our brain then we make these decisions quickly. According to Grabe and Stoller (2002:13-15) there are some purposes of reading as follows:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts

4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Basically, both teachers and students need to recognize the knowledge of reading. It facilitates teachers to determine the appropriate approach for teaching reading. It can also help students in reading process and reading strategies. In reading, it usually includes reading ability and relativity independent cognitive process. While, in reading to search, students sometimes scan the text to a specific piece of information, skim quickly to get the clues of meaning in the text. Moreover, reading learns from text makes the reader should remember about the main idea of the text. Another purpose is reading to integrate information, write and critique texts. That requires additional decision about the relative importance complementary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources. In this case, both reading to write and reading to critique texts may be task variants of reading to integrate information. The last of reading purpose is reading for general comprehension. This is commonly used to describe activity of reading skills and strategies. Furthermore, in students' reading activity, they sometimes have shown their attitude to the reading in classroom. The study output revealed that the participants' attitude towards reading did influence their scores on the English subject examination. It was thus concluded that there was a moderately strong positive relationship between attitude towards reading and academic performance. So the attitude is important in students reading activities.

3.1 Teaching Reading

Actually, in teaching reading has the purpose of that activity. The purpose of teaching learning reading in a language has been to have access to the written text in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture. This description assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction.

Meanwhile, in teaching reading also has the standard of measurement test. It can be called as the assessment of reading. Assessment is an essential element of education used to inform instruction. In teaching reading there is also the assessment. The assessment itself has several purposes. The first purpose is to identify skills that need review. Assessment provides teachers with information on what skills students have and have not mastered. It is needed to help teachers know the skill levels of their students, since students have varying experiences and knowledge. A second purpose is to monitor student progress. A teacher can learn which students need review before covering additional content and which students are ready to move forward. A third purpose is to guide teacher instruction. Through consistent assessment, a teacher can make informed

decisions about what instruction is appropriate for each student. A fourth purpose is to demonstrate the effectiveness of instruction. The information gained from assessment allows teachers to know if all students are mastering the content covered. It is important for teachers to use instructional time effectively, and this can be done when teachers are knowledgeable about what their students are ready to learn and what they already know. Therefore, the information gained from assessment allows a teacher to create appropriate instruction for their students. Additionally, a fifth purpose of assessment is to provide teachers with information on how instruction can be improved.

(<http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction>)

3.2 Attitude

3.3 Definition of Attitude

Attitudes have long been considered a central concept of social psychology. Actually, it has defined social psychology as the scientific study of attitudes. An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to aspect of the individual's. This is emphasized the enduring nature of attitudes and their close relationship to individuals' behavior. Close relationship can establish the discussing patterns of social influence. The social influence makes effectiveness for influencing the attitudes of its members. An attitude can be as a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment.

(http://web.psych.utoronto.ca/psy320/Required%20readings_files/week2-2.pdf)

Because attitude is so very important in language learning, instructional activities and materials should be exciting, stimulating, and interesting to learners. Moreover, teachers should pay special attention to the attitudes students bring to second language learning as teachers may have to overturn stereotypic or negative views toward the target culture, language, people and language learning process. Having a positive attitude toward the language and culture and toward learning a foreign language is an important contributor to the success of foreign language learning. A positive attitude might attract learners to interact English, which in turn increases the amount of input that learners receive. A positive attitude often leads learners to use a variety of learning strategies that can facilitate skill development in language learning. A positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing. A positive attitude also helps learners maintain their language skills. While, believing performing a task will result in mainly positive outcomes results in taking a favorable attitude towards the task. Cooperative methods will have a significant effect on their reading comprehension, then this method will be to their benefit. Attitudes, once formed, can shape the way students think, understand, feel, and behave. "Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions. The evaluation of students' attitude may provide new insights into the way these attitudes may facilitate learning. Based on the explanation above, it can be seen that the attitude was formed by a number of students that become a group. They have one perception and goal. There is the good relation between one members in group to other

members. They also formed the cooperation to show their attitude. Cooperation is one thing that can be found in students' learning group.

3.4 The theory of cooperation

The theory of cooperation and competition, then, goes on to make further predictions about different aspects of intrapersonal, interpersonal, intragroup, and intergroup processes from the predictions about substitutability, attitudes. Thus, assuming that the individual actions in a group are more frequently effective, among the predictions that follow from the theory are that cooperative relations (those in which the goals of the parties involved are predominantly positively interdependent), as compared with competitive ones, show more of these positive characteristics:

1. Effective communication is exhibited. Ideas are verbalized, and group members are attentive to one another, accepting of the ideas of other members, and influenced by them. They have fewer difficulties in communicating with or understanding others.
2. Friendliness, helpfulness, and less obstructiveness is expressed in the discussions. Members also are more satisfied with the group and its solutions and favorably impressed by the contributions of the other group members. In addition, members of the cooperative groups rate themselves high in desire to win the respect of their colleagues and in obligation to the other members.
3. Coordination of effort, division of labor, orientation to task achievement, orderliness in discussion, and high productivity are manifested in the cooperative groups (if the group task requires effective communication, coordination of effort, division of labor, or sharing of resources).

4. Feeling of agreement with the ideas of others and a sense of basic similarity in beliefs and values, as well as confidence in one's own ideas and in the value that other members attach to those ideas, are obtained in the cooperative groups.
5. Recognizing and respecting the other by being responsive to the other's needs.
6. Willingness to enhance the other's power (for example, the knowledge, skills, resources, and so on) to accomplish the other's goals increases. As the other's capabilities are strengthened, you are strengthened; they are of value to you as well as to the other. Similarly, the other is enhanced from your enhancement and benefits from your growing capabilities and power.
7. Defining conflicting interests as a mutual problem to be solved by collaborative effort facilitates recognizing the legitimacy of each other's interests and the necessity to search for a solution responsive to the needs of all. It tends to limit rather than expand the scope of conflicting interests. Attempts to influence the other tend to be confined to processes of persuasion. (www.springer.com/.../9781441999931-c1.pdf)

3.5 Motivation

In cooperative learning method need the supporting theories to show the effectiveness of cooperative learning method. One of supporting theories is motivation theory. The most difficult aspects of becoming a teacher is learning how to motivate students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared

unmotivated actually has difficulty learning and is need of special attention. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning.

In addition, motivation can be defined more specifically for learning in college courses as purposeful engagement in classroom tasks and study, to master concepts or skills. It is not simply a matter of performing a task, getting a good grade, or accumulating units for graduation. Motivation is a process in which students' value learning and involves themselves in classroom assignments and activities.

<https://facultystaff.richmond.edu/~dforsyth/pubs/McMillanForsyth1991.pdf>.

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. In over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class. Based on the explanation above that the students' motivation can raise when they work in groups. It is as same as the concept of cooperative language learning, in this learning presents the group work in learning something especially reading. There are some definitions and functions related to the cooperative language learning.

4.1 Cooperative Language Learning

4.2 Definition of Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. According to Johnson, Johnson and Holubec as cited by Richards (2001:192) cooperative language learning (CLL) is part of a more general instructional approach also known as collaborative learning (CL). CLL used involving pair and small groups of learners in the class. CLL contains in peer-tutoring and peer monitoring. It is different from traditional learning. In traditional learning teacher were fronted, fostered competition rather than cooperation and favored majority students. These are the functions of CLL:

1. Raise the students achievements including in who are gifted or academically handicapped
2. Useful for teacher establish the positive relationship among students
3. Give students other aspect such as healthy social, psychological, and cognitive development
4. Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

Significant improvements in relationships occur between these students and other children in their class when these learning strategies are used. A comprehensive approach to reading integrates the latest reading research findings with the essential components that make cooperative learning so successful.

In CLL there are three types of learning and teaching activities. According to Johnson et al., in Richards (2001:196) there are formal cooperative learning groups, informal cooperative learning groups and cooperative base groups.

1. Formal cooperative learning groups established for a specific task and involve students working together. In formal cooperative learning groups, it through for one class period or several weeks, to achieve shared learning goals and complete activities (e.g., problem solving, writing a report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of the chapter)
2. Informal cooperative learning groups used to focus student attention or to facilitate learning during direct teaching. It consists of having students work together to achieve a joint learning goal in temporary, making groups that last from a few minutes to one class period. During a lecture, demonstration, informal cooperative learning can be used to (a) focus student attention on the material to be learned, (b) set a mood conducive to learning, (c) help set expectations as to what will be covered in a class session, (d) ensure that students cognitively process the material being taught, and (e) provide closure to an instructional session.
3. Cooperative base groups. These are long term, lasting for at least a year consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement and assistance they need to succeed academically.

Moreover, according to Olsen and Kagan in Richards (2001:196) the following key elements of successful group based learning in CLL are:

1. Positive interdependence
2. Group Formation
3. Individual accountability
4. Social skill
5. Structuring and structures

Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. The feeling among a group of students that is they sink or swim together. It is created by the structure of CLL tasks by building the spirit of mutual support within the group. Group formation is an important factor in creating positive interdependence. Factors that involved in setting up group include of deciding on the size of the group, assigning students to groups and students role in a group. Furthermore, individual accountability involves both group and individual performance by assigning students. Social skill determines the way students interact with each other as teammates. Structuring and structures refer to ways of organizing student interaction and different ways students are to interact such as three step interview or round robin.

In CLL (cooperative language learning) there are some roles such as learner roles, teacher roles and the role of instructional materials. According to Richards (2001:199) the major role of the learner is as a member of group, it must work collaboratively on tasks with other group members. Learners should be knew the teamwork skill. They are taught to plan, monitor and evaluate their own learning which is viewed as a compilation of interaction in learning skill. Learning also include in direct, active involvement and participation. Pair grouping is the most specific format in CLL, it also as alternate format

for learners to involve the partner in the role of tutor, checkers, recorders and information sharers. Moreover, in teacher roles, teacher has to create a highly structured and well organized learning environment in a class, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups, roles, selecting materials and time. Teacher is also as a facilitator in learning, move around, help students in classroom activities. In addition, the role of instructional materials consists of creating opportunities for students to work cooperatively. This step can be used in other types of lessons but variations are required in how the materials are used. Materials can be designed for CLL learning, modified from existing materials or borrowed from other disciplines.

4.3 Cooperative Learning Method

This section is going to discuss teaching reading by using cooperative learning method. The detail explanation is as follows:

4.4 Teaching Reading Using Cooperative Learning Method

Concerning to the problems of teaching reading in the class, the writer will teach reading using cooperative learning method to improve the students' skill in learning English, especially in reading skill. As my point of view, the students have no bravery to ask the teacher what they do not understand about the lesson which is given by their teacher. Because the students are still doubt and shy to ask the teacher about what they do not understand and the teacher has known about that. To solve their problem, the teacher will use cooperative learning technique, in order to make the student enjoying the lesson and the student brave in giving their ideas to his or her friends. By using the cooperative learning method, each student in a group can help each to find the

information in the passage. The students who are poor in reading possibly learn many things from their groups, such as analyzing the words and using dictionary.

4.5 Types of Cooperative Learning

- a. Jigsaw, Groups with five students are set up. Each groups member is assigned some unique material to learn and then to teach the group's members. To help in the learning student across the class working on the same sub-section get together, to decide what is important and how to teach it. After practice, these groups can be applied this types of cooperative learning to analyze the words by using dictionary.
- b. Think-Pair-Share, Involve a there step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.
- c. Three-Step Interview (Kagan,1994), each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying question. During the second step partners reverse the roles. For the final step members share their partner's response with the team.
- d. Round Robin Brainstorming (Kagan,1994) Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time" was done. The members of the team share responses with one another round robin style. The recorder start and each person in the groups in order to give an answer until time is called.

- e. Three-minute review, Teacher stop any time during a lecture discussion and give teams minutes to review what has been said, ask clarifying question or answer question.
- f. Team Pair Solo (Kagan,1994) students to problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
- g. Circle the sage (Kagan,1994) – First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may say ask who in the class was able to solve a difficult math homework question, whose had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask question, and take notes. All students then return to their teams. Each in turn explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
- h. Partners (Kagan, 1994), The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to

teach the other half. Partners work to learn and can consult with other partners working on the same material .teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Based on the explanation above, this research used formal cooperative learning groups as technique to improve the students' reading skill and motivation. This involves students working together during several weeks in several meetings of teaching learning.



CHAPTER III

RESEARCH METHOD

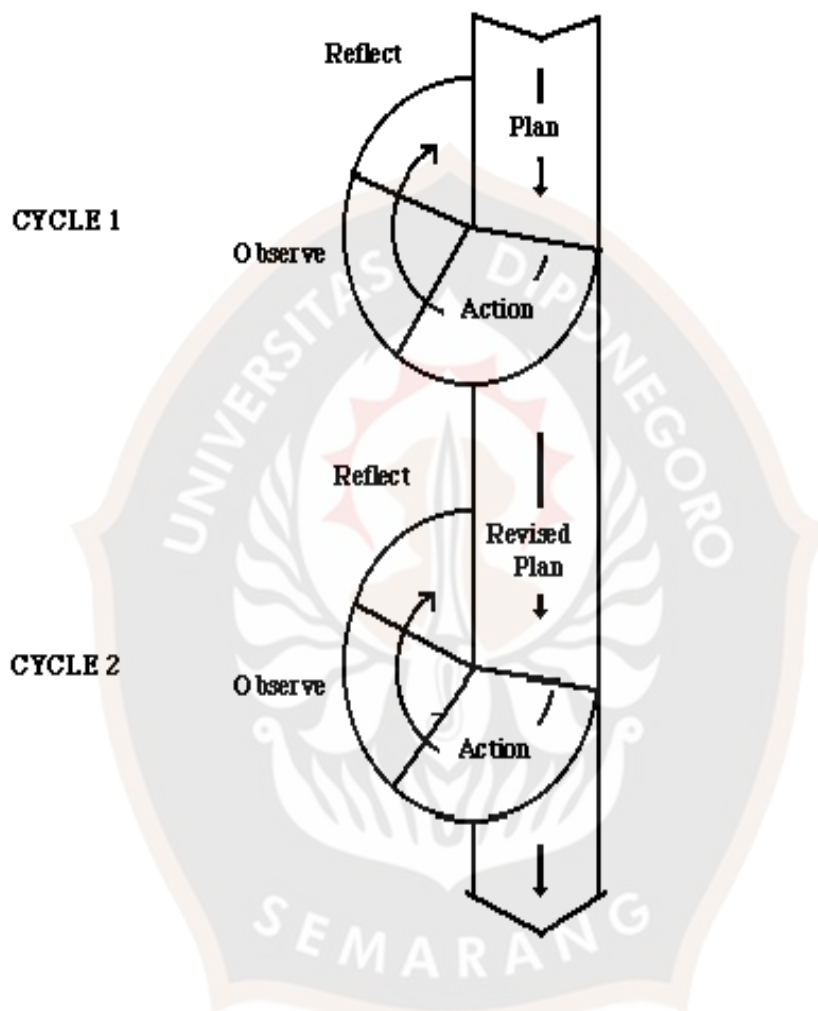
5.1 Research Design

The research used classroom action research design. According to Greenwood and Mortem (1998:4) classroom action research is social research carried out by a team encompassing a professional classroom action research and members of an organization or community seeking to improve their situation.

The research was done in eight meetings, and each meeting where was held in Purwokerto took for about two hours. The approach used in this research was qualitative and quantitative supported by the findings.

In addition, in this classroom action study, the teaching and learning processes divided into two cycles where each cycle consisted of four steps. Each session consisted of four interconnected activities, namely: planning (P), acting (A), observing (O), and reflecting (R) where the researcher involved in action to come into the goal of understanding teaching and learning process in classroom reading and to bring about a better change in classroom practice. Furthermore, based on the explanation above it can be reflected on Kemmis and McTaggart's view of action research protocol in Burns (2010:9). The following is the picture that showed the cycle in classroom action research.

Picture 1.1 The design of CAR based on cyclical process.



The cyclical process above is the cyclical process of classroom action research. There were four steps in classroom action research. According to Burns (2010:9) some steps of action research are as follows:

1. Planning

The researcher identified the problems referring teaching learning process related to reading comprehension. Moreover, the researcher made a plan about what kind of action is going to be carried out such as preparing material, making lesson plan, preparing teaching steps. In the end of first cycle, the researcher analyzed and evaluated the students' improvement and made a decision of the importance of applying second cycle.

2. Acting

In this step, the researcher did what had been planned. The researcher implemented lesson plans designed in classroom reading performance by giving and explaining certain materials. The plan involved some activities into teaching learning process. In this case, cooperative learning was used as a technique in teaching learning reading class as long as this research was done.

3. Observation

In observation involved the researcher in observing systematically the effects of the action, then documenting and evaluating the context, action, opinion of those involved. Having done teaching learning process in each meeting, the researcher did evaluation of everything happen during classroom activity. It was based on researcher and collaborative notes on predictable and unpredictable events which flourished the classroom reading performance. Then, it was compared by the result of students' reading post-test and interviews.

4. Reflection

Based on the technique in teaching reading, the researcher started to classify the effects of the action in classroom. The researcher tried to collaborate between the evaluation and the result of implementation of the technique. The evaluation was used to give the benefit in deciding what the researcher had to do in the next cycle.

5.2 Population and Sample

The term population is understood as common and observable characteristics while sample is a subset of individuals from a given population (Nunan, 1992). Population and sample for this research is taken from the second semester of PGPAUD of Open University (UT) in Purwokerto. Open University (UT) is the university which employs open and distance learning (ODL) system but in UT there are also activity test, tutorial or discussion group. In this research, the researcher used students of (S1-PGPAUD). S1 PGPAUD is Early Childhood Teacher Education. Almost all students in PGPAUD program are teachers in kindergarten. They are about more than 35 years old. They are older than other regular students in University. It makes more interesting to know more about their activity, their motivation and skill by using cooperative learning in classroom. Cooperative learning in this class is used as group discussions. The class consists of 24 students. In the class, students are dividing into 4 group discussions.

Each group has 6 members. In every meeting, those group discussions used reading section. In reading class there are 2 cycles. The first cycles and second cycle is used to measure, increase the ability and to motivate students in reading skill. Cooperative learning is chosen to improve, develop and help reading learning in English Lecture. In

this case, this research focused on capability of cooperative learning to increase reading ability of students in reading class and implements the way to motivate students in reading class.

5.3 Data Collection

In this research, the researcher collected the data using qualitative and quantitative method. Wallace (1998:38) defines “quantitative method is broadly used to describe what can be counted or measured and can therefore be considered ‘objective’. While qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore subjective”. In this research, the researcher used both qualitative and quantitative techniques in collecting data. The techniques are as follows:

a. Qualitative data

According to Burns (1999:179) the process of analyzing the qualitative data used three components. They are the data reduction, presenting of the data and conclusion of the data. According to Creswell (1994:153) a qualitative analysis needs simultaneous activities that engage the attention of the researcher. Based on the qualitative data, it can be assumed that reduction the data, presenting of the data, conclusion of the data and the observation result from the researcher can show the students motivation, attitude and cooperation before and after being taught by using cooperative learning.

Qualitative data deals with any activities in the classroom. There were many instruments used in gathering the qualitative data. The first is field notes. Field notes were used to investigate students’ activities. This is including written descriptions of

what researcher heard, saw experienced and thought when she reflected the data during the teaching learning process in the classroom. Those were intended to anticipate the possibility of losing the data during the implementation of the action in the classroom. The aspects included the student's attitude, problems, reading materials task, technique used during teaching learning process. This is a way of reporting observation, reaction to classroom. It was used also to evaluate in teaching learning process. The second instrument is questionnaire after class. Questionnaires were done to get information from the students about the problems reading ability which is occurred in teaching learning process in the classroom. The last is taking a picture as a visual data in reporting teaching learning process in the classroom.

The qualitative data were also got through observation of the students' activities in groups to support the result of students' motivation during the observation. The observation was done to know the students' activities in group based on some aspects. Those observation aspects are asking questions, answering question, active in discussion and share the information, comprehending text easily and enthusiastic in doing assignments. It could be reflected in the table below that was developed by J.Clarke, R.Wideman and S.Eadie (1992) as follows:

The Observation Aspects					
NO	asking questions	answering question	active in discussion and share the information	comprehending text easily	enthusiastic in doing assignments

Developed by byJ.Clarke, R.Wideman and S.Eadie (in Kessler 1992:172)

In this research, the researcher used check list form in observing students activities. This is the simplest form that helped the researcher to gather the information especially students activities in learning process. To analyze students activities data, the researcher compared students reading competence before and after cycle of cooperative learning technique was done.

b. Quantitative data

The quantitative data were collected from the students reading test scores which were taken from pre-test, post-test first cycle and post-test second cycle. Testing had been an important part in the teaching learning process. To collect the data, the written tests were conducted by the researcher included in pre-test and post-test in reading competence to find out the students reading ability before and after teaching reading.

The data were analyzed by :

- a. Computing students correct answer
- b. Calculating the percentage of the correct answers of each student. The percentage itself is used to measure the students reading skill.

The percentage formula that is used:

$$P = \frac{F}{N} \times 100$$

P = Students mastery in %

F = Students right answer

N = Maximum number of whole answer

After analyzing the score, then the researcher used descriptive statistic to find the students mean score. The formula of mean score that is used:

$$\bar{X} = \frac{\sum x}{n}$$

In which:

\bar{X} = the mean of score

$\sum x$ = the total score

n = number of students

In addition, after finding out the mean of all the scores, the result was classified into these criterias :

Level of mastery	Predicate
80 – 100	Excellent
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
30 – 39	Fail

5.4 Instruments

In the instruments of the research, there were field notes, observation, questionnaire, documentation and other tools. Those can be in the form of:

1. Field notes

Field notes were designed in the form of unstructured observation sheet. It is used to identify extra finding, like students' behavior and attitude during the teaching learning process.

2. Observation sheet for measure the students' motivation

The observation is conducted during eight weeks. In each cycle measured by giving to observation sheet to show the result of the students' motivation teaching learning process.

3. Questionnaire

Questionnaires were conducted when the post-test are administrated to the students. The purpose is to see the students' opinion as well as their feeling during the teaching learning activity. The type of questionnaire is closed question, this type is quick to complete and straight forward to code and do not discriminate on the basis of how articulate respondents are (Wilson and Mclean in cohen et. Al., 2007:321). There are ten questions presented in bahasa Indonesia in order to make the students easier to answer with five rating scales. Those rating scales are :

Strongly agree (sangat setuju / SS)

Agree (setuju / S)

Neither agree or disagree (ragu-ragu / R)

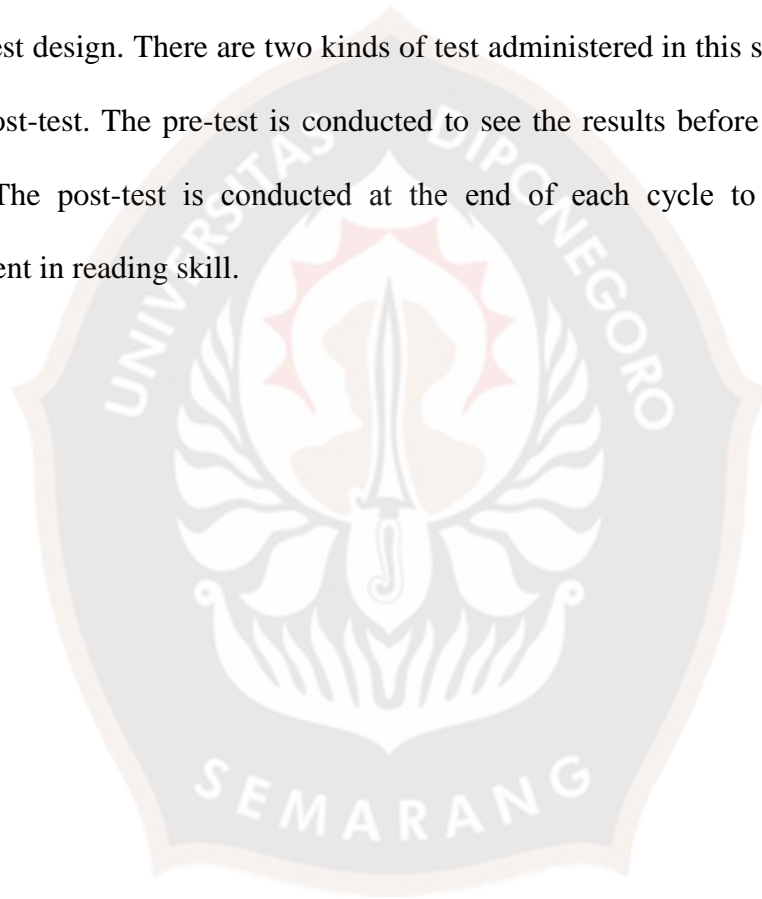
Disagree (tidak setuju / TS)

Strongly disagree (sangat tidak setuju / STS)

4. Documentation

The documentation is an important action during the observation. It can support this study well. Documentation consists of taking pictures and taking notes.

5. Test or any tools that support the data collection process, such as camera, Pre-test, and post-test design. There are two kinds of test administered in this study, those are pre-test and post-test. The pre-test is conducted to see the results before observation by the students. The post-test is conducted at the end of each cycle to find the students' improvement in reading skill.



CHAPTER IV

FINDING AND DISCUSSION

This chapter describes thereport of learning activities, preliminary research, implementation of the research, and discussion. In the discussion of this chapter, the activities that have been conducted during the research are described along with the result of the pre-test and post-test of cycle 1 and cycle 2.

In this research, cooperative learning is decided as the method to get the better change of students' ability. In deciding this method, the researcher and the other English lecturers in Open University keep sharing together about the concept of this method. Some concepts that used such as : formulate both academic and social skills objectives, decide on the size of group discussion, choose methods for assigning students to group, arrange the classroom and arrange the materials, the test. In addition, the tutor also has to explain to the students about the design of cooperative learning, monitoring students and assessing students. Furthermore, in this research has the finding of the observation. the result of this research find out the effectiveness of cooperative learning technique in increasing students reading skill at the second semester students of Early Childhood Teacher Education in Open University Purwokerto in 2014/2015 academic year and find out whether cooperative learning technique could enhance students' motivation, attitude and cooperation in reading class. These were the report and result of this observation :

6.1 The Report of Learning Activities

6.2 Preliminary research

The Open University in Purwokerto is one of the Open University in Indonesia. This university is located on Jl. Kampus No 54, Grendeng, Purwokerto 53122. Its phone number is 0281-624317, while the e-mail address is *ut-purwokerto@ut.ac.id*. This university offers two types of courses, those are *PENDAS* (basic education) and *NON PENDAS* (non-basic education). *PENDAS* program consists of several departments such as *SIPGSD* (Bachelor of Elementary School Teacher Education) and *SIPGPAUD* (Bachelor of Pre-school Teacher Education), while *NON PENDAS* program is a general course program such as faculty of law, economics, social and political sciences, etcetera. In this research, the researcher chose *SIPGPAUD* program as the research object. The research object was focused on students of *SIPGPAUD* program in the second semester. In this semester they got some general courses like Indonesian Education Subject and English Education Subject. This research employed the class of English Subject as the research object.

This classroom action research identified problems appeared in the learning process and employed cooperative learning method to improve the students' reading skill. As we know English is a subject which is less favored by the students. They look reluctant to be active in learning English. Some students consider that English is difficult to learn. They do not know the meaning of many words and are less motivated to learn English. They also feel sleepy when they read English texts because have limited English vocabularies. These reasons made them unable to learn English well. To solve these common

problems, the researcher gave the treatment of teaching reading by using cooperative learning besides conducting in pre-test and post-test.

The activities conducted during the research are giving questionnaire, pre-test, and post-test as well as applying the cooperative learning in cycle 1 and cycle 2. Each cycle comprises four steps: planning, acting, observing, and reflecting.

6.3 The Description of Pre-observation Activities

Pre-observation

On 27 September 2015 English Education lecture was started. This was the first meeting for the students of *S1 PGPAUD* in semester 2. In this class there were 21 students. Here is the description of the first meeting.

“Assalamu’alaikumwarahmatullahiwarokatuh (the students answered the greeting). Good morning, class ! How are you? Let me introduce myself. My name is Prosawita Ririh Kusumasaari, you can call me miss Vita. Here I will teach you English Education course. In this first meeting, I will inform you the outline of the course. In this semester I will focus on improving your reading ability. In this group learning, students are required to follow some topics contained in this English Education. This lecture is implemented by the students by forming a group of 5 or 6 members. For this class, there are 4 groups. Choose one of the members as the group leader. For the next meeting, two groups will deliver their presentations and other students will pay attention and discuss their performances. Now, form a group and write down the name of the members on a piece of paper and then submit it to me. (the students discussed and formed groups). Next, I want you to introduce yourselves and tell me what motivation that makes you join this course.”

Each of the students introduced him/herself and stated his/her motivation. Most of them said that their motivation to join the English Education lecture was only to fulfill the requirement of the subject in this second semester. It can be seen clearly that the students were less enthusiastic and motivated in learning English. Many of them also stated that they did not really understand English, the vocabularies were very limited and felt confused when doing reading test.

Based on the reality, the researcher then gave them a pre-test to measure their English ability and knowledge. The pre-test consisted of 50 questions. The students did the test for 60 minutes.

6.4 The Description of Cycle 1

In this classroom action research, cycle 1 was conducted after the pre-test was given to the students in this semester. Cycle 1 consisted of some steps like planning, acting, observing, and reflecting. There were three meetings in cycle 1. The third meeting was spent to do an evaluation in the form of reading test that was also used as a post-test. The post-test in this cycle was aimed to measure the level of students' abilities improvement based on cooperative learning method used in English Learning.

a. Planning in Cycle 1

In cycle 1, the researcher planned some activities before implementing the method in the research. They were:

1. Making a lesson plan, in Open University it was called as *RAT*.
2. Besides making a lesson plan, the researcher was also designing exercises suitable for the research.

3. Planning time used during the course.
4. Preparing a test for evaluation that would be delivered to the students that were also used as a post-test.
5. Implementing the plan. During the implementation, it was hoped that the students could follow and improve their potencies especially in reading through cooperative learning method.

b. Acting in Cycle 1

1. The first meeting in Cycle 1

The first meeting in cycle 1 lasted on 4 October 2015 from 8-10 am. It meant that the time spent for tutorial was 120 minutes (3 SKS). In a class there were 21 students of *SI PGPAUD*. Besides becoming students at the Open University, they were also kindergarten school teachers. In addition, the researcher entered the class earlier to prepare the teaching material and students' attendance list. The students entered the room one by one and formed study groups. There were 4 groups in the class. Two of them would deliver their presentations. In this meeting the students had prepared data supported the presentations. The themes of the first group's presentation were about citizen and occupation. The members of the group prepared the material for the presentation as well as the exercise given to other students after the presentation. The first group consisted of 5 members, one of them became a moderator and the others were the presenters. The time given for delivering the presentation was 30 minutes.

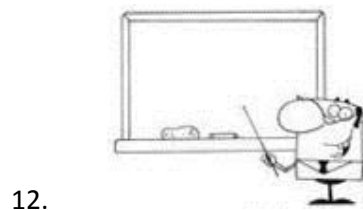
The first discussion was about the definition of citizen, in Indonesia, from both the regions and tribes in this country. During the discussion it was seen that some of the audience wrote in their books and pay attention to the presentation. After the discussion,

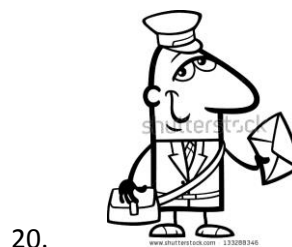
a question and answer session was opened. From the whole class there was only one student who asked question. After the question and answer session was completed, then the presenters of the group presentation filled the exercise that had to be done by the students. Each of them got a set of exercise. It was done in groups, they might discuss it with friends. For the first part of exercise, the students should fill the blank with the best answer. The exercise actually discussed about citizen. The students should apply what they got in the first presentation. While, the next exercise was about guessing pictures related to occupation theme. There were ten pictures that should be guessed. The following were the exercises done by the students:

Fill the blanks with the appropriate citizenship!

1. Mr. Bill Jones is from England. He is...
2. Mrs. Lie is ... She is from China.
3. Suwondo is from East Java. He is ...
4. The new student comes from Padang. She is ...
5. Kenji is a Japanese. He is from ...
6. Mr. Wardana is ... He is from Bali.
7. Shakila is from India. She is ...
8. Olive is ... She is from America.
9. Peter is from Timor. He is ...
10. Mr. Nababan is ... He is from North Sumatra

Please, guess with the appropriate occupation of the person below !





In addition, when the students have done their exercises, the presenters of the first group showed the answer of the two exercises. Many students felt confused and did not know what the right answer of the exercise was so almost of them got false answer. After this, the second group delivered a presentation about preposition of direction and the degree of comparison. Like the previous group, this one also explained the result of their discussion. Audience paid attention and wrote down what they observed on their notes. The presentation ran well, and then followed by a question and answer session. In this session, there were students who asked question.

The students looked less active than it was in the previous presentation. Before they did the exercise, the researcher reviewed the outline of the result of the second group's presentation. The researcher tried to make sure whether they had understood their friends' presentations. Then, the group delivered the presentation and gave an exercise to their friends. Every student received a set of exercise. It was done individually and could be discussed with their friends. Here is the exercise that given to the students:

B Put the correct numbers in the boxes to show where each person is.

- 0 in the supermarket
- 1 on the supermarket
- 2 under the supermarket
- 3 behind the supermarket
- 4 in front of the supermarket
- 5 next to the supermarket
- 6 near the supermarket
- 7 above the supermarket

3



C The sentences below describe the picture. Look at the picture and change the underlined words which are wrong. Tick (✓) the underlined words which are correct.

- 0 There is a TV under on the table.
- 0 There is a dog on ✓ the floor.
- 1 The dog is behind the table.
- 2 The cat is next to the flowers.
- 3 The keys are next to the flowers.
- 4 The flowers are in the vase.
- 5 There is a big book in front of the flowers.
- 6 There is a picture under the table.
- 7 The cat is above the table.
- 8 There is a bird on a cage.



D Here are some people talking about themselves. Put the words from the box in the gaps.

in front	on (x2)	in	under
next	at (x2)	above	near

My name is Mike. I live ⁰ in Manchester in England. I have a flat ¹ on the fifth floor of an apartment block. My friend Paul lives ² near me in a flat ³ above the sixth floor. I know that he's ⁴ at home now, because I can hear his music!

Hi! I'm Sue. I live in Flat 22 and my sister lives ⁵ in front of to me in Flat 23. I'm a secretary and because I live ⁶ near my office, I can walk to work in twenty minutes. I start work ⁷ at the office at nine o'clock.

I'm Pete. I'm not happy. There's a train tunnel ⁸ behind my house, and a very busy road ⁹ in front of of it. I'm always tired because I don't sleep very much.

Test your understanding of the degrees of comparison with this English test.

1. How is your father today? Is he any _____?

a) good

b) better

c) best

2. The climate of Chennai..... than the climate of Bangalore.

a) hot

b) hotter

c) hottest

3. She is than her sister.

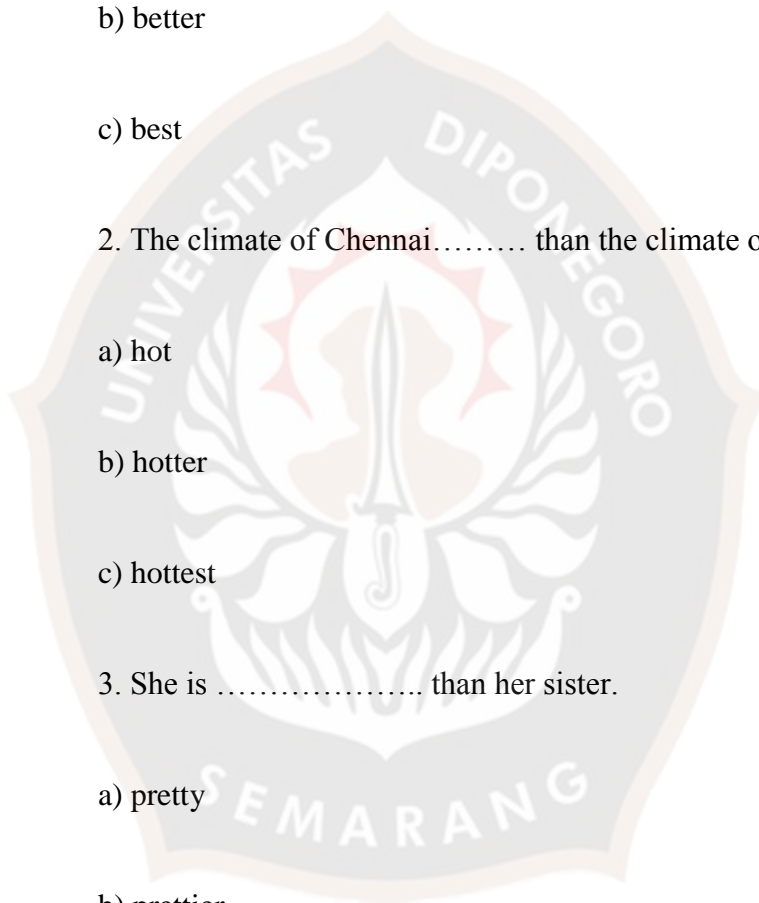
a) pretty

b) prettier

c) more pretty

4. Jane is the student in the class.

a) brightest



b) bright

c) brighter

5. He is the man in the town.

a) rich

b) richer

c) richest

6. James is two years than me.

a) old

b) older

c) oldest

7. Annie is the friend I have.

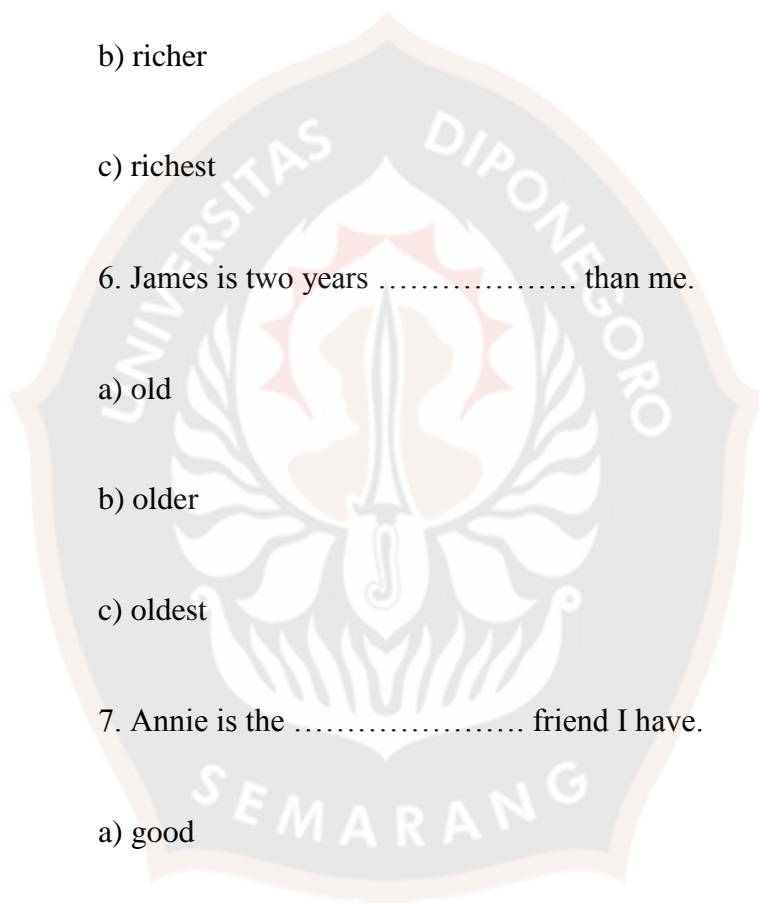
a) good

b) better

c) best

8. Mount Everest is the peak of the Himalayas.

a) high



b) higher

c) highest

9. He is the of the two.

a) tall

b) taller

c) tallest

10. The pen is _____ than the sword.

a) might

b) mightier

c) mightiest

Post-teaching

When the time was over, the researcher closed the lesson. The Cooperative learning method would be applied in the next meeting. The students were asked to draw the conclusion of the material learned in this meeting and there would be an evaluation in the next meeting. This task was aimed to improve students' learning motivation and would increase their learning outputs.

2. The second meeting in Cycle 1

The second meeting was held on 11 October 2015 from 8-10 am. Some minutes before the class was started, the researcher entered the classroom to prepare the attendance list and teaching material that would be delivered. Students started to get in and form study groups like in the previous meeting. After all students were in the room, the course was started. The researcher greeted them and distributed the attendance list. Some of them looked not so enthusiastic, while the rest looked otherwise. They looked so excited. The researcher started the meeting by asking the students to sing together. The loudspeaker and laptop had been prepared. All of the students stood up and began singing alphabet song following the music. This is the lyric of the song:

A B C D E F G

H I J K L M N O P

Q R S T U V W X Y and Z.

Now I know my A B C tell me what you think of me.

Now I know my A B C next time want you sing with me

Singing twice made the students more relaxed. It was a warming up before starting the activity and aimed to increase their enthusiasm in learning English. After singing, an evaluation session was started to discuss the previous meeting about citizen, occupation, preposition of direction and degree of comparison. The test comprised 50 questions in

form of multiple choices and was worked as teamwork as a form of warming up and recalling the materials taught. Approximately in 60 minutes the students finished doing the test. Next, it was followed by a presentation like in the last week. In this meeting, the first group presented about parts of speech, pronouns, and adverbs. The members of the group prepared the material of the presentation and stood in front of the class to begin the presentation. Other students paid attention and wrote down what they had observed. The activity ran well, and the students looked more excited than in the previous meeting. In the end of the presentation, as usual, the group gave an exercise for other students. Here is the example of the exercise done by the students to measure their understanding of the material given.

Decide which parts of speech are the underlined words

1. You have to believe in yourself if you ever expect to be successful at something. (.....)
2. We left for the mountain just before six in the morning. (.....)
3. We first went to the store to buy a few things. (.....)
4. We had a breakfast at a café near the rail station. (.....)
5. My friend wasn't strong enough to lift his heavy rucksack. (.....)
6. I helped him carry it. (.....)
7. The weather was very cold. (.....)
8. My friend said, "Oh! What a cold weather!" (.....)
9. We didn't spend the night there. (.....)

10. We got back home late at night but we didn't go to sleep immediately. We were very hungry.(.....)

The students finished the test. Most of them looked bored to follow the rest of the meeting. The researcher tried to make the condition fresher by singing to entertain them and teach an English song to be sung at kindergarten. The song was entitled Greetings.

Good morning to you 2x

Good morning my dear friends

Good morning to you

Good afternoon to you 2x

Good afternoon my dear friends

Good afternoon to you

Good evening to you 2x

Good evening my dear friends

Good evening to you

Good night to you 2x

Good night my dear friends

Good night to you

Good bye to you 2x

Good bye my dear friends

Good bye to you

All students joined to sing this song, gave applause and did various styles of singing. This class seemed clamorous with their melodious voices. Singing the song twice quite awakened their passion to listen to the second presentation of their friends. The students liked very much to sing the song; they also applied it to their kindergarten students. When they were singing they also reminded the lyrics and tried to remember the vocabularies in that song.

After this, then the second presentation began and the students paid attention as well as prepared their stationery back. The presentation of this group were about my family and presents continuous tense. The group delivered the presentation explained the result of their discussion, while others noticed and noted it. They explained about the family, the member of family, and they tried to increase their vocabularies by remember one by one the word that appeared in materials. For example, there were father, mother, daughter, son and etcetera. They tried to get the meaning of the words and tried to remember the words. Moreover, the students were also got the way to draw family tree based on their family line. As an exercise of family theme, the students should drawn and explained the family tree that they made. There were several times used to do the first exercise in this section; the next was to continue with the next material. It was about present continuous tense. The presenter explained the structure of present continuous

tense. As we know that there were three forms of this tense. They were positive form, negative form and interrogative form. Every student tried to understand the topic of presentation, and then the students were required to understand the content of a text and answered question in the form of true / false.

JONATHAN'S LAST DAY



Jonathan is a famous baker. He's hard-working and punctual. He always gets up at three o'clock every night and bakes his products. Then he has his breakfast with his wife and opens his bakery. He usually has his favorite pear marmalade in his breakfast. He has many customers till afternoon. At noon, he has lunch in his house next to the bakery. After lunch, he leaves the bakery to his son and sleeps about two hours. He returns to the shop and chats with his favorite customers. He is the only baker in the town

for quite a long time, and now he has many friends who shop at his bakery. This is the same routine for almost 25 years.

Today his daily routine is not the same. This is the last day in his bakery. He's going to retire tomorrow. He is going to Hawaii with his wife next week. He has already booked his tickets. His son is going to take care of the bakery. He normally wears white clothes but today he's wearing a Hawaiian shirt. He always has siesta after lunch, but today he is having a cup of espresso with his best friend. He doesn't often bake strawberry cakes but today he has baked a lot and he is baking some cakes with hazelnut now.

He's had a wonderful working life. Now he is ready to start a new life. He wants to see new places. There is a luxury liners company in town, and they send a liner every Sunday to many different exotic places around the world. Tonight, he's starting his journey with his wife from the harbor. The luxury liner leaves the harbor tonight.

Are the statements true or false according to the text?

1. Many people know Jonathan's Bakery.....
2. Jonathan has breakfast before he bakes his products.....
3. Today, he is wearing the same clothes just like every day.....
4. At the moment he is working in his bakery.....
5. He's leaving the town with his wife tonight

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The reading text is taken from [englishschooling](#) website's archive

Post teaching

Evaluation and presentation of two groups fulfilled this meeting. It was the time for closing. The evaluation of cycle 1 would be held in the next meeting. As a closing, the researcher asked the students to summarize what they had learnt and made a family tree. Summarizing was aimed to increase students' motivation and would raise their learning outputs, while making a family tree was to improve their creativity as kindergarten teachers.

3. The third meeting in Cycle 1

The third meeting in cycle 1 was held on 18 October 2015 at 8 – 10 am. Like the previous meeting, the researcher entered the classroom earlier to prepare everything required for the class, for example the attendance list, stationery, and learning material. No longer after the researcher entered the room, the students followed; they entered the classroom and formed their own groups. This meeting was spent to evaluate the learning process especially to measure the success of cycle 1. The students prepared themselves to work on the evaluation test. The test consisted of 50 questions, as many as those of the pre-test.

When the students were doing the test, the researcher played classical music as a media to make them relaxed, calm, and comfortable. With relaxed mind, it was hoped that an optimum result would be gained from the evaluation. 60 minutes were spent by the students to do the test. Answer sheets then were submitted to the researcher to be checked. Some students complained that the test was too difficult to do, they did not know the meaning of the question, and the time was too short. The classroom became noisy and not so conducive to continue the meeting. The researcher tried to calm down

the students and convert the noise became a laugh by singing together. This time the researcher shared a song entitled *small house*. Here is the lyric of the song:

There's a living room in my new small house

There's a dining room in my new small house

There's a kitchen in my house

There's a bedroom in my house

There's a bathroom in my house

It's a small house after all 3x

It's a small...small...house

The situation in the classroom was so clamorous with the singing of the students there. It seemed that their enthusiasm to learn was back. They were ready to follow the next material. They looked more motivated to learn the subject that was considered strange before.

Next, it was followed by guessing the material. It was aimed to test students' active participation in the class, since the assessment was not only from the result of the test. The theme of the material was countable and uncountable noun. The researcher tried to wheedle the students by giving a question related to it. "Explain, what is the meaning of countable and uncountable noun?" Almost all students raised their hands to answer the question asked by the researcher. Then the researcher pointed one of them. He answered the question correctly. After that, several questions related to some and any were also given to complete the learning activity in the classroom. The students looked enjoy and easy to understand the material.

Post teaching

The last some minutes were spent by the researcher to give homework for the students to repeat and memorize the material given. The resume of the material had to be handwritten and collected in the next meeting. In addition, the researcher took some notes about the activities conducted in the classroom to complete the requirement of this research.

c. Observing in Cycle 1

The observation of action stage was conducted after the implementation of each cycle. In cycle 1, the researcher evaluated everything happened during the activity in the classroom. It was done to find the effects of cooperative learning on reading comprehension. This observation was held during the teaching and learning process.

The researcher used a note to measure and to discover the topics given to students, what their response and opinions toward the topics were, and used a test as an instrument to measure students' abilities, especially the result of cycle 1. The evaluation of cycle 1 was conducted on Sunday, 18 October 2015, at 8-10 am.

In cycle 1, the researcher reflected some strengths and weaknesses. The strengths were:

1. The students' reading comprehension improved. By using cooperative learning strategy they could generate and answer question, particularly in making and answering detail questions. They had deeper understanding and increased their ability to comprehend the reading test.
2. The students were more active in classroom. They could participate well and were actively involved in pairs. They gave feedback each other. However, not all students involved actively in the class.

3. The students were more enthusiastic in joining reading class. It might happen because it was a new technique for students'. It improved their willingness and motivated to learn more.

However, they were still having some difficulties in reading comprehension class. It can be reflected in these explanations as follows:

1. The students were not brave enough to raise their hands if they got stuck on making questions. They did not get help to create a question, so they were slow to move on the next questions.
2. The researcher could not assist the students well when they did not realize that cooperative learning is useful technique for reading comprehension exercises. Sometimes, students missed interpretation of comprehend the reading test.

d. Reflecting in Cycle 1

In fact that some of the students did not participate in discussion. They were busy with their friends, they were noisy in the class and they did not respect with the method of cooperative learning. It seemed that some of the students failed in the post-test in cycle 1, they did not pass the minimum standard score 75.

Having identified the strengths and weakness of cycle one, the researcher tried to solve those weakness and increase the students' achievements by implementing the next cycle which was conducted in three meetings. These were presented as follows:

6.5 The Description of Cycle 2

a. Planning in Cycle 2

Before implementing the action, researcher planned some activities, they were :

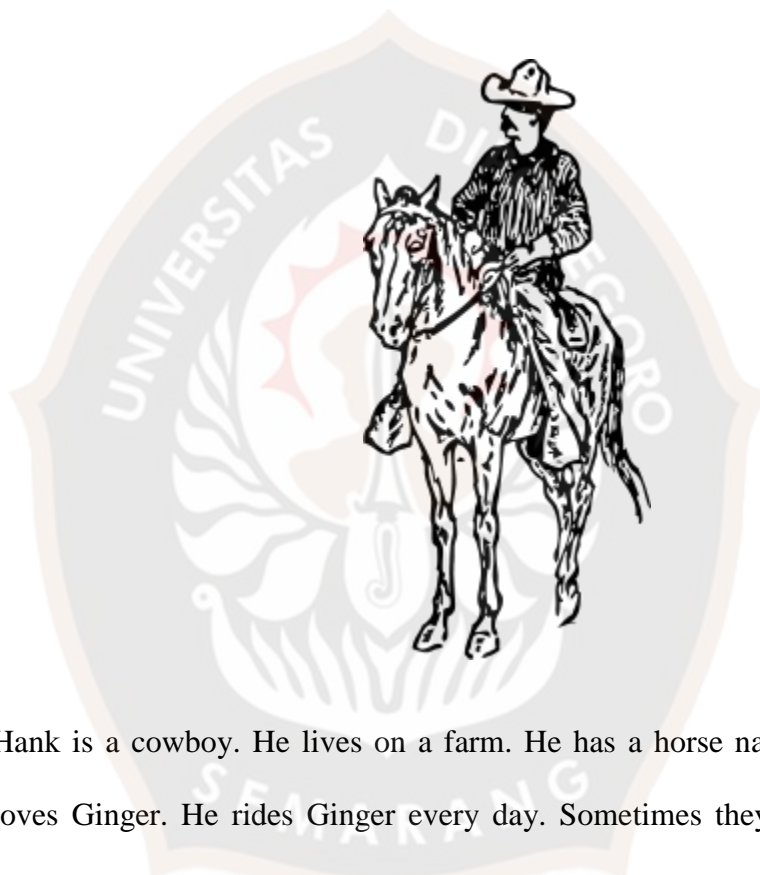
1. Analyzing and correcting the lake in previous cycle
2. Preparing lesson plan, in the second cycle researcher gave different strategies in improving students' reading comprehension skill in order to make them more interested in joining classroom action research, implementing teaching learning process.
3. Gave reading test 2 in cycle 2 in order to measure the improvement
4. Interview and submitted students' diary both activities used in order to know what students felt, thought, and their opinion about the activities.

b. Acting in Cycle 2

1. The first meeting in Cycle 2

The first meeting in cycle 2 was done on 25 October 2015, at 8-10 am. The researcher, as usual, entered the room earlier. The researcher prepared materials for teaching, student's attendance list, a speaker, and a laptop as teaching instruments. The researcher played classical music in the classroom and one by one the students came. Next, they made study groups and then prepared the material that would be learnt. Classical music has an essential role to relax students' minds and to support comfortability in learning. After all students entered the room the researcher turned down the music and greeted them. In that meeting, they would discuss about simple present tense. First of all the researcher told the students about the definition of simple present

tense, its use, and its structure as well as gave some examples of the use of that tense in positive, negative, and interrogative sentences. All students paid attention and wrote the explanation on their books. Then the researcher delivered a text that contained simple present tense form. From the text it was hoped that the students could understand the content of it and could apply simple present tense from the text . Here is the example of the text that became the material for teaching and learning simple present tense:



Hank is a cowboy. He lives on a farm. He has a horse named Ginger. Hank loves Ginger. He rides Ginger every day. Sometimes they walk slowly, and sometimes they run fast. They always have a good time.

Ginger is Hank's horse. She is light brown. Her tail and mane are dark brown. She is three years old. She lives in the stable by the house.

Ginger waits for Hank every morning. She enjoys their time together. Often, Hank gives her apples. After long rides, Hank always washes and brushes

Ginger. He usually brushes her tail. Then he gives her food and fresh water.

Ginger loves Hank.

A. Answer the following questions. Use the Simple Present tense.

1. Where does Hank live? What does he do every day?
2. Who is Ginger? Where does Ginger live?
3. What does Hank often give Ginger? What does Hank do after long rides?

B. Rewrite the following sentences as negative sentences, yes/no questions, WH-questions (using the underlined word or phrase) and tag questions.

Examples for the sentence “Jack sweeps the floor.”

Negative: Jack does not sweep the floor.

Yes/No Question: Does Jack sweep the floor?

WH-Question: Who sweeps the floor?

Tag Question: Jack sweeps the floor, doesn't he?

1. Hank loves Ginger.

Negative:

Yes/No Question:

WH-Question:

Tag Question:

2. She is three years old.

Negative:

Yes/No Question:

WH-Question:

Tag Question:

3. She enjoys their time together.

Negative:

Yes/No Question:

WH-Question:

Tag Question:

A. Read the description and write down what it is. Use the words in the box for help.

cowboy horse farm house mane
tail food stable apple morning

1. It is what we eat. What is it? _____
2. It is a building where we live. What is it? _____
3. It is a red fruit. What is it? _____
4. It is a name for a man who rides horses and works with cattle. Who is he?

5. It is the hair on an animal's neck. What is it? _____
6. It is hair on the back part of an animal's body. What is it? _____
7. It is a four-legged animal that people can ride. What is it? _____

8. It is an area of land where crops are grown. What is it? _____
9. It is a building for horses. What is it? _____
10. It is the first part of the day. What is it? _____

Based on the text and questions above, the students were required to read and comprehend the content of the text. In group, the students made a discussion to understand it. After that they had to find the main idea and answer questions related to the text. Next, exercise B was used to test students' ability to rewrite sentences available and to change them into negative, yes no question, WH question, and tag question. The exercise consisted of three sentences. The last exercise was matching task. The students had to search and match several words as the answer of the description above. The test comprised ten questions. During the discussion the students looked more enthusiastic. The classroom became clamorous with students' voices when discussing the test.

After doing the tasks, the students were given a short time to recheck their answers. The answers then were checked and explained by the researcher.

The next topic that would be discussed was describing object. The students was hoped to be able to describe something. The researcher tried to explain and used a small ball as an aid. The students paid attention to the researcher's description and wrote it on their own books. Besides, the researcher asked the students to describe the tables they used. Five minutes were given to make a description. After that the students read aloud their descriptions. Five students represented the others to read their descriptions.

Again, an exercise was given as a material to be discussed by the students and to increase their knowledge about describing an object. The following is the exercise delivered by the researcher:

Describe It!

(a) I am round and hard to the touch.

Along the outer edge, I can have
ridges. I have a number, and I bet
you'd like to have a lot of me!

I am a

(b) I am often square and sometimes
people cut me in half. I often have
delicious things on me like cheese,
ham and tomato. I can be brown or
white.

I am a

(c) I have fur and whiskers. I purr when
I am happy.

I am a

(d) I am a place where students come
five days a week. I am full of books.

I am a

(e) I take people from place to place. I have many wheels and my
doors slide open. I travel on a track.

I am a

In the exercise above, the students were required to guess an object based on the description. Before answering the questions, the students were expected to understand the meaning of the descriptions. Group discussion was implemented in working on the exercise.

After they had finished, the exercise was discussed together. The researcher explained and discussed it with the students.

Post-teaching

There were 120 minutes almost fulfilled for the lecture. It was the time for closing. The second meeting of cycle 2 would be conducted next week. The cooperative learning method would be applied again next meeting.

2. The second meeting in cycle 2

The second meeting was conducted on 1 November 2015 at 8-10 am. This meeting was held like the previous one. The students got into the classroom; however, there was something that made the researcher nonplussed. There was a pregnant student who brought an electronic fan to the classroom. The researcher asked her about the fan and she stated that the room was so hot that she decided to bring it to make her more comfortable and focused. The improvement of students' motivation and enthusiasm toward the course in this meeting was significantly different from that in the previous one.

It was the time for the lecture, but before it the researcher asked the students to sing a song together to awake their passion to study. The song that was sung was Eleven to Twenty:

Are you sleeping 2x

My dear friend 2x

Morning bells are ringing 2x

Ding dong ding 2x

Eleven twelve thirteen fourteen

fifteen sixteen seventeen eighteen

nineteen twenty 2x

ding dong ding 2x

Through the song the students were clamorous, cheerful, and spirited. They, as kindergarten teachers, looked very enthusiastic to sing since it was something usual for them to sing a song together with their students.

After finished, the discussion on that day about simple past tense was started. The researcher tried to provoke the students to answer questions related to the tense. She also explained the definition and the structure of it to the students. In addition, she made a sentence that used simple past tense as an example for the students to make their own sentences and to apply the structure of the tense. Next, the researcher gave a time to the students to make a discussion with friends in groups.

After that an exercise was delivered to the students. The exercise was in the form of a text that contained simple past tense form.

Two sisters and the cat

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".

She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

1. Where does Mrs. Smith live?
 - b. in a condominium in Duncan
 - c. in a condominium in Victoria
 - d. in a house in Duncan

2. Why is Mrs. Smith upset?
 - a. because her sister came to see her cat
 - b. because her cat died
 - c. because Mrs. Wilson was sad

3. What did Mrs. Wilson do?
 - a. take the cat with her on the bus
 - b. put her gloves in the shopping bag
 - c. prepare dinner for her sister

4. Who did Sammy the cat live with?
 - a. Mrs. Wilson
 - b. Mrs. Smith
 - c. Mrs. Wilson and Mrs. Smith

5. What time did Mrs. Wilson go home?
 - a. when the bus arrived
 - b. at 5 p.m.
 - c. after she walked for two minutes
6. How did Mrs. Wilson go home?
 - a. walked for two minutes before she caught the bus
 - b. read a newspaper on the bus
 - c. took a bus
7. What did Mrs. Wilson forget?
 - a. the newspaper
 - b. her handbag
 - c. the shopping bag
8. Where did Sammy die?
 - a. in Mrs. Smith's house in Duncan
 - b. in Mrs. Wilson's garden
 - c. in Victoria

Complete the dialogue using the Past Simple tense.

Robert: Hi Alice, what _____ you _____ (do) last weekend?

Alice: I _____ (do) a lot of things. On Saturday, I _____ (go) shopping.

Robert: What _____ you _____ (buy)?

Alice: I _____ (buy) some new clothes. I also _____ (play) tennis.

Robert: Who _____ you _____ (play)?

Alice: I _____ (play) Tom.

Robert: _____ you _____ (win)?

Alice: Of course I _____ (win)!

Robert: What _____ you _____ (do) after your tennis match.

Alice: Well, I _____ (go) home and _____ (take) a shower and then _____ (go) out.

Robert: _____ you _____ (eat) in a restaurant?

Alice: Yes, my friend Jacky and I _____ (eat) at 'The Good Fork'

Robert: _____ you _____ (enjoy) your dinner?

Alice: Yes, we _____ (enjoy) our dinner very much thank you. We also _____ (drink) some wonderful wine!

Robert: Unfortunately, I _____ (go – NEGATIVE) out this weekend. I

_____ (eat – NEGATIVE) in a restaurant and I _____ (play –NEGATIVE) tennis.

Alice: What _____ you _____ (do)?

Robert: I _____ (stay) home and _____ (study) for my test!

Alice: Poor you!

To complete the exercise above, the students were required to work carefully and correctly. This exercise was done and discussed with members of the study groups. The first exercise was in the form of reading. The students had to understand its content and main idea. After comprehended the text, the students continued to work on the exercise below it.

The second exercise was in the form of incomplete dialogue. The students required to complete the dialogue by using the words given and changing them into past tense form. The discussion began. All students looked actively discusses and exchanged opinion. Furthermore, after the time for completing and discussing the exercise was up, the researcher tried to explain and discuss it with the students. Time spent for the discussion was quite long. They stated that they were confused to differentiate verb 1 from verb 2. The researcher gave a time for them to open their dictionaries and to discover forms of verb, started from verb 1, 2, and 3. The students began reading and memorizing the words. After that the researcher gave an exercise. The students were asked to make sentence in positive negative and interrogative form based on simple past tense. This exercise was intended to make the students understand the concept of simple past tense better and not be difficult to apply it in a sentence.

Post teaching

The time was almost up. The researcher tried to draw a conclusion about what had been discussed in the meeting. She also urged the students to study again and review what they have learnt on that day. The next meeting would be the third meeting of cycle 2. That meant it would be the evaluation or post-test of cycle 2. Finally the meeting was complete. It was time to go home and take a rest.

The students packed their books, so was the researcher. She packed lecture materials, student attendance list, and lecture notes as a report of the observation of this classroom action research.

3. The third meeting in Cycle 2

The third meeting in cycle 2 was held on 8 November 2015 at 8-10 am. In this meeting there would be an evaluation or post-test of cycle 2. This evaluation was used to measure the success of this cycle. Besides, it was also to discover students' improvement in reading skill and motivation to learn. Before starting the evaluation, the researcher went into the classroom earlier to play classical music as the opening of this meeting. Present list and questionnaire were also prepared. No longer, the students came into the room. After all got in, the evaluation began. Approximately 60 minutes were spent by the students to complete the evaluation. Then they submitted the answer sheets to the researcher to be checked. After that the researcher distributed a questionnaire to each of the students. They were given a time to fulfil it. Furthermore, the researched asked the students about their impression on this cooperative-based learning and how they felt when attended this method. Many students said that this method was something new for them. They feel more enthusiastic to attend the meeting by applying it. They also became

more active in learning and could exchange their opinions with friends in group. Before this, they only attended monotonous lectures and were inclined to be boring. They also hoped that this method could be used by the next generation and applied by other lecturers.

Post teaching

As a closing statement, the researcher said thanks to the students for helping her during the classroom action research and did not forget to ask for apologize for any shortcoming and mistake in say and behave to all students. Finally, the meeting was closed by singing all songs learned in the previous ones. By clapping, all sang with gusto.

c. Observing in Cycle 2

The observation of action stage was held after the implementation of each cycle, in this case was cycle 2. The researcher recorded and evaluated activities occurred during the learning and teaching process in the classroom. It was done to find the change and effects of classroom action research based on reading comprehension. This observation was held during teaching and learning process. The researcher used a note to measure and to discover the topics given to students, what their response and opinions toward the topics were, and used a test as an instrument to measure students' abilities, especially the result of cycle 2. The evaluation of cycle 2 was done on Sunday, 8 November 2015 at 8-10 am.

The selection of cooperative learning technique in reading comprehension gave stronger and more visible concept so that the students could understand the text well. In comprehending text, the researcher gave the explanation of comprehending the text so

that they could develop their reading skills through producing questions, providing the answer and giving feedback to other friends. Moreover, the students made questions and responded their friends question better than before. The students could bring their best knowledge and reading skills when they were given to do cooperative learning with their partners. Their reading comprehension improved well. Cooperative learning also give the good improvement as follows:

1. Students changed their mind set that reading is interesting subject. This statement is taken from students' opinion when the reading class is conducted.
2. Students became enthusiastic, motivated and eager in studying reading that was the researcher saw in classroom meetings.

Some students who categorized as passive and silent students changed to be active students. They proposed to ask some question to the researcher. It was a great affect from the strategy.

d. Reflecting in Cycle 2

Knowing the result above on the explanation in Cycle 2, it showed that the better improvement in reading skill clearly showed in this cycle 2. Almost all of the students got the better score than in Cycle 1. They passed the minimum standard score 75. Based on the result, the researcher decided to quit this cycle 2 and did not continue for another cycle. In addition, it can be concluded that teaching learning by using cooperative learning gave the better method for students. They could improve their reading skill, social skill, share with their friends, and enjoy the learning in the classroom.

6.6 The Pre-test, Post-test Cycle 1 and Post-test Cycle 2 Scores

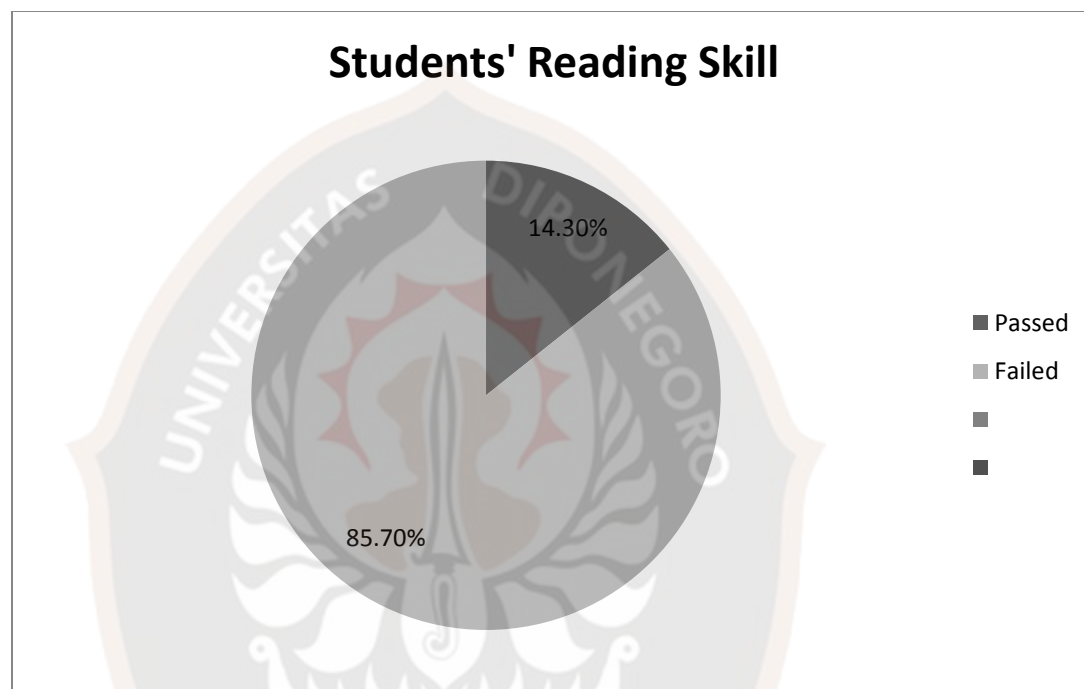
The pre-test that was conducted before the cycle 1 was applied, meanwhile, the post-test cycle 1 was taken in the last meeting of the cycle that was the third meeting, finally the post- test cycle 2 reached as the last result. In pre-test and each cycle, the evaluation is given to the students by using multiple choice tests. There were 50 questions and should be done in 60 minutes. The test used to measure the reading ability of the students'. This is the result of the pre-test that described in these table and graphic below:

Table 1. Students' Scores in Pre-test

NO	STUDENT'S NAME	STUDENT'S NUMBER	Pre-test
1	ARIN BARIROTUL AZKIYAH	825549097	78
2	ARIYATI PROBOSIWI	825554422	60
3	DHIKA RANI ANJARSARI	825549366	78
4	ETI NURENDAH	826130599	50
5	HERIN HIKMAHWATI	826126875	58
6	INGGRIT LUFIATI	825547767	62
7	INA RENI ASTUTY	825548697	74
8	SITI MARYANI	826130829	54
9	MEI JUMIATI	826153611	74
10	NOVITA ARUM SARI	826099753	50
11	NURHAYATI	825555338	58
12	NUSROTUL FARIKHAH	826132173	52
13	RESTU AMANAH	826154201	74
14	RIZKI LUTFIANA	825552672	42
15	SITI DJAMIAH	825556189	48
16	SUPRIYATIN	825555599	64
17	SUSANTI	825556204	62
18	YUNI CAHYANI	826104049	64
19	SUGIANTI	826155661	50
20	SUKARNI	825549026	62
21	SEPTI ASIH NURAENI	826153951	80

The table above is showed the students' result score in pre-test. There were some students passed the standard score and some others were failed. Based on the data above it can be explained more in this graphic form below :

Graphic 2. The Students' Reading Competence in Pre-test



In the table above, there were two colors, dark grey means that the students passed the pre-test and got the standard score. The light grey means that the students failed in the pre-test and they did not pass the standard score.

In this classroom action research, the standard score was on 75. In this pre-test result, the graph showed that there were fourteen point three percent (14.3%) of students passed the pre-test. The fourteen point three (14.3%) means that 3 students out of 21 students in classroom passed the standard score. Then, there were eighty five point seven percent (85.7%) of the students failed in Pre-test. The eighty five point seven percent (85.7%)

means that 18 students out of 21 students failed in the pre-test. Those all percentages were got through the application of this formula:

$$P = \frac{F}{N} \times 100$$

P = Students mastery in %

F = Students right answer

n = Maximum number of whole answer

Having the result of the pre-test students', the writer used cooperative learning as the treatment of teaching learning process in cycle 1. There were three meetings in cycle 1 and in the last meeting; the writer used the evaluation to measure the effectiveness of cooperative learning. The last meeting in cycle 1 was held on 18 October 2015 at 8 – 10 am.

The test consisted of 50 questions, as many as those of the pre-test. There were 60 minutes spent by the students to do the test. In this test there was the improvement of the students: the improvement of their learning output shown by the result of the test. The table and graphic below displayed the result of the improvement by using cooperative learning method in cycle 1. These were the table result score and the graphic which shown the improvement of the students':

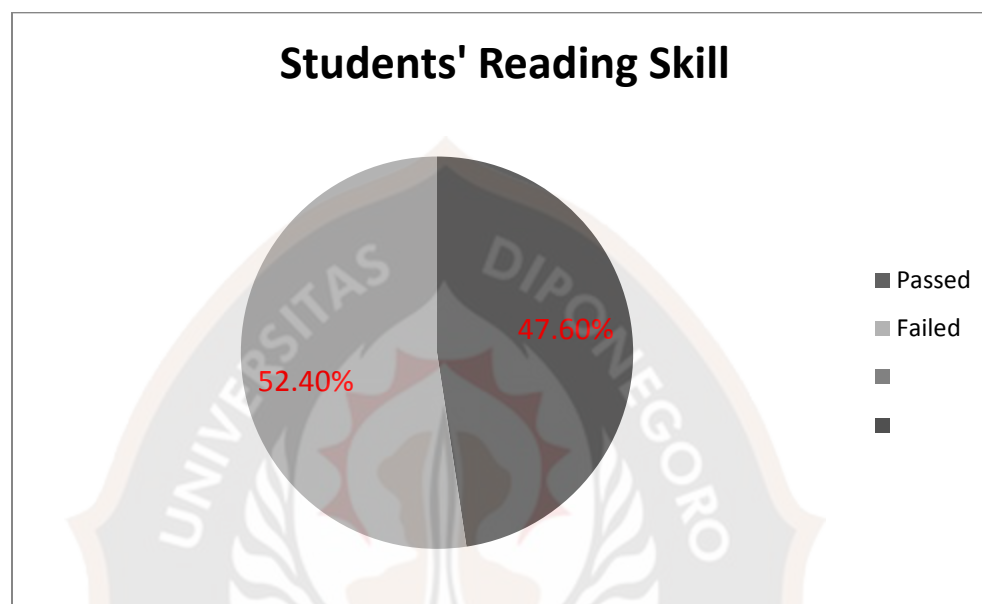
Table 3. The students' scores in Post-test cycle 1

NO	STUDENT'S NAME	STUDENT'S NUMBER	Post-test Cycle 1
1	ARIN BARIROTUL AZKIYAH	825549097	84
2	ARIYATI PROBOSIWI	825554422	78
3	DHIKA RANI ANJARSARI	825549366	82
4	ETI NURENDAH	826130599	64
5	HERIN HIKMAHWATI	826126875	68
6	INGGRIT LUFATI	825547767	70
7	INA RENI ASTUTY	825548697	80
8	SITI MARYANI	826130829	66
9	MEI JUMIATI	826153611	82
10	NOVITA ARUM SARI	826099753	60
11	NURHAYATI	825555338	66
12	NUSROTUL FARIKHAH	826132173	68
13	RESTU AMANAH	826154201	82
14	RIZKI LUTFIANA	825552672	64
15	SITI DJAMIAH	825556189	62
16	SUPRIYATIN	825555599	78
17	SUSANTI	825556204	80
18	YUNI CAHYANI	826104049	78
19	SUGIANTI	826155661	68
20	SUKARNI	825549026	70
21	SEPTI ASIH NURAENI	826153951	88

Based on the table above, many students got better scores in the post-test cycle 1 than in the pre-test but it still in less improvement category. There are many students who still cannot improve their reading competence; they are still confused to do the reading comprehension. Many of them also failed to pass the minimum score that is 75. There were some of them who got failed score : 64, 68, 70, 66, 60, 66, 68, 64, 62, 68 and 70.

While the others passed the minimum score. The explanation above can be reflected in this graphic result score of students below:

Graphic 4. The Students' Reading Competence Cycle 1



The table above showed that there were forty seven point six percent (47.6%) of students passed the post-test cycle 1. The forty seven point six percent (47.6%) means that 10 students out of 21 students in classroom passed the standard score. Then, there were fifty two point four percent (52.4%) of students failed in post-test cycle 1. There were fifty two point four percent (52.4%) means that 11 students out of 21 students failed in the post-test cycle 1. Based on the data above it can be concluded that the improvement of students' learning outputs occurred in the result of the post-test of cycle 1. But it was still in less improvement category.

The result of cycle 1 was still in less improvement, there were some students have less ability in reading comprehension. Based on the result in cycle 1, the writer continued into cycle 2. In the cycle 2, there were three meetings. In the last meeting there was evaluation. The result of the evaluation can be seen in the table and graphic as follows :

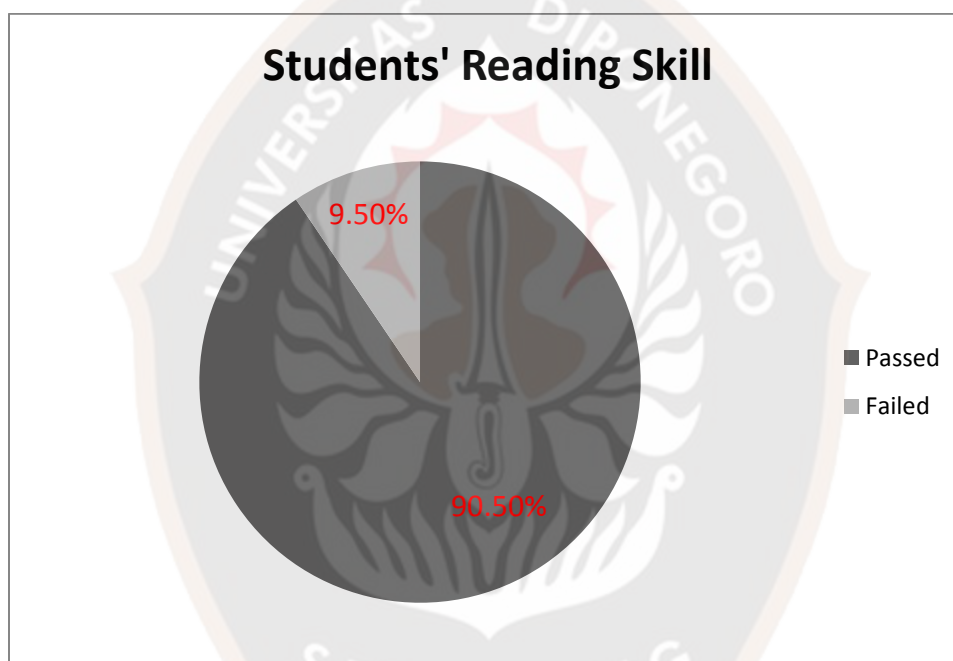
Table 5. Students' Scores in Post-test Cycle 2

NO	STUDENT'S NAME	STUDENT'S NUMBER	Post-test Cycle 2
1	ARIN BARIROTUL AZKIYAH	825549097	96
2	ARIYATI PROBOSIWI	825554422	88
3	DHIKA RANI ANJARSARI	825549366	94
4	ETI NURENDAH	826130599	84
5	HERIN HIKMAHWATI	826126875	82
6	INGGRIT LUFATI	825547767	80
7	INA RENI ASTUTY	825548697	94
8	SITI MARYANI	826130829	82
9	MEI JUMIATI	826153611	90
10	NOVITA ARUM SARI	826099753	80
11	NURHAYATI	825555338	82
12	NUSROTUL FARIKHAH	826132173	80
13	RESTU AMANAH	826154201	94
14	RIZKI LUTFIANA	825552672	70
15	SITI DJAMIAH	825556189	72
16	SUPRIYATIN	825555599	84
17	SUSANTI	825556204	96
18	YUNI CAHYANI	826104049	90
19	SUGIANTI	826155661	92
20	SUKARNI	825549026	98
21	SEPTI ASIH NURAENI	826153951	98

Actually, students reading scores in this cycle 2 got the best improvements. The data above described the better result from pre-test up to the post-test cycle 2. Before the

action, there were 18 students got score 42 – 74 meant that they were failed to pass the standard score. In this cycle 2, there were two students got score 70 and 72 meant that they were failed. It was so great significant improvement. These results indicated that a significant improvement on students' reading comprehension after the action gave. The explanation above can be seen in this graphic below :

Graphic 6. The Students' Reading Competence in Cycle 2



The table showed that there were ninety point five percent (90.5%) of students passed the post-test cycle 2. The ninety point five percent (90.5%) means that 19 students in classroom passed the standard score. Meanwhile, there were nine point five percent (9.5%) or 2 students out of 21 failed in post-test cycle 2. The researcher found that through cooperative learning in reading strategies, students reading comprehension improved well.

The researcher also compared the improvement of the students' reading result which passed the minimum standard 75 from pre cycle to second cycle:

Category	Pre-test	Cycle 1	Cycle 2
Passed	14.3%	47.6%	90.5%
Failed	85.7%	52.4%	9.5%

There was an improvement of students' result in pre-test, post-test cycle 1 and post-test cycle 2. In the graph above there was an improvement about thirty three point three percent (33.3%) from pre-test up to cycle 1 and forty two point nine percent (42.9%) from post-test cycle 1 up to post-test cycle 2. There were forty seven point six percent (47.6%) students passed the standard score in cycle 1 and ninety point five percent (90.5%) students passed the standard score in cycle 2. It can be proved that the students' ability in reading comprehension improved.

Cooperative Learning technique developed the students' reading ability. The present study showed that cooperative learning can facilitate learners' peer collaboration and elaboration behaviors and that there were significant positive result. It also examined how the effects of cooperative learning depended on the learners' English ability levels and learning motivation. The cooperative learning was putting much emphasis on improving students' reading ability so the significance of learning English is widely recognized.

Table 7. The students' Scores in Pre-test up to Post-Test cycle 2

NO	STUDENT'S NAME	STUDENT'S NUMBER	Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	ARIN BARIROTUL AZKIYAH	825549097	78	84	96
2	ARIYATI PROBOSIWI	825554422	60	78	88
3	DHIKA RANI ANJARSARI	825549366	78	82	94
4	ETI NURENDAH	826130599	50	64	84
5	HERIN HIKMAHWATI	826126875	58	68	82
6	INGGRIT LUFATI	825547767	62	70	80
7	INA RENI ASTUTY	825548697	74	80	94
8	SITI MARYANI	826130829	54	66	82
9	MEI JUMIATI	826153611	74	82	90
10	NOVITA ARUM SARI	826099753	50	60	80
11	NURHAYATI	825555338	58	66	82
12	NUSROTUL FARIKHAH	826132173	52	68	80
13	RESTU AMANAH	826154201	74	82	94
14	RIZKI LUTFIANA	825552672	42	64	70
15	SITI DJAMIAH	825556189	48	62	72
16	SUPRIYATIN	825555599	64	78	84
17	SUSANTI	825556204	62	80	96
18	YUNI CAHYANI	826104049	64	78	90
19	SUGIANTI	826155661	50	68	92
20	SUKARNI	825549026	62	70	98
21	SEPTI ASIH NURAENI	826153951	80	88	98
	TOTAL AVERAGE		61.60	73.20	87

The data above can be seen clearly that in each cycle showed the improvement in reading comprehension especially in mean score.

The researcher noted that the mean score in the pre-test was 61.6, then this result increased in the post-test cycle 1 which reached at the mean 73.2 and finally they made better improvement in the post-test cycle 2 where the mean score was 87. It meant

that the students' reading scores in cycle 2 as the whole students reading scores achieved the minimum score 75. These finding proved that implementation of cooperative learning technique for students gave positive effects in improving reading comprehension ability.

Meanwhile, the result of the pre-test until post-test cycle 2 also measured in paired sample t-test. It used to emphasize the result of those cycles. These were the result of paired sample t-test :

```
T-TEST PAIRS=PreTest WITH PostTestCycle2 (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	61.62	21	11.182	2.440
	PostTestCycle2	86.95	21	8.213	1.792

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest & PostTestCycle2	21	.771	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTestCycle2	-25.333	7.137	1.557	-28.582	-22.085	-16.267	20	.000

The three tables above had the result and meaning in each table. The first table showed the description of the first output. It showed the analysis of paired variable which result the mean of the pre-test 61.62 out of 21 students in the classroom with the standard deviation 11.182. Then after cooperative learning applied it improved well in the mean of post-test cycle 2 up to 86.95 or same with 87. The post-test cycle 2 mean was taken from the scores of 21 students in the classroom with the standard deviation 8.213.

The next was the second output. It used to know the paired samples correlations. In this section the result correlation got from two variables these were the pre-test variable and the post-test cycle 2 variable. Based on the two variables, it got the number 771 out of 21 students with the probability (sig.) 0.000. This result showed that the correlation between the pre-test score and the post cycle 2 score was real correlation with the probability number (sig.) $< 0,05$.

The last table showed the conclusion of the first and second tables, it showed that the mean in the pre-test and post-test cycle 2 had the improvement, it meant that by using the cooperative learning method as the new method in reading learning can be concluded as the good solution for result score, motivation, cooperation and attitude students.

6.7 Students' Motivation, Attitude and Cooperation Taught Using Cooperative Learning

The observation aspects used to find out the students' activity were motivation, attitude and cooperation during the learning process, mainly in cycle 1 and cycle 2. Each aspect was evaluated based on the following category:

1. Asking questions
2. Answering question
3. Active in discussion and share the information
4. Comprehending the text
5. Enthusiastic in doing assignments

NO	The Observation Aspects				
	asking questions	answering question	active in discussion and share the information	comprehending the text	enthusiastic in doing assignments

The assessment was conducted by researcher by counting the number of students included five categories during the reading activities. It was done in every meeting by counting the number of students included to category 1 to 5 on observation aspects. Then the number of students in each category was accumulated in the next meeting until the total number of students in each category obtained in the third meeting of each cycle. The number of students in each category then analyzed and calculated by employing the following formula:

$$P = \frac{F}{N} \times 100$$

P = Students category in %

F = Number of students in each category

N = Maximum number of whole students

The formula above, P showed the calculation result of the number of students in percentage in each category of observation aspects. F showed the number of students. N was the number of students in a class that were 21 students. The calculation was held five

times because there were five categories of the observation aspects. The calculation by using the formula was conducted in each cycle in this observation. The first and the second cycle used this formula when the data of observation aspects had been collected then the analysis of result of the data could be performed.

In addition, the five categories above were also used as the aspect to measure the students' motivation, attitude and cooperation. Motivation is defined as a student's desire to participate in class discussions as measured by survey and field notes. The motivation of the students' can be seen in the third category and fifth category. Those were active in discussion and share the information and enthusiastic in doing assignments. Meanwhile, the students' attitude can be measured in the asking questions and answering question.

Based on those two categories, we knew how the students' attitude in the way they asking question to the teacher and the way they answered question. The last is the cooperation of the students', actually the five categories in observation aspects were as the requirements to know the cooperation between each student. So those, the observation sheet were used as the table result of the students' motivation, attitude and cooperation. These were the table of observation sheet of students activities in cycle 1 as follows :

Table 8. The observation sheet of students' activities in cycle 1

NO	STUDENT'S NAME	STUDENTS' NUMBER	READING COMPREHENSION ASPECT				
			Asking question	Answering question	Active in discussion	Comprehending the text	Enthusiastic
1	ARIN BARIROTUL AZKIYAH	825549097	1	1	1	1	1
2	ARIYATI PROBOSIWI	825554422		1	1	1	1
3	DHIKA RANI ANJARSARI	825549366	1	1	1	1	1
4	ETI NURENDAH	826130599		1	1	1	
5	HERIN HIKMAHWATI	826126875	1	1	1		
6	INGGRIT LUFATI	825547767		1	1		1
7	INA RENI ASTUTY	825548697	1	1	1	1	1
8	SITI MARYANI	826130829			1		1
9	MEI JUMIATI	826153611		1	1		
10	NOVITA ARUM SARI	826099753		1	1		1
11	NURHAYATI	825555338		1			1
12	NUSROTUL FARIKHAH	826132173			1		1
13	RESTU AMANAH	826154201		1	1		1
14	RIZKI LUTFIANA	825552672			1		1
15	SITI DJAMIAH	825556189		1	1		1
16	SUPRIYATIN	825555599	1	1	1		1
17	SUSANTI	825556204	1	1		1	1
18	YUNI CAHYANI	826104049		1	1	1	1
19	SUGIANTI	826155661	1	1		1	1
20	SUKARNI	825549026	1	1	1		1
21	SEPTI ASIH NURAENI	826153951	1	1	1		1
	Total in %		42.8%	85.7%	85.7%	38%	85.7%

The table showed that in three meetings in the cycle 1 there were 42.8% of students who were to ask questions or only 9 students out of 21 students ask the question. It meant that they were the quiet students, they did not brave to active in class. The next was 85.7% students answer question or 18 students out of 21 students answer the question, that was the good progress for this cycle 1 and hopefully it can increased more in the next cycle.

Then 85.7% students who were active in discussion and share the information, as well as the category of 'answer question' there were 18 students out of 21 students active in discussion. The fourth was 38% students were to comprehend the text, it meant that there were 8 students out of 21 students be able to comprehend the text. The last was 85.7% students who were enthusiastic in doing assignments, it meant that there were 18 students out of 21 students enthusiastic in doing assignment, this was also the significant progress in this cycle 1.

It shows that cycle 1 created influence and improvement from the aspect of score and students' activities. Based on the implementation of cycle 1 they could attend the lesson, understand the topic, and discuss with friends well. In addition they could gave opinions and share them with friends.

The observation sheet on the cycle 1 had the different result with the cycle 2. It got some improvements that clearly had shown in the students behavioral changes. In cycle 2 there were 76.1% of students were to ask questions or 16 students out of 21 students ask the question, it meant that this was better improvement than in cycle 1. The students started to be active in classroom. In the second category there were 95.2% students answer question or 20 students out of 21 students answer the question during teaching learning process in the classroom. The next category, there was 90.4% students were active in discussion and share the information, it meant that there were 19 students out of 21 students active in discussion and share the information. This was the good improvement in this cycle, as we knew that cooperative learning used a group discussion and they can through it well. The fourth category was 61.9% students were to comprehend the text, it meant that there were 13 students out of 21 students can

comprehend the text, this was a significant progress in this category. This was the better improvement than before.

The last category was 100% students were enthusiastic in doing assignments. In this category, this was an amazing improvement; all of students in the class were enthusiastic in doing assignment. The researcher felt satisfied for those result. In this cycle 2 there were many positive improvements of the students. The researcher thought that cooperative learning was the good method as new method in teaching learning reading comprehension. This was the something new for the teacher to develop education especially in English subject. In addition, those all behavioral changes can be reflected in this second following table below :

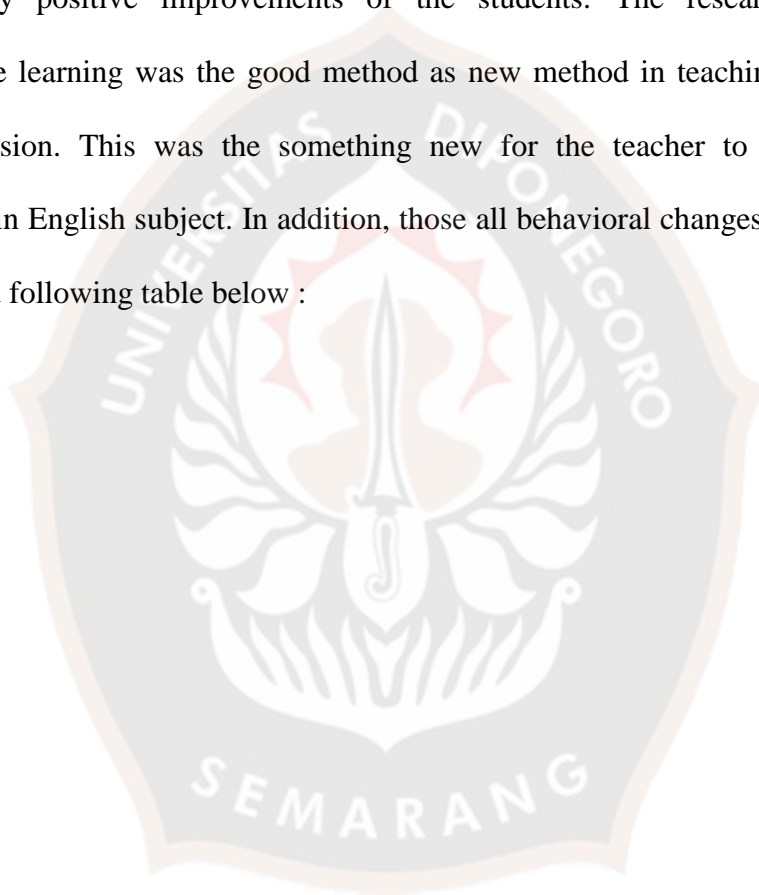


Table 9. The observation sheet of students activities in cycle 2

NO	STUDENT'S NAME	STUDENTS' NUMBER	READING COMPREHENSION ASPECT				
			Asking question	Answering questions	Active in discussion	Comprehending the text	Enthusiastic
1	ARIN BARIROTUL AZKIYAH	825549097	1	1	1	1	1
2	ARIYATI PROBOSIWI	825554422	1	1	1	1	1
3	DHIKA RANI ANJARSARI	825549366	1	1	1	1	1
4	ETI NURENDAH	826130599	1	1	1	1	1
5	HERIN HIKMAHWATI	826126875	1	1	1	1	1
6	INGGRIT LUFATI	825547767	1	1	1	1	1
7	INA RENI ASTUTY	825548697	1	1	1	1	1
8	SITI MARYANI	826130829	1	1	1	1	1
9	MEI JUMIATI	826153611	1	1	1		1
10	NOVITA ARUM SARI	826099753		1	1	1	1
11	NURHAYATI	825555338	1	1	1		1
12	NUSROTUL FARIKHAH	826132173	1	1	1	1	1
13	RESTU AMANAH	826154201		1	1		1
14	RIZKI LUTFIANA	825552672			1		1
15	SITI DJAMIAH	825556189		1	1		1
16	SUPRIYATIN	825555599	1	1	1		1
17	SUSANTI	825556204	1	1		1	1
18	YUNI CAHYANI	826104049		1	1	1	1
19	SUGIANTI	826155661	1	1		1	1
20	SUKARNI	825549026	1	1	1		1
21	SEPTI ASIH NURAENI	826153951	1	1	1		1
	Total in %		76.10%	95.20%	90.40%	61.90%	100%

Category	Asking Questions	Answering Question	Active in Discussion and share the information	Comprehending The Text Easily	Enthusiastic in Doing Assignment
Cycle 1	42.80%	85.70%	85.70%	38%	85.70%
Cycle 2	76.10%	95.20%	90.40%	61.90%	100%

Moreover, not only the improvements in test results and mean score but also there were improvements in students' activities. There was an improvement of students who were able to ask questions from cycle 1 up to cycle 2 was 33.3%. The improvement the students who were able to answer questions from cycle 1 up to cycle 2 was 9.5 %. The students were active in discussion and share the information from cycle 1 up to cycle 2 was 4.7%. The students were comprehending text easily from cycle 1 up to cycle 2 was 23.9%. The improvement the students who were felt enthusiastic in doing assignment from cycle 1 up to cycle 2 was 14.3%. It could be assumed that there was good improvement in each cycle based on this classroom action research. The students also had better comprehension to read text.

7.8 Questionnaire

Questionnaire was a kind of data that supported the observation concerning the use of cooperative learning method in this research. Questionnaire was employed and filled by the students in pre-test or before the observation was held. It was done to find out problems that were encountered by the students during the English teaching and learning process, especially on reading comprehension. There were ten questions asked. All of them are in Indonesian so that easier to be filled by the students. The questions that were asked covered reading comprehension learned in English Education subject, whether the students easily understood English, whether they were able to do the test given by the teacher, and whether they were happy and comfortable with the learning program that had been passed where the teacher explained continuously and monotonously while they were only listening and doing tasks in accordance with the order and the direction available.

In addition, the students also answered questions that were asking whether they had ever learned English by using cooperative learning method, whether they knew the meaning of it, and whether they understood the learning that employed that method. Various questions were asked and had to be answered by the students to measure their ability and motivation toward English subject. It was also used to analyze what problems encountered by them during the English learning process.

In this questionnaire there were five categories of answer. They were:

Strongly agree (*sangat setuju / SS*)

Agree (*setuju / S*)

Neither agree nor disagree (*ragu-ragu / R*)

Disagree (*tidak setuju / TS*)

Strongly disagree (*sangat tidak setuju / STS*)

Strongly agree (*sangat setuju / SS*) was chosen by the students if they felt very sure and agree with the question. Agree (*setuju / S*) was used if they felt sure, agree with the question. Next, Neither agree nor disagree (*ragu-ragu / R*), Disagree (*tidak setuju / TS*), or Strongly disagree (*sangat tidak setuju / STS*) were chosen by the students if they felt hesitated and not appropriate on what was asked and the condition during the learning process.

The result of the questionnaire in the pre-test is very surprising. Most of the students did not understand the English learning. English was a language that was foreign for them. They even never understood and felt learning process using cooperative learning method. They were not so enthusiastic in learning English because they did not master and understand the material. From the result of the questionnaire it can be seen

that many students answered 'strongly disagree'. Seeing the result, the researcher tried to ask the students again about the questions in the questionnaire. It was aimed to recheck and to ensure the answers they had given.

In cycle 1, the researcher was also employed questionnaire to measure the students' improvement. In this cycle, cooperative learning method began to be applied to the students. The questionnaire itself was distributed in the third meeting or when the evaluation of the cycle was held. The questionnaire was given after the students had finished doing the test of cycle 1. In this questionnaire, there were ten questions asked. They asked about students' impression during the lesson that applied cooperative learning method. The questions also covered about whether the students felt suitable/comfortable with their partners during learning reading by using that method. In the implementation of the method, the question was about whether the students exchanged the information about the material that had been given. Related to the material given by the teacher, the students were asked whether it was suitable with their ability.

The question in the questionnaire also covered about how the atmosphere in the classroom during the English lesson, especially reading activity, was. From the various questions, the students answered them just like in the previous questionnaire. They had to choose one of five answer choices. The researcher read their answers one by one and concluded them. The researcher also tried to ask them again about the questions in the questionnaire. From the result of the questionnaire in cycle 1, it can be concluded that they began to understand the concept of the learning that used cooperative learning method. They also started to enjoy, to learn, and to understand the material given by the teacher to them. They also contended that by using the cooperative learning method they

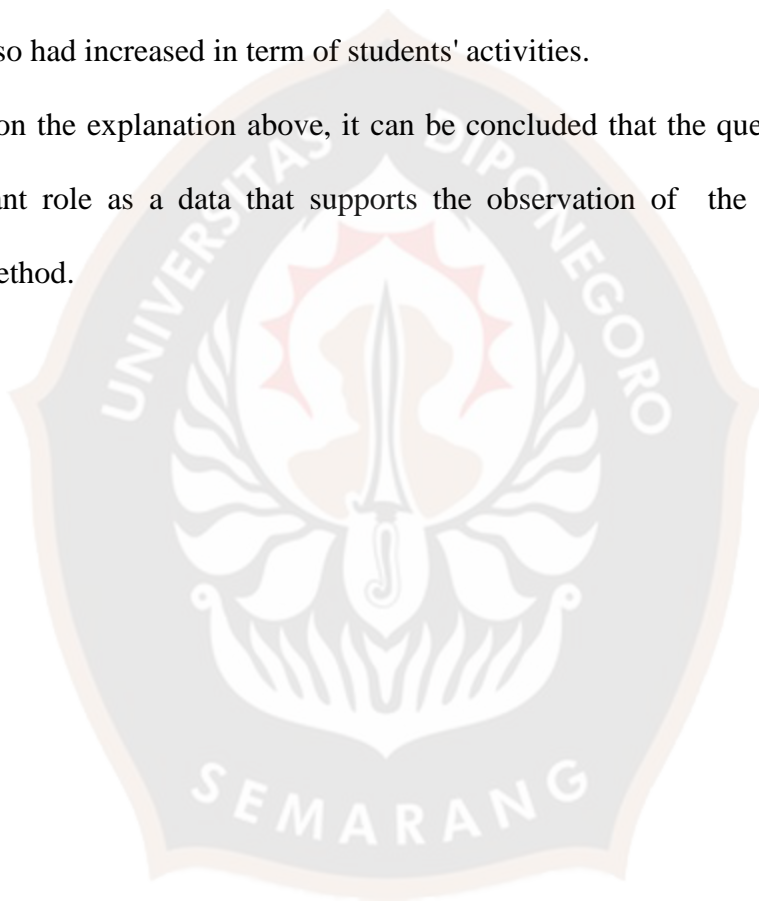
could exchange the information about the material taught, they could make a discussion with friends in their groups, and by discussing they could increase their motivation and curiosity in learning the material given by the teacher. They also contended that the discussion slightly reduced fear during the learning process. By having discussion they felt relaxed in learning English.

However, some students stated that they were less able to follow the learning process. They were less able to catch and comprehend what the teacher and their friends said. They also less able to discuss with friends in their groups, because for them the difficulty in understanding the lesson made them confused in discussing with friends. From that result, it can be concluded that this method could be accepted and implemented by the students, but it still needed to be develop in the learning process. The learning development was very necessary to help the students who still felt difficult to follow the lesson. Seeing this, the researcher reviewed the weakness of the implementation of cooperative learning. The researcher also decided to continue the method in cycle 2. It was used in cycle 2 with some considerations that included the result of test in cycle 1, the result of students' activities, and also the questionnaire. In cycle 2, the researcher tried to implement the plan prepared to improve the method employed in cycle 1.

Cycle 2 consisted of three meetings. The questionnaire was distributed to the students in the third meeting. Like the previous one, there were ten questions that must be completed by them to discover the improvement of the implementation of cooperative learning method in cycle 2. As previously, 21 students completed the questionnaire given by the researcher. The questionnaire in cycle 2 contained the same questions as in that of cycle 1. Then the result of the questionnaire was analyzed by the researcher to determine

whether there was an influence and an improvement of students' learning and motivation by performing cooperative learning method in learning process. The result shows that there was a significant enhancement. The students enjoyed the cooperative learning method. Some students who were previously less able to understand and follow this method could be motivated to be able to follow and understand the material given. The questionnaire result balanced well with their test results in cycle 2. The motivation of the students also had increased in term of students' activities.

Based on the explanation above, it can be concluded that the questionnaire can play an important role as a data that supports the observation of the use of cooperative learning method.



CHAPTER V

Conclusion and Suggestion

This is the last chapter in this research. In this chapter, the conclusion is presented. The conclusion is reached after the discussion in chapter IV has been conducted.

7.1 Conclusion

Based on the paired sample t-test result, it showed the analysis of paired variable which result the mean of the pre-test 61.62 out of 21 students in the classroom with the standard deviation 11.182. Then after cooperative learning applied it improved well in the mean of post-test cycle 2 up to 86.95 or same with 87. The post-test cycle 2 mean was taken from the scores of 21 students in the classroom with the standard deviation 8.213. It also got the result of paired samples correlations. In this section the result correlation got from two variables these were the pre-test variable and the post-test cycle 2 variable. Based on the two variables, it got the number 771 out of 21 students with the probability (sig.) 0.000. This result showed that the correlation between the pre-test score and the post cycle 2 score was real correlation with the probability number (sig.) $< 0,05$. Based on the result above it showed that the mean in the pre-test and post-test cycle 2 had the improvement, it meant that by using the cooperative learning method as the new method in reading learning can be concluded as the good solution for result score, motivation, cooperation and attitude students.

Meanwhile, this research showed that cooperative learning technique in reading comprehension gave the new knowledge for students. The students can open their mind concept so that the students could improve their achievement. In comprehending the text, the researcher gave the explanation of the text so that they could develop their reading

skills through producing questions, providing the answer and giving feedback to other friends. Moreover, the students' questions and responses of their friends' question were better than even before. The students could bring their best knowledge and reading skills when they were given a chance to discuss the text cooperatively with their partners. Their reading comprehension improved well. Cooperative learning also gave good improvement such as students changed their mind set that reading is an interesting subject. This statement is taken from students' opinion when the reading class was conducted. Students became enthusiastic, motivate and eager to study reading comprehension. Some students who formerly were categorized passive and silent were changing to be active. They proposed to ask some questions to the researcher. It was a great effect from the strategy. Students provide opportunities for higher order thinking as opposed to passive reading. Reinforces reading to others and gives opportunity for immediate feedback of thought. Students talking together provide for input and reading. Students often have to assess the thoughts/ideas of peers, determine whether they "fit" their own, whether they disagree, or partially agree. Students have an opportunity to speak their ideas/thoughts for better formulation.

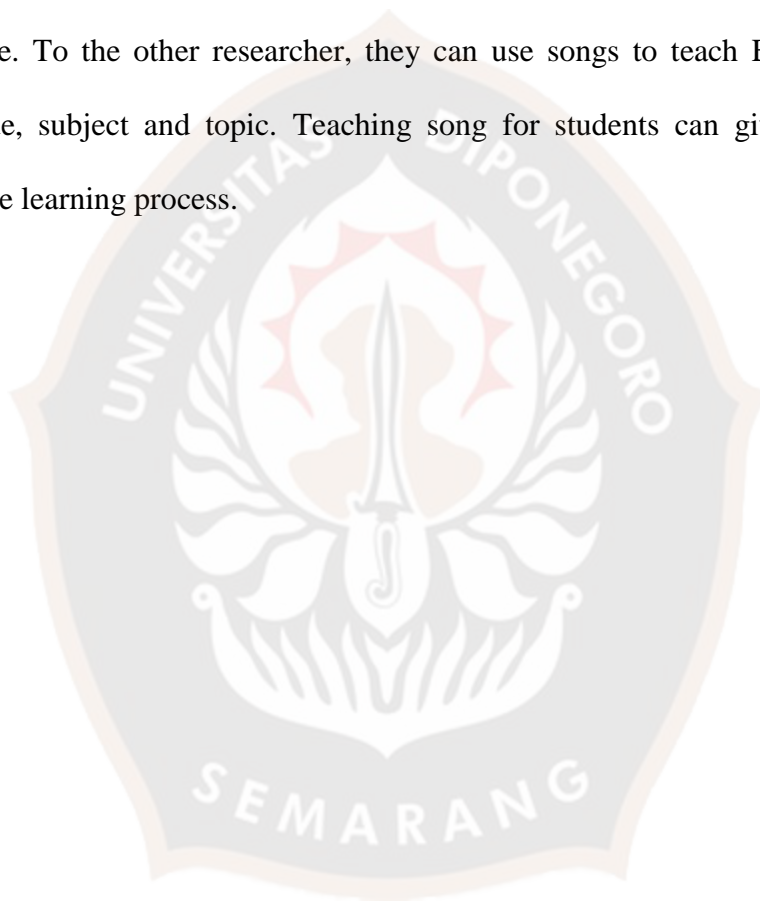
In addition, the other benefit of cooperative learning is that it also promotes student-student interaction. Students assist each other in understanding the material/content. This may even help students broaden their perspectives on issues or problems. The tutor has an opportunity to move from group to group, listen and if appropriate add comments. For some students this is the only personalization that ever occurs. Other students may answer questions that might never be asked without the closer interaction. Problems or misunderstandings can quickly and quietly be handled. Cooperative learning can increase

student retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information. Cooperative learning can build self-esteem in students. Students help each other as discussion occurs. Students are more likely to respond to the whole class after discussing thoughts with a partner or small group. Responses may be more carefully conceived as they try responses with each other. Students may even discover that they understand the information because they must articulate the content to another. Greater satisfaction with the learning experience occurs. Students make personal connections to the content. Enjoyment of learning often leads to greater retention. Interaction often promotes a more positive attitude toward the subject matter or course. Students also promote higher levels of achievement, greater depth of thought and improved attendance. Meanwhile, the enjoyment of interaction and relevancy of content tend to encourage students to master the content. When students are responsible for reading a chapter, then use or discuss the content to create a product find that retention is greater. This often leads to improved attendance. For the teacher, this research encourages alternative forms of assessment. Teachers have greater opportunities to observe actual processing of information, seeing the results of field experience. It also allows the teacher to become a facilitator of learning and allows students to become responsible for their own learning. The teacher can get the new method of teaching learning. By using cooperative learning, it also creates an experience for the teacher in teaching method.

7.2 Suggestion

Based on the result of the study the writer gives some suggestions to English teacher and also the future researcher. To the teacher, it is expected the teacher to be creative in

presenting the material of the lesson, especially vocabulary. The vocabulary is important to study and improve reading competence of the students. The teachers have to choose the interesting way in teaching learning process for the students' familiarity and suitability. One of the interesting methods in teaching is cooperative learning. Cooperative learning makes the students enjoy in the classroom, sharing their ideas with their friends. It can improve the social skill of the students as well as their reading competence. To the other researcher, they can use songs to teach English in different level, grade, subject and topic. Teaching song for students can give relax mind and comfortable learning process.



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Appendixes

Table 1. Students' Reading Skill in Pre-test Score

NO	STUDENTS' NAMES	STUDENTS' NUMBER	Pre-test
1	ARIN BARIROTUL AZKIYAH	825549097	78
2	ARIYATI PROBOSIWI	825554422	60
3	DHIKA RANI ANJARSARI	825549366	78
4	ETI NURENDAH	826130599	50
5	HERIN HIKMAHWATI	826126875	58
6	INGGRIT LUFIATI	825547767	62
7	INA RENI ASTUTY	825548697	74
8	SITI MARYANI	826130829	54
9	MEI JUMIATI	826153611	74
10	NOVITA ARUM SARI	826099753	50
11	NURHAYATI	825555338	58
12	NUSROTUL FARIKHAH	826132173	52
13	RESTU AMANAH	826154201	74
14	RIZKI LUTFIANA	825552672	42
15	SITI DJAMIAH	825556189	48
16	SUPRIYATIN	825555599	64
17	SUSANTI	825556204	62
18	YUNI CAHYANI	826104049	64
19	SUGIANTI	826155661	50
20	SUKARNI	825549026	62
21	SEPTI ASIH NURAENI	826153951	80

Table 2. Students' Reading Skill in Post-test Cycle 1

NO	STUDENTS' NAMES	STUDENTS' NUMBER	Post-test cycle 1
1	ARIN BARIROTUL AZKIYAH	825549097	84
2	ARIYATI PROBOSIWI	825554422	78
3	DHIKA RANI ANJARSARI	825549366	82
4	ETI NURENDAH	826130599	64
5	HERIN HIKMAHWATI	826126875	68
6	INGGRIT LUFATI	825547767	70
7	INA RENI ASTUTY	825548697	80
8	SITI MARYANI	826130829	66
9	MEI JUMIATI	826153611	82
10	NOVITA ARUM SARI	826099753	60
11	NURHAYATI	825555338	66
12	NUSROTUL FARIKHAH	826132173	68
13	RESTU AMANAH	826154201	82
14	RIZKI LUTFIANA	825552672	64
15	SITI DJAMIAH	825556189	62
16	SUPRIYATIN	825555599	78
17	SUSANTI	825556204	80
18	YUNI CAHYANI	826104049	78
19	SUGIANTI	826155661	68
20	SUKARNI	825549026	70
21	SEPTI ASIH NURAENI	826153951	88

Table 3. Students' Reading Skill in Post-test Cycle 2

NO	STUDENTS' NAME	STUDENTS' NUMBER	Post-test
1	ARIN BARIROTUL AZKIYAH	825549097	96
2	ARIYATI PROBOSIWI	825554422	88
3	DHIKA RANI ANJARSARI	825549366	94
4	ETI NURENDAH	826130599	84
5	HERIN HIKMAHWATI	826126875	82
6	INGGRIT LUFATI	825547767	80
7	INA RENI ASTUTY	825548697	94
8	SITI MARYANI	826130829	82
9	MEI JUMIATI	826153611	90
10	NOVITA ARUM SARI	826099753	80
11	NURHAYATI	825555338	82
12	NUSROTUL FARIKHAH	826132173	80
13	RESTU AMANAH	826154201	94
14	RIZKI LUTFIANA	825552672	70
15	SITI DJAMIAH	825556189	72
16	SUPRIYATIN	825555599	84
17	SUSANTI	825556204	96
18	YUNI CAHYANI	826104049	90
19	SUGIANTI	826155661	92
20	SUKARNI	825549026	98
21	SEPTI ASIH NURAENI	826153951	98

Table 4. Students' Reading Skill in Pre-test up to Post-test Score and Mean

NO	STUDENT'S NAME	STUDENT'S NUMBER	Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	ARIN BARIROTUL AZKIYAH	825549097	78	84	96
2	ARIYATI PROBOSIWI	825554422	60	78	88
3	DHIKA RANI ANJARSARI	825549366	78	82	94
4	ETI NURENDAH	826130599	50	64	84
5	HERIN HIKMAHWATI	826126875	58	68	82
6	INGGRIT LUFATI	825547767	62	70	80
7	INA RENI ASTUTY	825548697	74	80	94
8	SITI MARYANI	826130829	54	66	82
9	MEI JUMIATI	826153611	74	82	90
10	NOVITA ARUM SARI	826099753	50	60	80
11	NURHAYATI	825555338	58	66	82
12	NUSROTUL FARIKHAH	826132173	52	68	80
13	RESTU AMANAH	826154201	74	82	94
14	RIZKI LUTFIANA	825552672	42	64	70
15	SITI DJAMIAH	825556189	48	62	72
16	SUPRIYATIN	825555599	64	78	84
17	SUSANTI	825556204	62	80	96
18	YUNI CAHYANI	826104049	64	78	90
19	SUGIANTI	826155661	50	68	92
20	SUKARNI	825549026	62	70	98
21	SEPTI ASIH NURAENI	826153951	80	88	98
	TOTAL AVERAGE		61.60	73.20	87

Table 5. Students' Observation Sheet of Students Activities in Post-test cycle 1

NO	The Observation Aspects				
	asking questions	answering question	active in discussion and share the information	comprehending text easily	enthusiastic in doing assignments

NO	STUDENT'S NAME	STUDENT'S NUMBER	READING COMPREHENSION ASPECT					TOTAL ASPECTS
			1	2	3	4	5	
1	ARIN BARIROTUL AZKIYAH	825549097	1	1	1	1	1	5
2	ARIYATI PROBOSIWI	825554422		1	1	1	1	4
3	DHIKA RANI ANJARSARI	825549366	1	1	1	1	1	5
4	ETI NURENDAH	826130599		1	1	1		3
5	HERIN HIKMAHWATI	826126875	1	1	1			3
6	INGGRIT LUFATI	825547767		1	1		1	3
7	INA RENI ASTUTY	825548697	1	1	1	1	1	5
8	SITI MARYANI	826130829			1		1	2
9	MEI JUMIATI	826153611		1	1			2
10	NOVITA ARUM SARI	826099753		1	1		1	3
11	NURHAYATI	825555338		1			1	2
12	NUSROTUL FARIKHAH	826132173			1		1	2
13	RESTU AMANAH	826154201		1	1		1	3
14	RIZKI LUTFIANA	825552672			1		1	2
15	SITI DJAMIAH	825556189		1	1		1	3
16	SUPRIYATIN	825555599	1	1	1		1	4
17	SUSANTI	825556204	1	1		1	1	4
18	YUNI CAHYANI	826104049		1	1	1	1	4
19	SUGIANTI	826155661	1	1		1	1	4
20	SUKARNI	825549026	1	1	1		1	4
21	SEPTI ASIH NURAENI	826153951	1	1	1		1	4

Table 6. Students' Observation Sheet of Students Activities in Post-test cycle 2

NO	The Observation Aspects				
	asking questions	answering question	active in discussion and share the information	comprehending text easily	enthusiastic in doing assignments

NO	STUDENT'S NAME	STUDENT'S NUMBER	READING COMPREHENSION ASPECT					TOTAL ASPECTS
			1	2	3	4	5	
1	ARIN BARIROTUL AZKIYAH	825549097	1	1	1	1	1	5
2	ARIYATI PROBOSIWI	825554422	1	1	1	1	1	5
3	DHIKA RANI ANJARSARI	825549366	1	1	1	1	1	5
4	ETI NURENDAH	826130599	1	1	1	1	1	5
5	HERIN HIKMAHWATI	826126875	1	1	1	1	1	5
6	INGGRIT LUFATI	825547767	1	1	1	1	1	5
7	INA RENI ASTUTY	825548697	1	1	1	1	1	5
8	SITI MARYANI	826130829	1	1	1	1	1	5
9	MEI JUMIATI	826153611	1	1	1		1	4
10	NOVITA ARUM SARI	826099753		1	1	1	1	4
11	NURHAYATI	825555338	1	1	1		1	4
12	NUSROTUL FARIKHAH	826132173	1	1	1	1	1	5
13	RESTU AMANAH	826154201		1	1		1	3
14	RIZKI LUTFIANA	825552672			1		1	2
15	SITI DJAMIAH	825556189		1	1		1	3
16	SUPRIYATIN	825555599	1	1	1		1	4
17	SUSANTI	825556204	1	1		1	1	4
18	YUNI CAHYANI	826104049		1	1	1	1	4
19	SUGIANTI	826155661	1	1		1	1	4
20	SUKARNI	825549026	1	1	1		1	4
21	SEPTI ASIH NURAENI	826153951	1	1	1		1	4

Pictures of Students' Activities in Classroom



