

**THE USE OF COOPERATIVE LEARNING INSTRUCTIONAL METHOD
IN STUDENTS' READING COMPREHENSION ACHIEVEMENT**

***PENGUNAAN COOPERATIVE LEARNING INSTRUCTIONAL
METHOD DALAM MENINGKATKAN PENCAPAIAN PEMAHAMAN
MEMBACA SISWA***

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**THE USE OF COOPERATIVE LEARNING INSTRUCTIONAL METHOD
IN STUDENTS' READING COMPREHENSION ACHIEVEMENT**

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PERNYATAAN KEASLIAN TESIS

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

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ABSTRACT

Nirwanto Maruf. *The Use of Cooperative Learning Instructional Method in Students' Reading Comprehension Achievement.* (Supervised by M.L. Manda and Nasmilah Imran).

Cooperative Learning Instructional Method can be used to improve the basic four language skills of the students such as listening, speaking, reading, and writing. This research was carried out in order to assess the Use of Cooperative learning Instructional Method (CLIM) in students' achievement on reading comprehension.

This research is an experimental study with a pre-test and post-test group design was applied to 52 students in eleventh grade of SMAN 1 Praya Barat as the participants of this research, they were consist of 28 students in experimental group (Klas BHS 1), and 24 students in control group (Klas IPA 1). In the experimental group, cooperative learning instructional method was used for reading comprehension activities, while traditional instructional method was applied in the control group. The data were gathered through Reading Comprehension Test (RCT) which is administered in the beginning of the treatment so called pre-test, and in end of treatment so called post-test. The result of this research revealed that the use of cooperative learning instructional method in students' achievement on reading comprehension were improved significantly than the application of Traditional Instructional Method.

The result of independent sample t-test proved that t-observed value is higher than the t-table value, in which the t-observed value is 2.732 and the t-table value is 2.021 ($2.732 > 2.021$), this means the improvement of experimental group who applied cooperative learning instructional method was highly significant than the control group who applied traditional instructional method. Also, the positive perception upon the implementation of CLIM in students' reading comprehension achievement can be seen from students' responds through questionnaire. Therefore, it can be concluded that Cooperative Learning Instructional improved students' achievement on reading comprehension.

Keywords: Cooperative Instructional Method, reading comprehension, students' achievement

ABSTRAK

Nirwanto Maruf. *Penggunaan Cooperative Learning Instructional Metode dalam Meningkatkan Pencapaian Pemahaman Membaca Siswa.*
(Dibimbing oleh M.L. Manda dan Nasmilah Imran)

Metode Pembelajaran koperatif dapat dipakai dalam meningkatkan empat keahlian dasar bahasa siswa yaitu mendengar, berbicara, membaca dan menulis. Penelitian ini dilakukan dengan tujuan mengukur sejauh mana penggunaan Metode Cooperative Learning Instructional dapat meningkatkan pencapaian pemahaman membaca siswa.

Penelitian ini adalah penelitian yang sifatnya experimental design dengan pre-test dan post-test group diterapkan pada 52 siswa dari kelas 11 SMAN 1 Praya Barat, yang terdiri dari 28 murid dari kelas Bahasa 1 yang kemudian dikelompokkan dalam kelompok experimental, dan 24 murid dari kelas Bahasa 2 yang dikelompokkan dalam kelompok kontrol sedangkan pada kelompok kontrol diterapkan penggunaan metode tradisional atau konvensional. Data penelitian ini diperoleh melalui test yang dinamakan Reading Comprehension Test atau yang disingkat dengan RCT, yang terdiri dari Pre-test dan Post-test. Pre-test diberikan kepada para peserta pada awal perlakuan, sedangkan Post-test diberikan pada akhir perlakuan atau pengajaran.

Hasil penelitian ini menunjukkan bahwa siswa yang diberi pengajaran atau perlakuan metode cooperative learning instructional secara signifikan lebih baik dibandingkan dengan siswa yang diberikan pengajaran atau perlakuan metode pengajaran tradisional atau konvensional. Hal tersebut terlihat dari hasil nilai t- observed yang lebih besar daripada t-table, yang mana t-observed menunjukkan angka 2.732 sedangkan nilai dari t-table itu sendiri adalah 2.021 ($2.732 > 2.021$). Di samping itu dari hasil kuisioner yang diberikan kepada kelompok experimental menunjukkan bahwa metode Cooperative Learning Instructional mendapatkan respon yang positif, oleh karena itu dapat disimpulkan bahwa metode Cooperative Learning Instructional dapat meningkatkan pemahaman membaca siswa.

Kata Kunci: Metode Cooperative Learning Instructional, Pemahaman Membaca, Pencapaian Murid.

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LIST OF ABBREVIATION

- CL : Cooperative Learning
- CLIM : Cooperative Learning Instructional Method
- CIRC : Cooperative Integrated Reading and
Compositon
- STAD : Students Teams Achievement Divison
- DRTA : Directed Reading Thinking Activity
- EFL : English Foreign Language
- AT- LT Technique : Ask Together – Learn Together Technique
- TIM : Traditional Instructional Method
- TLC : Teacher-Learning Centered
- H0 : Null Hypothesis
- H1 : Alternative Hypothesis
- EG : Experimental Group
- CG : Control Group
- RCT : Reading Comprehension Test
- STD : Standard of Deviation
- M : Mean
- F : Number of Frequency
- N : Number of respondent
- T-test : Test of significance

CHAPTER I

INTRODUCTION

A. Background

Education is a teaching learning process. Learning depends upon instructions. During instructions, a student can not be treated like an empty glass in which any kind of information can be filled in. A teacher should find ways to stimulate and encourage students in his/her teaching learning process. A teacher is demanded to provoke students' interest and motivate them to learn actively in classroom activities. S/he should create a classroom situation in which students are motivated to involve actively in any activity of learning. Many teachers in Indonesia are still implementing traditional method of instruction, such as teachers act as they are the only one source of knowledge for students. Students have to listen to the teacher in the rest of the teaching hours. The facts show that it was difficult to motivate students to involve actively in any class activity. They do not have opportunity to discuss, share opinion and exchange ideas, in the other words they do not interact each other in any classroom activity.

In traditional instruction method, the way of teaching reading comprehension in class does not encourage students to work together. This situation unable students to understand the reading text well. According to Dubale (1990), and Dereje (2008), even though there are movement and achievement obtained but studies indicate that students' reading engagement is still low.

Cooperative learning (CL) has been claimed as an effective instructional method in promoting linguistic development of English learners as a social language (Kagan,1994). Johnson et all (1990:69) define cooperative learning as the “instructional use of small groups so students work together to maximize their own and each other’s learning”. Within cooperative situations, students are demanded to seek results that are beneficial for all members of a group. It is contradictory with competitive learning in which students compete each others to achieve academic goals, and individualistic learning in which students work by themselves to accomplish academic goals. These two kinds of traditional learning methods are mostly still being implemented by Indonesian teachers. Lots of teachers claimed that they indeed implemented cooperative learning in their teaching learning process by putting students in study groups, project groups, reading groups, etc, but in fact they are not necessary cooperative learning since the instructions are given still traditional instructional method or did not follow the basic elements recommend in cooperative learning method (Slavin, 1988).

Cooperative learning instructional method (CLIM) offers togetherness in working on a particular task by implementing instructional materials in group activities which stimulate students to develop their own and other’s learning (Johnson & Johnson, 1995). Cooperative learning involves students in working as team, interacting with others, and sharing goals, ideas, and feedback (Murdoch & Wilson, 2004).

CLIM can be used to improve the basic four language skills of the students. Those basic four language skills are listening skill, speaking skill, reading skill, and writing skill. In this experimental study, the researcher intends to find out the effectiveness of cooperative learning instructional method in students' reading comprehension achievement and the students' perception toward application of CLIM in group work. The resource materials used in this research are not only taken from textbooks but also from authentic materials as well.

B. Scope of the Research

In this research, it is necessary to make clear on the scope of the research in order to make this research more focus. In this research, the researcher focuses on the students' achievement on reading comprehension and their perception towards the use of cooperative learning instructional method in group work.

C. Research Questions

This study is an experimental study which investigates the use of cooperative learning instructional method in students' reading comprehension achievement. There are two research questions which are addressed in this study:

1. To what extent does the implementation of cooperative learning instructional method have significant impact in students' reading comprehension achievement?

2. What are the students' perception toward cooperative learning instructional method in reading comprehension?

D. Objectives of the Research

The main objectives of this research are:

1. To find out how significant the use of cooperative learning instructional method is on students' reading comprehension achievement in the subject of English.
2. To find out students' perception toward the application of cooperative learning instructional method in reading comprehension.

E. Significance of the Research

This study which focuses on investigating the use of cooperative learning instructional method in students' reading comprehension achievement is expected to give the following contributions:

1. The study may be a helpful source of information or input for teachers as their attempts to improve the students' achievement on reading comprehension by using basic elements of cooperative learning instructional method.
2. The study may be helpful in introducing the concept of cooperative learning to English teachers, so they can implement it in their teaching process.

3. The study will be beneficial to improve the students' attitude in terms of confidence, critical thinking, creativity, and respecting other opinions by implementing cooperative learning in their learning activities.
4. The results of this study may serve as a springboard and additional consideration for those who want to do further research into the same subject or area.

F. Definition of the Terms

a. Cooperative Learning

According to Johnson & Johnson (1999) cooperative learning is “the instructional use of small groups so that students work together to maximize their own and each other's learning.”

Slavin (1980) describes cooperative learning as students working cooperatively in small groups and rewarded based on group's performance.

Brown (1994) states: “Cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together in order to achieve goals successfully.”

b. Competitive Learning.

Competition is working against each other to achieve a goal that only one or a few students attain. Within competition situation, individuals seek out comes that are beneficial to themselves and detrimental to others. Competitive learning is the focusing of student's effort on performing faster and more accurately than classmates. Students perceive that they can obtain their goals if and only the other students in the class fail to obtain their goals" (Johnson, 1999: 5).

c. Individualistic Learning

"In individulistic learning, students work by themselves to accomplish learning goals unrelated to those of the other students." (Johnson, 1998,5).

d. Cooperative Learning Group.

Johnson and Johnson (1999) defines cooperative learning group as "a group that meets all the criteria for being a cooperative group and out performs all reasonable expectations, given at membership."

e. Reading Comprehension.

Reading comprehension involves visual mechanical skill of recognition, remembering of meaning of works, intergrating grammatical and semantic clues and relating to the reader's own general knowledge and the knowledge of the subject being read. (Tahir, 1998, 24).

Snow (2002) defines reading comprehension is “ process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”

f. Traditional Teaching Method.

Haxworth (1999) as cited in Alhabi (2008) states that traditional teaching method depends on lecturing and individualistic mentality where students work competitively to improve their grades, the teacher asks and students respond.

g. Literal Comprehension.

Literal comprehension focuses on “ information which is explicitly stated in the text, therefore students can find their answers directly from the texts.” (Heaton, 1975, 103).

h. Small Group Work

Small group work means students in group work together cooperatively with each other which requires understanding of the component of cooperative works (Johnson and Johnson, 1989).

i. Achievement

In this study, the achievement of the students in reading comprehension is determined when students are able to complete the given task with better answers and show improvement in test results.

j. Perception

Perception refers to the students' own point of view. In the context of this study, It refers toward the understanding and views regarding Cooperative Learning in the classroom by students.

CHAPTER II

REVIEW OF RELATED LITERATURE.

This chapter begins with previous related studies of cooperative learning then follow by reading comprehension which includes definition of reading comprehension, model of reading, then cooperative learning method includes definition of cooperative learning, the difference of cooperative learning instructional method (CLIM) and traditional instructional method, cooperative learning elements, teacher's role in CLIM class. It also discusses the theoretical perspectives for CLIM such as social interdependence perspectives, behavioural perspectives, and cognitive perspectives. In the end, the researcher describes various techniques commonly used in CLIM.

A. Previous Related Study.

Many studies concerning cooperative learning, especially in investigating on the use of cooperative learning method in enhancing the ability of students' reading comprehension had been done by Asian, American and European researchers. In this sub title, the researcher tries to summarized some those studies as follows:

Sittlert (1994) studied the Use of Cooperative Integrated Reading and Composition (CIRC) on English reading comprehension. The subjects of Sittlert's research were 106 students who were taking English Reading 3 at Yuparaj Wittayalai School, Chiangmai province during the academic

year of 1994. Those students were categorized into 2 (two) cluster or groups, an experimental group and a control group. The experimental group received treatment using CIRC technique, while the control group taught through the teacher's conventional method or known as teacher-centered learning for eight weeks. Settert used an achievement test and the questionnaire asking students' opinion towards classroom circumstance. The results indicated that the English reading comprehension achievement of the experimental group was higher than the control group. It proved that CIRC technique helped the students who have low achievement to improve their ability in their reading comprehension and their opinions towards classroom circumstances were positive.

Thupapong (1996) investigated the Use of Students Teams Achievement Division (STAD) learning on English reading achievement and his participants were 78 Mathayomsuksa students in Chiangmai province. Those students are also divided into 2(two) group – the experimental group which taught using STAD technique and the control group taught with tradisional – teaching method. The instruments used in this research were reading achievement test and cooperation tests. After 6 (six) weeks application on both groups, the results revealed that the English reading achievement scores gained by the students in experimental group who received treatment of STAD technique were not significantly different from those taught using tradisional – teaching

method in control group, they are at the level of ,05. The gained scores of the high, medium, and low achievers taught using the STAD teaching technique were not significantly different from one to another, also at the level of ,05.

Another study conducted by Moryadee (2001) examined a comparison of the effectiveness of cooperative learning in small groups with whole classroom instruction using the Directed Reading Thinking Activity (DRTA) during reading. The participants of this 8(eight) weeks study were 53 sixth grade students from two classes in Brooklyn, New York. A reading comprehension test was given to each child after each story was completed. Children in cooperative learning groups read stories on their own and wrote any questions or comments in their reading log. Then, the next day, each group met to discuss the story. They worked in groups for four weeks. For the next four weeks, the students continue to read, using the DRTA strategy, and when the story was completed the children read and answered questions of the story individually. A reading comprehension test was again given after the completion of each story. The results indicated that the majority of the children in the cooperative reading groups scored higher on their reading comprehension tests when they used the DRTA. This fact proved that cooperative learning can be used as an instructional strategy whereby students can improve their reading comprehension performance.

Seetape (2003) studied the use of cooperative learning on English reading achievement and the students' behavior toward this learning method used in the English classroom. The participants of this study were 29 Mathayomsuksa students in Kanchanaphisekwittayalai Uthaithani School, India. They were selected by means of purposive sampling. Students were taught for eight weeks periods, each of it lasted fifty minutes. The instruments were English reading achievement test, cooperatives learning behavioral observation sheet, and lesson plans using cooperative learning technique. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher significantly than the pre-test scores. Most of the participants showed very good behavior in cooperative in their tasks. Their cooperative behavior had increasingly improved. Some elements of poor behavior had decreased by up to 14,29 percent.

Ghaith (2003) investigated the effects of the Learning Together Cooperative Learning Method in Improving English as a Foreign Language Reading Achievement and Academic Seft-esteem and in Decreasing Feeling of Schol Alienation of high School Students in Lebanon. The objective of this study were to investigated whether the Learning Together technique which promotes learners' achievement, enhance their academic seft-esteem, and decreases their feelings of school alieation or not. The data of this research gathered through pre-test and post-test and a Likers scale questionnaire. The findings indicated that there was no significant

difference between the control and experimental groups on academic self-esteem and feeling of alienation from school. However, the result showed that the Learning Together Model is more effective in improving the EFL reading achievement of Lebanese high school students compared with traditional method of instruction applied in control group. But in the students' academic self-esteem and in decreasing feelings of school alienation in both groups, the findings showed no differences. This might be caused by limited time in application of the research itself, while it requires much time to change the students' self-esteem and make them cooperative.

Booyesen and Grosser (2008) examined the use of cooperative learning on the reading comprehension performance in EFL classes of Iranian learners in an English institute at Bandear Abbas. The objective of the research was to determine the levels of social competence achieved by a group of grade two learners, and the possible association of a cooperative teaching and learning intervention program for enhancing the social skills of the learners. The research itself involved a multicultural group of Foundation Phase Learners at a Primary School in South Africa. In this research the instruments used social skills questionnaire, semi-structured interview, focus group interview, and classroom observation to collect data. The findings showed that after the implementation of the intervention programme, slightly higher results were revealed for the learners who took part in the research.

Those previous studies above have no significant differences with this research conducted. The only one difference between the above studies with this research is the use of technique in applying the cooperative learning method. In this research, the researcher applied Ask Together – Learn Together technique (AT – LT technique). This technique was developed by Acikgoz (1990), the technique is based on the principle of sheer cooperation among students and does not give the opportunity to do nothing. While others previous researchers mentioned in this chapter used several different techniques such as: Sittlert (1994) used Cooperative Intergrated Reading and Composition (CIRC) on English reading achievement, Thupapong (1996) used Students Teams Achievement Division (STAD) on English reading achievement, and Moryadee (2001) used Directed Reading Thinking Activity (DRTA) on students' reading.

B. Theoretical Background

1. Reading Comprehension

1.1. Definition of Reading Comprehension

Most of the students admit that reading is one of the four skills in English learning that difficult to gain. They find reading activities tiresome, even fruestrating. Many students can pronounce words fluently but when asked what they have just read, they are unable to respond or answer the question. This situation happends since they do not comprehend what they have just read. Reading without comprehension or understanding the meaning of the text is not reading at all, because reading is an activity to

gain and/or to interpret meaning from the written text (Afflerbach and Cho, 2011: 289).

Meece (1997) states that comprehension is the main aim of reading. Therefore a good reader is someone who has an objective for reading, whether it is to look for specific information or to read for pleasure. Roe, Smith, and Burns (2005) also define reading as a complex act of communication in which a number of textual, contextual, and reader – based variables interact to create comprehension. From the cognitive point of view, reading is not only a receptive activity to collect information, but also an activity that point to certain different concepts as “intrepreting, analyzing, or attempting to make predictions” (Myres & Palmer, 2002). So, it can be assumed that a reading activity is a productive act to make sense of a message, to interpret, to analyze, or to predict the meaning of the text to achieve comprehension.

Reading can be seen as an interactive process between a reader and the text which leads to comprehending the messages contain in text literally and inferentially. In comprehending the messages contain in the text (literally and inferentially)is related to the ability of the reader to restate the text and to be able to decode it well (Pardo, 2004). Also the background knowledge and various types of language knowledge are contribute to text comprehension of the reader (weir. 1993).In line with this view, Snow (2002) claims that reading comprehension is “ process of simultaneously extracting and contructing meaning through interaction and

involment with written language.”Two significant indicators of reading comprehension are locating the main idea and inferencing. The main idea contains of what a text mostly discuss about. While in term of inference, the readers’ ability to drive conclusions or interpretations from the information available in the passage of the text.

Alonzo (2009) states that reading comprehension consists of three stages; literal comprehension, inferential comprehension, and evaluative comprehension. In the first stage of literal comprehension, reading comprehension occurs when a reader can identify the form of words and the meaning, so the explicit message in text can be understood. In the second stage of reading comprehension is inferential comprehension. In this stage reading comprehension is defined as an activity to understand the whole passage in the text and to be able to identify the writer’s idea. The last stage is evaluative comprehension. In this stage, reading comprehension is defined as an activity to relate reader’s knowledge and writer’s knowledge to produce new experience of understanding.

In order to gain succesful at reading comprehension, reader requires to actively process what they read. This processing skill requires reader’s reading skills and fluency, necesssary vocabulary stocks, and appropriate background knowledge. As the consideration to become a better reader, the writer quotes what had been stated by Pardo (2004) “Reading becomes better with practice, and comprehending becomes better with more reading practice.”

It can be inferred from the explanations above that reader's reading comprehension is determined by reader's ability to collect information from a written text, reader's ability in decoding the text, interactive process between reader and the text, the roles of background knowledge, and language knowledge which are contributing in comprehending the text.

1.2. Models of Reading

This section discusses about reading processing theories. It describes the models of reading as an attempt to comprehend a text. To describe the reading process, researchers of first language or second language have created reading models such as bottom-up model, top-down model, and interactive model. Those three models of reading process are discussed as follows.

According to Troike (2006), there are two type of reading process such as top-down and bottom up. Basic knowledge of the language is required in bottom-up processing. This knowledge may help reader to understand word and to get meaning from each word. She also defined basic knowledge as a reader's ability in understanding vocabulary, morphology, syntax, discourse structure, graphic and auditory cues. As Brown (2001) states that in bottom up processing reader are helped by linguistic data. In order to easily understand a text literally and inferentially, there are at least three aspects of knowledge that should be required by a reader according to top-down model. Those knowledge are content

knowledge, context knowledge, and culture knowledge. Content knowledge is reader information about topic of text. Context knowledge is the understanding of text detail, reader may get information from other sources related to the text. Culture knowledge is reader social setting, reader understands the text easier when reader social setting is related to the topic of text.

Tracey and Marrow (2006) states that the top-down models are created on the assumption that the reading process is mainly directed by what is in the reader's hear rather than by what is on the text. This models of reading emphasize the essential of a reader's background knowledge during the reading process. This background knowledge earns from various sources, as follows: knowledge about the topic, knowledge of text structure, knowledge of sentence structure, knowledge of word meaning, and knowledge of letter-sound correspondences.

Treiman (2001) states that while reading, reader first decodes words, narrow down the choice of meaning of words to interpret phrases, then sentences, and finally construct the meaning of the text as a whole. In other words, the bottom-up model emphasizes how the printed components of a text from the smallest units such as sounds, words, syllables, to the larger units as sentences, passages and the whole text are constructed to help readers' comprehension. He also argues that Top-down models suggests that processing of a text starts in the mind of the

readers with meaning driven processes, or an assumption about the meaning of a text.

The third reading model is Interactive Model. As its name indicates, this model essentially considers the reading process to be an interaction of previous models, bottom-up and top-down models. This model attempts to combine the valid insights of bottom-up and top-down models. Regarding this, Harmer (2001) suggests that it is probably most useful to see acts of reading as interaction between bottom-up and top-down processing. Sometimes it is the individual details that help us to understand the whole, sometimes it is our overview that allows us to process the details. He added that without good understanding of a reasonable proportion of the details gained through some bottom-up processing, we will not be able to get any clear general picture of what the text is about.

In general the interactive model suggests that reading comprehension is facilitated when the lower level of information processing and higher level processing work independently but interact actively with each other. Interactive theorists appreciate the role of prior knowledge and prediction, and at the same time emphasize the importance of rapid and accurate processing the actual words of the text. Nuttal (1996:17) mentions that interactive approach is important to be successful because "in practice, a reader continually shifts from one focus to another, adopting a top-down approach to predict probable meaning,

then moving to the bottom-up approach to check whether that is really what the authors says”.

Based on reading processing theory above, in process of comprehending the text, three kinds of reading process are related to each other; bottom-up, top-down processing, and interactive model.

2. Cooperative Learning Instructional Method (CLIM)

2.1. Definition of Cooperative Learning

Cooperative learning is one of methods for group instruction which is under the student- centered learning approach. Many researchers defined Cooperative learning in different ways.

Johnson and Johnson (1990:69) define cooperative learning as the “instructional use of small groups so that students work together to maximize their own and each other’s learning”. Slavin (1980) describes cooperative learning as students are working cooperatively in small groups and rewarding based on group’s performance. Sharan (1990) also defines cooperative learning as “ a group-centred and student-centred approach to classroom teaching and learning”. While Brown (1994) states that:

Cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together in order to achieve goals successfully.

In addition, Kessler (1992) proposes the definition of cooperative learning in language learning context:

Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.

Johnson (2005) states this kind of method is not giving a job to a group of students where one student does all the work and the other students only put their name on the paper without participating actively in group activities. It is not allowed students to do an assignment individually with instructions that the one who finish first helps the slower students. But on the contrary, cooperative learning is a teaching strategy in which small teams, which consist of different level of ability use a variety of learning activities base on the instructions given to improve their understanding of a subject. Salend (1994) also argues that cooperative learning refers to a method for organizing learning with instructions, in which students are working with their peers toward a shared academic aims rather than competing or working individually from their peers.

The most important goal of cooperative learning is to provide students with the knowledge, concept, skills, and understanding they need to become enjoyable and contributing members of the society (Slavin, 2001:15). Cooperative learning focuses on group achievement and its goal oriented. In cooperative learning, each individual goal oriented efforts to contribute to other's goal attainment. It is creating a situation in which the only way group members can achieve their own personal goal is if the group is successful.

The objective of this method is to enhance students' performance and achievement in various subjects and aspects of the language and results positive social outcomes (Slavin, 1995). But in group work sometimes we found the participation of the group members who are doing their free wills without contributing the group's work and objective. In this case, the teacher plays important role to make sure that each member of group performs their part in ensuring the success of the group's task and each member is dependent each other to achieve the required goals. That means cooperative learning is consider as instructing students to learn and study together as a group, compliting assignment sheet per group, all members giving their suggestions and ideas, seeking help and clarification from each other rather than from the teacher.

2.2. The Difference between CLIM and Traditional - Instructional Method

Some teachers mislead in implementing Cooperative learning instructional method (CLIM) as group learning. They claim that theyalready implemented cooperative learning in their teaching learning process by putting students in small groups or work groups. But in fact, they are not implementing CLIM since the instructions are given still traditional instructional menthods.

Johnson and Johnson (1999) states that cooperative learning exists when students work together to accomplish shared learning goals. In cooperative learning students are assigned to pairs or small group,

discuss with each other and try to promote each other's success. Each student can achieve his or her learning goal if only the other group members achieve theirs (Deutsch,1962). Contradictory in tradisional instructional method which promotes competitiveand individual learning. Members of a group compete with each other to perform better than others do. Students work alone or with a minimum of interaction with each other and the rewards are given by rangking the students from best to worst. They work competitively and refuse to cooperate with each other. They perceive that they can get success if other students fail in the class, and a non-referenced evaluation is used to evaluate the performance of the students. In individualistic learning, students do work independently from others. We hardly find students interact each other in that kind of learning. Students do not help each other to get success.This method lacks of social interdependence between students.

The comparison of the differences between a Cooperative Learning Instructional Method (CLIM) and a Traditional-Instructional Method (TIM) as follow:

Goal Structure	CLIM	Competitive Learning	Individual Learning
Learning goals	To have an objective is essential	It's not important for students to have an objective. What they care more is to win or lose.	An objective and an individual are both important. Everyone's last expectation is to reach his own objective.
Teaching activities	It applies to any subject of teaching task. The more complicated and the more abstract the task is, the more it	It focuses on practice and drills of skills as well as memory and review of knowledge.	Acquisition of simple skills and knowledge.

	needs cooperative.		
Interaction between teachers and students.	Teachers supervise and participate in the groups., give instructions to provoke cooperative efforts and act as fasilitator.	Teachers are main resources of reconciliation,feedback, reinforce and support. Teachers post questions and clear up rules. They judge of correct and wrong answers.	Teachers are the main resources to assist feedback, reinforce and support.
Inteaction among students	Encourage students to interact, help and share with each other as the relationship to positive interdependence.	The homogeneous group maintains fair competition, which is a type of negative interdenpence.	There is no interaction among students.
Teaching materials	The arrangement of teaching materials is based on the goal of the courses.	It is arrange teaching materials for group or individual.	The arrangement of teaching materials and teaching are simply for individual.

Sources from Johnson and Johnson (1998); Slavin (1995).

2.3. Cooperative Learning Elements

According to Johnson, et al (1993) the essential components or elements of cooperative learning are as follows:

a. Positive Interdependence

Positive interdependence associates with the achievement of one student is the gain for the others. This perception that they are “sink and swim together” which mean group’s work benefits you and your work benefits to the other members in the group. Positive interdependece is

successfully achieved when all group members have perception that one cannot succeed unless everyone succeeds. Positive interdependence is contrary with negative interdependence. In negative interdependence, students belong to competitive situations which means the achievement of one student is the loss for others.

b. Equal Participation

Equal participation refers to the fact that no student should be allowed to dominate a group, either socially or academically. There are two techniques to ensure equal participation. The first is allocation, which means that students are expected to take turns while speaking and to take part in discussion when their turn comes. The second is division of labor, which means that each group member is assigned to play one specific role to play in the group.

c. Individual and Group Accountability

To ensure that a group is strengthened, each group member must be held accountable for his/her part in the group, and feel personally responsible for his/her share of work in the group. Furthermore, each individual in a group has a responsibility to help other members in group who need assistance, support and encouragement in completing the assignment is given.

d. Face to face Interaction

In cooperative group, group members meet face to face to work together to complete assignments and promote each other's success.

Students are expected to do real work together which means they have to promote each other's success by sharing resources, assisting and supporting each other efforts to achieve goal. There are three steps to encourage interaction among group members.

- The first step is to schedule time for the groups to meet
- The second step is positive interdependence that requires members to work together to achieve the goals of the groups.
- The third step is to monitor groups to encourage promotive interaction among group members.

e. Interpersonal and Small Group Skills

In cooperative learning, students engage in task work and teamwork simultaneously. To get the common goals, students trust each other. They communicate accurately and unambiguously. They not only accept and support each other but resolve conflicts constructively. Trust building, communication, and conflict managements skills empower students to manage teamwork and task work successfully.

f. Group Processing

Group processing in cooperative learning is an assessment of how groups are functioning to achieve group's goal task. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship. In this case, a group has to describe and decide what member actions are helpful and not helpful

then make decision about what actions or behaviours need to change or to continue. In this way, a group enables to improve the quality of member's learning, and to ensure that members receive feedback on their participation by means for the quality of group's task. Johnson and Johnson (1999) suggest five steps in order to improve the quality of group's tasks. The first is to assess the quality of the interaction among group members as they work to maximize each other's learning. The second is to examine the process by which the group does its work to give each learning group feedback. The third is to set goals for improving their effectiveness. The fourth is to conduct whole class processing session, and the fifth is to conduct small group and whole-class celebrations.

2.4. Teacher's roles in CLIM class.

Cooperative Learning Instructional Method (CLIM) encourages shift from teacher-centered learning to student-centered learning, allowing students to gain benefit from teaching each other, sharing ownership of content and construction of new knowledge (Hannon & Raliffe, 2004). Teacher's roles need to change from lecturer to a facilitator. However, in order to succeed in implementing cooperative learning in the classroom, a good understanding of the roles of teacher and students in cooperative learning classrooms need to be addressed. Teacher's role is to arrange the students in heterogeneous groups, to provide students with proper materials, and to design structural systematic teaching strategy (Chen, 1999).

Teachers take a crucial role in organising and managing the classroom. According to Johnson and Johnson (1990), teachers are both academic experts and classroom manager. Base on those statements above, teachers require to act as follows:

a. Planner

Cooperative learning requires a good deal of planning from the teacher. She/he must consider if a lesson lends itself to include cooperative learning. Also, the teacher must decide how she/he is going to do in group students. The teacher must decide what procedures need to be in place so cooperative learning is successful.

b. Facilitator

The teacher as a facilitator must accurately introduce cooperative learning to the students. It is helpful if teacher provides a model for how groups should function during cooperative learning. The teacher may decide to assign roles, instructions for students so all students participate in the group process. During the lesson, the teacher should roam the classroom and observe the interaction of students. He needs to be aware of which groups are functioning properly and which groups need more guidance.

c. Referee

Cooperative learning lends itself to disagreements. Not all students can work together. As the groups are working, the teacher must act as

referee, solving conflicts and redirecting discussions. Deal with personality conflicts in the planning stage by placing strong personalities in different group. The teacher may also assign the students with different roles in the groups so students know their job or part in the groups.

d. Evaluator

After the cooperative learning lesson is over, the teacher must evaluate what parts of the lesson were successful and how to improve the lesson. During this process, the teacher decides if students were grouped correctly or how groups need to be rearranged for the next lesson. The teacher may also lead students to evaluate the cooperative learning process. Students often insight into what worked and what did not work.

3. Theoretical Perspectives of Cooperative Learning

Review of related literature provides a theoretical perspectives of cooperative learning. Some of cooperative learning researchers have identified theoretical perspectives to explain the success of cooperative learning. The theoretical perspectives of CL base on three major perspectives, including social interdependence theory, behavioural leaning theory, and cognitive theory. These three theoretical perspectives are discussed as follow.

a. Social interdependence theory

According to Johnson and Johnson (1974), in the late of 1940s, Deutch's theory of cooperative and competition which evolved from

Lewis's field theory has served as a major conceptual structure for the emergence of social interdependence theory. Deutsch conceptualized two types of social interdependence theory, they are cooperative and competitive. His theory of cooperative and competitive identified three goal structures, including cooperative, competitive, and individualistic. Under cooperative conditions, an individual can achieve his/her goal only if the other person with whom he/she is linked can achieve his/her goal as well. Under competitive conditions, an individual can achieve his/her goal only if the others with whom he/she is linked cannot achieve his/her goals, and in an individualistic situation, the objectives of individuals are independent of each other, and whether or not one person accomplishes his/her objective has no correlation with whether other persons achieve their objectives or not. Again Johnson and Johnson (1999), social interdependence structure determines the way for persons to interact with each other. The results of it is persons' interaction. Therefore, we can found one of the cooperative learning elements is positive interdependence.

b. Behavioural learning theory

The behavioural learning perspective focuses on the impact of group reinforces and rewards on learning. There are two famous behavioural theorists, they are B.F. Skinner (1968) and Bandura.(1965). Both of them emphasize on the importance of the consequences of students' actions for whether or not the actions are learned. In cooperative learning, the reinforcement for positive learning behaviours comes from

the learners towards their peers. This reinforcement encourages students to work hard to succeed and help their group mates succeed to complete the learning tasks, and the use of thinking skills facilitates success in almost any task in their group of work. Contradictory to traditional instructional method (teacher-learning centered), the reinforcement for positive behaviours learning comes only from the teacher. In this TLC method, learners often feel negatively interdependent with one another. They are competing against each other for reinforcement from the teacher in forms of praise and grades.

c. Cognitive theory

Cognitive theories proposed by Vygotsky, Piaget, Dewey, Bruner, and Bandura. Vygotsky (1978) states that socialization is the groundwork of cognition development, and the process of cooperation with peers benefits learners cognitively since it allows learners to work close to one another. His theory of scaffolding and the zone of Proximal Development suggested that heterogeneous grouping would work best. While Alfred Bandura cited in Spencer (2008) states that Bandura's Social Learning Theory set the characteristic of cooperative learning. Bandura suggested that students learn from their peer group and that they work best when they are placed in small groups with defined roles.

Piaget (1964) states that individuals are able to receive cognitive growth only when they are in a condition where they can understand the concept. Working with peers enables individuals to help each other move

to the next cognitive stage. In addition, Piaget's equilibration theory (1932, 1950, 1964) contends that cognitive developments consist of conflicts, which must be overcome through the process of equilibration, including assimilation and accommodation. Equilibration in turn can be achieved by means of both individual and social activities.

John Dewey (1916) focuses on the process of learning and the role of schooling in preparing students to value democracy and live democratically. His work is reflected in educational movements and it proposed that classroom instruction should be centered in equipping students with skills on how to make choices, respecting the others rights, respecting to and empathizing with others and carrying out projects cooperatively.

Unlike Piaget and Vygotsky, Bruner's idea on education is very much a combination of the two, particularly the idea of Vygotsky. Bruner principles of a subject not simply acquire a list of facts. Once these are grasped, the student is less reliant on others, and can go forward what has been formally taught and do an effort to develop the idea of his/her own. He also believes that progress of cognitive development can be speeded up with scaffolding provided by the more competent is an essential part of the teaching process.

4. Techniques use in CLIM

There are various types of cooperative learning techniques available. Some of CL techniques demand students in pairing, while others demand in small groups of four or five students. Here below some CL techniques which commonly implemented in classroom activities.

a. Cooperative Integrate Reading and Composition (CIRC)

In CIRC, teacher uses basal readers. Students are assigned to compose teams from different reading level. Students work in four-member cooperative learning teams, and engage in series of activities with one another including reading to one to another. They help each other to do activities. Students make predictions about how narrative stories will come out, summarising stories, and practicing spelling, decoding, and vocabulary (Slavin, 1994: 286). In the end, quiz is given to students to assess their performance.

b. Think-Pair-Share Technique

This technique or strategy developed by Frank Lyman (1981) and colleagues in Maryland. They get its name from the three steps of students action.

- Think. The teacher provokes student thinking with a question. Students should take a few moments to think about the question.
- Pair. Students pairup with their nearby neighbors, or a desk mate and exchange thoughts or talk about the answer each they came

up with. Then they compare their answers and identify they think are the best, most convincing, or most unique.

- Share. After students discuss in pairs, the teacher calls for each pair to share their thinking with the rest of pairs or other teams in class.

This kind of technique is helpful because it structures the discussion. Students follow a prescribed process, and accountability is built in since each student must report to a partner, and then he/she must report to the class.

c. Jigsaw

Jigsaw technique was originally designed by Elliot Aronson (1978), then Slavin (1994) developed a modification of Jigsaw which is known as Jigsaw II. In this technique, students work in four or five member teams, and each student assigns a particular section of text. All students read a common narrative such as a short story or a biography. One student from each group gather in one group calls an expert group, and discuss the topic among them. After they become expert on the topic, they return to their home teams to teach what they have learned in expert group to their teammates until all members become expert as well. Then teacher gives individual quizzes after groups presentation.

d. Ask Together – Learn Together (AT – LT)

This technique was developed by Acikgoz in 1990. This technique is based on the principle of sheer cooperation among students and it does

not give the opportunity to do nothing. This technique gives utmost importance to positive interdependence within group, individual accountability, group processing, reward, and face to face interaction. In AT – LT technique, the material used as follows:

- Reading texts: they take from books, stories or authentic materials which prepared by the researcher.
- Question – Response Cards: these cards used to write questions and responses of the group and individuals.
- Theme Sheets: This is a paper on which important points are listed.
- Group Presentation Evaluation Forms: It is prepared by the researcher to evaluate group presentation in terms of content and organization.
- Examination; It consists of multiple choice or short response questions which are about the subject.

Ask Together – Learn Together technique consists of instructional tasks which has at least 10 steps of instruction. It helps the development and evaluation of comprehension skill of the students. Those ten steps as follows:

1. *Organizing groups*: groups should consist of 4 students. It is important to organize groups heterogeneously based on their

skills, academic achievement, gender, and socio-economic status.

2. *Reading*: Each learner reads the related text or section individually and silently.
3. *Preparation of Learner Question*: It is the step at which students are expected to prepare questions about the reading or themes. They write the questions on a card, then the teacher grades each questions based on their level and accuracy.
4. *Preparation of Group Question*: After preparing individual questions, members come together to prepare the group question. Students are expected to explain the positive or the strength and negative or the weakness aspects of each question to one another. In order to make sure students' participation, they are given roles such as recorder, postman, reporter, debate leader/spoke person.
5. *Sending Group Question*: The question prepared by the group is written on a card and send to another group chosen randomly by a student with the role of a postman.
6. *Responding to Group Questions*: This is another step requiring the coopative of group members. The fact that each group has only one question on card is necessary due to positive interdependence. This is the part that members of group are

sharing opinions and exchange ideas to meet one good answer for their group.

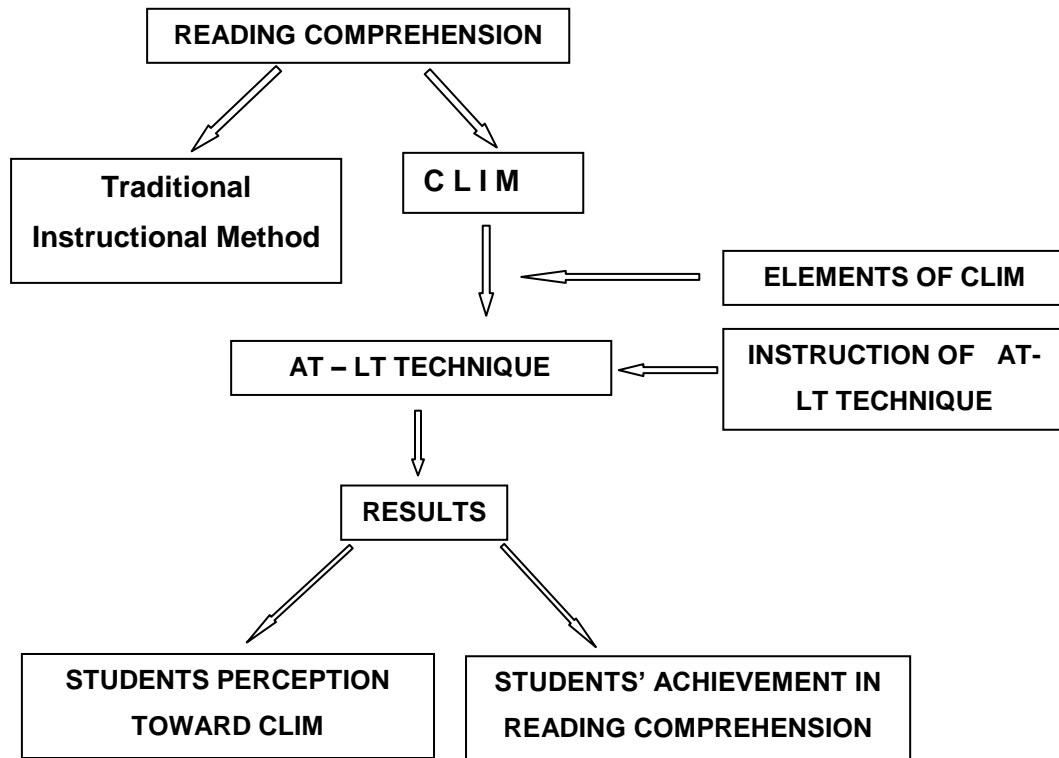
7. *Presenting Responses to the Class*: By means of spokesperson that they have chosen, each groups present their response to the question they have to the whole class. In order to guarantee the learning of everyone in the group, the spokesperson can also be chosen by the teacher rather than the group members.
8. *Evaluating Group Presentations*: The performance of the spokesperson is evaluated by the teacher or other students. The teacher might give a form for this, and after the evaluation process, a point is given to the spokesperson and the group.
9. *Whole-class Discussion*: After the groups have completed their presentation, the teacher can start a discussion by summarizing the subject. During this discussion, it is aimed to clarify the points that could not be focused on and not understood completely.
10. *Testing*: After discussion section is completed, all students take an exam individually. The points gathered from the exam and their presentations are summed up and a group point is measured. By comparing group points, groups are given rewards which are also decided in advance such as “very good”, “good”, “not bad”.

e. Learning Together

This technique developed by David and Rodger Johnson (1987). The strategies they have researched involve students working in four or five member heterogeneous groups on assignment sheets. In this technique, the groups assign to complete a single task and the groups conduct discussions which require them to working together to complete the given task. They receive praise and rewards base on the group achievement (Slavin, 1990). Knight and Bohlmeier (1990) also argues that the typical description of this technique is that students work as a group to complete a single group assignment and in the process of completing it, they share ideas, helping each other with questions and answers, all members involve and understood the group answers, and ask for help from each other before asking the teacher, and the teacher praises and rewards the group on the bases of group performance.

C. Conceptual Framework

CONCEPTUAL FRAMEWORK



In this research, teaching reading comprehension was adopted into 2(two) ways of teaching methods so called Traditional Instructional Method (TIM) and Cooperative Learning Instructional Method (CLIM). TIM was applied to the control group and for CLIM was applied to experimental group.

In application of CLIM itself, several essential elements of CLIM should be followed such as positive interdependence, equal participation, individual and group accountability, face to face interaction, interpersonal and small group skills, and group processing. There are various types of techniques available in CLIM that can be applied, but in this research, the

researcher decided to apply Ask together – Learn together Technique (AT-LT Technique). In AT – LT Technique consists of Instructional Tasks which helps the development and evaluation of comprehension skill of the students. Finally, the expected results in this research are students achievement in reading comprehension and students perception toward CLIM.

D.Hypothesis

Based on the conceptual framework and the research questions above, two hypotheses are put together as follows:

1. Null Hypothesis (H0): There are no significant differences in reading comprehension achievement and perception between students who are given application of CLIM and those who are not.
2. Alternative hypothesis (H1): There are significant differences in reading comprehension achievement and perception between students who are given application of CLIM and those who are not.