

**THE EFFECT OF COOPERATIVE LEARNING STRATEGY “ONE
HOST-MANY VISITORS” TOWARD STUDENTS’ READING
MOTIVATION AND HIGH LEVEL READING COMPREHENSION AT
THE GRADE XI OF SMA N 1 BENGKULU**

THESIS



**BY
ISMEILINDA
NIM 19298**

*This Thesis is submitted to fulfill one of the requirements
to obtain a degree of Master in Education*

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ABSTRAK

Ismeilinda, 2013. Pengaruh Pembelajaran Kooperatif “One Host-Many Visitors” terhadap Motivasi Membaca Siswa dan Pemahaman Membaca Tingkat Tinggi Siswa Kelas XI SMA N 1 Bengkulu. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Motivasi membaca dan pemahaman merupakan hal yang penting dalam keterampilan membaca. Cooperative Learning Strategy “one host-many visitors” dapat digunakan sebagai variasi dari sebuah metode pengajaran membaca berbahasa Inggris. Ideal nya, setelah siswa menerapkan strategi ini, motivasi membaca dan pemahaman membaca mereka lebih baik dari sebelumnya. Tujuan penelitian ini adalah menemukan apakah Cooperative Learning Strategy “one host-many visitors” ini memberikan efek yang signifikan terhadap motivasi membaca siswa dan pemahaman membaca tingkat tinggi siswa atau tidak.

Penelitian ini merupakan penelitian quasi eksperimen yang telah dilaksanakan di SMA N 1 Bengkulu. Populasi nya adalah siswa kelas XI dengan total populasi sebanyak 83 siswa. Teknik pengumpulan sampel nya dilakukan secara acak dengan total sampel 53 siswa. Data dikumpulkan melalui instrumen angket dan tes membaca. Kemudian, data tersebut dianalisa menggunakan t-test dan ANAVA. Hasil penelitian ini menunjukkan bahwa (1) Cooperative Learning Strategy “one host-many visitors” memberikan efek yang lebih bagus terhadap pemahaman membaca tingkat tinggi siswa kelas XI SMA N 1 Bengkulu. Dengan hasil perhitungan, dengan $t_{hitung} = 3.198$ lebih besar dari $t_{tabel} = 1.676$. (2) Cooperative Learning Strategy “one host-many visitors” memberikan efek yang sama bagus dengan small group discussion terhadap motivasi membaca siswa kelas XI SMA N 1 Bengkulu ($t_{hitung} = 1.237$ lebih kecil dari $t_{tabel} = 1.676$). (3) Cooperative Learning Strategy “one host-many visitors” memberikan efek yang lebih bagus terhadap motivasi membaca siswa serta pemahaman membaca tingkat tinggi siswa kelas XI SMA N 1 Bengkulu, dengan hasil tes ANAVA ($F_{observed} < F_{table}$ ($0.012 < 2.70$)). Dapat disimpulkan bahwa Cooperative learning strategy “one host-many visitors” dapat digunakan sebagai teknik pengajaran membaca di SMA N 1 Bengkulu.

ABSTRACT

Ismeilinda, 2013. The Effect of Cooperative Learning Strategy “One Host-Many Visitors” toward Students’ Reading Motivation and High Level Reading Comprehension at the Grade XI of SMA N 1 Bengkulu. Thesis. Graduate program of State University of Padang.

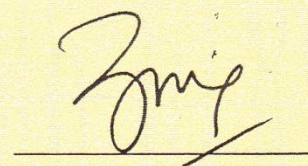
Reading motivation and comprehension skill are essential in reading skill. Cooperative learning strategy “one host-many visitors” can be used as a variation of teaching method in teaching reading. Ideally, after applying this technique, their reading motivation and their reading comprehension will be better than before. The purpose of this research was to find out whether Cooperative learning strategy “one host-many visitors” gave significant effect on students’ reading motivation in reading and students’ high level reading comprehension or not.

This research was a quasi-experimental research. It was conducted at SMA N 1 Bengkulu. Population of this research was grade XI with the total population was 83. The sample was collected by cluster random sampling, the total sample was 53. The data gathered by questionnaire and test instruments. Then the data analyzed by t-test and ANOVA. At the end of this research, the researcher found that (1) Cooperative Learning Strategy “one host-many visitors” gave better significant effect on students’ high level reading comprehension than small group discussion at the grade XI of SMA N 1 Bengkulu. The t-test result was $t_{\text{observed}} = 3.198$ was higher than $t_{\text{table}} = 1.676$. (2) Cooperative learning strategy “one host-many visitors” gave the same effect on students’ reading motivation as small group discussion at the Grade XI of SMA N 1 Bengkulu ($t_{\text{observed}} = 1.237$ was smaller than $t_{\text{table}} = 1.676$). (3) Cooperative Learning Strategy “one host-many visitors” gave better significant effect on students’ reading motivation in reading and students’ high level reading comprehension than small group discussion the grade XI SMA N 1 Bengkulu. It was shown by the result of ANOVA testing ($F_{\text{observed}} < F_{\text{table}} (0.012 < 2.70)$). It was implied that, Cooperative learning strategy “one host-many visitors” can be used as a teaching technique in teaching reading at SMA N 1 Bengkulu.

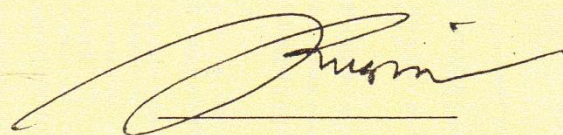
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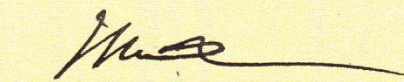
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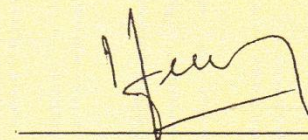
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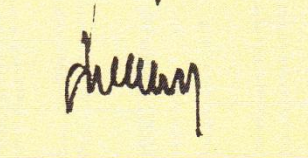
3	<u>Prof. Dr. H. Mukhaiyar</u> (Anggota)
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4	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)
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5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)
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Mahasiswa

Mahasiswa : *Ismeilinda*

NIM. : 19298

Tanggal Ujian : 14 - 5 - 2013

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Saya yang menyatakan,

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NIM. 19298**

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Padang, 5 Mei 2013

The Researcher

The Researcher

This thesis is dedicated to

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Theoretically, learning English as a foreign language is covered by speaking, writing, listening, and reading. One of the skills that students' have to master is reading. To master the reading, students need to comprehend what the texts mean. In this case, students must be able to construct the meaning from the words or sentences which are called as comprehension, besides, meaning, learning, and pleasure are also the ultimate goals of reading. To reach these goals, students need to comprehend the text by using their background knowledge of the texts. Yet, the fact, reading comprehension may be especially difficult for students whose primary language is not English because the task of reading is often more time consuming for them.

Practically, based on the researcher's informal observation and interview from one of English teachers at SMAN 1 Bengkulu in August 2012, the teacher still finds problem with the students' ability in English, especially in reading activities. In the preliminary research, the researcher get the data of students' mean score of English subject from grade XI is 75.6 with the minimum standard 70. It could be seen that the students' achievement in English subject is still in average level. The score is taken from the score of integrated skills in English; listening, writing, speaking, grammar, and reading comprehension. Reading comprehension as one of the score

component still considered as the difficult skill in the classroom. Meanwhile, reading comprehension is the major material in the classroom activities.

From the preliminary research, the researcher assumes that there are several problems which caused this, the first problem came from the teacher and the second problem came from the students. After doing the informal interview, the researcher concludes that, the teacher's strategy in teaching english especially teaching reading comprehension skill influences the students' reading motivation and also influences the students' achievement in reading comprehension. The students get difficulties in comprehending the text because they have low motivation in reading the text, lack of vocabulary, and unable to apply the appropriate reading strategies.

The first problem is the students have low motivation in learning English especially reading the texts. Most of the teaching and learning reading activities in SMAN 1, the teacher gives reading text to the students and asks the students to read it then answers the questions. If they don't understand, they would be asked to repeat the reading until they understand, then do the practice answering the questions. When the teacher gives reading text to the students and asks the students to read it, some students would rather do other activities such as chatting with their friends or busy with their mobile phone. Then, if the teacher asks the students to answer the question related to the text, only few of students involve and want to answer the question. In short, these situations shows that most of the students are lazy or have no motivation in doing the reading activities.

The second problem is the students have lack of vocabulary. The students always complain about difficult vocabulary they found in the text. It makes them difficult to understand the text because they do not know what the words meaning is. Most of the students prefer using dictionary than trying to guess the meaning from context (contextual clues). When they do not find the meaning of difficult words, they feel bored to read and do not continue their reading then they cheat one another in doing the task.

The third problem is the students still confuse applying their reading strategies. For example when the teacher asks them to make an inference of the text, they can not infer the text; they do not use their prior knowledge and do not try to relate them with the new information on the text. moreover, only few students can answer the questions. On the other hand, the teacher should vary their teaching strategy that involves the students actively. Moore (2005: 396) states “motivation is largely influenced by internal factors, the lecturer’s action, and the physical environment.” Reading motivation is also involved in the process of teaching and learning reading comprehension skill. For this purpose, the teacher should seek suitable techniques, methods, and relevant activities. It means that to teach the students, the teacher should use good and interesting strategies to attract the students’ reading motivation. Then, to fulfill this need, the students can do some efforts such as read the materials given by the teacher, answer teacher’s questions directly, get the meaning of difficult word by their own, etc.

Teacher’s role in teaching and learning reading process influences the students learning strategies in reading and students’ reading motivation. It

will influence the students' reading comprehension. Yet, each of students has different learning style. Thus the teacher needs to use the appropriate and effective strategies in teaching reading comprehension. This strategy should help the students to motivate them comprehending the texts.

Considering of these problems, the researcher was interested in doing a research about the strategy which could give significant effect on students' learning motivation in reading and their high level reading comprehension. One of them is by using Cooperative Learning Strategy. The learning process focuses on students working in groups, thus allowing them to simultaneously learn the subject effectively.

Cooperative learning strategy is the teaching system which gives the students a chance to work together in group finishing the tasks and to help each other in comprehending the materials. In helping each other, as Jacobs and Goh (2007), the teacher's roles are giving instructions, modeling peer collaboration, allowing students to try on their own, and encouraging groups to teach each other.

B. Identification of the problem

Based on the background of the problem above, there are some problems faced by the students in reading comprehension. The problems are affected not only from the students' side but also from the teacher's side. The problems of students' side are (1) students get low achievement of reading comprehension, (2) The students are passive, they didn't involve actively in teaching learning reading process because of lack of reading motivation

(3)Furthermore, students' lack of vocabulary mastery also influences the students' reading motivation and comprehension.

Then the problem comes from the teacher side is the teacher always use conventional strategy where the teacher transmits information (subject matter content) verbally to his/her students, sometimes writing on the whiteboard or using instructional materials. The students listen and take notes of facts and ideas that are considered important and also sometimes asking the teacher questions for clarification. As consequently, his/her students feel bored, so that's why the students tend to be not active and have no interaction each others.

To solve that problem, the teachers' roles in cooperative learning strategy may help the students by encouraging groups to teach each other, the teachers let the students make their own way to comprehend the text deeply. It also can spread the positive interdependence feeling throughout the classroom. This role can be encouraged by several ways; squaring, switching, one visitor-many host, friendly spy, one host-many visitors, gallery tour, and presentation alternation.

C. Limitation of the problem

Related to the description of the problems above, one way to solve students' problems is the researcher conducts the research on the implementing of cooperative learning. As the previous explanation, there are some teachers' roles in cooperative learning, but in this research, the researcher limited her research on finding out the effect of cooperative learning strategy "one host - many visitors" toward students' reading

motivation and students' high level reading comprehension of the grade XI SMAN 1 Bengkulu.

D. Formulation of the problem

Based on the limitation of the problem, the researcher formulates the problems as follows:

1. Does Cooperative learning strategy "one host- many visitors" give better significant effect on students' high level reading comprehension than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu?
2. Does Cooperative learning strategy "one host- many visitors" give better significant effect on students' reading motivation than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu?
3. Does Cooperative learning strategy "one host-many visitors" give better significant effect on students' reading motivation and high level reading comprehension than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu?

E. Purpose of the Research

The purposes of this research are:

1. To find out whether Cooperative learning strategy "one host- many visitors" gives better significant effect on students' high level reading comprehension than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu or not.
2. To find out whether Cooperative learning strategy "one host- many visitors" gives better significant effect on students' reading motivation

than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu or not.

3. To find out whether Cooperative learning strategy “one host-many visitors” gives better significant effect on students’ reading motivation and high level reading comprehension than that of by using Small Group Discussion at the Grade XI students of SMAN 1 Bengkulu or not.

F. Significance of the research

The significances of the research: (1) theoretically, it is expected can enrich the theories of language teaching and learning particularly for teaching reading. Also it can be as a source of information about investigating the effect of cooperative learning strategy “one host-many visitor” on students’ reading motivation and students’ high level reading comprehension (2) practically, to reveal the effect of cooperative learning strategy “one host-many visitor” of SMAN 1 Bengkulu, so that it can be beneficial information for the teachers who will teach reading at the classroom activity in the future including the researcher herself. For students, it is expected that they can involve actively in teaching and learning process, and for the next researcher, he or she can continue the research by using other teaching techniques which can improve students’ high level comprehension.

G. Operational Definition

- a. *The effect*: the outcome or result produced by independent variable.
- b. *Cooperative learning strategy*: the strategy that refers to instructional methods involving small heterogeneous groups working together, usually toward a common goal (Slavin, 1990).

- c. *One Host-Many Visitors*: one of the way in cooperative learning strategy which The host and visitors report on what took place during one host-many visitors and what was learnt in the process (Jacobs and Goh, 2007).
- d. *Small Group Discussion* is common used method used by the teacher in teaching reading by asking the students to discuss the materials and do the tasks in group (Ur, 1991)
- e. *Reading motivation* is one of the students' psychological states which arouses, sustains, directs, and integrates behavior to achieve the learning goal and the effort to achieve it and it is measured by questionnaire (Wigfield and Guthrie, 1997).
- f. *High Level Reading Comprehension*: the level of students' comprehension or students' understanding based on Cheryl's Taxonomy in evaluating reading comprehension which is measured by using high level question of analyzing and inferencing comprehension (Cheryl at all, 1997 and Barrett taxonomy).

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

Based on the research conducted for the students grade XI of SMAN 1 Bengkulu, there were three findings which had been discussed. From the discussion of the findings, the researcher can conclude that:

1. Cooperative Learning Strategy “One Host-Many Visitors” gave better significant effect on students’ high level reading comprehension than that of by using small group discussion because this type of strategy leads the students more actively comprehends the texts in group.
2. Cooperative Learning Strategy “One Host-Many Visitors” did not give better significance effect on students’ reading motivation than that of by using small group discussion. It was happened because both of classes experimental and control class were taught by using cooperative learning strategy; the difference was just come from the type of strategy. The treatment probably does have an effect but the experiment was not good enough to find it.
3. Furthermore, Cooperative Learning Strategy “One Host-Many Visitors” gave significant effect on students’ reading motivation and students’ high level reading comprehension. In which the students reading motivation influenced their high level reading comprehension. The higher reading motivation students got the higher level of students’ reading comprehension will be achieved.

B. Implication

This research implies that the use of Cooperative Learning Strategy “One Host-Many Visitors” could give significant effect on the teaching and learning reading, especially it influences the students’ reading motivation and students’ high level reading comprehension. Even this research has several weaknesses. This research proved that cooperative learning strategy “one host-many visitors” could give contribution to the teaching and learning reading.

C. Suggestions

Based on the conclusions and implication above, the researcher would like to propose suggestions as follows:

1. Cooperative Learning Strategy “One Host-Many Visitors” can be applied by the reading teachers as an alternative technique in teaching reading especially if the material focuses on concept.
2. Teachers should frequently emphasize the rules and duties for cooperative learning strategy “one host-many visitors” of teaching learning English in classroom activities.
3. For further researcher, it is suggested to conduct the same research in examining the effect of Cooperative Learning Strategy “One Host-Many Visitors” in wider sample in order to get the large empirical data and knowledge. Perhaps an improved experiment (larger sample, better measurement, more potent treatment, etc) would be able to demonstrate the treatment effect. As a note, the use of instrument for collecting the data is also influenced the research, thus the researcher have to use the appropriate

instrument for the research. To see the clearer effectiveness, it is suggested to the next researcher to use different technique or strategy between two classes, such as the use of “one host-many visitors” technique with traditional technique.

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