**THE IMPLEMENTATION OF COOPERATIVE LEARNING PRINCIPLES
IN TEACHING READING COMPREHENSION
AT SMAN 3 BUKITTINGGI**

Thesis

*Submitted as a partial fulfillment of the requirement to obtain
strata one (S1) degree*

By:

<u>**Kemala Hayati**</u>
67495/2005

Advisors:

1. **Dr. Kusni, M.Pd.**
2. **Fitrawati, S.S. M.Pd.**

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF PADANG

2011

HALAMAN PERSETUJUAN SKRIPSI
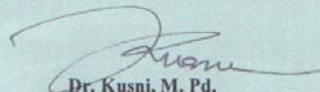
THE IMPLEMENTATION OF COOPERATIVE LEARNING
PRINCIPLES IN TEACHING READING COMPREHENSION
AT SMA N 3 BUKITTINGGI

Nama   :   Kemala Hayati

NIM   :   67495

Program Studi   :   Pendidikan Bahasa Inggris

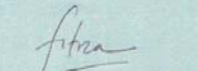Jurusan   :   Bahasa dan Sastra Inggris

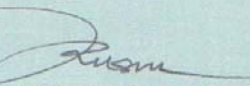Fakultas   :   Bahasa dan Seni

Padang, Februari 2011

Disetujui oleh:

Pembimbing I,   Pembimbing II,

Dr. Kusni, M. Pd.   Fitrawati, S.S., M.Pd.
NIP: 19620909 198803 1 004

Ketua Jurusan

Dr. Kusni, M. Pd.
NIP: 19620909 198803 1 004

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di depan Tim Penguji Skripsi
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

**THE IMPLEMENTATION OF COOPERATIVE LEARNING PRINCIPLES
IN TEACHING READING COMPREHENSION AT SMA N 3
BUKITTINGGI**

Nama	:	Kemala Hayati
NIM	:	67495
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, Februari 2011

Tim Penguji

Ketua	: Dr. Kusni, M.Pd.	( )
Sekretaris	: Fitrawati, S.S., M. Pd.	( )
Anggota	: 1. Dra. Hj. Yenni Rozimela, M. Ed., Ph.D	( )
	2. Dr. Desmawati Radjab, M.Pd.	( )
	3. Drs. Jufri, M.Pd.	( )

ABSTRAK

Hayati, Kemala. 2011. The Implementation of Cooperative Learning Principles in Teaching Reading Comprehension at SMAN 3 Bukittinggi. *Unpublished Thesis*. **UNP.**

Salah satu strategi pembelajaran yang biasa diterapkan guru dalam pengajaran pemahaman membaca (reading comprehension) adalah pembelajaran kooperatif (cooperative learning). Namun nyatanya, ada beberapa prinsip yang tidak dterapkan oleh guru yang menyebabkan pembelajaran kooperatif itu sendiri tidak berjalan efektif. Penelitian ini bertujuan untuk mengetahui apakah guru-guru bahasa Ingrris di SMAN 3 Bukittinggi mengimplementasikan prinsip-prinsip pembelajaran kooperatif dan bagaimana penerapannya dalam pengajaran reading comprehension (pemahaman membaca).

Metode penelitian yang digunakan adalah penelitian deskriptif dimana sumber data dalam penelitian ini adalah guru bahasa Inggris kelas sepuluh dan sebelas, sedangkan instrumen yang digunakan adalah observasi dan wawancara. Pertama sekali penelitian melakukan observasi kelas untuk melihat apakah guru menerapkan atau tidak prinsip pembelajaran kooperatif dan bagaimana guru menerapkannya. Observasi dilakukan dengan menggunakan panduan observasi. Peneliti mengambil data dari 6 kali pertemuan bagi masing-masing guru. Dari hasil observasi tersebut peneliti mewawancarai guru untuk mendapatkan informasi yang lebih rinci yang belum bisa didapatkan melalui observasi.

Dari hasil penelitian bahwa guru ditemukan bahwa guru belum sepenuhnya menerapkan prinsip pembelajaran kooperatif. Dalam pengelompokkan siswa, guru hanya membagi siswa berdasarkan tempat duduk atau absen saja, sehingga tidak ada pemerataan kemampuan siswa di setiap kelompok. Selain itu, setiap siswa di satu kelompok mendapatkan materi yang sama. Dengan adanya penelitian ini diharapkan guru dapat lebih kreatif dalam mengimplementasikan strategi pembelajaran terutama dalam pengimplementasian pembelajaran kooperatif yang mengacu pada prinsip-prinsip pembelajaran kooperatifnya itu sendiri.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin,

In the name of Allah, The Beneficient, The Merciful. Thanks to Allah SWT for anwering the writer's prays. You show her the process of being mature, learn many things happened in her entire life. Shalawat and Salam for The Prophet Muhammad SAW for guiding us.

Moreover, the writer would like to dedicate her sincere gratitude to her thesis advisors and academic advisors, Dr. Kusni, M.Pd and Fitrawati, S.S., M.Pd who had given a great deal of time, valuable advices, and continuous guidance from the beginning until the final revision of this research. The gratitude is also addressed to the examiners, Dra. Hj. Yenni Rozimela, M.Ed., Ph.D, Dr. Desmawati Radjab, M.Pd, and Drs. Jufri, M.Pd for their contribution in giving suggestions and advice for this thesis.

Special words of appreciation and sincere gratitude is given to her great beloved parents, Papa Syafwal and Mama Aisyah. S who always give their prayer, motivation and support (material and immaterial). Her special thank and also for grandpha (Nyok), her brothers (Bang Il and Bang An), her sister in law (Ni Mel) and my cute niece (Tita), thanks for supporting her everytime. And all of her cousins (Isyuk, Ina, Maere-ere, Akik, Ismi, Lily and Yahya).

Furthermore, the writer says thanks to her best friends at Selisih (Om Sad, Dani, Tokel, Deri, Didin, and Curan), Nonarara and Ojit who always remind and give her support to finish this thesis. And also for si Buyuang "Nanda" and the

"Snotesst" who never stop to say "Semangat" to her and always have the times whenever her needs you.

Thanks for her students, Putath, Peye, Farid, Abi, Rizki, etc. And her brothers in Tanjung Indah 11 E (Uke, Tulang, Rambo, Hamid, Andre, Etc). Finally for her friends in English Department in academic year of 2004 and 2005 (Kojack, Peji, Abi, Bg Adi, Apit, Romi, Pido, Pegi, Suci, Kak Tia, Lily, Echi, Enda, Mona, Fred, Rika, Resti, Mita, Popy, and all friends who could not be mentioned. Thanks for everything, spending much time with you all. It will be the sweetest memory.

Padang, January 2011

Sincerely

The writer

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

A. Background of the Problem

One can gather various information and enlarge his knowledge by reading, especially reading English materials. It is because most of information and knowledge source are written in English, for example many printed materials like books, newspapers, magazines, brochures and etc. The improvement in electronic media likes internet also use English in its program. Moreover, many experts and scientiests from all over the world write various science and technology in English too.   Many research findings are also published in English. All the materials above are not difficult to find nowadays. Therefore, one who has reading skill in English is luckier than the one who does not. Wherever he goes, he can access the source of information as much as possible.

In learning English, reading is one of the four skills that has to be mastered by the learners. Based on the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), the students are expected to be able to do oral and written communication by using variation in language based on context fluently and accurately through monologue and interaction communication. Dealing with the written English communication, students should have reading skill because they are hoped to be able to comprehend many kinds of text or genre. Beside that, reading skill is a tool for them to continue their study to university where some source books are written in English.

Although reading plays an important role for students' success in education and daily life, the students still get difficulties in comprehending English text. Based on the researcher's observation and experience in teaching practice English at SMA N 3 Bukittinggi, standard competency in both curriculum stated above were not achieved yet.

The students's failure of reading comprehension could be seen from the result of students' semester test. The material of the test was only about reading. There were only 63% students at grade X fulfilled the school *English minimum standart (KKM)* that is 6,5. It meant that the students still found difficulties to do the test. They did not know to find the answers correctly, they were still confused to get the ideas or points that had been asked from the text. Then, they still needed the translation of the text. If they did not understand the meaning, they could not answer the text well. They just choosed the option randomly. It was more disastrous that they just asked their friends what the answers were without considering wether the answers were correct or not.

From the explanation above, there were two factors that influence students' failure in reading comprehension. First, reading materials or texts that contained many technical terms, complicated sentences and unfamiliar with the students would hinder them to comprehend. Therefore, the teacher should provide the students with simpler and familiar reading materials. In addition, reading materials should be relevant to the students' background knowledge and experience. The teacher should introduce reading materials which were found in other text books.

In addition to the causes above, the teacher's teaching strategy also had an important role in success of teaching and learning. The strategy used by the teacher should be able to encourage students' interest in reading a text. If the students did not have interest in reading material, they did not comprehend reading materials and they could not do the exercise.

Based on the observation at SMA N 3 Bukittinggi, one of teaching strategy used by teachers was cooperative learning. According to KTSP *(Kurikulum Tingkat Satuan Pendidikan)*, students have been taught with different kind of genres. When teacher taught reading comprehension, usually teacher implemented cooperative learning. Teacher asked students to work in group. It was done in order to help students did the activity easier than did it individually. For example, when teacher gave students a text, asked them to read and did the task, she usually asked them to work together, at least with their chairmates. Students did the activity based on teacher's instruction. Eventhough they worked together, the fact that not all of students participated. There was less promotive interaction between students. There were only few students who were active and dominant doing the activity. Students who did not participate just sit, looked at other students and sometimes did it by themselves.

Another case, while discussing the material, sometimes each group members did the same activity. For example, when they got the material and task to be learned, each member read it together, then did the task too. So there was not role distributing of group members. This situation was less effective since it would spend much time. If each member had their own roles, to read, summarize,

monitor, elaborate, encourage, etc, the task would be completed faster. Beside that, by distributing the roles, group members interdependence would be seen briefly since each member needed others help in order to get information and sharing idea.

According to cooperative learning principles proposed by Johnson, Johnson and Holubec (1991), one group consists of students in different level of ability. This condition will be helpful for students. The students who have higher ability will help the students who have lower ability. They can cooperate and share idea each other. Besides that, each student has the same responsibility in group. So, they are active and accountable for helping each other to complete the task and mastering materials.

Based on the explanation above, there was phenomena happened in classroom. The fact that the implementation of cooperative learning principles was not line with the theory proposed. There were some principles that were not implemented well. For example, in grouping the students, teacher did not concern with students' ability. Moreover, teachers did not understand about implementing cooperative learning . This case usually made the cooperative learning did not run effectively and teaching goals were not reached successfully. So, dealing with the problem explained above, there would be and investigation about the real implementation of cooperative learning principles that were done by the teachers.

B. Identification of the Problem

There were some problems that occur in implementing cooperative learning principles. First, the teacher's mastery about the concept cooperative learning. Some teachers did not know what cooperative learning is. They just devided students into groups, asked them to do the activity. In grouping the students, the teacher had to consider each students' ability. Sometimes each group consist of the clever students and other groups consist of students in the average ability. Groups in the average ability were rather difficult in doing the activity, on the other hand the groups which students in higher ability could do it easily. So, there would be dominant group in the classrroom which could cause a competition.

Second, teachers' mastery about cooperative learning principles theoritically. According to cooperative learning principles, there are even distribution of role and duty of students in cooperative learning. The fact that there were still minority students who were not active in group. There was no interpendence of students. Some of them prefered working alone to sharing with other students.

Third, there was tendency that teacher did not implement cooperative learning well or theoritically. They just knew that the students should be devided into several groups then asked them to do the activity together. Whereas teacher had crucial role in this implementation. Teacher had to guide students, monitoring them in order to make the implementation run effectively.

C. Limitation of the Problem

Based on the identification above, the problem was limited to the implementation cooperative learning principles in teaching reading comprehension since the teacher plays an important role in implementing cooperative learning principles in teaching reading comprehension.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem was formulated as follows: "How did the teachers of SMA N 3 in Bukittinggi implement the cooperative learning principles in teaching reading comprehension?"

E. Research Questions

The research problem above was further elaborated in the following questions:

1. How did the teachers of SMA N 3 Bukittinggi implement positive interdependence in teaching reading comprehension?

2. How did the teachers of SMA N 3 Bukittinggi implement face-to-face promotive interaction in teaching reading comprehension?

3. How did the teachers of SMA N 3 Bukittinggi implement individual accountability/ personal responsibility in teaching reading comprehension?

4. How did the teachers of SMA N 3 Bukittinggi implement reflection/ group processing of interaction in teaching reading comprehension?

F. Purpose of the Research

The purpose of the research was to investigate the implementation of cooperative learning principles in teaching reading comprehension. The result of research would show wether the implementation of cooperative learning principles in classroom was in line or not with the theory.

G. The Significance of the Research

The finding of this study was expected to give contribution to English teachers in teaching leerning process, especially teaching reading comprehension. It was appropriate to evaluate the teachers in teaching reading comprehension in using cooperative learning principles. If the teachers applied the cooperative learning principles well, teaching and learning process could be achieved effectively. It was also expected that this information could help English teachers to improve their ability, knowledge and skills to implement cooperative learning principles in teaching reading comprehension. Finally, it was hoped that the teacher could improve the quality of their teaching.

H. The Definition of the Terms

Cooperative learning
principles: the basic elements necessary for a procedure to be

                                     considered to implement cooperative larning.

Reading Comprehension: the ability of the students to grasp the information

from the reading passage.

CHAPTER II
REVIEW OF RELATED LITERATURES

A. The Concept of Cooperative Learning

According to Kagan (1990), cooperative learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts. Both the individual and the social setting are active dynamics in the learning process as students attempt to imitate real-life learning. By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills.

Alison King (1993) also states that cooperative learning is a strategy which involves students in established, sustained learning groups or teams. The group work is an integral part of, not an adjunct to, the achievement of the learning goals of the class. Cooperative learning fosters individual accountability in a context of group interdependence in which students discover information and teach that material to their group and, perhaps, to the class as a whole. The teacher's role changes as Alison King (1993) says "from sage on the stage to guide on the side." Although they learn in groups, the students are evaluated individually on the learning they have achieved.

Cooperative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. According to Johnson, Johnson and Holubec, (1994), cooperative learning is the instructional use of

small groups through which students work together to maximize their own and each others learning. In classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Cooperative learning requires that students work together to achieve goals which they could not achieve individually.

Cooperative learning is a teaching strategy which allows students to work together in small groups with individuals of various talents, abilities and backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and also for helping the other members of the team learn. Students work until each group member successfully understands and completes the assignment, thus creating an "atmosphere of achievement" (Panitz, 1996). As a result, they frame new concepts by basing their conclusions on prior knowledge. This process results in a deeper understanding of the material and more potential to retain the material.

In conclusion, cooperative learning is a 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. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

B. Cooperative Learning Principles

Cooperative learning can be defined as concepts and techniques for enhancing student-student interaction. This approach has a history dating back more than 100 years (Johnson & Johnson, 1994) and finds support from diverse traditions in psychology, social-psychology, sociology, and education. Different cooperative learning theorists take different principles to be central.

Based on Johnson, Johnson and Holubec (1991), there are some principles of cooperative learning. *First, Positive Interdependence*. Students must feel that they need each other in order to complete the group's task, that is, they "sink or swim together." Within cooperative learning situations, students have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material. Positive interdependence exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do and/or that they must coordinate their efforts with the efforts of their group mates to complete a task. Positive interdependence promotes a situation in which students: 1) see that their work benefits group mates and their group mates' work benefits them, and 2) work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

There are a number of ways of structuring positive interdependence within a learning group. *Positive Goal Interdependence.* Students perceive that they can achieve their learning goals if' and only if all the members of their group also attain their goals. The group is united around a common goal, a concrete reason for being. To ensure that students believe they "sink or swim together" and care about how much each other learns, the teacher has to structure a clear group or mutual goal, such as "learn the assigned material and make sure that all members of the group learn the assigned material." The group goal always has to be a part of the lesson.

Positive Reward Celebrate Interdependence. Each group member receives the same reward when the group achieves its goals. To supplement goal interdependence, teachers may wish to add joint rewards (if all members of the group score 90% correct or better on the test, each receives 5 bonus points). Sometimes teachers give students: 1) a group grade for the overall production of their group, 2) an individual grade resulting from tests, and 3) bonus points if all members of the group achieve the criterion on tests. Regular celebrations of group efforts and success enhance the quality of cooperation.

Positive Resource Interdependence. Each group member has only a portion of the resources, information, or materials necessary for the task to be completed; the members' resources have to be combined for the group to achieve its goals. Teachers may wish to highlight the cooperative relationships by giving students limited resources that must be shared (one copy of the problem or task

per group) or giving each student part of the required resources that the group must then fit together (the Jigsaw procedure).

Positive Role Interdependence. Each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete the joint task. Teachers create role interdependence among students when they assign them complementary roles such as reader, recorder, checker of understanding, encourager of participation, and elaborator of knowledge. Such roles are vital to high-quality learning. The role of checker, for example, focuses on periodically asking each group mate to explain what is being learned. Although the teacher cannot continually check the understanding of every student, the teacher can engineer such checking by having students work in cooperative groups and assigning one member the role of checker.

Second, Face-to-Face Promotive Interaction. Positive interdependence results in promotive interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. Promotive interaction is characterized by individuals providing each other with efficient and effective help and assistance; exchanging needed resources, such as information and materials, and processing information more efficiently and effectively; providing each other with feedback in order to improve their subsequent performance; challenging each other's conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered; advocating the

exertion of effort to achieve mutual goals; influencing each other's efforts to achieve the group's goals; acting in trusting and trustworthy ways; being motivated to strive for mutual benefit; and maintaining a moderate level of arousal characterized by low anxiety and stress.

Third, Individual Accountability/ Personal Responsibility. Individual accountability, which exists when the performance of individual students is assessed, the results are given back to the individual and the group, and the student is held responsible by group mates for contributing his or her fair share to the group's success. It is important that the group-knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know they cannot "hitchhike" on the work of others.

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves.

To ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant efforts by members, and ensure that every

member is responsible for the final outcome. Common ways to structure individual accountability include:

1. Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.

2. Giving an individual test to each student.

3. Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.

4. Observing each group and recording the frequency with which each member-contributes to the group's work.

5. Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.

6. Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining.

The last, Reflection/Group Processing of Interaction. Effective group work is influenced by whether or not groups reflect on (process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals. Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group

processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals. When cooperative learning groups are used, the teacher observes the groups, analyzes the problems they have working together, and gives feedback to each group on how well they are working together. The teacher systematically moves from group to group and observes them at work.

From the explanation above, it can be concluded that the principles of cooperative learning are, *first,* positive interpendence. Each member needs others since they can not work alone. *Second,* face to face promotion where students are active in encouraging discussion of ideas and elaborate thinking. *Third*, individual accountability. Each member has the same responsibility to complete the task or activity and summarize other's idea. And the last is reflection, wether the cooperative learning runs well, wether each member takes turn in doing the activity.

C. The Nature of Reading Comprehension

According to Page (1979:37), reading comprehension is a process, not a state and it involves the meaningful reconstruction of the author's message by the use of prior language, especially knowledge of language. This means every reader who wants to be able to read fluently, has to develop her/his reading skills over time and with a great deal of practice. To make sense of text, beginners must depend more extensively than fluent readers do on the visual information provided by the print. When they become familiar with both language and conventions of

the printed page and the subjects they have choosen to read about, they put that knowledge to use in reconstruction the meanings of those texts. Thus the reading text that proficient reader does is a very different thin from the reading that he once did as beginner.

Young (1982) said that comprehension focuses on reading instruction, for example (1) understanding word and building vocabulary, (2) understanding sentences, sentence structure, syntax, (3) understanding paragraph which included finding the main idea and topic sentence, finding the detail and drawing conclusion and interpretation. This idea is supported by Gusmawati (1988) that reading comprehension involves three aspects that the students should have, they are (1) knowledge of word formulation and their meaning, (2) the ability to guess the meaning of the unknown words by finding them in the context, (3) the ability to see main thought of the writer and general idea of a piece of reading.

Reading comprehension is most likely to occur when students are reading what they want to read. It is a process of using syntactic and semantic information found in printed text to reconstruct in the readers' mind (Devine, 1986:67). This opinion is supported by Nuttal (1982:18) who states that reading is the transfer of a message from writer to readers or the transfer of meaning from mind to mind. She also defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the insruction between the perception of graphic symbols that represent language, and the readers' language skills, cognitive skills and the knowledge of the word. In this process, a reader has

to create the meaning intended by the writer. It should be noted that the writer, the reader and the text have a unique contribution to make the communication takes place.

Based on the explanation above, it can be concluded that reading comprehension is a process of reconstruction of the author's message into the reader's mind. Reading comprehension is a result of the instruction between the perception of graphic symbols that represent language, and the reader's languange skills, cognitive skills and the knowledge of the word.

D. Teaching Reading Comprehension

Since KTSP (Kurikulum Tingkat Satuan Pendidikan) is applied in Senior High School,the students have been taught with different kind of texts; descriptive, narrative, report, hortatory exposition, spoof, etc. They learn by using English reading text where students are introduced about social functions, language features, and generic structures of text. It means that the teacher focuses on English language skills is still regarded as difficult subject for Senior High School.

There are principles of teaching reading comprehension that govern teacher's behavior. As Harvey (1994) says that the principles of teaching reading comprehension are (1) allow students to read, (2)encourage students to respond to the content of reading text, not just to the language, the students must realize that the meaning is not at the teacher but at the interaction between reader and the

author, (c) encourage the students to guess or predict which is based on the cumulative information and syntactic structure they have read., (d) match the task to the topic.

According to Zainil and Rusdi (2006), there are three stages in teaching reading comprehension.

a. Pre-Reading Activity

In pre-reading activity, students can bring their best of knowledge and skills to a text that they are going to read. The goals are to increase concentration, imagination, and motivation and give students a sense of purpose and a reason for reading before they gain the new information. There are some commonly used activities in pre-reading activities, such as:

1. Previewing the text (e.g. hyphothesize the general topics of the reading, relevant vocabulary and possible challenges.

2. Answering questions about information in the text or formulating questions for which students want to answer.

3. Exploring key vocabulary.

4. Reflecting on information from the last text with the topic of the new text.

5. Skimming the text or parts of the text (e.g. the first and the last paragraph).

b. Whilst-reading activity

The aim of this activity is to help students understand the structure and the content of the text and it should give the students a relevant reason for reading. The activities in whilst-reading activity are:

1. Outlining and summaring key ideas in a difficult section.

2. Examining emotion and attitudes of key characters.

3. Looking for answer to question posed during pre-reading activity.

4. Seeking clarification about information needed.

c. Post-Reading Activity

The purpose of the last activity is to help students develop and clarify their interpretation of the text they have already created from printed texts. And the activities are:

1. Completing a graphis organizer.

2. Ranking the importance of information in the text.

3. Comparing information from the text and the teacher.

4. Answering the questions.

5. Expending and changing a semantic map.

To sum up the explanation above, it can be concluded that teaching process is not just reading activity, but it is more emphasizes on the meaning what the author intends, what information or gist of the text. So that in designing the task these ideas must be involved.

E. Teaching Reading Comprehension by Using Cooperative Learning Principles

Implementing cooperative learning is very helpful for students since it is interesting strategy which aims to make students more active, participate in learning and have the same responsibilty in groups. As we know that comprehending text is not easy. It needs concentration and carefulness to find the meaning of the text. Moreover, if the text is rather difficult to be comprehended, sometimes we are confused while reading by ourself. So, learning cooperatively, the students are helped to learn together and sharing ideas.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan), there are several texts taught in Senior High School such as report, narrative, hortatory exposition, analytical exposition, spoof, etc. In teaching reading comprehension of those genres, teacher implements the cooperative learning principles where students work in groups, they are devided into groups based on students' level of ability.

In pre-activity teacher prepares everything and makes sure all students are ready to study. Then check students, reviews the last topic, relates it with the current topic and tells the teaching goals today. Here, positive interdependence and promotive interaction are implemented. Students are devided into several groups that consist of 4-6 students in different level of ability. The aim of deviding students is to create promotive interaction between group members in learning assigned material. Each group make a circle or square (depends on the

size of class) then sit knee to knee.After the whole groups are ready, teacher starts the current lesson.

In cooperative learning, the materials are discussed together. Here, in whilst activity, positive interdependence, promotive interaction, individual accountability, interpersonal group skills are implemented. Usually, cooperative learning activity is discussing a text, the task, find the topic, main idea, details and supporting idea of the text. Firstly, teacher and students discuss it together, but then teacher let them to discuss with their groups. The next session, teacher just guide them and monitoring the cooperative learning groups.

Cooperative learning activity is how the group runs the interdependence role, such as how group members share ideas, information, how they motivate each others in order to reach group goals. Each member has their own role, such as reader, recorder, checker, encourager, and elaborator. So, cooperative learning activity will run effectively since each member has their own role.

During the discussion, the teacher circulates throught the classroom, visiting each group, checking wether students have problems in doing the task given. While circulating, if there are any group conflict or off-task behavior teacher should intervene. Since small group conflict should be resolved as soon as possible, and the students should be shown how to prevent problems in the future. While monitoring the groups' work, the teacher assists groups with their needs. This might involve pointing out additional resources or points of view, and it also includes helping the students reflect on the work they have completed and their

progress. From this activity, teacher gives praise to students. The teacher lets individual students and groups know when they do something right or well. In this situation, individual accountability can be seen, how the group progress is.

In post-acitivity, there will be group processing which all groups reflect what they have done during cooperative learning activity. Teacher reconvenes the entire group of students. At this point, the teacher can summarize the important points of the lesson discussed today. Another suggestion is to have each group summarize their work and points that they think were important. This helps the teacher to know exactly in which knowledge level the groups are working. After summarizing, teacher evaluates each group's task. It is important to provide feedback to the students about their product and their group performance. Without this information, the students will not be able to improve their cooperative learning skills.

Beside summarizing and evaluating, the last one is reflecting what happen during cooperative learning. Teacher and group members always keep record of what worked and why it worked each time they undertake a cooperative learning lesson. The teacher also adjust their lessons based on the reflection and feedback of the students. This will prevent the stagnation of a cooperative learning unit; it will grow and change with each group of students.

In conclusion, five principles of cooperative learning were implemented in all of reading actvities; pre, whilst and post activity. These principles will be the basic for the procedure to be considered to implement cooperative learning itself.

F. Review of Related Finding

Teaching strategy has an important role in teaching process. So, many researchers were interested to do this research about the implementation of cooperative learning technique. Liang (2002) in his research implementing cooperative learning in EFL teaching: process and effects. The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English.

Based upon the conclusions drawn from the study cooperative learning was thus recommended to be integrated into the junior high school English instruction as part of the Nine Year Joint Curriculum, the curent wave of education reform in Taiwan. Pedagogical implications for the application of cooperative learning in EFL teaching, especially suggestions for teacher development in cooperative learning were proposed.

Emaliana (2007) researched about one of cooperative learning technique that is jigsaw in order to increase students' motivation in reading narrative text. The results of this study show that the jigsaw technique increases the students' motivation in comprehending narrative text. First, through the series of activities, the jigsaw technique activates the students as well as the teacher during the class activities taken place. Second, jigsaw procedure provides the students with a wide chance to practice their English. Third, it makes the class more lively. Fourth, it also increases the students' achievement in comprehending the

narrative text. It is proven by the students' scores that are above the minimum mastery-learning standard (SKBM). Fifth, the jigsaw activities let the students increase their self-confidence and self-esteem. Sixth, this technique promotes cooperation and appreciation among the students.

Siti (2008) also researched about one of cooperative learning technique, implementing jigsaw technique in teaching English vocabulary. The result of the study shows that the student's motivation improves and maintains in teaching learning process of vocabulary. The students' achievement improves that can be seen from t- test result. The students accepted and joined the jigsaw implementation of jigsaw because they could follow the cooperative learning principles and jigsaw components well.

Rumfaan (2010) researched about the implementation of cooperative learning model in English Subject in the XII graders of SMA Budi Mulia Saumlaki of Western Southeast Maluku. The findings of research are first, implementing the cooperative learning, including three stages: pre-implementation involving the learning cooperative learning model planning; implementation involving the application of cooperative learning model; and post implementation stages involving summary, evaluation and reflection. Second, finding such obstacles as: inadequate infrastructure and educator quality, ineffective curriculum implementation and pro life skill teaching-learning activity, low spirit and left behind teacher in access to the recent knowledge and
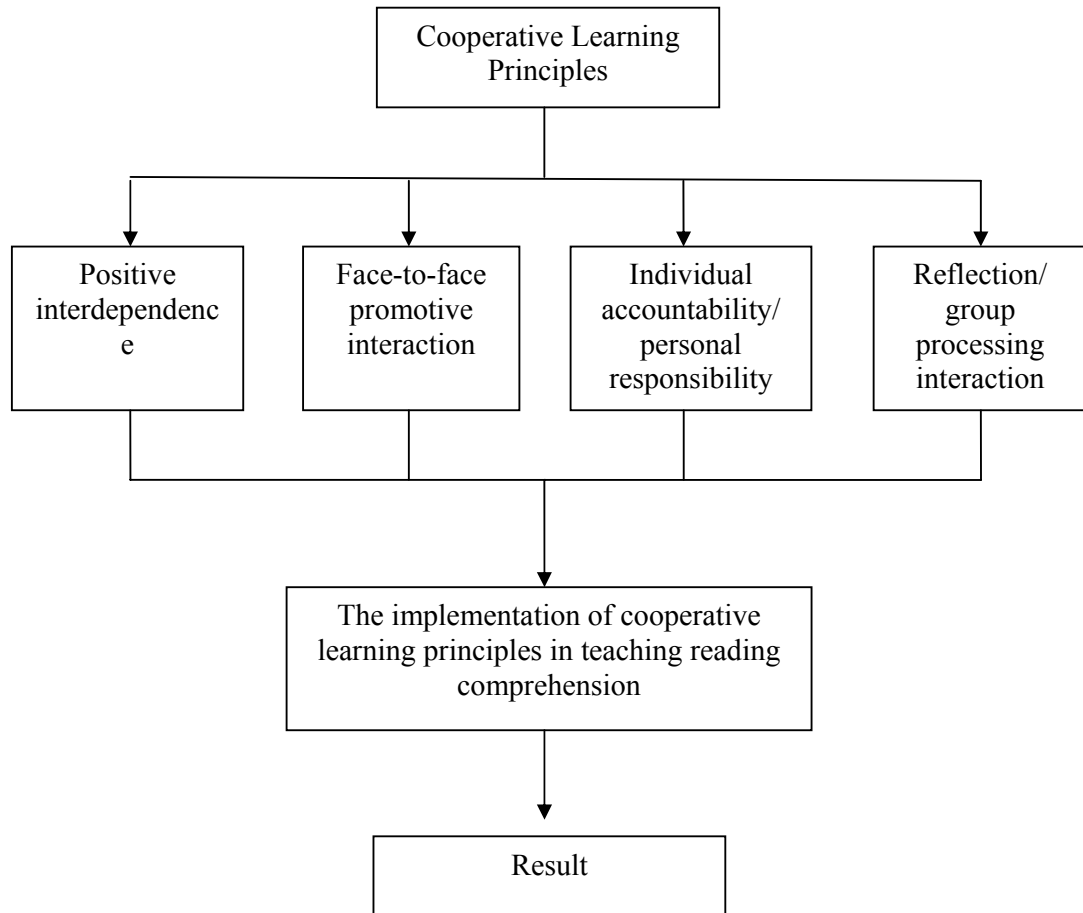
information, lazy and low spirit student, uncontrolled class transition and presentation.

However, in this research, the writer has different purpose. The researcher does not want to investigate the achievement of implementing some cooperative learning techniques, but investigate the implementation of cooperative learning principles, how do the teachers implement cooperative learning principles in teaching reading comprehension.

G. Conceptual Framework

There are some basic principles of cooperative learning that should be considered while implementing cooperative learning. They are positive interdependence, face-to-face promotive interaction, individual accountability and group processing. The cooperative learning is usually implemented as one of teaching strategy in teaching reading comprehension. And it is used in order to help students easier to learn by working together than learning alone.

Implementing cooperative learning is not only implementing the strategy, but also the principles of cooperative learning itself. In this research, it will be found how the teachers implement these principles and wether this principles are in line with the theory or not. The concept of this research can be drawn as follows:

```
                    ┌─────────────────────┐
                    │ Cooperative Learning │
                    │     Principles       │
                    └─────────────────────┘
                               │
        ┌──────────────┬───────┴───────┬──────────────┐
        ▼              ▼               ▼              ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│   Positive   │ │ Face-to-face │ │  Individual  │ │  Reflection/ │
│interdependenc│ │   promotive  │ │accountability/│ │    group     │
│      e       │ │  interaction │ │   personal   │ │  processing  │
│              │ │              │ │responsibility│ │  interaction │
└──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘
        │              │               │              │
        └──────────────┴───────┬───────┴──────────────┘
                               ▼
              ┌────────────────────────────────────┐
              │ The implementation of cooperative  │
              │learning principles in teaching reading│
              │           comprehension            │
              └────────────────────────────────────┘
                               │
                               ▼
              ┌────────────────────────────────────┐
              │              Result                │
              └────────────────────────────────────┘
```

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the observation and interview, several conclusions have been drawn:

1. The teachers did not implement all sub-indicators of positive interdependence. The teachers established mutual goals and joint reward but the teachers did not establish shared resources and assigned roles.

2. The teachers did not implement two sub-indicators of face to face promotive interaction. First, students were not put in different level of ability for each group. Second, there was no exchanging needed resources since each group member got the same materials or resources. Other sub-indicators; providing each other with feedback, challenging other's conclusion and reason, encouraging to keep one another highly motivated were implemented.

3. The principle of individual accountability was not implemented all. The teachers always kept maintaining group size, giving individual test, monitoring the groups. But there was a sub-indicator that was not implemented. The teachers did not assign students roles in group, included a checker. It was because the checker was the teacher, not the student.

4. Group processing was not always implemented since the limited time for each meeting. If there was enaugh time, the teachers evaluated all the group activity and gave feedback to students.

B. Suggestions

In this study, the researcher would like to give some suggestions:

1. Teachers should devide students based on their ability when they work in group.

2. Teachers should establish shared resources or materials in order to create interdependence and promotive interaction.

3. Teachers should establish students' roles in group in order to promote interdepence of group members.

4. Teachers should do monitoring during the cooperative learning activity. So, all students' activity can be evaluated.

5. There should further discussion about cooperative learning theory in a forum of English teachers (Musyawarah Guru Mata Pelajaran).

6. The teacher should understand that teaching is not only merely explaining the lesson but also considering the students' development in comprehending the material.

BIBLIOGRAPHY

Agustiana, Ekasari. 2006. *The Effectiveness of Cooperative Learning in Teaching Grammar. An Experimental Study of the Second Grade's Students in SMAN 6 Bandung (Unpublished Thesis*. Bandung: English Department. UPI Bandung.

Cresswell, John W. 2003. *Research Design: Qualitative and Quantitative Approaches*. California : Sage Publication. Inc.

Devine. Thomas G. 1986. *Teaching Reading Comprehension from Theory to Practice*. Boston: Allyn and Bacon.

Doric. 2007. *Reading Strategies Literacy Access Online*. Retrieved on March 10, 2010 from *www literacyaccessonline.com/management/R.Strategy.com*

Emaliana, Ive. 2007. *"Using the Jigsaw Technique to Increase the Eleventh Graders ' Motivation in Reading Narrative Texts at SMAN 12 Malang. Unpublished Thesis*. Malang. Universitas Muhammadiyah.

Gay. LR and P. Airasian. 2000. *Educational Research: Competences for Analysisand Application*. New Jearsey: Pretice Hall. Inc..

Hama. Gusmawati. 1988. *The Students Attitude Toward the English Language Its Relationship with Their Reading Comprehension achievement. Unpublished Thesis*. Padang: FBSS IKIP Padang.

Harvey A. Anamaria. 1994. *"Why Reading"*. English Teaching Forum. Retrieved on Maret 20, 2010.

Johnson, D. W, Johnson F. 1994. *Joining together, Group theory ang groupskills (4th ed.)* Englewood Cliffs, NJ: Prentice Hall.

Johnson, D. W, R. T. Johnson and J. Holubec. 199 1. *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction Book Company.

Kagan, S. 1990. Educational Leadership. Retrieved on September 2, 2010 from *http: lhome. capecode. net/tpanitz/tedsarticleslcoopdefinition. htm*.

King, Alison. 1993, *Sage on the Stage to Guide on the Side, College Teaching*, 41.1.

Liang, Trailing. 2002. *Implementing Cooperative Learning in EFL Teaching: Prrocess and Effects (Unpublished Thesis)*. Taiwan: National Taiwan Normal University.

Mariyah, Siti. 2008. *"Teaching English Vocabulary Using Cooperative Learning Method With Jigsaw to the First Year Students of SMP Muhammadiyah 4 Petarukan-Pemalang.* "Unpublished Thesis. Malang. Universitas Muhammadiyah.

Miles, M. B. And A. M. Huberman. 1986. *Qualitative Data Analysis*. London: Sage Publications Ltd.

Nuttal. Christine. 1982. *Teaching Reading Skils in a Foreign Language*. London: Merrill Publishing Company.

Panitz, T. (1996). *A definition of collaborative vs. cooperative learning*. Retrieved September 2, 2003, from:
http://www.lgu. ac. uk/deliberations/collab.learning/panitz2. html

Page, William Pinnel. 1979. *Teaching Reading Comprehension*. USA : National Council of Teachers of English Libraries of Congress Cataloging in Data Publication.

Rumfaan, Cornelis. 2010. *The Implementation of Cooperative Learning Model in English Suject in the XII Graders of SAM Budi Mulia Saumlaki of Western Southeast Maluku (Unpublished Thesis)*. Solo: UNS Solo.

Sheng, He-Ji. (2000). *"A cognitive model for teaching reading comprehension." English Teaching Forum*. October.

Young, Rosalia. 1982. *Better Learning How to Help Students of A 11 Ages Overcome Learning Problem and Learning Disabilities*. New Jersey: Prentice Hall.

Zainil and Rusdi. 2006. *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher*. Program Pasca Sarjana.UNP