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

PENGGUNAAN COOPERATIVE LEARNING INSTRUCTIONAL METHOD DALAM MENINGKATKAN PENCAPAIAN PEMAHAMAN MEMBACA SISWA

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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 highter 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 dikelompokan dalam kelompok experimental, dan 24 murid dari kelas Bahasa 2 yang dikelompokan dalam kelompok kontrolsedangkan 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 menunjukan 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 menunjukan 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 menunjukan 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.

CONTENT LIST

CHAPTER II. REVIEW OF RELATED LITERATURE

LIST OF TABLES

LIST OF APPENDICES

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 tofind 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 contructing meaning through interaction and involment 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 folows:

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 circumtances 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 differeces. 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.

Booysen 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 interiew, 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 oppurtunity to do nothing. While others previous researchers mentioned in this chapter used several different tehniques 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 interprete, 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 compehension 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 expilicit 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'sability 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 vocabullary, 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 succesful 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 autors 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 InstructionalMethod (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 achievementand 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

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

b. Egual Participation

Egual 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 playone specific role to play in the group.

c. Individual and Group Accountability

To ensure that a group is strengthend, each group member must held accountable for his/her part in the group, and feel personally responsible for his/her share of work in the group. Futhermore, each individual in a group has a resposibility 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 others 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 encourge 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 unambiguosly. They not only accept and suport each other but resolve conflicts constructively. Trust building, communication, and conflict managements skills empower students to manage teamwork and task work succesfully.

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 decribe 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 taks.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 contruction 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 conflics 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 succesful 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 succees in almost any task in their group of work.Contradictory to tradisional 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 Vygostky, 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 allow 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 charateristic of cooperative learning. Bandura suggested that students learn from their peer group and that they work best when they placed in small groups with defined roles.

Piaget (1964) states that individuals 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 beovercome 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 on 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 techinque 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 quizzesafter 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.

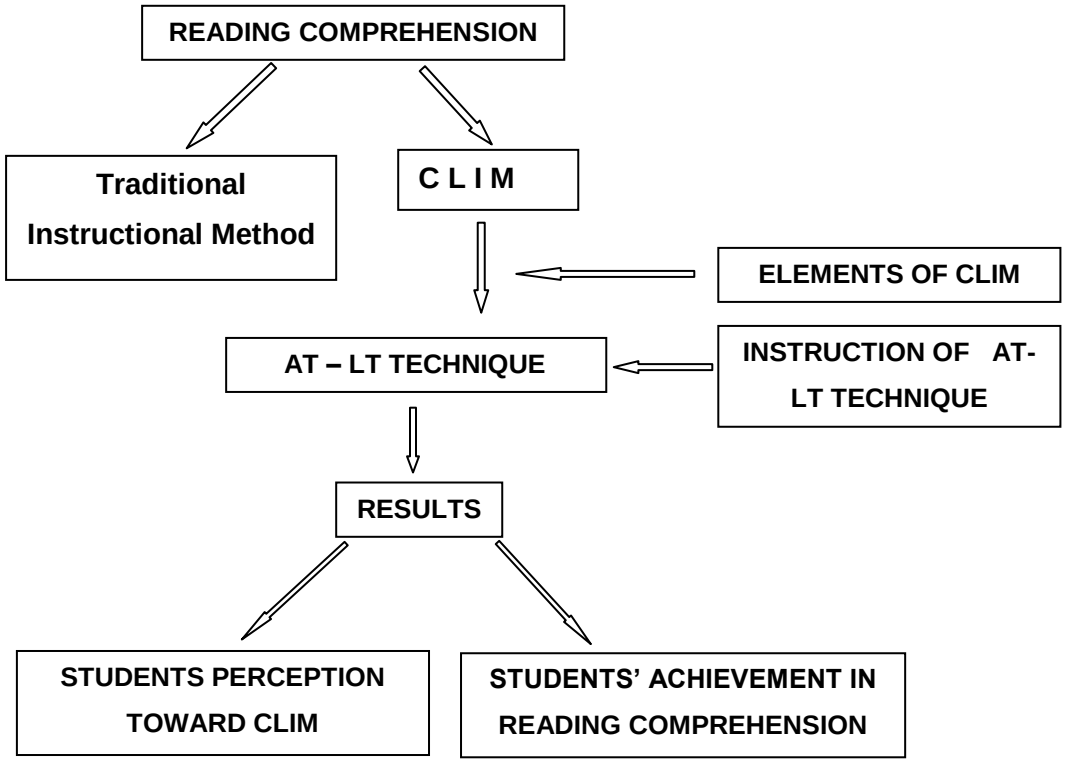
7. *Presenting Responses to the Class*: By means of spokeperson that they have chosen, each grups present their response to the question they have to the whole class. In order to quarantee the learning of everyone in the group, the spokeperson can also be chosen by the teacher rather than the group members.
8. *Evaluating Group Presentations*: The performance of the spokeperson 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 spokeperson 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 teachnique, the groupsassign 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 Bohlmeyer (1990) also argues that the typical description of this technique is that studentswork 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, egual 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.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the research methodology, the researcher will implement to conduct this study. This research methodology includes details of research design, population and sample, instruments of research, procedure of the research, and technique of analyzing data.

A. Research Design

This reseach is an experimental design. There would be two cluster of samples (groups), they are as follows:

1. Experimental group (EG); the group to receive treatment of cooperative learning instructional method.
2. Control group (CG); the group with traditional learning method in lecture/ discussion activities.

In this design, Pre-test will be administered before the application of the treatment to experimental group and control group, and post-test at the end of the treatment period. This research will be conducted in 8 (eight) meetings.

The technique of cooperative learning used for experimental group is **Ask Together – Learn Together technique**.The reading texts will be taken from textbooks, short stories, and also from authentic materials or any other sources available.

Below is the experimental research model:

GROUPS	PRE – TEST	TREATMENT	POST – TEST
Experimental	Reading Comprehension Test	Cooperative Learning	Reading Comprehension Test
Control		Traditional Teaching	

B. Population and Sample

The population of this research was high school students at SMAN I Praya Barat located at Desa Batujai, Central Lombok, Nusa Tenggara Barat. The Main reason why the researcher selected this school because the researcher had been informed that this kind of method never been applied before in their teaching process, and teachers as well as the principle of the school were very supported. The research is focusing on eleventh grade students who were consist of 8 (eight) classes, and they are as follows; class of IPA 1, class of IPA 2, and class of IPA 3, each of the class consist of 24 students; class of BHS.1 until BHS.3, class of IPS 1 and IPS 2. The number of students in each class was 28 students.

The sample of this research was selected based on purposive sampling technique. Two classes were selected as the samples of the research, they were class of IPA 1 and class of BAHASA 1 (BHS. 1). The class of IPA 1 was categorized as control group and class of BHS.1 was categorized as experimental group. These two classes are selected because they were homogeneous sampling in term of their abilities in English language. The total number of student in experimental group was 28 which consisted of 19 males and 9 females, while in The control group

the total number of students was 24 students, with 17 males and 7 females.

C. Research Instruments

There were two instruments used in this research as follows:

1. Reading Comprehension Tests (RCT)

RCT administered to the both groups, experimental and control groups. RCT was developed from student textbooks, story books, and authentic materials. The formats of RCT was multiple choice since this format is quite familiar to the students, easy to administer, and it can be scored quickly. This RCT was used to measure students' reading comprehension of literary texts. It was administered to participants before treatment as pre-test, and after the treatment as post-test. RCT consists of 25 items for pre-test which assesses the student's ability to identify main ideas, references, and guess meaning from a reading text. While RCT for post-test is also consists of 25 items on the same issues as in pre-test. The validity of these test papers will be checked by the English language teacher. The purpose of the post test is to measure the reading comprehension achievement of students in both groups.

2. Questionnaire

In this research, questionnaire was applied to experimental group in the end of treatment. It designed to elicit the data about students'

perception toward participating in cooperative learning activities. The questionnaire consists of 15 items developed into 5 points Respond Scale, as follows: “strongly agree”, “agree”, “undecided”, “disagree”, and “strongly disagree”.

D. Procedure of the Research.

This study was conducted in 8 (eight) meetings and the duration of each meeting followed the teaching timetable of English class. The control group taught using the conventional class instruction method (traditional instructional method), while for experimental group engaged with cooperative learning instructional method using Ask together–Learn Together (AT-LT) technique. Thoughout the study the same subject and materials for both groups. All the tests or quizzes were identical for both groups.

The step by step procedure describes as follows:

1. The researcher discussed the objectives and procedures of the study with the principal and English language teachers of SMAN 1 Praya Barat.
2. With the assistance of English teacher, participants or samples of this research were selected randomly.
3. From those samples, the researcher assigned two groups, experimental and control group.
4. The researcher (accompanied with teacher) exposed the aims and the benefits of cooperative learning, then explained clearly about

the steps of Ask Together – Learn Together technique to the experimental group.

5. Before the treatment, pre-test was employed for both groups, experimental and control groups. The pre-test materials were identical for both groups.
6. The experimental group was taught using cooperative learning instructional method with AT–LT technique. While the control group was taught using the usual method, known as traditional or conventional instructional method.
7. At the end of treatment, the researcher administered post – test on reading comprehension for both groups, followed by questionnaire for experimental group.
8. The results of pre-test and post-test on experimental group were compared to assess the improvement of this group. The same assessment was done to the control group.
9. The results of the tests were compared between the performance of experimental group and control group to assess how significant the impact of cooperative learning instructional method is on students' reading comprehension achievement.

E.Technique of Analyzing the Data

a. Test results analysis

The methods of analyzing the data from both experimental and control groups were calculated as follows:

- The gained scores of each student was converted to a set of score of maximum of 100, using the following formula:

$$\text{A student score} = \frac{\text{The gained score}}{\text{The maximum score}} \times 100$$

- The classification of the students' score were as follows:

95 to 100 is classified as excellent
85 to 94 is classified as very good
75 to 84 is classified as good
65 to 74 is classified as fairly good
55 to 64 is classified as fair
35 to 54 is classified as poor
00 to 34 is classified as very poor

(Depdiknas, 2006:1)

- The formula of calculating the percentage of students' score as follows:

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

P = Percentage
F = Number of frequency
N = Number of respondent

(Sujana 1989:45)

- The formula of calculating the mean score as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean score

$\sum X$ = Total raw score

N = Total respondents

(Gay, 2006:320)

- Calculating the standard deviation of students by using the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \qquad \text{where} \qquad SS = \sum X^2 - \frac{\left(\sum X\right)^2}{N}$$

SS = Sum of squares

N = the number of subjects

SD = Standard Deviation

(Gay, 2006:321)

- To figure out the significant difference between the pre-test and post-test for both experimental and control group by calculating the value of the t – test using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where: t = Test of significance

D = The difference of mean score

∑ X = Total row score

N = The total number of students

(Gay, 2006:334)

- To find out the significant difference between the Reading Comprehension Achievement of the experimental group and control group by calculating the value of the *t-test* using the following formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t = Test of significance

$\overline{X_1}$ = Mean score of Experimental Group

$\overline{X_2}$ = Mean score of Controlled Group

SS_1 = Sum of the square of Experimental Group

SS_2 = Sum of the square of Controlled Group

n_1 = Total number of subjects of Experimental Group

n2 = Total number of subjects of Controlled group

(Gay, 2006:349)

b. Questionnaire Responses Analysis

After administering questionnaire to the students in experimental group, the qustionnaire responses were calculated into percentage. The researcher used the percentage technique using the following formula:

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

P = Percentage

F = Number of frequency

(Sudjana , 1989:45)

The Classifications of the students' interest is as follows:

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter deals with the finding of the research, hypothesis verification, students' perception towards the implementation of CLIM in experimental group and discussion. The data are presented to determine whether or not the formulated hypothesis is accepted, followed by a discussion on the research findings.

A. Findings

This section deals with the research's findings, and it is ordered as follows: descriptive analysis on students' pre-test on both control group and experimental group, descriptive analysis on students' post-test on both control group and experimental group, mean score and standard deviation of experimental group, independent sample t-test for post-test score of control and experimental group, and description of the questionnaire responses analysis.

1. Score distribution of pre-test in Control Group and Experimental Group.

Table 1. Score distribution of Pre-test in both Control Group (CG) and Experimental Group (EG)

PRE-TEST CG				PRE-TEST EG			
NO	**NAME**	**SCORE**	**CLFICATION**	**NO**	**NAME**	**SCORE**	**CLFICATION**
1	AMD	23	Very Poor	1	ABDL KHR	62	Fair
2	ADTR	47	Poor	2	ABDL MNN	42	Poor
3	DN RST	39	Poor	3	ABDL WHD	65	Fairly Good

4	YNT PJN	47	Poor	4	AHMD DD PRTM	59	Fair
5	FTR RMN	51	Poor	5	HBBLLH	44	Poor
6	HLMH	65	Fairly Good	6	HR PDL	65	Fairly Good
7	HMZ WD	60	Fair	7	ISNN ARRHMN	45	Poor
8	HRNT	32	Very Poor	8	ISNNTN	65	Fairly Good
9	HRS	42	Poor	9	JMLDDN	33	Very Poor
10	HRTN	27	Very Poor	10	KHDR YSF	23	Very Poor
11	JMSP	39	Poor	11	KRTN	35	Poor
12	JWT PRNM SR	43	Poor	12	L. HN ULP	37	Poor
13	KHRNH	55	Fair	13	L. SPRLN	38	Poor
14	KRNSH	39	Poor	14	M. FTHL HDYT	23	Very Poor
15	L. A BRT WGN	65	Fairly Good	15	M. IZR	31	Very Poor
16	L. FTHL HDYT	28	Very Poor	16	M. NWW	35	Poor
17	LL FTRN	36	Poor	17	M. SFWN	62	Fair
18	MRDGN	36	Poor	18	M. SFYN	39	Poor
19	MRNYNT	37	Poor	19	NNNG KRLN	59	Fair
20	MRWN JYD	55	Fair	20	NNNG HARDNT	40	Poor
21	RKYH	59	Fair	21	NRHFZH	70	Fairly Good
22	RMYNTK	38	Poor	22	FTRN	63	Fair
23	RSLN	51	Poor	23	STRWN A	35	Poor
24	SMSDN	61	Fair	24	STSH	64	Fair
				25	SRYN	71	Fairly Good
				26	SYMSDN	54	Poor
				27	STWT	38	Poor
				28	IQR ALMSYH	56	Fair

Table 2. The rate percentage of Pre-test scores distribution in Control Group (CG) and Experimental Group (EG)

NO	CLASSIFICATION	SCORE	PRE-TEST CG		PRE-TEST EG	
			F	%	F	%
1	EXCELLENT	95 to 100	-	-	-	-
2	VERY GOOD	85 to 94	-	-	-	-
3	GOOD	75 to 84	-	-	-	-
4	FAIRLY GOOD	65 to 74	2	8.33	5	17.86
5	FAIR	55 to 64	5	20.82	7	25.00
6	POOR	35 to 54	13	54.17	12	42.86
7	VERY POOR	00 – 34	4	16.67	4	14.29
IN TOTAL			**24**	**100**	**28**	**100**

The tables above show that none of the students reach level of excellent, very good, and good in both control group (CG) and experimental group (EG). In level of fairly good, there are 2 students (8.33%) in CG and 5 students (17.86%) in EG who are reached this level. While 5 students (20.82%) in CG and 7 students (25.00%) in level of fair. The next level namely poor with 13 students (54.17%) in control group and 12 students (42.86%) in experimental group. Then in the lowest level so called very poor level, there are 4 students (16.67%) in CG and 4 students (14.29%) in EG.

2. Score distribution of post-test in Control Group and Experimental Group.

Table 3. Score distribution of post-test in both Control Group (CG) and Experimental Group (EG)

POST-TEST CG				POST-TEST EG			
NO	**NAME**	**SCORE**	**CLFICATION**	**NO**	**NAME**	**SCORE**	**CLFICATION**
1	AMD	27	Very Poor	1	ABDL KHR	76	Good
2	ADTR	56	Fair	2	ABDL MNN	55	Fair
3	DN RST	45	Poor	3	ABDL WHD	76	Good
4	YNT PJN	51	Poor	4	AHMD DD PRTM	75	Good
5	FTR RMN	57	Fair	5	HBBLLH	65	Fair
6	HLMH	76	Good	6	HR PDL	73	Fairly Good
7	HMZ WD	71	Fairly Good	7	ISNN ARRHMN	76	Good
8	HRNT	34	Very Poor	8	ISNNTN	78	Good
9	HRS	58	Fair	9	JMLDDN	55	Fair
10	HRTN	36	Poor	10	KHDR YSF	36	Poor
11	JMSP	52	Poor	11	KRTN	58	Fair
12	JWT PRNM SR	53	Poor	12	L. HN ULP	55	Fair
13	KHRNH	62	Fair	13	L. SPRLN	62	Fair
14	KRNSH	47	Poor	14	M. FTHL HDYT	55	Fair
15	L. A BRT WGN	76	Good	15	M. IZR	57	Fair
16	L. FTHL HDYT	35	Poor	16	M. NWW	54	Poor
17	LL FTRN	47	Poor	17	M. SFWN	66	Fairly Good
18	MRDGN	43	Poor	18	M. SFYN	59	Fair

19	MRNYNT	45	Poor	19	NNNG KRLN	65	Fairly Good
20	MRWN JYD	64	Fair	20	NNNG HARDNT	66	Fairly Good
21	RKYH	67	Fairly Good	21	NRHFZH	76	Good
22	RMYNTK	49	Poor	22	FTRN	68	Fairly Good
23	RSLN	65	Fairly Good	23	STRWN A	64	Fair
24	SMSDN	72	Fair	24	STSH	78	Good
				25	SRYN	75	Good
				26	SYMSDN	72	Fairly Good
				27	STWT	55	Fair
				28	IQR ALMSYH	74	Fairly Good

Table 4. The rate percentage of Post-test scores distribution in Control Group (CG) and Experimental Group (EG)

NO	CLASSIFICATION	SCORE	POST-TEST CG		POST-TEST EG	
			F	%	F	%
1	EXCELLENT	95 to 100	-	-	-	-
2	VERY GOOD	85 to 94	-	-	-	-
3	GOOD	75 to 84	2	8.33	8	28.57
4	FAIRLY GOOD	65 to 74	3	12.50	7	25.00
5	FAIR	55 to 64	7	29.17	11	39.29
6	POOR	35 to 54	10	41.67	2	7.14
7	VERY POOR	00 – 34	2	8.33	0	0.00
IN TOTAL			**24**	**100**	**28**	**100**

Table 4 illustrates that in students' post test, the highest score is in good level with 2 students (8.33%) in control group, while experimental group done it better with 8 students (28.57%). Then followed by 3 students (12.50%) in CG and 7 students (25.00%) in EG who scored fairly good. Meanwhile in the level of fair which is also the biggest distribution of frequency, there are 7 students (29.17%) in CG and 11 students (39.29%) in EG. The next level which is classified as poor level, there are 10 students (41.67%) in control group and 2 students in experimental group.

There are only 2 students (8.33%) in control group who are classified as very poor level.

3. Mean Score and Standard Deviation of Experimental group

The mean score and standard deviation of experimental group were computed to find the improvement of students' performance post the experiment. In order to have such data, paired sample t-test was run. Paired sample t-test is a kind of statistical test which purpose is to obtain the significant difference between the pre-test and post-test of the same group, in this case it is the experimental group. The result of the test can be seen as follows:

Table 5. The mean and std. deviation of experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental	48.3214	28	14.76997	2.79126
	Post-tes tExperimental	65.1429	28	10.26939	1.94073

Table 6. Result of paired sample statistic

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test of EG	-1.68214E1	8.11059	1.53276	-19.96639	-13.67647	-10.975	27	.000

Table above indicates that the mean score of pretest and post of the experimental group is different, that the post-test score is higher than the pre-test one. The mean of the pre-test is 48.3214 (table5) while the post-test scored 65.1429, and in standard deviation of pre-test is 14.76997, while the post-test scored 10.26939. Yet further analysis is conducted to see whether such difference is significant.

The difference is claimed to be significant if the observed significance is lower than 5% at the level of significant. By thoroughly examine the result of the paired sample statistic, it can be seen that the observed significance is lower than 5%. The value of the significant is at .000 (table 6) which is lower than .050 (.000 < .050). Such result suggested that the improvement of the experimental gruop is significant after the experimentation process. Moreover, to answer the question of the

research an independent sample t-test needed to be conducted at the next part.

4. Independent Sample t-test for Post-test Score of Control and Experimental Groups.

Independent sample t-test was computed to find out the significance of two different unrelated groups which is the control and experimental group.

The result of the analysis will indicate whether or not the improvement between the control and experimental group after the treatment is significant. The improvement was proved to be significant if the t-observed is lower than 5% at level of significance. The result of the analysis is presented below:

Table 7. Mean and standard deviation. of post test of control and experimental group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post – tes in CG and EG	1	24	56.5833	12.32853	2.51655
	2	28	65.1429	10.26939	1.94073

Table 8. The Result of independent sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post CG-EG	Equal variances assumed	.142	.708	-2.732	50	.009	-8.55952	3.13320	-14.85274	-2.26630
	Equal variances not assumed			-2.693	44.949	.010	-8.55952	3.17797	-14.96048	-2.15857

The table above shows that the mean score and standard deviation of the post-test of control and experimental group is different. The mean score of the control group is 56.5833 while the experimental group scored 65.1429. In order to know such different is significant, the independent sample t-test was run. The result of independent sample t-test reveals that the t-observed is lower than 5% at level of significance (.009 < .050), which means that the improvement of experimental group highly significant than the control group. It strongly suggests that the alternative hypothesis (H1) is accepted.

Furthermore, the table shows that the t-observed value is greater than the t-table value, in which the t-observed value is 2.732 and the t-table value is 2.021. This difference is caught to be significant since the t-observed value is greater than the t-table value at 5% level of significant (2.732 > 2.021) at 50 (df). The comparison between the mean score of post-test of control and experimental group proves that the score is significantly different, and so rejection of the null hypothesis (H0) is accepted.

5. Students' perception towards the implementation of CLIM in experimental group.

The questionnaire was distributed to the experimental group after application of post test, and it required to figure out the students' perception toward the implementation of Cooperative Learning Instructional Method (CLIM) during the treatment. It covers 15 items, and students are required to respond whether they are: Strongly agree, Agree, Undecided, Disagree, or Strongly disagree with the statement.

The questionnaire is analyzed based on the percentage of each answer. The students' responses are calculated into percentage using the formula which is introduced by Sudjana (1989), and they were analysed one by one using the diagram chart as follows:

Statement no.1: I think reading is easy by using CLIM.

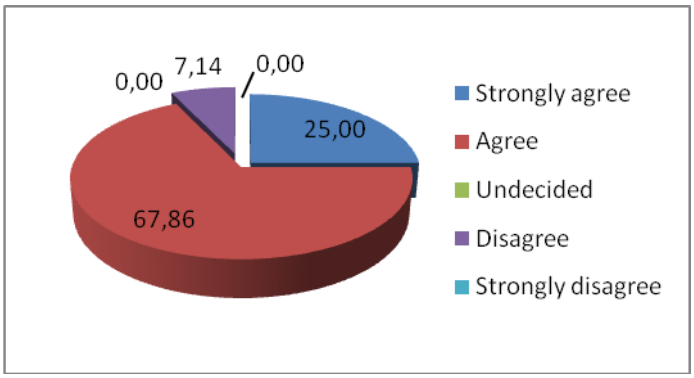


Figure 1. Statemen no.1.

The data shows that 7 students (25,00%) confirmed strongly agree and 19 students (67,86%) confirmed agree that reading was easy with using CLIM. The rest of 4 students (7,14%) confirmed their disagreement on statement that reading was easy with using CLIM . While none of the students confirmed undecided and strongly disagree.

Statement no. 2: I am aware of reading focus in learning English after the use of the CLIM.

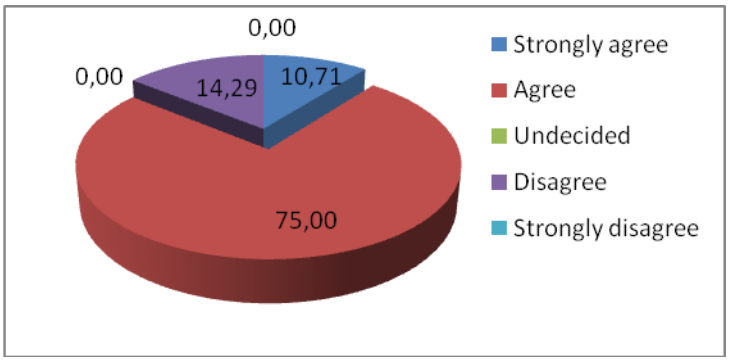


Figure 2. Statement no.2.

The data indicate that none of students is confirmed undecided and strongly disagree to the statement number 2 which is stating that they are aware of reading focus in learning English after the use of the CLIM. Most of them are agree that the use of CLIM can focused them to their reading

in learning English, the number of that students are 21 students (75%). While 3 students (10,71%) confirmed strongly agree. Yet, there are still 4 students (14,29%) confirmed their diagreement on that statement number 2.

Statement no. 3: I like to learn reading through the use of CLIM.

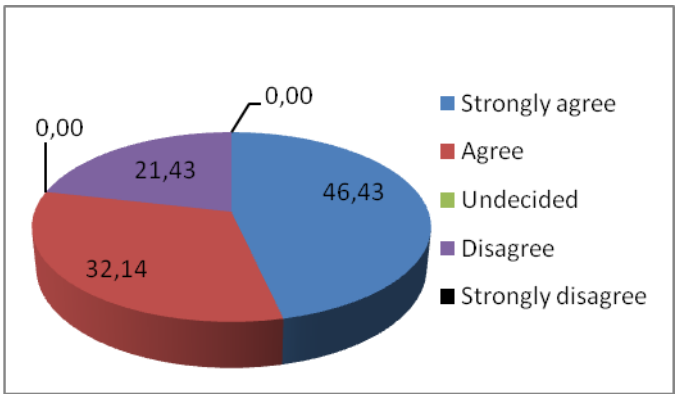


Figure 3. Statement no.3

From the total respondents, 13 students (46,43%) confirmed strongly agree on the statement number 3 that they like to learn reading through the use of CLIM. There are 9 students (32,14%) who agree on that statement. Anyhow, the rest of them which are 6 students (21,43%) disagree with this statement number 3 above. None of the respondent confirmed undecided and strongly diagree that they like to learn reading through the use of CLIM .

Statement no. 4: I enjoy learning material through CLIM.

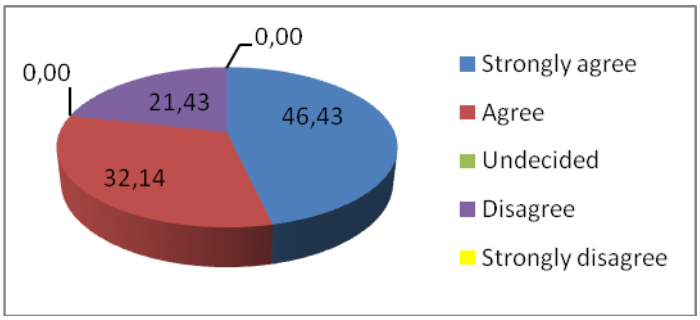


Figure 4. Statement no.4

From the data above, it can be seen that none of students is confirmed undecide and strongly disagree with the statement number 4 above. But yet there are 5 students (17,86%) confirmed strongly agree, and 15 students (53,57%) are confirmed agree. The rest of 8 students (28,57%) expressed their disagreement on the statement that they enjoy learning material through CLIM.

Statement no. 5: I learn reading actively through CLIM.

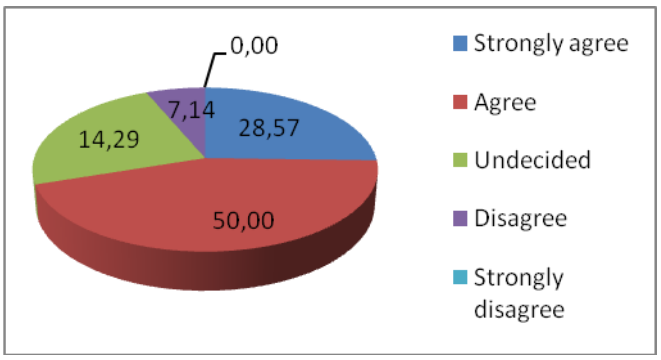


Figure 5. Statement no.5

The data show that the highest score goes to the 14 students (50,00%) who agree that they can learn reading actively through CLIM. Then, the other 8 students (28,57%) confirmed their strongly agreement, and 4 students (14,29%) confirmed undecided. But still there are 2

students (7,14%) responded with their disagreement on the statement number 5 above. None of them has chosen strongly diagree.

Statement no. 6: CLIM helps me to enhance my social skills.

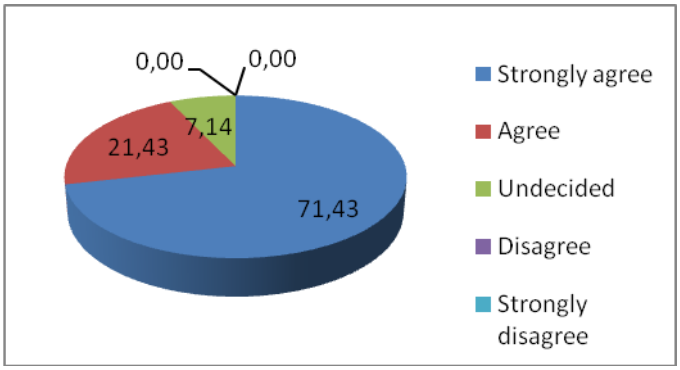


Figure 6. Statement no.6

The data show that majority of the respondents strongly agree with statement no. 6, they confirmed that CLIM helps them to enhance their social skills. Where there are 20 students (71,43%) confirmed of that statement number 6. While 6 students (21,43%) responded agree, and only 2 respondents (7,14%) confirmed with undecided that CLIM helps them to enhance their social skills. None of the them responded disagree and strongly disagree.

Statement no. 7: The purpose of this cooperative learning activity was Clear

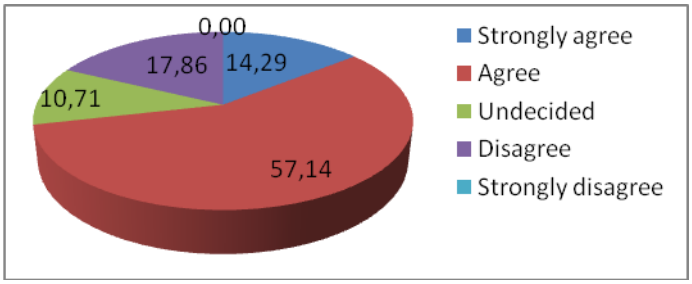


Figure 7. Statement no.7

From the total respondents, 4 of them (14,29%) strongly agree and 16 respondents (57,14%) agree with the statement no. 7 that the purpose of the cooperative learning activity was clear for them. There are 3 respondents (10,71%) confirmed undecided with the statement, while the rest 5 respondents (17,86%) show their disagreement. None of them confirmed strongly diasgree.

Statement no. 8: All the members of my group were commiteed to the success of the group.

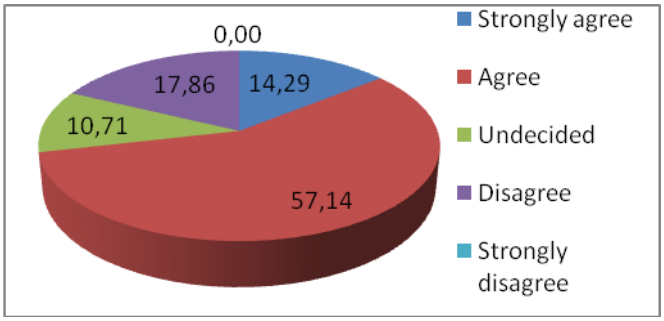


Figure 8. Statement no.8

The data indicate that mostly students give their positive responds. There are 3 students (10,71%) gave their responds on strongly agree, 17 of them (60,71%) responded with agree. Nevertheless, there are still 8 students (28,57) responded with their disagreement. None of them responded strongly diagree.

Statement no. 9: I felt responsible for the success of each individual in the group

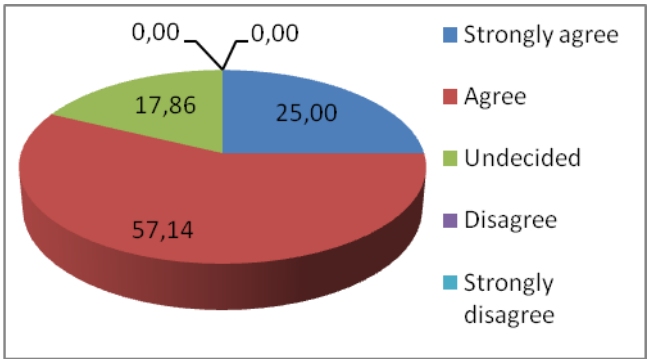


Figure 9. Statement no.9

From the total respondents, 16 of them (57,14%) agree with the statement above which stated that they felt responsible for the success of each individual in the group, and 7 respondents (25,00%) confirmed with their strongly agreement on that statement. But yet, 5 of them (17,86%) have doubt with it by confirmed the undecided. None of them confirmed disagree and strongly disagree to the statement above.

Statement no. 10: I felt responsible to my group

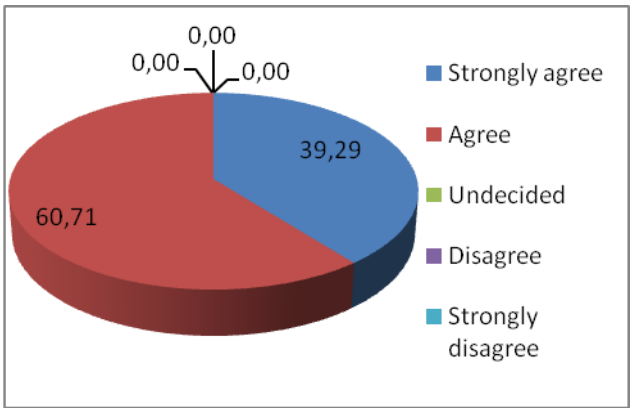


Figure 10. Statement no.10

The data show that all students are confirmed that they felt responsible to their group during the CLIM treatment process. None of them gave negative or doubt responds. There are 11 students (39,29%) are confirmed strongly agree, and 17 students (60,71%) confirmed agree on the statement number 10 above.

Statement no. 11: Members of my group felt committed to other individuals in the group

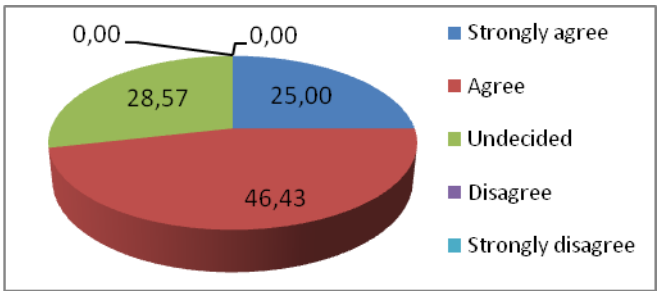


Figure 11. Statement no.11

From the entire respondents, there are 7 students (25,00%) responded strongly agree that members of their group committed to other individuals in the group, and 13 students (46,43%) responded with agree. While 8 students (28,57%) do not decide whether they agree or disagree to the statement. None of the respondents has chosen disagree or strongly disagree.

Statement no. 12: The CLIM forced me to take on more responsibility for learning

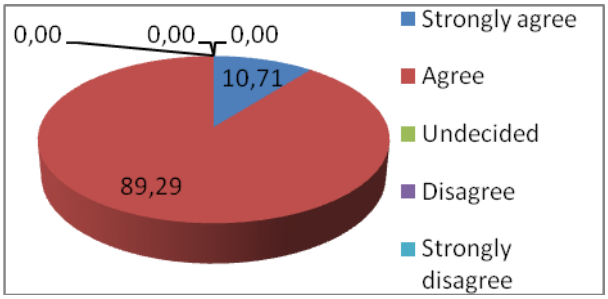


Figure 12. Statement no.12

All of the students confirmed that CLIM put them into the position to take on more responsibility for learning. None of them responded with negative or doubtly confirmation on that statement. There are 25 students (89,28%) confirmed agree, and the rest of them 3 students (10,71%) are confirmed strongly agree.

Statement no. 13: The cooperative learning experiences in my class enhanced my learning.

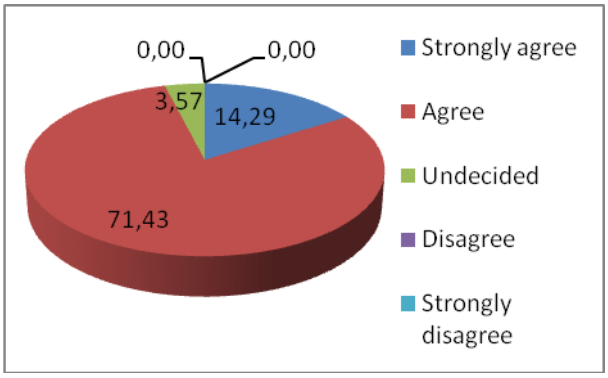


Figure 13. Statement no.13

The highest score goes to the 20 students (71,43%) who responded agree that cooperative learning experiences in my class enhanced their learning. Then, the other 4 students (14,29%) confirmed

strongly agree on that statement. While only 1 student (3,57%) had double with that statement above, and 3 students (10,71%) disagreed with it. None of them confirmed strongly disagree.

Statement no. 14: My group had sufficient time to complete the activities

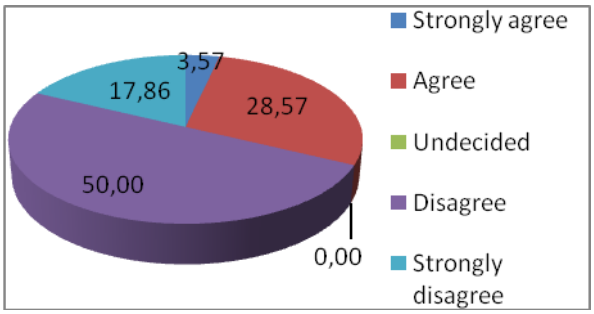


Figure 14. Statement no.14

Most of the students confirmed with disagee and strongly disagree that their group had sufficient time to complete the activities. There are 14 students (50,00%) disagree, and 5 students (17,86%) strongly disagree. While 8 students (28,57%) responded with agree, only 1 student (3,57%) confirmed with strongly agree to statement above. None of the students confirmed undecided.

Statement no. 15: This CLIM encouraged students to actively involve in class activities

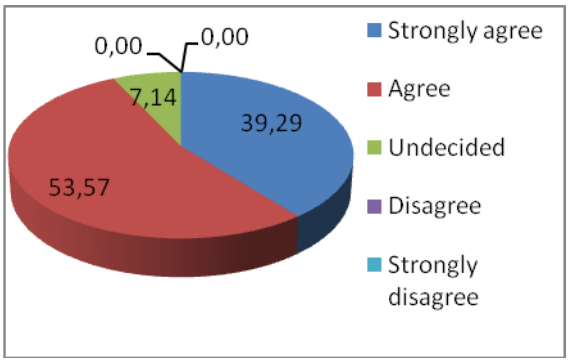


Figure 15. Statement no.15

Almost entire students confirmed that CLIM encouraged students to actively involve in class activities, only 2(two) of them (7,14%) had doubtful with the statement by confirming undecided. None of the students disagree or strongly disagree with statement above.

In order to observe whether the experimental group give positive responses or not, the researcher ranks the mean percentage of the questionnaires classification. Classification of strongly agree and agree indicates that the students in experimental group approve that the application of Cooperative Learning Instructional Method (CLIM) in students' reading activities can improve their achievement on their reading comprehension. Contradictory with negative responses namely disagree and strongly disagree are consider as the rejection of the idea that CLIM can increase students' achievement in their reading comprehension. The responds of undecided are considered as neutral.

The data above verify that the highest rank of the mean score is 55,00% of agree students, then followed by 25,48% of students responded strongly agree. There are 7,49% of students answered with undecided, then 11,67% and 1,19% of students responded disagree and strongly diagree.

B. Discussion

The purpose of this research was to assess the use of cooperative learning instructional method (CLIM) in students' achievement on reading comprehension. The comparison of pre-test scores of both experimental dan control groups by applying statistical analysis reflected that there existed significant difference between the two groups (table 2). While in comparison of post-test scores of both groups are also significant (table 4). The higest score in control group is in good level with 2 students (8,33%), while in experimental group is better with 8 students (28,56%).

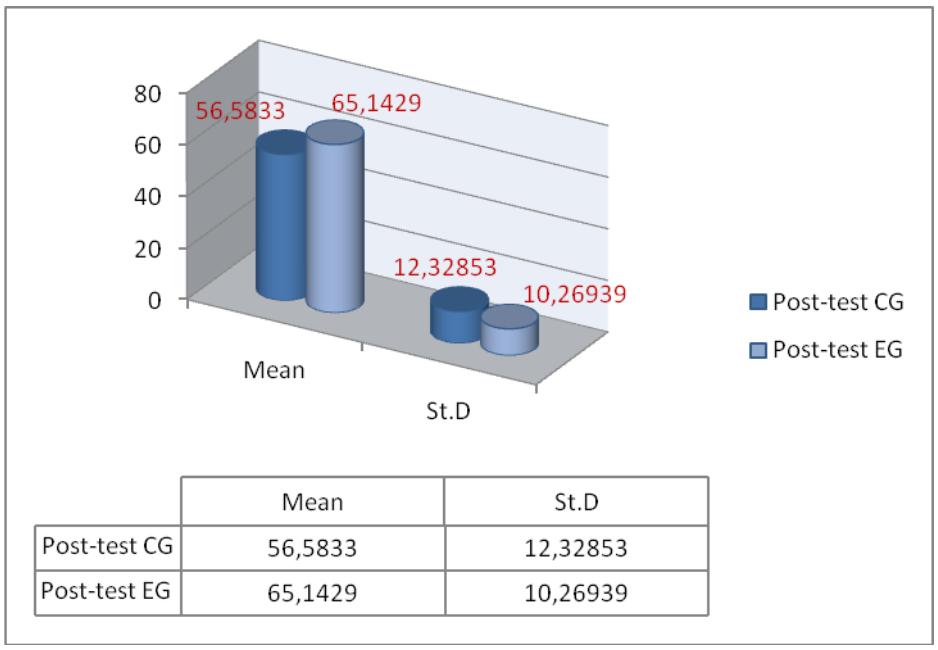
The comparison between mean on pre-test and post-test scores of students in experimental groups in reading comprehension is higher at 48.3214 for pre-test and 65.1429 for the post-test (table 5). The standard deviation of pre-test for this group also indicated higher which is at 14.76997 and for the post-test at 10.26939. But in order to claimed that there are significant improvement in experimental group, by throughly examine the result of the paired samples statistic. Table 6 showed that the value of significant is at .000 which is lower than .050 (.000<.050),

it means the improvement of the students' performance in experimental group is significant after the experimentation process

In order to answer the question of the research an independent sample t-test was needed. Independent sample was computed to find out the significance of the two different unrelated group namely control and experimental groups. If the t-observed is lower than 5% at level of significance, so the improvement is indicated.

The result of independent sample t-test reveals that the t-observed is lower than 5% at level of significance (.009<.050) (table 8), this means the improvement of experimental group highly significant than the control group. Therefore, the alternative hypothesis (H1) is accepted.

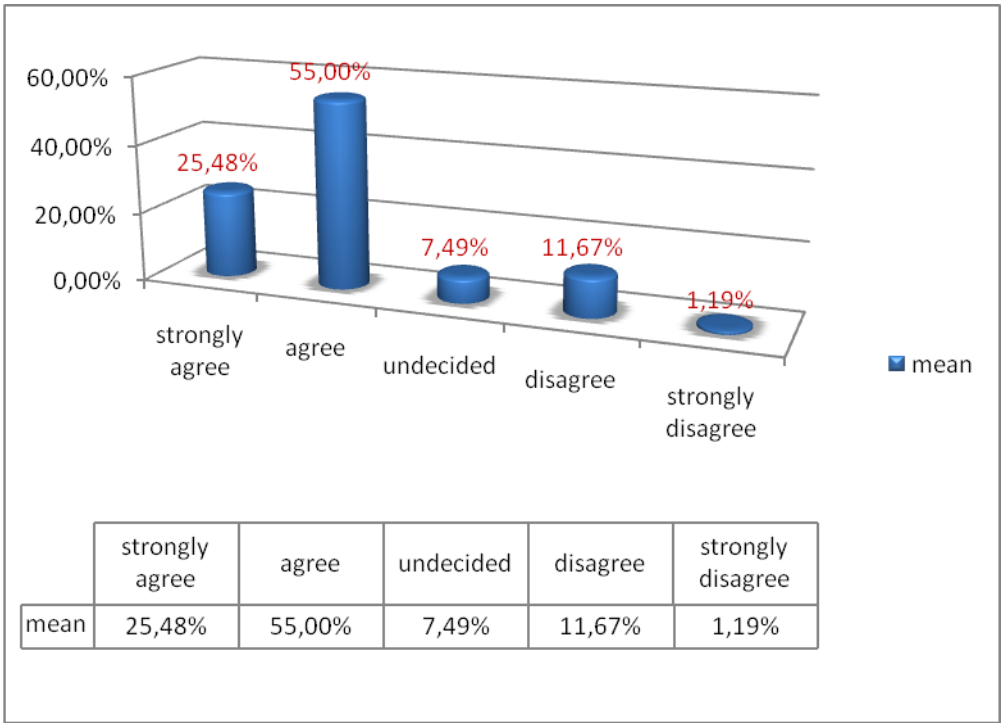
Futhermore, the table 8 proves that the t-observed value is higher than the t-table value. The t-observed value is 2.732 and the t-table value is 2.021. This difference is categorized to be significant since the t-observed value is higher than the t-table value at 5% level of significant (2.732>2.021) at 50 (df). The comparison between the mean score of post-test of control and experimental group proves that the score is significantly different, therefore the deny of the null hypothesis (H0) is accepted.



	Mean	St.D
Post-test CG	56,5833	12,32853
Post-test EG	65,1429	10,26939

Figure 16. The Comparison of Post-test in Control Group (CG) and Experimental Group (EG)

The improvement of students' achievement on reading comprehension has an interdependency correlation with the questionnaries which were given to the experimental group. The finding reveals that the highest rank of the mean score is 55,00% of agree students, then followed by 25,48% of students responded strongly agree. There are 7,49% of students answered with undecided, then 11,67% and 1,19% of students responded disagree and strongly diagree.



	strongly agree	agree	undecided	disagree	strongly disagree
mean	25,48%	55,00%	7,49%	11,67%	1,19%

Figure 17. The Comparison of Mean Score in Students' Perception of CLIM On Experimental Group (EG)

The result of this research supports the theories mentioned by Johnson and Johnson (1987), and Slavin (1995) concerning cooperative learning instructional method that cooperative learning is more effective than traditional instructional method on students' achievement. Also, this research emphasizes that the researches carried out by Sittlert (1994), Moryadee (2001), and Ghaith (2003) which observed that the students who studied a reading text within a group were more succesful than the students studied individually.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In the light of statistical analysis and the findings of the study, the following conclusions were drawn:

1. The performance of the students in control group was improved on reading comprehension which was revealed in their results of their pre-test and post-test, but the average performance was less than that of the students of experimental group.
2. The mean score of pre-test and post-tes of the experimental group is different, the post-test score is higher than the pre-test one. The mean of pre-test is 48.3214 while the post-test scored 65.1429, and the standard deviation of pre-test is 14.76997, while the post-test scored 10.26939.
3. The result of independent sampe t-test reveals that the t-observed value is lower than 5% at the level of significance (.009<.050), which means that the improvement of experimental group was highly significant compared to the control group. Therefore, it can be concluded that the alternative hypothesis (H1) is accepted.
4. The t-observe value is shown greater than the t-table value, in which the t-observed value is 2.732 and the t-table value is 2.021. This difference is indicated significant since the t-observed value is higher than the t-table value at 5% level of significant (2.732>2.021)

at 50 (df). This comparison between the mean score of post-test of control and experimental group proves that the score is significantly different, and so the rejection of null hypothesis (H0) is accepted.

5. The application of cooperative learning instructional method increase students' participation in class activities and students' sosial interdependence. Moreover, this CLIM strategy in learning process is reponded positively and the application is preferable since the answers of "agree" and "strongly agree" in questionnaire responds are higher in mean score which are 55.00% on agree and 25.48% on strongly agree.

B. Suggestions

This section has been divided into two parts:

- Implementation for classroom instruction
    1. This study proves that Cooperative Learning Instructional Method (CLIM) is better for English subject than Traditional Instructional Method (TIM). Therefore, teachers of English subject are highly suggested to use this CLIM to improve students' academic achievements
    2. Teacher of English should be encouraged to use CLIM in the classrooms, but training may be provided to use the basic elements of CLIM, such as positive interdependence, interpersonal and small group skill and group processing.

- General suggestions

1. The results of this study may be disseminated to the teachers who are teaching English at high school level to convice them to use CLIM for their students' academic achievement.
2. The results of this study may be disseminated to planners, policy makers to take useful decisions and allocate the proper amount for training of the teachers in CLIM, especially teachers in rural areas.
3. This study examined only the achievement in students' reading comprehension skills but CLIM can be conducted to developing other language skills such as grammar, writing and speaking.
4. The researcher would like to suggest to English teachers of SMAN I Praya Barat to apply this CLIM in their teaching learning process because it has been proved that the result of Reading Comprehension Test (RCT) has shown significant improvement.

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Appendix A: Reading Comprehension Test (RCT) for Pre-test

Name : ----------

Class/Group : ☐ Experimental ☐ Control

Time : 90 minutes.

Direction : Read the following passage and answer the questions based on the information given in thepassages.

<u>Passage1 is for questions No. 1 to 5</u>

All plants need water to grow. They get this water from the soil. In some places, nature supplies all the water that is needed. But in other places people must find ways to supplement nature's supply. The system of supplying water to ensure proper growth of plants and to increase the yield of crops is called irrigation.

The use of irrigation is one of the most important agricultural practices ever developed. Only about 15 percent of the world's farmland is irrigated. But the irrigated land produced as much larger percentage of world's food supply.

Irrigation is practised on every continent except Antartica. Irrigation is used to supplement rainfall. Even in humid areas, irrigation is needed to grow certain crops. For examples, rice field must be flooded until harvest time.

(taken from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

6. The main purpose of irrigation is ....

A. to absorb water

B. to grow certain crops

C. to make plants grow

D. to obtain water from a reservoir

E. to story water.

7. Where do the plants get water from?

A. the soil D. food

B. humid area E. river

C. rainfall

8. Which of the following statements is TRUE according to the text?

A. Irrigation is needed for river

B. All the world's farmland use irrigation

C. In the rainy reason we use irrigation

D. Nature supplies all the water everywhere

E. Irrigation is used in additional to rainfall

9. Paragraph 2 is about ....

A. The use of irrigation

B. The world's food supply

C. How to irrigate rice fields

D. How to grow certain crops

E. How to produce crops.

10. Irrigation is practiced on every continent except ....

A. America D. Australia

B. Asia E. Antartica.

C. Africa

Passage 2 is for questions No. 6 to 10

Meeting can be waste a great deal of time. But you can make your meeting run more smoothly by following a few simple rules. First, have an agenda. This will help to keep you focused on what is important. Second, decide who needs to be involved. More people mean less efficient discussion. Third, keep the discussions moving. Thank each speaker as

he or she finishes and move on to the next speaker. This encourages people to make their remarks brief and do not forget: what happens after a meeting is more important than what happens during the meeting. So no matter how well you run a meeting, it's the work that gets done after the meeting that is important.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008).

Questions:

11. What is the purpose of meeting agenda?

A. To keep the speaker organized
B. To allow free discussion
C. To send to others in advance
D. To keep focused on important items
E. To make their remark brief

12. How should you receive other peoples comments at the meeting ....

A. Try to keep others from talking
B. Thank them and move on
C. Give them as much time as they want
D. Respond in detail to all comments
E. Make the meeting run well

13. The writer states that ....

A. Meeting should be held more frequntly
B. All meetings should be in the morning
C. No one should receive credit for their work
D. The real work is accomplished after the meeting
E. The meeting is important

14. This **<u>encourages</u>** people to make their remarks brief.

The underlined word is similar to .....

A. accopanies D. employs

B. finishes E. manages

C. motivates

15. " *This will help you focused on what is important* ..... " line 2. What does the word "**this**" mean?

A. Waste a great deal of time

B. Have an agenda

C. Make a meeting run

D. Decide their ideas

E. Encourage people

<u>Passage 3 is for questions No. 11 to 15</u>

The great ship, Titanic, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 46,000 ton Titanic was a colossal ship. At that time, she was not only largest ship that had ever been built, but she was regarded as unsinkable, for she had sixteeen water tight compartments. Even if two of these compartments were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four day after setting out, while the Titanic was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The Titanic turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out the water beside her. Suddenly, there was a slight trembling sound from below, the captain realized to his horror that the Titanic was sinking rapidly, for five of her sixteen water tight compartments had already been flooded. The order to abandon ship was given and hundreds of people plunged into the icy

water. As there were not enough life-boats for every body, 1500 lives were lost

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

16. What does the text talk about?

A. A huge iceberg
B. The Titanic as colossal ship
C. The loss of the Titanic
D. The Titanic crew
E. The Titanic passengers

17. *"**She**" was carrying 1316 passengers..*" (paragraph 1.)

What does the underlined word refer to?

A. the great ship Titanic
B. southampton
C. the writer of the text
D. the reader
E. the passenger

18. The paragraph 2 mainly tells....

A. How the Titanic lost
B. What the Titanic was
C. How many passengers
D. Where the Titanic sailed
E. Why the Titanic damaged

19. How many people was the Titanic carrying?

A. About 1,500 passangers
B. 46,000 passengers
C. 1316 passengers and 89 crews
D. On April 10th, 1912
E. For New York from Southampton

20. " ... , *a **huge** iceberg was suddenly spotted by a look-out*."

The underlined word is similiar to .....

A. very sharp
B. very small
C. very narrow

D. very interesting

E. very big

Passage 4 is for questions No. 16 to 20

Breathing is the sign of life. We breathe in air. We get oxygen from the air and we must have air all the time. We must have it when we are awake. We must have it when we are asleep. We have read about astronauts going to the moon and we have read about sea divers diving down into the deep sea. Do you think the astronauts and the sea divers could go up into space and down into the deep seas without oxygen? No. They do need oxygen all the time and anywhere. They carry it with them in special containers. We know that there is no air in space nor in the depth of the ocean, and hence no oxygen. The astronauts and the sea divers, therefore, have to take their supply of oxygen with them. Human existence depends on oxygen. We also need oxygen to burn fire. The more the oxygen that the fire can get, the brighter it will burn. Try an experiment. Blow on a dying fire. You'll see that it burns more brightly. The fire burns more brightly because the air gives it more oxygen.

Questions:

21. Air is necessary for .....?

A. eating D. sleeping

B. drinking E. crying

C. breathing

22. Oxigen is found in .....?

A. The depth of the see D. Sun light

B. Space E. Water

C. The air

23. Oxygen is necessary for .....?

A. Human life D. Special container

B. Water E.a,b and c are right.

C. Animal

24. Sea divers carry oxygen in special containers to .....?

A. Catch fish D. Ensure supply of oxygen

B. Search on species E. a, b and c are right,

C. Search diamond

25. The writer's main purpose is to .....?

A. Amuse us

B. Give facts and information

C. Give us a lesson

D. Annoy us

E. Suggest us to read

Text 5 is for questions No. 21 to 25

Direction : Read the advertisement above careful and aswer the following questions.

(adopted from "Koran Fajar" edisi tanggal 25 Pebruari 2013)

Questions:

26. The advertisement above must be taken from .....

A. Textbook
B. Poster
C. Newspaper
D. School announcement
E. Leaflet

27. The above advertisement is looking for .....

A. QA. Staff
B. Science staff
C. Computer staff
D. English teacher
E. B, C are correct.

28. When is the clossing date for the appication received .....

A. 7 days from the advertisement published
B. 2 weeks from the advertisement published
C. 5 days from the advertisement published
D. 8 days from the advertisement published
E. None is correct

29. The advertisement above is addresed to .....

A. Goverment officials
B. Job seekers
C. Athlets
D. Writers
E. Politicians

30. In what level the academic qualification is required .....

A. S1
B. D3
C. S2
D. Senior High School
E. Junior high School

Appendix B: Reading Comprehension Test (RCT) for Post-test

Name : ----------

Class/Group : ☐ Experimental ☐ Control

Time : 90 minutes.

Direction : Read the following passage and answer the questions based on the information given in the passages.

<u>Passage 1 is for questions No. 1 to 3</u>

Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy subtance, it is sometimes found loose on the bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern processes for removing gold from rocks.

Since gold is not very hard, it is sometimes melted and added to other subtances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

1. The following is associated with gold, <u>EXCEPT</u>...
   A. Useful
   B. Precious
   C. Beautiful

D. Expensive

E. Unnecessary

2. The text above is mainly intended to .... about gold

A. Discuss D. Eloborate

B. Classify E. Document

C. Describe

3. “It will be priced forever because ...” (paragraph 3)

The underlind word means ....

A. Valuabe D. Wonderful

B. Worthless E. Eye - catching

C. Interesting

Passage 2 is for questions No. 4 to 7

Seven people were killed in a collision between a bus, a car, and a truck on jalan Sultan at 10:35 pm. last night. The dead were all passengers of the car.

The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using hit lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car, a small Japenese car, should not have been carrying more than five people. If the passengers had brought their identity cards, the police would have identified the names of the victims easily.

(adapted from “Intisari Bahasa Inggris” untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

4. The next mainly reports that there was/were...
   A. A car accident
   B. Careless drivers
   C. A small Japaness car
   D. Victims of an accident
   E. The function of an identify card.
5. What was the cause of the collision?
   A. The truck came from the opposite directions
   B. The car carried more than five people
   C. The truck driver didn't use his lights
   D. The truck driver didn't see the car
   E. The car tried to overtake the bus
6. "*If the passengers had brought their identify cards, the police would have been easy to identity the names of the victims.*" (the last sentence).

   The sentence above means .....
   A. The victims' names were not known
   B. The victims' were easy to be identified
   C. The passengers brought their identity cards
   D. The police had not difficulty in identifying the victims
   E. It was easy for the police to identify the victims of the accident
7. Who said the accident was caused by the car...
   A. The police
   B. The victims
   C. The reporter
   D. The truck driver
   E. The bus passengers

Passage 3 is for questions No. 8 to 12

If you want to advance in your career, you wil have to take some careful decisions about which job you take. Evaluate a job offer for your future career. It may mean sacrifices at first. You may have to move to a different region of different country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the training or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that it is a job which you want to have.

(adapted from "Intisari Bahasa Inggris" untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

8. What must we do if we want to advance in our carrer?
   A. We have to make some careful decisions
   B. We have to choose a different region
   C. We must have an experience
   D. We must make sure the job
   E. We must take a lower salary.
9. What is NOT mentioned as a sacrifice for a valuable job?
   A. Moving
   B. No benefits
   C. Bad hours
   D. Low salary
   E. Career goals
10. What is the writer's best advice?

A. Take the first job offered
B. Consider changing careers
C. Don't work with other people
D. Think carefully before accepting a job
E. Accept a job without thinking first

11. "You may have to work **late hours**, at least temporally. "
The closest meaning of the underlined words is .....
A. Over time
B. On time
C. In time
D. Punctual
E. Careful

12. "The best advice is to think **carefully** before..." (paragraph 2)
What does the opposite mean of the underlined word?
A. Diligently
B. Hardly
C. Harmless
D. Dangerous
E. Carelessly

Text 4 is for questions No. 13 to 15

A fox fell into a well and couldn't get out. A thirsty goat came alone. Seeing the fox in the well, it asked if the water was good. "Good", said the fox. "It's the best water, I've tasted in all my life. Come down and try it yourself".

The goat was thirsty so he got into the well. When he had drunk enough, he look around but there was no way to get out. Then the fox said, " I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out. I'll help you out of the well."

The goat did as he was told and the fox got on his back and climbed out the well. Then he walked away. The goat called out loudly after him and reminded him of his promise to help him out. the fox merely

turned to him and said, “if you had tought carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

(adapted from “Intisari Bahasa Inggris” untuk SMA kelas X, XI, XII, Penerbit: Pustaka Setia Bandung, 2008)

Questions:

13. The text tells the story of ....
    A. A fox
    B. A goat
    C. A fox and a goat
    D. an old man and the fox
    E. The goat and an old man
14. Paragraph 2 mainly tells about ...
    A. How the fox helped the goat
    B. Why the fox got into the well
    C. How the fox got out of the well
    D. The fox’s idea how to get out of the well
    E. How both the goat and the fox got out of the well
15. “The goat did as he was told....” (paragraph 3)
    What does the above sentence mean?
    A. The goat drank enough and looked around
    B. The goat came down to the well and drank
    C. The goat called out loudly after the fox got out
    D. The goat waited someone who might help him
    E. The goat stood on his hind legs and put his forelegs against the side of the well

Passage5 is for questions No. 16 to 20

There was once a holy man who lived in a forest. One night there came a terrible storm in the forest. The holy man was busy in his daily

work when he heard a knock at the door. He opened the door and there is a gentleman stood before him who asked to let him to spend the night in his house. Another knock was at the door. There was a farmer asking for shelter. The pious old man, as usual asked the farmer to come in. He offered him a glass of milk. The weather outside was becoming more stormy. Again, some one was knowing very hard at the door again. The pious old man moved to open the door. The farmer, however asked him not to do so. “There is hardly any space for the three of us in this room. How could we accommodate any more people”? Then he said to the farmer, “ you knocked at my door and I opened it for you. Just image what might have happened if I had not allowed you in’. He rushed to open the door. This time there was a mother with her two kids, shivering in the cold. The old man asked them to come in at once and said to the farmer“now see what would have happened to the kids in the cold, stormy night”. The farmer felt guilty and apologized to the holy man.’ “ I am very sorry, sir, I’ll never say such things again”.

Questions:

16. The people wanted .....
    A. To loot the holy man
    B. To spend night
    C. To eat food
    D. To meet the holy man
    E. To foolist the hostess.
17. Do you think the writer of the passage is trying to .....
    A. Amuse us
    B. Annoys us
    C. Give us a lesson
    D. Give facts and information
    E. None is right.
18. The farmer forbid the holy man to open the door for the womanher kids because he was .....
    A. Selfish
    D. Intelligent

B. Wise E. Annoying

C. Foolish

19. We should follow the holy man .....

A. To help others

B. To tease others

C. To cheat others

D. To loot others

E. To nnoy others

20. The suitable moral lesson of this story is .....

A. Charity begins at home

B. Appearance sometimes deceive us

C. Slow and steady win the race

D. Willing to help others who need help

E. To open the door when someone knock at it

Text6 is for questions No. 21 to 25

Direction : Read the advertisement above careful and aswer the following questions.

Questions:

21. The cards above are mainly about .....
    A. People's life
    B. Children schooling
    C. Married people
    D. Goverment's plan
    E. Curriculum vitae
22. In her card, Mawarni says that .....
    A. Nobody is responsible for the unfortunate
    B. She is doing many things for many people
    C. There are too many people in this country
    D. Everbody is responsible for the poor people
    E. Indonesia live thriftily
23. When writing "*many people cannot make both end meet"* , Mawarni means that ....
    A. Both people cannot meet at the end
    B. People cannot meet each other
    C. Both ends cannot meet each other
    D. People cannot gain anything
    E. Epeople cannot pay for their expenses
24. According to Mawarni .....
    A. The needy must help the wealthy
    B. We belong to the unfortunate people
    C. The wealthy must help the needy
    D. It is every hard to help unfortunate people
    E. The needy and the wealthy are the same
25. From what Ina writes, we know that she .....
    A. Buys food for other people
    B. Buys the food for sell
    C. Cooks food for sell
    D. Cooks the food for herself
    E. None is right

Appendix C: Students Questionnaire (for Experimental Group)

Name : ----------

Class/Group : ☐ Experimental

Time : 30 minutes.

Direction :

For each of the following statement, please put your respon on the available box by writing the number of response scale that you think the best answer to your position.

Response Scale:

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

Questionnaire

1. I think reading is easy by using CLIM ☐
2. I am aware of reading focus in learning English after the use of CLIM ☐
3. I like to learn reading through the use of CLIM ☐
4. I enjoy learning reading material though CLIM ☐
5. I learn reading actively through CLIM ☐
6. CLIM helps me to enhance my social skills ☐
7. The purpose of this cooperative learning activity was clear ☐
8. All the the members of my group were commited to the success of the group. ☐
9. I felt responsible for the success of each individual in the group ☐
10. I felt responsible to my group ☐
11. Members of my group felt a commitment to other individuals in the Group ☐

12. The CLIM forced me to take on more responsibility for learning ☐
13. The cooperative learning experiences in my class enhanced my learning. ☐
14. My group had sufficient time to complete the activities ☐
15. This CLIM encourged students to actively involve in any class activities ☐

Appendix D: RESULT OF PRE-TEST ON CONTROL GROUP (CG)

THE RESULT OF PRE - TEST CONTROL GROUP (KLAS XI. IPA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	AMD	23	Very Poor	
2	ADTR	47	Poor	
3	DN RST	39	Poor	
4	YNT PJN	47	Poor	
5	FTR RMN	51	Poor	
6	HLMH	65	Fairly Good	
7	HMZ WD	60	Fair	
8	HRNT	32	Very Poor	
9	HRS	42	Poor	
10	HRTN	27	Very Poor	
11	JMSP	39	Poor	
12	JWT PRNM SR	43	Poor	
13	KHRNH	55	Fair	
14	KRNSH	39	Poor	
15	L. A BRT WGN	65	Fairly Good	
16	L. FTHL HDYT	28	Very Poor	
17	LL FTRN	36	Poor	
18	MRDGN	36	Poor	
19	MRNYNT	37	Poor	
20	MRWN JYD	55	Fair	
21	RKYH	59	Fair	
22	RMYNTK	38	Poor	
23	RSLN	51	Poor	
24	SMSDN	61	Fair	

Appendix E:RESULT OF PRE-TEST ON EXPERIMENTAL GROUP (EG)

THE RESULT OF PRE - TEST EXPERIMENTAL GROUP (KLAS XI. BAHASA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	ABDL KHR	62	Fair	
2	ABDL MNN	42	Poor	
3	ABDL WHD	65	Fairly Good	
4	AHMD DD PRTM	59	Fair	
5	HBBLLH	44	Poor	
6	HR PDL	65	Fairly Good	
7	ISNN ARRHMN	45	Poor	
8	ISNNTN	65	Fairly Good	
9	JMLDDN	33	Very Poor	
10	KHDR YSF	23	Very Poor	
11	KRTN	35	Poor	
12	L. HN ULP	37	Poor	
13	L. SPRLN	38	Poor	
14	M. FTHL HDYT	23	Very Poor	
15	M. IZR	31	Very Poor	
16	M. NWW	35	Poor	
17	M. SFWN	62	Fair	
18	M. SFYN	39	Poor	
19	NNNG KRLN	59	Fair	
20	NNNG HARDNT	40	Poor	
21	NRHFZH	70	Fairly Good	
22	FTRN	63	Fair	
23	STRWN A	35	Poor	
24	STSH	64	Fair	
25	SRYN	71	Fairly Good	
26	SYMSDN	54	Poor	
27	STWT	38	Poor	
28	IQR ALMSYH	56	Fair	

Appendix F: RESULT OF POST-TEST ON CONTROL GROUP (CG)

THE RESULT OF POST - TEST CONTROL GROUP (KLAS XI. IPA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	AMD	27	Very Poor	
2	ADTR	56	Fair	
3	DN RST	45	Poor	
4	YNT PJN	51	Poor	
5	FTR RMN	57	Fair	
6	HLMH	76	Good	
7	HMZ WD	71	Fairly Good	
8	HRNT	34	Very Poor	
9	HRS	58	Fair	
10	HRTN	36	Poor	
11	JMSP	52	Poor	
12	JWT PRNM SR	53	Poor	
13	KHRNH	62	Fair	
14	KRNSH	47	Poor	
15	L. A BRT WGN	76	Good	
16	L. FTHL HDYT	35	Poor	
17	LL FTRN	47	Poor	
18	MRDGN	43	Poor	
19	MRNYNT	45	Poor	
20	MRWN JYD	64	Fair	
21	RKYH	67	Fairly Good	
22	RMYNTK	49	Poor	
23	RSLN	65	Fairly Good	
24	SMSDN	72	Fair	

Appendix G : RESULT OF POST-TEST ON EG.

THE RESULT OF POST - TEST EXPERIMENTAL GROUP (KLAS XI. BAHASA I)

NO	NAME	SCORE	CLASSIFICATION	REMARKS
1	ABDL KHR	76	Good	
2	ABDL MNN	55	Fair	
3	ABDL WHD	76	Good	
4	AHMD DD PRTM	75	Good	
5	HBBLLH	65	Fair	
6	HR PDL	73	Fairly Good	
7	ISNN ARRHMN	76	Good	
8	ISNNTN	78	Good	
9	JMLDDN	55	Fair	
10	KHDR YSF	36	Poor	
11	KRTN	58	Fair	
12	L. HN ULP	55	Fair	
13	L. SPRLN	62	Fair	
14	M. FTHL HDYT	55	Fair	
15	M. IZR	57	Fair	
16	M. NWW	54	Poor	
17	M. SFWN	66	Fairly Good	
18	M. SFYN	59	Fair	
19	NNNG KRLN	65	Fairly Good	
20	NNNG HARDNT	66	Fairly Good	
21	NRHFZH	76	Good	
22	FTRN	68	Fairly Good	
23	STRWN A	64	Fair	
24	STSH	78	Good	
25	SRYN	75	Good	
26	SYMSDN	72	Fairly Good	
27	STWT	55	Fair	
28	IQR ALMSYH	74	Fairly Good	

Appendix H : THE DATA OF PRE-TEST AND POST-TEST ON CONTROL GROUP (CG).

NO	NAME	PRE TEST CG		POST TEST CG	
		SCORE	CLASSSIFICATION	SCORE	CLASSIFICATION
1	AMD	23	Very Poor	27	Very Poor
2	ADTR	47	Poor	56	Fair
3	DN RST	39	Poor	45	Poor
4	YNT PJN	47	Poor	51	Poor
5	FTR RMN	51	Poor	57	Fair
6	HLMH	65	Fairly Good	76	Good
7	HMZ WD	60	Fair	71	Fairly Good
8	HRNT	32	Very Poor	34	Very Poor
9	HRS	42	Poor	58	Fair
10	HRTN	27	Very Poor	36	Poor
11	JMSP	39	Poor	52	Poor
12	JWT PRNM SR	43	Poor	53	Poor
13	KHRNH	55	Fair	62	Fair
14	KRNSH	39	Poor	47	Poor
15	L. A BRT WGN	65	Fairly Good	76	Good
16	L. FTHL HDYT	28	Very Poor	35	Poor
17	LL FTRN	36	Poor	47	Poor
18	MRDGN	36	Poor	43	Poor
19	MRNYNT	37	Poor	45	Poor
20	MRWN JYD	55	Fair	64	Fair
21	RKYH	59	Fair	67	Fairly Good
22	RMYNTK	38	Poor	49	Poor
23	RSLN	51	Poor	65	Fairly Good
24	SMSDN	61	Fair	72	Fair

Appendix I : THE DATA OF PRE-TEST AND POST-TEST ON EXPERIMENTAL GROUP (EG).

NO	NAME	PRE TEST EG		POST TEST EG	
		SCORE	CLASSSIFICATION	SCORE	CLASSIFICATION
1	ABDL KHR	62	Fair	76	Good
2	ABDL MNN	42	Poor	55	Fair
3	ABDL WHD	65	Fairly Good	76	Good
4	AHMD DD PRTM	59	Fair	75	Good
5	HBBLLH	44	Poor	65	Fair
6	HR PDL	65	Fairly Good	73	Fairly Good
7	ISNN ARRHMN	45	Poor	76	Good
8	ISNNTN	65	Fairly Good	78	Good
9	JMLDDN	33	Very Poor	55	Fair
10	KHDR YSF	23	Very Poor	36	Poor
11	KRTN	35	Poor	58	Fair
12	L. HN ULP	37	Poor	55	Fair
13	L. SPRLN	38	Poor	62	Fair
14	M. FTHL HDYT	23	Very Poor	55	Fair
15	M. IZR	31	Very Poor	57	Fair
16	M. NWW	35	Poor	54	Poor
17	M. SFWN	62	Fair	66	Fairly Good
18	M. SFYN	39	Poor	59	Fair
19	NNNG KRLN	59	Fair	65	Fairly Good
20	NNNG HARDNT	40	Poor	66	Fairly Good
21	NRHFZH	70	Fairl Good	76	Good
22	FTRN	63	Fair	68	Fairly Good
23	STRWN A	35	Poor	64	Fair
24	STSH	64	Fair	78	Good
25	SRYN	71	Fairly Good	75	Good
26	SYMSDN	54	Poor	72	Fairly Good
27	STWT	38	Poor	55	Fair
28	IQR ALMSYH	56	Fair	74	Fairly Good

Appendix J : DATA OF PRE-TEST ON CG AND EG

PRE-TEST CG				PRE-TEST EG			
NO	**NAME**	**SCORE**	**CLFICATION**	**NO**	**NAME**	**SCORE**	**CLFICATION**
1	AMD	23	Very Poor	1	ABDL KHR	62	Fair
2	ADTR	47	Poor	2	ABDL MNN	42	Poor
3	DN RST	39	Poor	3	ABDL WHD	65	Fairly Good
4	YNT PJN	47	Poor	4	AHMD DD PRTM	59	Fair
5	FTR RMN	51	Poor	5	HBBLLH	44	Poor
6	HLMH	65	Fairly Good	6	HR PDL	65	Fairly Good
7	HMZ WD	60	Fair	7	ISNN ARRHMN	45	Poor
8	HRNT	32	Very Poor	8	ISNNTN	65	Fairly Good
9	HRS	42	Poor	9	JMLDDN	33	Very Poor
10	HRTN	27	Very Poor	10	KHDR YSF	23	Very Poor
11	JMSP	39	Poor	11	KRTN	35	Poor
12	JWT PRNM SR	43	Poor	12	L. HN ULP	37	Poor
13	KHRNH	55	Fair	13	L. SPRLN	38	Poor
14	KRNSH	39	Poor	14	M. FTHL HDYT	23	Very Poor
15	L. A BRT WGN	65	Fairly Good	15	M. IZR	31	Very Poor
16	L. FTHL HDYT	28	Very Poor	16	M. NWW	35	Poor
17	LL FTRN	36	Poor	17	M. SFWN	62	Fair
18	MRDGN	36	Poor	18	M. SFYN	39	Poor
19	MRNYNT	37	Poor	19	NNNG KRLN	59	Fair
20	MRWN JYD	55	Fair	20	NNNG HARDNT	40	Poor
21	RKYH	59	Fair	21	NRHFZH	70	Fairly Good
22	RMYNTK	38	Poor	22	FTRN	63	Fair
23	RSLN	51	Poor	23	STRWN A	35	Poor
24	SMSDN	61	Fair	24	STSH	64	Fair
				25	SRYN	71	Fairly Good
				26	SYMSDN	54	Poor
				27	STWT	38	Poor
				28	IQR ALMSYH	56	Fair

Appendix K : DATA OF POST-TEST ON CG AND EG

POST-TEST CG				POST-TEST EG			
NO	NAME	SCORE	CLFICATION	NO	NAME	SCORE	CLFICATION
1	AMD	27	Very Poor	1	ABDL KHR	76	Good
2	ADTR	56	Fair	2	ABDL MNN	55	Fair
3	DN RST	45	Poor	3	ABDL WHD	76	Good
4	YNT PJN	51	Poor	4	AHMD DD PRTM	75	Good
5	FTR RMN	57	Fair	5	HBBLLH	65	Fair
6	HLMH	76	Good	6	HR PDL	73	Fairly Good
7	HMZ WD	71	Fairly Good	7	ISNN ARRHMN	76	Good
8	HRNT	34	Very Poor	8	ISNNTN	78	Good
9	HRS	58	Fair	9	JMLDDN	55	Fair
10	HRTN	36	Poor	10	KHDR YSF	36	Poor
11	JMSP	52	Poor	11	KRTN	58	Fair
12	JWT PRNM SR	53	Poor	12	L. HN ULP	55	Fair
13	KHRNH	62	Fair	13	L. SPRLN	62	Fair
14	KRNSH	47	Poor	14	M. FTHL HDYT	55	Fair
15	L. A BRT WGN	76	Good	15	M. IZR	57	Fair
16	L. FTHL HDYT	35	Poor	16	M. NWW	54	Poor
17	LL FTRN	47	Poor	17	M. SFWN	66	Fairly Good
18	MRDGN	43	Poor	18	M. SFYN	59	Fair
19	MRNYNT	45	Poor	19	NNNG KRLN	65	Fairly Good
20	MRWN JYD	64	Fair	20	NNNG HARDNT	66	Fairly Good
21	RKYH	67	Fairly Good	21	NRHFZH	76	Good
22	RMYNTK	49	Poor	22	FTRN	68	Fairly Good
23	RSLN	65	Fairly Good	23	STRWN A	64	Fair
24	SMSDN	72	Fair	24	STSH	78	Good
				25	SRYN	75	Good
				26	SYMSDN	72	Fairly Good
				27	STWT	55	Fair
				28	IQR ALMSYH	74	Fairly Good

Appendix L : TEST SCORE OF CG AND EG

NO	CONTROL GROUP (CG)			EXPERIMENTAL GROUP (EG)		
	NAME	PRE-TEST	POST-TEST	NAME	PRE-TEST	POST-TEST
1	AMD	23	27	ABDL KHR	62	76
2	ADTR	47	56	ABDL MNN	42	55
3	DN RST	39	45	ABDL WHD	65	76
4	YNT PJN	47	51	AHMD DD PRTM	59	75
5	FTR RMN	51	57	HBBLLH	44	65
6	HLMH	65	76	HR PDL	65	73
7	HMZ WD	60	71	ISNN ARRHMN	45	76
8	HRNT	32	34	ISNNTN	65	78
9	HRS	42	58	JMLDDN	33	55
10	HRTN	27	36	KHDR YSF	23	36
11	JMSP	39	52	KRTN	35	58
12	JWT PRNM SR	43	53	L. HN ULP	37	55
13	KHRNH	55	62	L. SPRLN	38	62
14	KRNSH	39	47	M. FTHL HDYT	23	55
15	L. A BRT WGN	65	76	M. IZR	31	57
16	L. FTHL HDYT	28	35	M. NWW	35	54
17	LL FTRN	36	47	M. SFWN	62	66
18	MRDGN	36	43	M. SFYN	39	59
19	MRNYNT	37	45	NNNG KRLN	59	65
20	MRWN JYD	55	64	NNNG HARDNT	40	66
21	RKYH	59	67	NRHFZH	70	76
22	RMYNTK	38	49	FTRN	63	68
23	RSLN	51	65	STRWN A	35	64
24	SMSDN	61	72	STSH	64	78
25				SRYN	71	75
26				SYMSDN	54	72
27				STWT	38	55
28				IQR ALMSYH	56	74

Appendix M : THE RESULT OF QUESTIONNAIRES ON EG

Appendix N : MEMBER OF GROUP ON EG (KLAS BAHASA 1)

NO	NAME OF GROUP	MEMBER
A	MANDALIKA	1. Abdul Wahid
		2. Habibullah
		3. Fitriani
		4. Isnainiatun
B	KUTA	
		1. Ahmad Dodi Pratama
		2. Jamaludin
		3. Kartini
		4. L. Honi Ulaipi
C	SENGGIGI	
		1. Stiasih
		2. M. Safwan
		3. M. Nawawi
		4. Isnaini Arrahman
D	RINJANI	
		1. Suryani
		2. M. Fathul Hidayat
		3. Setiawan
		4. Satriawan Ali
E	SELAPARANG	1. Nurhafazah
		2. Iqra' Alamsyah
		3. Syamsudin
		4. L. Suparlan
F	SASAK	
		1. Hery Padli
		2. M. Izhar
		3. Neneng Karlina
		4. Abul Manan
G	NARMADA	1. Nining Hardianti 2. Khaidir Yusuf 3. Abdul Kahar 4. M. Sofyan

Appendix O : MEMBER OF GROUP ON CG (KLAS IPA 1)

NO	NAME OF GROUP	MEMBER
1	A	
		1. Hamzah Wadi
		2. Ayu Distira
		3. Sasmsudin
		4. Amiruddin
2	B	
		1. L.aji Barta Wiguna
		2. Hartono
		3. Rukaiyah
		4. Jumasip
3	C	
		1. Fatur Rahman
		2. Harianti
		3. Haris
		4. Juwita Purnama Sari
4	D	
		1. Halimah
		2. Kurniasih
		3. Yunita Pujiani
		4. Rumayantika
5	E	
		1. Marwan Jayadi
		2. L. Fathul Hidayat
		3. Khaeranah
		4. Lili Fitriani
6	F	
		1. Ruslan
		2. Mardiyanti
		3. Dini Rosita
		4. Mardiguna

Appendix P : TIME TABLE ON EG AND CG.

TIME TABLE ON EXPERIMENTAL GROUP

NO	MEETING	DATE	DAY	HOURS	REMARK
1	First	May, 1st. 2013	Wednesday	1 & 2	Pre-Test/CLIM
2	Second	May, 6th 2013	Monday	4 & 5	CLIM
3	Third	May, 8th 2013	Wednesday	1 & 2	CLIM
4	Fourth	May, 13th 2013	Monday	4 & 5	CLIM
5	Fifth	May, 15th 2013	Wednesday	1 & 2	CLIM
6	Sixth	May, 20th 2013	Monday	4 & 5	CLIM
7	Seventh	May, 22th 2013	Wednesday	1 & 2	CLIM
8	Eighth	May, 27th 2013	Monday	4 & 5	Post-Test

TIME TABLE ON CONTROL GROUP

NO	MEETING	DATE	DAY	HOURS	REMARK
1	First	May, 2nd 2013	Thursday	6 & 7	Pre-Test/TIM
2	Second	May, 7th 2013	Tuesday	5 & 6	TIM
3	Third	May, 14th 2013	Tuesday	5 & 6	TIM
4	Fourth	May, 16th 2013	Thursday	6 & 7	TIM
5	Fifth	May, 21st 2013	Tuesday	5 & 6	TIM
6	Sixth	May, 23th 2013	Thursday	6 & 7	TIM
7	Seventh	May, 28th 2013	Tuesday	5 & 6	TIM
8	Eighth	May, 30th 2013	Thursday	6 & 7	Post-Test

NB:

TIM = Traditional Instructional Method.

CLIM = Cooperative Learning Instructional Method.