The Effectiveness Of Cooperative Learning On Reading Comprehension Skill

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Abstract

This study aims to know the effect of cooperative learning of typescript strategy on reading comprehension. In the existing knowledge and skill, students viewed as a subject, not an object, and students more important between teach. Despitefully, students, took a hand, attempt, and do with her that the learning, whereas in education refers to current knowledge and skill, the function teacher makes in invention a condition that it may students the developing optimal. This research forms the research of pre-experiment research. The population of this study was the seventh grade of MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik. The method of data collection used is test and observation. The research started by giving pre-test and post-test. The data of the experiment were analyzed by using t-test formula to know the difference of the student's individual in reading comprehension between cooperative learning in reading comprehension. The result of data analysis and the consideration result of research about the realization cooperative learning of typescript in reading comprehension skill in MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik, be able to procurable that follow:

1. *The activity of the teacher, while apply of cooperative learning typescript that has implementable well, the teacher has effective in apply of cooperative typescript.*
2. *See from the achievement of students in test pre-test and post-test reading comprehension skills; the cooperative learning typescript is very effective use as method learning in MTs Al Ikhwan.*

Keywords: cooperative learning, typescript, reading comprehension

I. INTRODUCTION

In the globalization era, constricts progressively its formative effect the world technology, telecom, and transports arises trend. Similarities and uniformities of individuals, groups, and social systems that pass even erase traditional bounds (Kholis & Aziz, 2020). So even with education, progressively its amends epoch, which colored by globalization; therefore, training also can balance and develop quality and quantity that gets default and get international level. Education is a long-term project in all states, included Indonesian. Education constitutes in its activity involves a lot of people, amongst that educative participant, educator, administration, society, and parent. Therefore, that education aims can be reached effectively and efficiently, and anyone can be interested in understanding bound up individual behavior (Mahmud, 2017).

In Indonesia, English is a foreign language because the English language is an international language (Aziz & Dewi, 2019). This condition, English, is difficult for Indonesian students. They have limited time to practice the language. A foreign language, like a native language, requires a lot of practice. To master a language, students should use it in daily activities through real practice. Reading is an activity while a person sees text and gives meaning to the written symbol on text (Aebersold & Field, 1998). Text and reader are two entities physically necessary for its happening process reads (Aziz, 2019). Although such, interaction among readers with text that constitutes read actually. In that interaction, the process is happened by who done by the reader to text (Subadiyono, 2014).

Reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it (Kintsch & Kintsch, 2005; Pressley & Block, 2002). In process understands text, the reader will do a number simultaneously task ranging about building order by recognizes written sign, the achievement orders by determining to mean on series work, and understanding what does become writer's

intention. Text grasp happens when upon read, a reader can rebuild meaning. Meaning rebuilding up to understands happening text in many levels of word recognition until the application is reader science for interpreting a text and makes inference.

Reading is necessary when students further their study, especially at the university level. They need good reading skills for acquiring knowledge and learning new information. However, we can see that most students' reading abilities are not good enough to do so (Wichadee, 2005). And learning reading is one process that involves some skill and experience that is variable. It clings to study to crack a code individual. Student intermediates not just after understanding the content of one task in English language reading. But, to increase students' reading quality in learning can understand earlier one English task by using the facility which needs. There are many efforts done by the Indonesia government for increasing English teacher quality.

Learning constitutes a system that comprises of the component which interaction one by another one. That component covers as follows: material, method, and evaluation. Component fourth that learning has to be noticed by the teacher to chooses and determine learning models. Being active is student contemns just because of learning, which gets center on learns. Because the teacher just utilizes a learning model that gets the conventional character and a lot of dominated by the teacher, so begets being active student contemns (Rusman, 2011). Therefore, we need a learning model that can increase student creativity in learning processes that marked by the advance of student activity, so the student gets the point of that learning. On active learning, the student looked like the subject, not object, and learning is accentuated more than teaching. Despitefully, students come on to participate, try and do themselves, which is being learned, meanwhile, in learning that points on active learning.

The learning reading alternative is a cooperative learning typescript. Cooperative learning is a learning model by using a system

of grouping or a small team that is heterogeneous, and it means that in each study group or team of each various types of characters consist of student participants both sexes social strata ability different academies (Sanjaya, 2006). In order, students can play along with their peers, and they have to have some skills and understanding. Therefore, the ability of an individual to collaborate have to be coached and accustomed, the environment which loaded in various aspect of skill and which is suitable for an individual to coach skill and understanding, to collaborate in an educational institute, so long as school gives enough opportunity to be coached. It's that cooperative skill in a learning activity that is purposely being performed (Rusman, 2011).

Cooperative learning is not the same as simply learning in groups. Some elements distinguish cooperative learning in group various done carelessly. Implementation procedures in the cooperative learning model will correctly enable teachers to manage the classroom more effectively. The cooperative learning model will be able to foster effective learning that is learning allows students to learn and use. To reach a maximum results, there are five model deep elements cooperative learning that can be applied, which is: a) Positive Interdependence, b) Personal Responsibility, c) Face to Face Primitive Interaction, d) Interpersonal Skills, e) Group Processing (Suprijono, 2011).

II. REVIEW OF LITERATURE

Understanding of Cooperative Learning TypeScript

Cooperative is acting together with a common purpose (Hornby & Cowie, 1995). Whereas **learning** is the process through which experience causes a permanent change in knowledge and behavior (Woolfolk, 1990, 2016) of that definition gets to be concluded. Learning is something that did by student not is made for the student. Learning constitutes an educator effort to petrify participant education to do studying activity. If cooperative learning comes from cooperative's word with the meaning work, something equals mutually help one same another as one group or one team. In cooperative learning methods, students work together in four-member teams to

master material initially presented by the teacher (Slavin, 1988).

Work in one group consisting of three or more members on its reality can give energy and alone benefit (Johnson & Johnson, 2008). They conclude that by use of strategy, students can investigate the test directly. They analyze if the reward's collaboration and structure task influence can usufruct learning positively or not. Besides, also recommends marking sense agglomerate unity step-up, the behavior is cooperative, and among the group, relationship passes through to procedure that cooperative learning. One assumption which constitutes cooperative learning development is that emerging synergy through collaboration will increase much greater motivation instead of passes through environmentally competitive individual (Huda, 2013).

Cooperative means individuals seek outcomes that are beneficial to all other groups' members. Cooperative learning is the instructional use of small groups; they allow students to work together to maximize their own and each other as learning (Santrock,

2018). Based on descriptive cooperative learning is contain collaboration means in achieving with ear eye effect.

Cooperative Learning is a learning model where student studies and work deep little groups collaborative that its member 4-6 person with heterogenous's agglomerate structure (Slavin Robert, 1995). cooperative learning provides a conceptual framework for the teacher to plan and tailor a cooperative learning strategy according to their circumstances, students' needs, and school contexts. Learning shall emphasize collaboration in agglomerate to reach the effect the same. Therefore, cooperative adverbial instilling needs to be done. For example, appreciate has to say others, push participates, audacious asks, pushing friends for asks, take turns, and task share.

Cooperative Learning is a group strategy learning that involves students' active collaboration to achieve our objective (Eggen, Kauchak, & Harder, 1996). Cooperative learning stacked to increase participation students, the facility for students with observation posture

leadership, and decide on the group, allowing students to interact and group learning with students a different set of backgrounds (Kuncoro, 2008).

Methods of cooperative study, the focus on oral communication, drafting and editing of written assignments, and the emphasis on the proper selection of reading matter, for example, are common experiences for many pupils in the early years of secondary school. GCSE has encouraged teachers to experiment further with such approaches with all age groups, with the result that the secondary English course should become a coherent whole; GCSE will not be seen as a bolt-on necessity but a natural development of what has preceded it (Sainsbury, Harrison, & Watts, 2006). Cooperative Learning constitutes learning model by use of agglomeration system or small team, and there is between four until six people that have academic ability backgrounds, gender, race, or tribe that variably (heterogeneous). Do the estimation system for the group. One each lot will get appreciation if capable group point out achievement that regulations. So, each group member will have

positive. Dependence kind of that is that succeeding will concern individual accountability interpersonal group and skill of each group. Any members individuals will mutually help they will have motives for group successes, so each individual will have a chance same to give contribution after group success (Sanjaya, 2006).

In the Cooperative Learning method, the realization of individual objectives is dependent on the overall success of the group. Therefore, the ones who want to be successful are forced to help other group members. According to Wilkinson (1994) states that cooperative learning enables fast learners to help, respectively, slow learners in terms of improving their skills. In other words, every learner struggles to develop both themselves and other group members because they are aware of the fact that the success of the group depends on the performance of each individual (Bolukbas, Keskin, & Polat, 2011).

Cooperative Script is one of learning strategy where student work coupled, and alternate word-of-mouth deep recapitulate to

help student thinks systematic from concentration on tutorial material. The student also being coached for mutually is cooperative in the congenial atmosphere (Huda, 2014). Cooperative Script constitutes to methodic studying where the student works to force and alternate wording of mouth to recapitulate, part of material which are studied (Suprijono, 2011).

So in the script method, all group member needs to work to solve the task. Students can not finish until all group members finished. Advisable task or activity to be designed in such a way face, so each member doesn't complete its own as but collaborates to solve one product the manner the same.

Definition of Reading Comprehension

Reading may be one of the single most important skills that a person can acquire. It is generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that there are five specific practices that teachers should be used when teaching children to read or when helping them improve their reading skills.

Reading is an active skill. It always involves guessing, predicting, checking, and asking oneself questions. This should be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematical practice or introduce questions that encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

There are two conflicting views about the reading process, its between top-down and bottom-up processing. In metaphorical terms, this can be linked to the difference between looking down something from above-getting an overview-and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, and studying the own trees within it (Harmer, 2007).

Reading Comprehension is not a single step or an easily acquired skill. It is a very complex process that teachers find it difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and can read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension (Harvey, 2012).

When reading a passage, students must be able to hold one paragraph in their memory and associate it with the next. Working memory must link paragraphs together so that the main ideas can be understood at the end of a reading. Text comprehension occurs when the brain's frontal lobe can derive meaning by processing the visual and auditory input that resulted from the reader's prior knowledge (Feinstein, 2006)

Reading Comprehension Strategy

Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process. Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read (Willis, 2008).

Learning Reads To Fill Text (Content is Area) In performs, the instructor reads to need regards some things to be able to perform as which be wanted. According to Readence (1985), as a great hand at learning read, particularly happy reading's area, passing on Learning Reads to amount to the recommendation which worth bound up with that thing. Fomentation that is meant is (1) Present contents and processes concurrently, (2) Provide road maps on all learning aspect before, up to, and after reads, (3) Utilize all process audio-lingual to help to study of the text, (4) Utilize little group to increase studying, (5) Patient deep implementation strategies (Alvermann, Smith, & Readence, 1985).

Type of Reading

According to (Anderson, 2016) Reading ability can be improved by teaching how to read for particular purposes. The combination of our daily encounters texts and our needs to read in different ways in education, and professional setting requires that we read differently depending on the context and our goals and motivations (Grabe, 2009).

To help students, some activities are used in the classroom to promote the development of reading skills in our learners. The discussions below centers on the major types of reading activities that can be implemented as follows:

a) **Discussion**

Discussion is probably the most commonly used in the speaking skills classroom activity (Celce-Murcia & McIntosh, 1991). It is a common fact that beneficial discussion activity for the teacher to activate and involve the student in classroom teaching. Typically, the student is introduced to a topic via reading, listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic to come up with a solution, a response,

or the like. Normally, people need time to assemble their thought before any discussion, and that is something that needs to consider. So, the teacher must take care in planning and setting up a discussion activity. She classifies the several steps that should be done by the teacher before starting the discussion activity that is: first, planned (versus random) grouping or pairing of students might be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note, or report results. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. To manage a good discussion activity, the writer concludes that the steps above are essential to do because most teachers hope that they will be able to organize discussion sessions in their classroom, particularly if the exchanges of opinions provoke spontaneous fluent language use.

b) **Reading to search for information (scanning)**

When we want to locate some specific information, we engage in search processes that usually include scanning and skimming (Aziz, 2019). If we had read a chapter in a book and want to check when James Watt invented his version of the steam engine, we might first try to recall the context in which that discussion had occurred, then skim through the chapter to find the most likely pages, and then scan those pages for suitable information.both skimming and scanning are processes carried out at very high speed with high rates of words per minute.

c) **Skimming**

Skimming is also used for a variety of other reasons, and so maybe seen as a superordinate purpose. We skim when we want to determine what a text is about and whether or not we want to spend more time reading it. We skim when we are expected to read a more difficult text so that we have a sense of where the text so that we have a sense of where the text will lead us and what we may need to know to understand it.we skim when we need to word through many texts and want to decide which texts to

focus more attention on. We also skim when they are under intense time pressure and need to reach some decision about the usefulness of the information in a text (Grabe & Stoller, 2018).

According to Christine Nuttal, the idea that some words in a text may be ignored or skipped will certainly seem strange to students accustomed to the plodding word by word. Still, the techniques of skimming and scanning require the distinction between the two is not particularly important. In both, the reader is not reading in the normal sense of the word but is forcing his eye over the print at the rate which permits him to take in only, perhaps, the beginning and ends of paragraphs (where information is often summarized). Chapter headings, subtitles and so on (Nuttall, 1996).

d) **Intensive Reading**

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms (Patel & Jain, 2008).

Intensive reading material will be the basis for a classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

e) Extensive reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment without the aid of the teacher.extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion (Patel & Jain, 2008).

f) Aloud Reading

Reading aloud also plays an important role in the teaching of English. The teacher should know that the training of reading aloud must be given at the primary level because it is the base of words pronunciation. If it has not cared, it will vary difficult at the secondary level (Patel & Jain, 2008).

g) Silent Reading

Silent reading is an essential skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they can read without any difficulties (Patel & Jain, 2008).

III. METHOD

Research design uses in this research is an experiment research method by the formula one-Group pretest-posttest design:

Pre-test	Independent Variable	Post-test
Y_1	x	Y_1

Y_1: Pre-test and post-test

X : Independent of variable

This part deals with the method and procedures of the research. The discussion focuses on research design, population, researcher of variables, data collection technique, and data technique analysis.

The data analysis in this research used by the experimental study, the result of observation effectiveness students that do by an observer while cooperative activity learning with style, for review to usufruct experimental that used pre-test and post-

test design's group or effectiveness treatment.

This research does observation to observe the effectiveness of cooperative learning typescript. And the process of application or implementation of cooperative learning typescript in reading comprehension skill. Agree with the kind of data, and then the writer used Technique analysis data, the following technical analysis presents. All of the result collection data from resources research will research by writer applied descriptive analysis, is explain data procurable used calculation presents or casually with *relative frequency*.

IV. RESULT AND DISCUSSION
Results

The appropriate data collection method will plan as follows so that the effect of research can be rated at about to being two is the observation and test of achievement students. This result of research building on the data procurable from the activities research will been impracticability in the class seventh grade students of MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik. The result will explanation comprise activities of the teacher with the observation of application strategy cooperative learning typescript and effectiveness cooperative learning typescript in reading comprehension skill.

The Data for Activities Teacher

In this data procurable from the result of observation while cooperative learning typescript last and use look for step effectiveness of indicator will be used by teachers and students concerning the implementation of cooperative learning typescript.

Table 1 Tabulation of the Result Observation Application Activities Teacher in the Cooperative Learning Type Script.

The steps application in cooperative learning typescript	Score	
	yes	no
The beginning application activities a. Deliver of the introduction	√	
b. Teacher make pre-test	√	
c. Teacher mention the objective of learning	√	
d. Teacher give motivation		√
The gist of application activities a. teacher disport students for grouping	√	
b. teacher disport lesson each students for reading narrative test and form resume	√	
c. Teacher and students to apply who is the first speaker and who is the audience.	√	
d. Teacher across and observation students read and expostulate	√	
e. Teacher across students for finish the problem	√	
The last application activities a. Teacher give opportunity to students for conclude group test	√	
b. Teacher and students make conclusion of the lesson	√	
c. Teacher doing reflection		√
d. Closing the lesson	√	
Total	11	2

For the data analysis about application method cooperative learning type script, writer uses the formula prosentase. To beforehand will look for answers to ideal is yes.

From the result of observation on there, be able to know the ideal value one total frequency 11 originated from 13 items question. Therefor know application method cooperative learning typescript, used the formula the following:

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

$$P = \frac{11}{13} \times 100\%$$

$$P = 84.61\%$$

From the result observation activities teacher in the application in there, so can conclude that activities teacher in cooperative learning typescript more effective. Because in cooperative learning, typescript has many step activities to the application, cooperative typescript have undivided. With the ability teacher in this activity by acquiring the mean value of 84.61 %, whereas the activities insatiable with acquiring the mean value of 15.38%. And can look for mean result observation concerning a teacher in application cooperative learning typescript as big 84.61%. So, the ability teacher in the process of learning categorical strong.

The Data of Value Pre-Test and Post-Test Student in Reading Comprehension

This data procurable from the resulting test before and after the cooperative learning typescript last. And use for the procurable achievement students in cooperative learning typescript in reading comprehension.

No	Subject	Pretest	Post-test
1	ANA	40	70
2	AKA	50	80
3	AF	60	80
4	AAF	50	70
5	DAR	60	80
6	DMF	40	70
7	EKA	40	70
8	HSM	60	90
9	IWN	50	80
10	MFFA	50	70
11	MFW	30	60
12	MZS	40	70
13	PI	50	90
14	PMA	70	90
15	SWK	60	90
16	VIJ	50	80
	N= 16	y1=800	y2=1240

From on the table explains result test achievement students before application and after application cooperative learning typescript in reading comprehension skill at the seventh-grade students of MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik. Test method with the total item 20 questions composed of 10 questions before application and ten questions after application cooperative learning typescript with a total of 16 students.

The Data Analysis

The data analysis form contents from research, with the data analysis that be intended to born out or "t" test propriety on hypotheses, have forward is for try propriety about the effectiveness cooperative learning typescript in reading comprehension skill at the seventh-grade students of MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik.

Table 3 The result pre-test and post-test pre-experiment

No	Subject	Pretest	Post-test	Gain (d) (post-test-pre test)
1	ANA	40	70	+30
2	AKA	50	80	+30
3	AF	60	80	+20
4	AAF	50	70	+20
5	DAR	60	80	+20
6	DMF	40	70	+30
7	EKA	40	70	+30
8	HSM	60	90	+30
9	IWN	50	80	+30
10	MFFA	50	70	+20
11	MFW	30	60	+30

12	MZS	40	70	+30
13	PI	50	90	+40
14	PMA	70	90	+30
15	SWK	60	90	+30
16	VIJ	50	80	+30
	N= 16	x1=800	x2=1240	Σd 440

no	d	Xd (d-md)	x^2d
1	+30	2.5	6.25
2	+30	2.5	6.25
3	+20	-7.5	56.25
4	+20	-7.5	56.25
5	+20	-7.5	56.25
6	+30	2.5	6.25
7	+30	2.5	6.25
8	+30	2.5	6.25
9	+30	2.5	6.25
10	+20	-7.5	56.25
11	+30	2.5	6.25
12	+30	2.5	6.25
13	+40	12.5	156.25
14	+20	-7.5	56.25
15	+30	2.5	6.25
16	+30	2.5	6.25
N=16	$\sum d = 44$		500

$$Md = \frac{\sum d}{N} = \frac{440}{16} = 2.75$$

$$t = \frac{Md}{\sqrt{\frac{\sum x 2d}{N (N-1)}}}$$

$$= \frac{27.5}{\sqrt{\frac{500}{16(15)}}}$$

$$= \frac{27.5}{1.44}$$

$$= 19.09$$

Discussion

The researcher observes from the data analysis above that, strategy cooperative learning typescript has applicator in MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik, with result students learning that effective so that have the effectiveness cooperative learning typescript in reading comprehension skill.

The discussion from cost-effectiveness between result achievement pre-test and post-test not signed negative, the mean get to conclude that between two result achievement that signed correlation positive with analysis "t" test that procurable value 19,09. The strength of result data analysis the effectiveness student over have the conclusion that comprehension students about model cooperative learning type script that is very big. And get acceptance by students and used as model learning.

So that alternative hypothesis (Ha) that forward know that model cooperative learning typescript is very effective to increase reading comprehension skill at the seventh-grade students of MTs Al Ikhwan Kemudi Duduk Sampeyan Gresik.

From the finding over, so know the effectiveness of cooperative typescript in reading comprehension very effective because this method is correct for junior high

school to coached students in exportable skill, although cost-effectiveness in learning until very increasing to reading comprehension in learning.

V. CONCLUSION

The building on the result of data analysis and discussion in this research, the researcher can draw many conclusions as follow: By mean of application strategy cooperative learning typescript can produce the learning process that gratifies and teacher get to optimize the method learning can make being active students in by mean of grouping learning or cooperative learning.

The achievement of procurable students in cooperative learning typescript in reading comprehension is outstanding and well enough, useful reading comprehension students are very increasing because while learning reading. We always comprehend the lesson that passing by a teacher very gratifies and not dull. Strategy cooperative learning typescript in reading comprehension very effective and efficient increasing learning students. Then know that cooperative learning typescript in reading comprehension very useful.

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