

TEACHING READING SKILL TO GRADE VIII STUDENTS AT SMP NEGERI 1 SINDUE TOMBUSABORA THROUGH COOPERATIVE LEARNING

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Abstrak

Penelitian ini bertujuan untuk mengembangkan Keterampilan membaca untuk Siswa Kelas VIII SMPN 1 Sindue Tombusabora melalui Pembelajaran Kooperatif. Subyek penelitian adalah kelas VIII terdiri dari 30 siswa SMPN 1 Sindue Tombusabora. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus, dimana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Data penelitian ini diperoleh dari hasil tes dan lembar observasi, catatan lapangan, selama pelaksanaan tindakan. Temuan penelitian menunjukkan bahwa Pembelajaran Kooperatif efektif dalam mengembangkan keterampilan membaca siswa. Efektivitas Pembelajaran Kooperatif ditunjukkan oleh peningkatan skor siswa. Temuan menunjukkan bahwa pada siklus 1 terdapat 19 siswa yang mencapai kriteria ketuntasan minimum. Ini berarti bahwa pencapaian klasikal adalah 63,3%. Dalam siklus 2, ditemukan bahwa terdapat dua 24 siswa yang mencapai kriteria ketuntasan minimum. Ini berarti bahwa prestasi yang diperoleh adalah 80%. Prestasi didapat didasarkan pada jumlah siswa yang mendapat skor minimal kriteria keberhasilan (65). Kedua prestasi individu yang diperoleh telah memenuhi kriteria keberhasilan. Dengan demikian dapat disimpulkan bahwa Pembelajaran Kooperatif efektif untuk mengembangkan keterampilan membaca siswa.

Kata kunci: *mengajar, membaca, dan pembelajaran kooperatif.*

Reading skill is important for the students to learn in order to get much information or improve their knowledge through many kinds of texts. For junior high schools, students have to learn many kinds of books that were written in English. Therefore, reading as a skill needs a careful attention. Students were expected not only to read the text but also to understand or to comprehend what they read. They were expected to improve their knowledge after reading books or texts.

Reading skill is also one of the best ways to master English. Reading material serves readers with several advantages, namely: it provides rich sources of vocabulary and grammar. Besides, it is a practice media for readers to train their English

pronunciation. However, reading English text for some students are not easy. Sometimes they do not understand the content of the texts or they cannot catch the information from the texts. This is happened because of several problems that must be overcome by English teacher. The students are expected to be able to read English text with good comprehension.

Although some of Indonesian students have learnt English since they are in Junior High School, it cannot be denied that most of them are still hardly able to speak or to communicate in English. The same case is also found in the teaching of reading, which is frequently integrated with vocabulary. It is still far from the learning target. Clemen (2000: 307) states that reading is felt as one of

the central difficulties of students with learning disability. To prepare the students to be able to read for comprehension questions, English teachers need to design or to plan interesting teaching learning activities.

The main objective of teaching reading is to enable the students to get meaning from the written language. For junior high school students, they are expected to have standard ability to comprehend and to find information from reading text as stated in School Based Curriculum (2006: 1), siswa mampu menyimak informasi dari berbagai sumber dalam berbagai situasi. Siswa memahami, menganalisa secara kritis dan menggunakan informasi dari berbagai bahan baik teks maupun non teks. Based on that statement, the students must be able to get information and understand the messages from the written text or oral text in any situation. Students have to analyze and use information from some materials.

Based on the researcher's teaching experience at SMPN I Sindue Tombu Sabora most students were not able to answer comprehension questions which were usually based on the scanning and skimming strategies or to read the text quickly. For example, when they were asked some questions related to the text, they could not even finish answering the questions given. The students often spent much time to read reading text word by word or sentence by sentence just to answer questions. They also waste their time to open dictionary to find out meaning of difficult words. Moreover, English teacher frequently applied the teaching and learning activities which emphasized on individual work. It means that learners have to compete with their mates.

In accordance with the researcher's experience in teaching English, she was interested in implementing cooperative learning in teaching reading. The reason was that when the researcher conducts teaching reading the result was not satisfied and the students face some problems in doing the

questions on reading; such as difficulty to determine the idea of a paragraph or topic of the text, to find out the information stated implicitly and explicitly, detail information and locating of reference, it is also found out that students lack vocabulary. Cooperative learning on the other hand, is the concept for working together to accomplish and share goals or the students can share their idea, the task or assignments with their peer in the group. In cooperative learning a situation where there is a positive interdependent among students' goal attainments; students perceive that they can reach their learning goals if and only if other students in the learning group also reach their goals (Johnson and Johnson, 1989: 23). There have been many researchers who claim that cooperative learning result higher intellectual achievement than competitive learning. In other words, learners can help one another in accomplishing their tasks or duties to develop their reading skill and create social relationship among them through cooperative learning.

The researcher conducted a research on the teaching reading skill through cooperative learning. This learning strategy helped the students to comprehend English text because in cooperative learning, the researcher provided chance to the students to share their opinion or idea in doing some assignment especially in English reading text.

There were several problems in teaching and learning reading namely: the students were still difficult to find the topic and main idea of the sentence because they did not know technique or strategy in reading and they were difficult to get specific information, location of referent, and understand the messages from the written passages because in reading passage sometimes the meaning of the words is based on the context, it is not on the word's meaning. The problems can be solved by carrying out a scientific research through cooperative learning. To be more specific, a

research question that needs to be answer is: “How can reading skill be taught through cooperative learning?”

For the EFL (English as a foreign language) students to become efficient readers, many skills must be developed that they function smoothly and simply. To help the students, the teacher should be able to bridge the reading theory to practice in teaching reading. To begin with, an approach to reading instruction will commence with a somewhat more practical discussion what is reading. Here are some definitions of reading according to Simanjuntak (1988: 14-15), as follows:

1. Reading is simply one of the many ways in which human beings go about their basic business of making sense of the world.
2. Reading is a result of the interaction between the perception of graphic symbols that represent language and the readers’ language skills, cognitive skills and the knowledge of the world.
3. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.
4. Reading is an active process; therefore, it involves an interaction between thought and language.

A number of studies have been conducted on the use of reading strategies by second language readers such as scanning. Forrester (1984: 32) states that scanning is way of reading a text to get a piece of information-data or a name etc. In addition, Hamdani et al. (1985: 91) define scanning is the ability to locate the specific information or facts as rapidly as possible. Both definitions refer to the way of getting information through reading. In order to get information a learner has to use guides and aids to prepare themselves to find out what they want rather than reading everything on the page. In other

words, they do not need to read all the article or text just to find out a piece of information, besides they have to know the meaning. It also takes time for them to consult dictionary.

In the previous section the researcher has discussed what scanning is. Unlike in scanning, skimming on the other hand, as Brumfit and Kinsella (1978: 177) state is reading for required information and other facts of selective processes are also necessary as well as the ability to read fast when appropriate: to vary speed and so on. In addition, Forester (1984: 18) defines that skimming is a way of reading a text quickly to get a general understanding. From these definitions learners should prepare how to read the text quickly to get general ideas or information rather than read the text words by words. In other words, learners do not need to know every single words in a paragraph or sentence, they ignore all the details go through reading materials to understand it. Hamdani et al., (1985: 154-156) express: in skimming you ignore all the details and instead go through the reading material in other to get the gist of it to identify main idea, to find out how the news story, magazine article, or text, book chapter is organized, or to get an idea of the tone or the intention of the researcher.

Skimming technique for magazine articles are: read the title and scan the opening paragraph or looking for the subject of the article and the author’s thesis or point of view about the subject, read the first sentence or parts of the first sentence of each of the following paragraph looking for ideas related to or supporting the author’s thesis and read the first paragraph (or last two, depending on the article) looking for a summary or conclusion about the subject.

This approach will help the learners to get an overview of an article’s contents. Atleast they will know whether they want or need to read the article more closely. Skimming technique for assignment are notice the title or chapter heading or

(headings), read the whole first paragraph, read only the first and last sentences of each of the remaining paragraph as long as they make a sense, whenever the first and the sentences of a paragraph do not make a sense, read more of the paragraph to lessen the gap in tough and read the whole of the last paragraph carefully. (Hamdani et al., 1985: 154-156)

Cooperative Learning

Cooperative learning is a strategy in teaching where the students work together in a small group, share their ideas, comments, mutual support and help one another in doing their tasks. In Cooperative lesson students do not only learn and receive what have been presented by the teacher in teaching and learning process but they also can learn from other students and have an opportunity to teach others. The process of learning through cooperative learning will stimulate the students' eagerness to learn optimally.

The following definitions are expressed by experts about cooperative learning:

Roger and Johnson (1994: 11) state that cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other learning (in Prince Georges' County Public School). Johnson and Johnson (1989: 34) define that cooperative learning is an instructional paradigm in which teams of students work on structured tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face to face interaction, appropriate use of collaborative skills, and regular self assessment of team functioning. Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their

teammates learn together. (from wikipedia encyclopedia, 2007).

METHOD

The design of the research was Classroom Action Research. The research was focused on particular classroom or group with qualitative and quantitative approach. This classroom action research is designed to develop students' reading skill through cooperative learning. The techniques were developed into more applicable model through spiral of cycle; each of which covers planning, acting, data collecting, analyzing and reflecting.

According to Kemmis and Taggart (1988: 23), Classroom Action Research suggests that action research is collaborative; it involves those responsible in improving it, widening the collaborating group from those most directly improved to as many as possible of those affected by the practice concerned. This research required the researcher and the collaborative teacher to design lesson plans; prepare instructional material and media, and implement the action plan.

This research was conducted at SMPN 1 Sindue Tombu Sabora. Its subject was students at the eighth grade consisting of 3 parallel classes. All classes are named based on alphabet that is A, B, C, and so on. The classes consists of 28 up to 32 students. They are totally 91 students. The subject were taken from the grade VIII A which contained 30 students. This research was carried out on January-March and it was conducted in 2012/2013 academic year.

In planning stage, the researcher and her collaborator worked in grouping the students into groups. There were some activities that she did in this planning. They were (1) preparing the strategy with cooperative learning, (2) designing lesson plan, (3) Preparing instructional materials and media, (4) Preparing the criteria of success and

researcher instruments for collecting data such as: observation sheets, questionnaire, field notes, and set up the criteria of success. (1) The students' achievement should get equal or over 65 as individual score and should be achieved by 75% of total number of students, and (2) The students' active involvement was equal or over 75% of the students.

To implementation the plan, the researcher implemented the actions that she designed in the planning. The action was conducted through cooperative learning and she divided students into some groups, instructed the students to work in pairs and in groups. The cycle was conducted in three meetings, in the third meeting was used for teaching and learning reading and for the test.

In the observing, the researcher and her collaborator observed the students' activities and take some notes or records on the process of teaching and learning. She documented action effects which provided basis for following up discussion and reflection.

The last steps was reflection. The result of data collection through observation, questionnaire, tasks as the activities and field notes which provided basis for the revised plan in next cycle. Reflection is an activity of evaluating the implementation of the plans. It was intended to know the success or failure of the actions. When the criterion of success is achieved, it means that the action is successful and the next cycle does not achieved yet, she and collaborator did the next cycle by doing some revision and modification on the action.

RESEARCH RESULT AND DISCUSSION

This cycle consisted of some stages from the planning, the implementation of the action, the observation, and the reflection. The data in cycle 1 were obtained from observation sheets, field notes in the three meetings and the students' achievements in

test by applying the procedure of Cooperative Learning strategy.

The researcher and her collaborator made some preparation before the actions were carried out. One of the preparation was assigning students to teams or groups because this study employed Cooperative Learning. The other preparation were planning Lesson plan contained time allocation, standard competence and basic competence, indicator for students' achievement in reading class, teaching objectives, teaching materials, teaching method, teaching procedures used by the researcher, teaching resources, and evaluation.

The first cycle was conducted in three actions. In each action consisted 80 minutes. The process of teaching and learning was conducted in three main activities: preactivity, while activity and postactivity. The researcher and her collaborator followed the teaching procedures based on the instructional design. Implementation of action for cycle 1 was carried out on February 11th, 2013 to February 18th, 2013.

The observation was done collaboratively by the researcher and her collaborator. They observed the implementation of cooperative learning in teaching and learning reading in each meeting. She also assigned the students with questionnaire and test. The test used to observed the progress of their reading skill after getting a three-action treatment in cycle 1.

The researcher used the data that were gathered through observation checklist, questionnaire, field notes, and reading test to make reflection towards the teaching and learning process.

The reflection was conducted at the final stage of the research. The reflection was done based on the analysis of findings of observation, field note, questionnaire, and the students' reading achievement through cooperative learning.

The criteria of success of this study were students' achievement and active involvement should be 75%. Based on the results of the analysis, the researcher and her collaborator concluded that the implementation of teaching reading through cooperative learning in first cycle did not meet yet the criteria of success. This could be examined from the students achievement did not reach at least 75% students who get individual achievement at least 65 or greater. In addition, the students were not yet well motivated and involved actively during the teaching and learning process. Meanwhile, the teacher performance in teaching showed satisfactory result in all aspects such as managing the time organizing the class; control of the class, distributing the questions and opportunity for a turn. In conclusion the technique that was applied in this action research needed improvement based on the following consideration:

1. The teacher needs to set the time proportionally for each of the activities done.
2. When asking the students for turn, the teacher should not only give a chance to certain students but also others students proportionally.
3. In explaining the task or giving instruction using English, the teacher needed to explain it in Indonesian to prevent the students misunderstanding.

Since the criteria of success of this research had not met in cycle I, it was needed to continue the action to cycle II.

Based on the reflection on cycle 1, the researcher revised her teaching plan. The procedure of cycle 2 followed four main stages: planning, revising the plans, acting/implementing, observing, and reflecting. The classroom action research put more emphasis on process. It means that the success of the students was affected by the process of how cooperative learning was implementing in teaching and learning reading. It seems to the researcher that good process could give benefit to the students.

The researcher implemented three actions and each action was observed by using observation checklist and field notes in cycle 2. The observation was done collaboratively by the researcher and her collaborator. Implementation of the action for cycle 2 was carried out on Thursday, February 28th, 2013 to March 26th, 2013.

In cycle 2 the researcher emphasized activities in all meetings were adapted based on the result of reflection in cycle 1, namely: the researcher set the time proportionally for each of the activities done (preactivity 5%, while activity 80%, and postactivity 15%), when asking the students for turn, the researcher gave a chance to the students proportionally, and in explaining the task or giving instruction using English, the researcher should explained it in Indonesian to prevent to students' misunderstanding

The result of analysis toward evaluation on cycle II meeting 3 evoked the significant development on students' reading. Through the second test in cycle II; it was found that there were twenty seven students who got "success" qualification. It means that the number of students who got "success" from the second evaluation of cycle II has met the criteria of success; because the percentage approach employs formula $24 \times 100\% : 30 = 80\%$. 24 is the number of students who get "success" qualification; 30 is the number of all students, and 100 is the deviation scale. Since the number of students who got "success" qualification more than a half of the total number of students (80%), so it is concluded that the criteria of classroom achievement has been achieved.

In connection with the result of the reading test, the researcher found that the students' passing percentage (80%) and could it meet the criteria of success (75% out of 30 students got at least 65 point). In other words, the implementing cooperative learning strategy in teaching and learning reading was successful to solve the students' problems.

CONCLUSIONS AND SUGGESTIONS

The conclusion about the result of the classroom action research was based on the research problem and the achievement indicators. The researcher conclude that the students' skill in reading the text had developed successfully through the implementation of cooperative learning strategy. This happened since the students had learning experiences with their teammates in sharing their ideas, comments, mutual support, and help one another in doing their tasks. Implementing Cooperative Learning strategy could be developed the students' reading skill. The students were able to answer the questions on their reading a text. This happened since the teaching and learning activities focused on solving the students' problem in finding the main idea, specific information, and location of referent. The classroom environment also made the students had active involvement by sharing ideas in group or team practice. Comparing the result of students' achievement in the first cycle, the students' achievement on second cycle has significant development. This can be studied from the students' successful percentage of reading test in cycle 1 was 63.3% be increased to 80% in cycle 2. Besides, this technique can be applied to encourage students to be active in joining classroom activities to develop their enthusiasm, motivation, interest, response, and progress in completing their classroom tasks.

Based on the above conclusions, the researcher would like to suggest both students and English teachers. For the students, the researcher suggested that the students' motivation should be triggered by changing of learning atmosphere where the low achievement of students could be encouraged to be involved in the teaching and learning activities by working with the high achievement students them they could share their ideas to other students.

The researcher would also suggest that the English teachers should implement cooperative learning as an alternative solution to organize the teaching and learning process. It was because such learning would facilitate the students to interact each others. Beside that the cooperative learning should be applied to develop students' social skills that has been neglected in the model of competitive way in arranging students' interaction in the classroom. It was also suggested to the teachers to give a reward toward the students who got the best mark such as at the end of semester.

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