

**THE USE OF COOPERATIVE LEARNING APPROACH  
IN TEACHING READING COMPREHENSION  
AT MA MA'ARIF KLEGO PONOROGO**

**THESIS**



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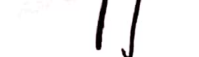
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## ABSTRACT

**Susanti, Rika. 2023.** *The Use of Cooperative Learning Approach in Teaching Reading Comprehension at MA Ma'arif Klego.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

**Key Words:** Cooperative learning approach and reading comprehension.

Learning English is compulsory learning for all schools. English is an international language used to communicate around the world. There are even some countries that make English the official language or the primary language. Speaking, listening, writing and reading are the four language skills necessary for fluency in English. Reading is one of the four skills in English which has a vital role for students. Indonesia has improved English instruction with a variety of methods and models. In learning English, of course, there are many learning strategies to help students achieve the material being taught. Using a learning strategy is essential in determining the success of a learning process; the better the model, the more critical the achievement of goals. Cooperative learning is one of the models that help students learn English, especially in understanding reading comprehension.

The objectives of this study are to (1) find out what are the strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego; (2) find out how are those strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego

This study was designed using qualitative methods with a descriptive qualitative design. Data collection is collected through observation, interviews, and documentation. Participant came from the teacher and students of MA Ma'arif Klego, for data analysis using Miles and Huberman with data reduction, data display, and conclusions.

Based on the data analysis found that (1) The English teacher at MA Ma'arif Klego applied two of the strategies from the cooperative learning approach, namely the Cooperative Integrated Reading and Composition (CIRC) strategy and Think Pair Share (TPS) strategy in teaching reading comprehension. (2) The Cooperative Integrated Reading and Composition (CIRC) strategy and Think Pair Share (TPS) strategy has several implementation steps in the classroom. The teacher explained that there were 6 steps in implementing the strategy, including: The teacher Forms groups, the teacher gives reading topics, students work together to find reading topics and provide feedback, students present group work results, the teacher provides input, teacher and students make conclusions together.



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## CHAPTER I

### INTRODUCTION

#### A. Background Of the Study

Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. According to Syaiful Sagala, learning is "teaching students using educational principles and learning theories, which are the main determinants of educational success." Learning is a two-way communication process. The teacher does teaching as an educator while students do learning.<sup>1</sup>

Learning English is compulsory learning for all schools. English is an international language used to communicate around the world. There are even some countries that make English the official language or the primary language. In the era of globalization, everyone prepares to develop their knowledge, including communication skills, especially in English. Many scientific publications and articles are produced in understandable English to organize information and knowledge.

Indonesia has improved English instruction with a variety of methods and models. English has evolved as a required subject in an Indonesian schools, including the curriculum, teaching materials, and even instructional strategies. However, up to this point, the development of the English curriculum has yet to succeed in enabling Indonesian students to learn English as a second language. This situation exists because the government emphasizes English as a source of knowledge more than English as a common language. This indicates that the government prefers students to comprehend English rather than learn it as a second language for daily activities. This discourages students from taking

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<sup>1</sup> Syaiful Sagala, *Konsep Dan Makna Pembelajaran* (Bandung: Alfabeta, 2010), 25.

English classes because they believe learning the language is pointless. After all, it is only used in the classroom.

Speaking, listening, writing and reading are the four language skills necessary for fluency in English. The sequential skills that must be learned in English are listening, speaking, reading, and writing. The ability to read is a skill that seems simple, but in reality, it is difficult to apply, because it is influenced by individual interests. Reading is very important in the development of knowledge because transferring knowledge is mostly done through reading. Although reading is a complex skill to master, it is one of the most important in teaching and learning this language skill needs to be taught as integrated as possible.<sup>2</sup>

Reading is one of the four skills in English which has a vital role for students. The students will learn extensively by assignment, opening up the world and helping them advance their knowledge. The students who read to go can pick up new information from wherever. Reading can teach us further information about our daily activities, books, newspapers, letters, and many other things. Grabe claims efficient reading is quick, focused, comprehending, adaptable, and steadily developing. Because the task is highly complex, many scholars have tried to understand and explain how it works.<sup>3</sup>

In learning English, of course, there are many learning strategies to help students achieve the material being taught. Using a learning strategy is essential in determining the success of a learning process; the better the model, the more critical the achievement of goals; thus, the goal is a significant factor in determining whether or not the use of a model is good. The learning model has clear goals about what will be achieved, including what and how students learn well and how to solve a learning problem. The purpose of using the learning model as a strategy for how learning is implemented can help students develop

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<sup>2</sup> Achsin, *Media Belajar* (Jakarta: Rineka Cipta, 1986), 128.

<sup>3</sup> W. Grabe, *Reading in a Second Language: Moving from Theory to Practice*. (Cambridge: Cambridge University Press, 2009).

themselves in the form of information, ideas, value skills, and ways of thinking in increasing the capacity to think clearly, and wisely and build social skills and commitment.

Cooperative learning is one of the models that help students learn English, especially in understanding reading comprehension. Students participate in cooperative learning by working in small groups on a pre-planned activity. The group members gain skills in teamwork as they execute projects, deal with problems, finish projects, or create new products. Teachers monitor each student personally, but they also grade group projects. In addition to learning the content, students make sure that the other group members also understand it. Cooperative learning can be characterized as group learning activities where learning depends on socially structured information exchange between students in groups, where each student is in charge of their education and driven to advance the education of others.<sup>4</sup>

Reading comprehension has been described as the process of thinking while deciphering symbols, understanding meaning, assimilation ideas presented in writing, and interpreting written symbols. Furthermore, reading comprehension is closely related to readers' cognitive abilities because comprehension is a by-product of cognitive ability.<sup>5</sup> The phrase "reading comprehension" describes the abilities required to comprehend and apply the information found in written materials. Understanding, analyzing, and using information are all parts of reading comprehension, as is engaging in reader-author interaction.<sup>6</sup> Reading comprehension involves more than just reading aloud; it also consists of determining and comprehending the meaning of the words, phrases, and paragraphs and the connections between ideas.<sup>7</sup>

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<sup>4</sup> S. Olsen, R., & Kagan, "About Cooperative Learning". In Kessler, C. (Eds). *Cooperative Language Learning. A Teacher's Resource Book*. (Prentice Hall.: Englewood Cliffs, 1992), 76.

<sup>5</sup> Singer, *Theoretical Models and Process of Reading* (Berkeley: University of California, 1985), 140.

<sup>6</sup> H. Ribonson Smith, B. Nila. & Alah, *Reading Instruction for Today Children* (Boston: Prentice Hall Inc, 1980), 132.

<sup>7</sup> M. Mc. Constance Thinker, A. Miller & Cullough, *Teaching Elementary Reading* (New Jersey: Prentice Hall. Inc. Englewood Cliffs., 1975), 45.

Hadyan stated that cooperative learning models could improve students' reading skills. The cooperative learning model can help students to understand the text they are reading since they can share difficulties with their friends in the group. Besides that, students also have more motivation to do their best because they have to compete with another group. The use of the cooperative learning model in reading comprehension is very useful for students in helping to train students reading comprehension. The cooperative Learning Model itself has been widely used by teachers in teaching students, especially in reading comprehension.<sup>8</sup> Many teachers have applied this cooperative learning to learning. This also happened at MA Ma'arif Klego.

MA Ma'arif Klego, one of the Islamic boarding schools based in Ponorogo, MA Ma'arif Klego, has two main classes, namely the Sciences (IPA) class and Socials (IPS) class. At MA Ma'arif Klego, it is unique that the teacher always uses Cooperative Learning in learning, especially in English. At MA Ma'arif Klego, reading comprehension is a critical point in learning English because tests in English are given integrity in the form of reading.

Based on interviews with Mrs. Umi Latifah S.Pd., the English language ability that is most mastered by students, especially in class XI, is reading comprehension. At MA Ma'arif Klego, teachers focus on students' reading comprehension skills. Mrs. Umi said that reading comprehension is indeed a crucial point in the process of learning English. Mrs. Umi also said she used a cooperative learning approach to reading comprehension. Using a cooperative learning approach helps students understand the material being taught. The grouping strategy in the collaborative learning approach helps students master the material in groups so that the results of learning will be maximized because of the combination of the abilities of one student and another. In addition, the use of a cooperative

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<sup>8</sup> Hadyan Rifki, "Implementation Of The Cooperative Learning Method In Teaching Reading Comprehension," *English of Education 2013* (2013), 78.

learning approach to reading comprehension helps students meet the acquisition values in learning so that their test results get good results and can complete the KKM (Kriteria Ketuntasan Minimal) score.<sup>9</sup>

A similar study about cooperative learning in reading comprehension was discussed by Muslihani, titled "The use of Cooperative Integrated Reading and Composition (CIRC) method to improve students' Reading Comprehension." The result showed that using Cooperative Integrated Reading and Composition (CIRC) Method is able and significant in improving the student's ability in reading comprehension. Cooperative Integrated Reading and Composition (CIRC) Method effectively enhances students' literal understanding of specific information and sequencing events or ideas.<sup>10</sup> The students would engage in various learning activities, imagining what they had read. It showed that the students were more involved and assisted them in understanding the text by having them respond to the question. The Cooperative Integrated Reading and Composition (CIRC) Method can help students read and make them enjoy a lesson while enhancing their reading comprehension.

From the explanation above, the researcher wants to know the use of the cooperative learning approach in the reading comprehension of eleventh grade at MA Ma'arif Klego. After knowing the use of the cooperative learning approach, researchers can find out that this strategy in the cooperative learning approach can be an alternative teacher to help students with Reading Comprehension. Students and teachers can discover that the cooperative learning approach can be an alternative. In line with the description above, the researcher wants to conduct a study with the title: **The Use of Cooperative Learning Approach in Teaching Reading Comprehension at MA Ma'arif Klego.**

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<sup>9</sup> Interviewed with Mrs. Umi Latifah S.Pd, (English Teacher of MA Ma'arif Klego), on Thursday, 27th October 2022.

<sup>10</sup> Muslihani, "The Use of Cooperative Intergrated Reading and Composition Method to Improve Students Reading Comprehension" (Makassar, 2014), 80.

## **B. Research Focus**

Based on the background of the study above this research focuses to find out are the the use of cooperative learning approach in teaching reading comprehension of the students at MA Ma'arif Klego. The class to conduct this research is the Eleventh Grade Science (XI IPA) and social (XI IPS) of MA Ma'arif Klego in Academic Year 2022/2023.

## **C. Statement of the Problems**

1. What are the strategies applied by the teachers in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego?
2. How are those strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego?

## **D. Objectives of the Study**

1. To find out what are the strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.
2. To find out how are those strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.

## **E. Significances of the Study**

The results of this study are expected to be used to assist teachers and students in learning reading comprehension using a cooperative learning approach.

### **1. Theoretical Significance**

The results of this study can be used to enrich theories and methods on the use of Cooperative Learning Approach in Reading Comprehension and improve their reading

ability especially in reading comprehension.

## **2. Practical Significance**

### **a. For the school**

The result of this research can create the innovation for the school to develop the teaching learning process and can created good quality for students output.

### **b. For English Teachers**

The researcher hopes that this study can provide some suggestions for class interaction in English class, especially in reading skills. The results of the research provide information to teachers to make it easier to teach reading, especially to provide ways to attract students' attention in learning to read in class. For this the reason, the teacher must be able to find an interesting learning model that is using a cooperative learning approach

### **c. For the students**

This research can help more easily to understand what the meaning of the text from the learning models that used by the teachers and can increased students consetration.

### **d. For the Institution**

Institutions will receive useful information about learning models that can help students use the cooperative learning approach. This information will help to find an approach from the cooperative learning model that can help students in learning English. This information will also help in finding the benefits, namely the weaknesses and shortcomings of the cooperative learning approach.

### **e. For the readers**

Researchers hope to contribute to readers, especially students and teacher MA Ma'arif himself to be input in practice and learning process especially to know the use of cooperative learning approach in learning English especially reading.

**f. For the future researchers**

The result of this study can be reference and information to the next researcher about cooperative learning models in reading comprehension, also will be useful to improve english teaching especially have knowledge in teaching reading.

**F. Organization of the Thesis**

This study is organized into five chapters, each of which is related to the previous chapter in order to facilitate the readers' understanding of the research content.

**Chapter I** : Chapter one is introduction. The background of the study and the motivation for this research are explained in this chapter. Additionally, the introduction includes research focus, statement of the problem, research objective, significance of the study and organizations of the study

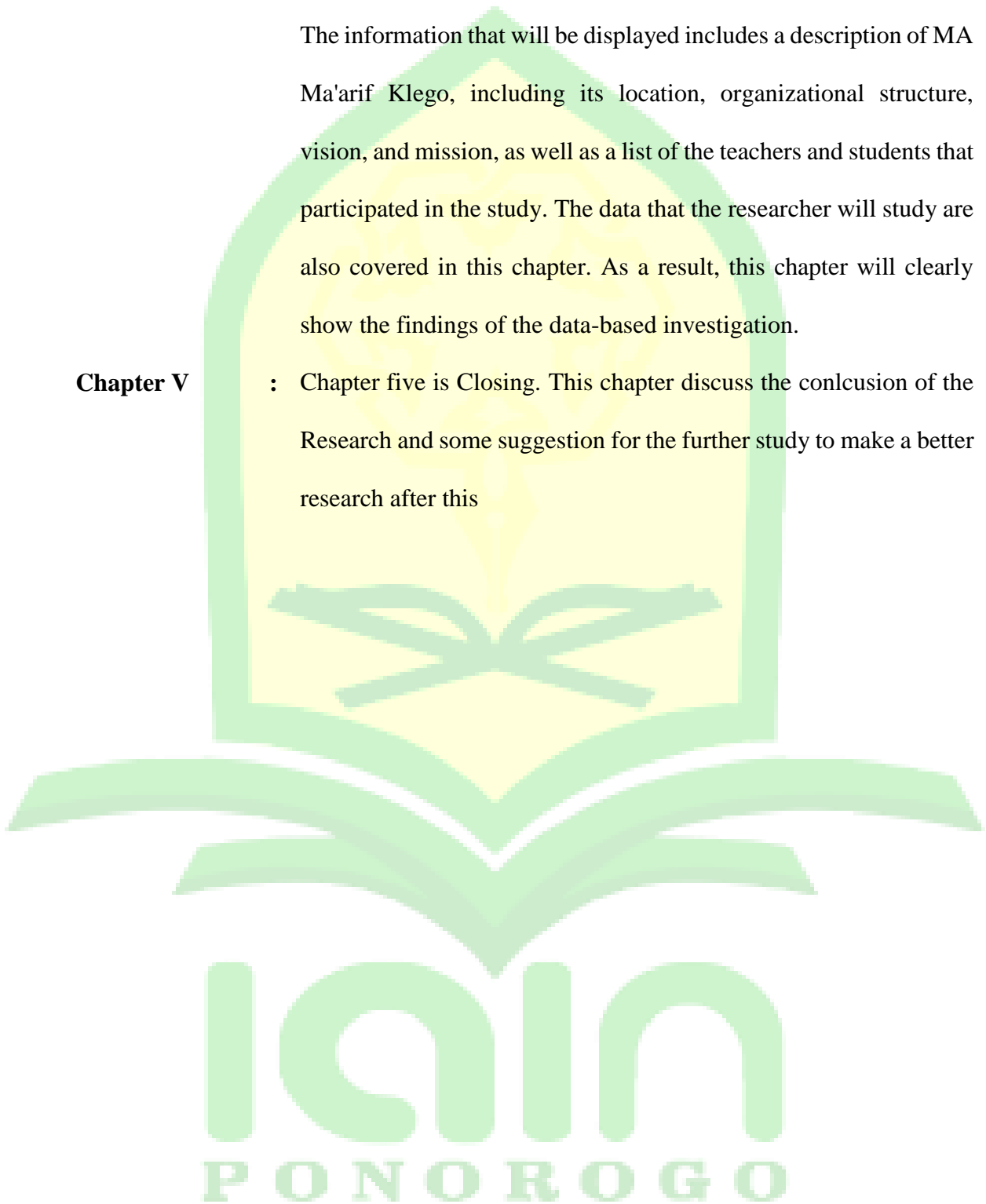
**Chapter II** : Chapter two is contains a description of the previous literature Review theoretical background and previous research findings and theoretical framework. This chapter consist of the previous study and some supporting theories about the definition of cooperative learning, kinds of cooperative learning, , definition of reading comprehension, and other theories related to the research.

**Chapter III** : Chapter three is the research method. This chapter contains research Design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and research procedure



**Chapter IV** : Chapter four is research findings and discussion. This chapter Explains the main research finding and discussion which present the common data that will be appear after do the research procedure. The information that will be displayed includes a description of MA Ma'arif Klego, including its location, organizational structure, vision, and mission, as well as a list of the teachers and students that participated in the study. The data that the researcher will study are also covered in this chapter. As a result, this chapter will clearly show the findings of the data-based investigation.

**Chapter V** : Chapter five is Closing. This chapter discuss the conclusion of the Research and some suggestion for the further study to make a better research after this



## CHAPTER II

### LITERATURE OF RELATED REVIEW

#### A. Theoretical Background

##### 1. Cooperative Learning

###### a. The definition of Cooperative Learning

Cooperative learning is one of the most popular and useful areas of educational theory, research, and practice. Cooperative learning is one of the areas of educational theory, research, and practice that has been most successful in assisting teachers in teaching. Students engage in cooperative learning when they cooperate to achieve common learning objectives. Each student can only complete their individual learning objectives if and only if the other group members are successful in completing theirs.<sup>11</sup>

Cooperative learning derives from the word cooperative, which means working together as a team or group to accomplish a task.. Slavin's argued, In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher". This description describes the cooperative learning method as a learning model in which the learning system work in small groups of 4-6 people collaborative so that it can stimulate students to be more enthusiastic in working.<sup>12</sup>

The term "cooperative learning" refers to a broader idea that includes all forms of group activity, including those that are guided or supervised by the teacher. learning generally. Cooperative learning is thought of as being more teacher-directed, where the teacher sets the assignments and questions and offers resources

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<sup>11</sup> D.W. & Johnson Johnson, *Cooperative Learning in the Classroom*. (Alexandria: Association for supervision and Curriculum, 1999), 151.

<sup>12</sup> Isjoni, *Cooperative Learning* (Bandung: Alfabeta, 2011), 15.

and information to aid students in solving the given issue. At the conclusion of the task, the teacher would typically administer a specific type of assessment.<sup>13</sup>

There are several types of cooperative learning, including: formal cooperative learning group (formal cooperative learning group), informal cooperative learning group (informal cooperative learning group), large cooperative group (cooperative base group) and a combination of three cooperative groups (integrated use of cooperative learning groups).

Cooperative learning is simply defined as group small learning that works together to solve problems, complete assignments, or complete assignments together. Notes require students to work together and positively depend on each other each other in the context of task structure, goal structure, and reward structure. This idea is an effort designed to convey the material in such a way that students can work together to achieve the learning objectives according to the learning objectives in a broader scope, namely the development contribution to Education in Indonesia is in line with the noble aspirations of the founders of this nation.

In conclusion, cooperative learning is a learning model by using a grouping system / small team, namely between 4 up to 6 people who have an academic ability background, different (heterogeneous) gender, race, or ethnicity. Scoring system done to groups. If a group is able to demonstrate the necessary achievement, they will earn an award (reward). Each group member will have a positive reliance as a result. Such dependence will subsequently raise individual accountability to the group and each group member's interpersonal abilities. everyone individual will

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<sup>13</sup> R. J Stahl, *Cooperative Learning in Social Studies: A Handbook for Teacher* (New York: Addison Wesley Publishing Company, Inc, 1994), 180.

support one another and be driven by the group's achievement, giving them everyone an equal chance to contribute to the success of the whole.<sup>14</sup>

### **b. The Characteristics of Cooperative Learning**

The characteristics or characteristics of Cooperative Learning learning are as follows:<sup>15</sup>

- 1.) Each member has a role
- 2.) Interaction occurs directly among students
- 3.) Each group member is in charge of both learning and taking care of the other members.
- 4.) The teacher supports the growth of interpersonal skills in groups.
- 5.) The teacher merely engages the class when necessary.

The benefits of cooperative learning, as well as improving students' cognitive and affective skills, learning Cooperative also provides the following benefits:

- 1.) Students will learn more when cooperative teaching methods are used.
- 2.) Students that engage in cooperative learning will feel better about themselves and be more eager to study.
- 3.) Students are more worried about their peers' racial and cultural backgrounds when they are participating in cooperative learning.

### **c. The purpose of Cooperative Learning**

The main objective of the cooperative learning approach is to provide students with the information, ideas, abilities, and understanding necessary to be contented and useful members of society. Modeling goals cooperative learning is

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<sup>14</sup> Linda Lundgren, *Cooperative Learning in The Science Classroom* (Glencoe: Macmillan McGraw-Hill, 1994), 113.

<sup>15</sup> Shlomo Sharan, *Handbook of Cooperative Learning Methods* (Connecticut London: Praeger Westport, 2009), 204.

to create pro norms academics among students, and the pro-academic norms it has a very important influence on student achievement.<sup>16</sup>

Cooperative learning sets up scenarios where a person's success is influenced or determined by the success of the group. In order to accomplish at least three learning goals, a cooperative learning model was created, including:<sup>17</sup>

#### 1.) Academic learning outcomes

Numerous social objectives are included in cooperative learning, which also aims to raise student accomplishment or complete other significant academic tasks. According to some experts, this model is excellent in assisting students in understanding complex ideas. Students are now valued more in academic learning and changes in norms around learning outcomes thanks to the cooperative reward structure model. Both lower group and upper group students can benefit from cooperative learning when they work together to complete academic assignments.

#### 2.) Acceptance of individual differences

People of all races, cultures, social classes, abilities, and levels of skill accept cooperative learning in large numbers. Students from varied backgrounds and circumstances can learn to respect one another through cooperative learning.

#### 3.) Development of social skills

Cooperative learning is teaching students teamwork and collaboration skills. Skills Students need to have social skills because currently many young people still lack social skills

<sup>16</sup> Robert E Slavin, *Cooperative Learning* (London: Allyn and Bacon, 2005), 70.

<sup>17</sup> G Hamilton, R, & Ellizabeth, *Learning and Instruction* (New York: Allyn and Bacon, 1994), 95.

#### d. The key elements of the Cooperative Learning

A highly structured classroom strategy called cooperative learning is intended to support student learning. Unlike other classroom-based learning methods, cooperative learning is highly regimented, which is the secret to its effectiveness. A widely uses a model of cooperative learning and consist of the following five component:<sup>18</sup>

##### 1.) Positive interdependence

An individual student's performance depends on the efforts of other students in various ways and to different degrees. Positive interdependence can be demonstrated through shared resources (each group member contributes a portion of the knowledge) and shared benefits (e.g., everyone gets five bonus points if the group scores 90% or higher on the test).

##### 2.) Face-to-face Primitive interaction

Each group member actively participates in discussions and adds to the collective work. Members of the groups support, push, and give each other feedback.

##### 3.) Individual accountability

Each student is finally evaluated, and the group's other participants make sure that each candidate can effectively represent the group. Exams are one example of a traditional evaluation tool that demonstrates individual accountability. The process of selecting a person at random to direct the group's activity is an illustration of an immediate technique to encourage individual accountability. The majority of a student's grade is typically determined by their own effort.

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<sup>18</sup> Johnson. Johnson & Smith, *Classroom Assessment* (Alexandria: Association for supervision and Curriculum, 1991), 155.

#### 4.) Interpersonal and small group skills

Skills like leadership, establishing trust, and managing conflicts are deliberately taught to and reinforced in students.

#### 5.) Group processing

Members of the group spent some of their time together thinking about and evaluating their working relationships. With the aim of improving group skills in the future, a well-structured group processing tool will offer formative input to the group members about how well they work as a group.

### e. Learning steps in Cooperative Learning

Anita Lie describes the syntax of the learning model cooperative consists of six phases as follows:<sup>19</sup>

#### 1. First phase

Convey goals and prepare students. Teacher classify the purpose of cooperative learning. It is important to this is done because students must clearly understand the procedures and rules in learning.

#### 2. Second phase

The teacher conveys information, because this information is content academic.

#### 3. Third Phase

The teacher must explain that students must cooperate with each other in Group. Group assignment completion must be a goal. Each group member is personally responsible for helping the group achieve its objectives. The third phase is the most crucial; avoid allowing freeloaders or members who solely rely on the tasks group to other people.

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<sup>19</sup> Anita Lie, *Cooperative Learning* (Jakarta: Grasindo, 2007), 85.

#### 4. Fourth phase

Teachers need to accompany study teams, remind about assignments done by students and time allocated. The teacher's aid during this stage can take the form of instructions, directions, or asking a select group of students to repeat what has been demonstrated.

#### 5. Fifth phase

The teacher evaluates using an evaluation strategy consistent with learning objectives.

#### 6. Sixth phase

The teacher prepares the reward structure that will be given to student. Regardless of what other individuals do, changes in the reward structure can be made. If students are recognized for their individual effort based on comparison with others, a competitive reward structure is used. Structure Teams receive cooperative incentives even when the team members participate in mutually exclusive sports.

### **f. The kinds of strategies in Cooperative Learning**

Cooperative learning has several strategies that can be applied to the learning process. Each strategy has its characteristics that are more suitable for use in certain learning situations. The selection of learning strategies must of course be adjusted to the characteristics of students and also the material to be delivered. According to Slavin in Cooperative Learning there are several variations of strategies that can be applied, which include:<sup>20</sup>

#### 1.) Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD) is a type of cooperative that emphasizes activities and interactions between students to motivate and assist

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<sup>20</sup> Robert E. Slavin, *Cooperative Learning (Teori, Riset, Praktik)* (Bandung: Nusa Media, 2009), 11-26.



each other in mastering subject matter in order to achieve maximum achievement. The following are the steps for implementing STAD :

- a.) In the first phase, the teacher conducts apperception and students' initial knowledge of the material to be provided. In addition, it also describes the learning objectives that will be carried out to students.
- b.) Second, the teacher divides the class into various groups while accounting for academic diversity. Give students readings on the subject that will be covered in class. It also outlines how group discussions work as well as the assignments that must be finished throughout the learning process.
- c.) Third, namely the introduction of the concept. By offering a fresh idea that alludes to the discoveries made throughout research. Information for this introduction can be found in textbooks, movies, clippings, posters, or other media.
- d.) Fourth, the fourth stage is the publishing stage. Students present their findings to the class both individually and in groups, as well as provide evidence to support their claims.
- e.) Fifth, the reinforcement and reflection phase. During this stage, the teacher reinforces the subject matter being studied by explaining concepts or providing real-world examples. Students also have the chance to consider and assess the results of their learning.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:<sup>21</sup>

(1) The advantages of STAD

- (a) Each group member gets a task

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<sup>21</sup> C Davidson, N, & Major, "Cooperative Learning, Collaborative Learning, and Problem Based Learning," *Journal on Excellence in College Teaching* 13 (2014): 1.

- (b) There is direct interaction between students in groups
- (c) Train students to develop social skills (social skills)
- (d) Accustom students to respect the opinions of others
- (e) Improving students' ability to speak and act, so that their academic ability increases

(2) The disadvantages of STAD

- a.) This learning model can only be used for subjects that use language so it cannot be used for subjects, such as mathematics, physics, chemistry and other subjects that use the principle of counting.

2.) Team Game Tournament (TGT)

This type of TGT cooperative learning model is carried out by placing students into study groups with games at each tournament table. The game will use cards containing questions and answer keys. The following are the steps for implementing TGT :

- a.) Contains the teacher in conveying material, learning objectives, subject matter, and a brief explanation of worksheets with direct teaching. Here students must focus on understanding the material, in order to become a provision for group work or games later.
- b.) The teacher will group students with four to five members based on different backgrounds and represent the whole class such as academic ability criteria, gender, race or ethnicity. This group will be given the task of studying worksheets. For activities in the form of discussing problems, comparing answers, checking, and correcting errors from understanding concepts in each member

- c.) The implementation of this game is represented by 3 people from each group. Students will choose a numbered card and try to answer the question that corresponds to the number chosen.
- d.) Tournament activities are carried out such as the teacher giving questions as a form of evaluation of learning outcomes, then students will compete to answer them properly and correctly. If you can answer, you will get a score or value.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:

(1) The advantages of TGT

- (a) Motivate students to continue learning and get better results.
- (b) Improve relationships between students because of active interactions in class.
- (c) Help students develop communication and social skills.
- (d) Develop skills cooperation needed in student life.

(2) The disadvantages of TGT

- (a) It takes a long time to group students, especially for classes with students whose ability levels are very different from an academic point of view.
- (b) Shows down the learning process when there are too many in the class, so that learning activities are actually less than optimal.
- (c) Raise concerns that the class will not run well when students are not divided into groups.
- (d) Requires special teacher abilities to be able to manage students in groups and carry out tournaments. Allow students with higher ability

levels to dominate the group, so the peer tutoring process cannot run smoothly.

### 3.) Jigsaw

The jigsaw learning model is a cooperative learning model in which students study in small groups consisting of 4-6 students heterogeneously. In this jigsaw lesson, there are original groups and expert groups. The home group is the student parent group which consists of students with diverse abilities and backgrounds. The expert group is a group of students consisting of members from different origin groups and assigned to study and explore a particular topic and deliver tasks related to the topic to be explained to the original group. The following are the steps for implementing Jigsaw :

- a.) 1. Introduce the strategies and topics students will study.
- b.) Form small groups of 3-5 students and give different assignments to each student in the group.
- c.) Students join with other students from different groups with the same task. Then students with the same task discussed and exchanged ideas to form expert groups.
- d.) After finishing discussing with the "expert group", each student will return to their original group to share the results of their discussion with the expert group.
- e.) Each group that has finished sharing their knowledge with each other will make a presentation.
- f.) To measure the level of learning achievement, the teacher can give quizzes or assignments individually on the themes that have been studied.
- g.) The thing that needs to be considered by the teacher is that if using the Jigsaw learning strategy to learn new material, the Smart Teacher must

prepare a guide and content that is coherent and sufficient, so that the learning objectives can be achieved.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:<sup>22</sup>

(1) The advantages of jigsaw

- (a) Ease the teacher's task in teaching, because there is already a group of experts whose job is to explain the material to friends in the group.
- (b) Even distribution of material mastery by students can be achieved in a shorter time and students can master the lessons delivered better.
- (c) Can train students to be more active in speaking and arguing.
- (d) Provide opportunities for students to work together with other students.

(2) The disadvantages of jigsaw

- (a) Students who are more active in groups have a tendency to dominate the discussion process and control the course of the discussion.
- (b) Students with lower reading and thinking abilities will have difficulty explaining material when appointed as experts.
- (c) Students who have intelligence above the average of their friends will tend to feel bored when receiving explanations from colleagues who are considered less equal to them.
- (d) Requires foresight from the teacher in forming groups so that the groups are truly heterogeneous. If not, there is a possibility of forming a group whose members are less prominent or vice versa.

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<sup>22</sup> R.M Gagne, *The Condition of Learning Theory of Instrucion* (New York: Rinehart, 1985).

#### 4.) Group Investigation (GI)

Group Investigation (GI) is a complex cooperative learning model. Cooperative learning, constructivism-based learning, and the democratic learning process are all combined in this instructional methodology. This learning model also expects that students are able to be actively involved from the initial stage to the end of learning. This cooperative learning model enables students to think analytically, critically, creatively, reflectively and productively. The following are the steps for implementing GI :

- a.) Form a group.
- b.) Identify the topic.
- c.) Planning an investigation.
- d.) Carry out investigations.
- e.) Prepare final report.
- f.) Presenting the final report.
- g.) Evaluation.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:<sup>23</sup>

##### (1) The advantages of GI

- (a) Learning in this method requires students to play an active and communicative role.
- (b) This learning emphasizes the atmosphere of working together and interacting among students in groups, regardless of the background that each student has.

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<sup>23</sup> Wang Tzu-Pu, "Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class Learning," *The Journal of Human Resource and Adult 1* (2009): 112–20.

(c) Students are trained to develop good and conducive communication skills.

(d) Growing motivation in students, to be active in learning process activities, starting from the planning stage to the final stage of learning.

(2) The disadvantages of GI

(a) Students who have low thinking potential, are not very active in class and in discussions, so the group investigation method cannot work well.

(b) Students who act as group members are not necessarily willing to present the results of the discussion in front of the class. This is because they only give full trust to the chairman in their group.

(c) Students who have weak thinking power, in general, can only follow friends in a group.

5.) Cooperative Integrated Reading and Composition (CIRC)

CIRC (Cooperative Integrated Reading and Composition) in this study is an integrated learning method between reading and writing skills that involves students actively (physically and mentally) in the learning process to help students understand the contents of readings that are carried out individually or in groups. The following are the steps for implementing CIRC :

a.) form a group of 4 members heterogeneously

b.) The teacher gives discourse according to learning topics

c.) Students work together with each other read and find the main idea and provide feedback against discourse and written on sheets of paper;

d.) Presenting/reading out the results of the group

e.) Teacher provide reinforcement

f.) Teachers and students together draw conclusions

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:

(1) The advantages of CIRC

- (a) CIRC is very appropriate to improve the skills of participants students in solving story problems.
- (b) The dominance of the teacher in learning is reduced.
- (c) Helping students who are weak in completing problem.
- (d) Improving learning outcomes and self-confidence because students can find concepts from the material being studied and present them in front of the class.

(2) The disadvantages of CIRC

- (a) At the time of the presentation, only active students appeared in front of the class.
- (b) Not all students can do the questions carefully.
- (c) This model is not appropriate when applied to students who can't read yet and will have trouble.
- (d) If applied too often students will feel bored.

6.) Team Assisted Individualization (TAI)

TAI learning model where students are grouped into heterogeneous small groups (5 students) led by a chairman a group that has more than its members.

The following are the steps for implementing TAI :

- a.) The teacher gives assignments to students to learn the material individual learning that has been prepared by the teacher.
- b.) Teachers give quizzes (pretest) individually to students to get a base score or initial score.



- c.) The teacher forms several groups. Each group consists of 4–5 students with different abilities, both ability levels (high, moderate and low) If possible group members are of racial, cultural, different ethnicity and gender equality.
- d.) Individual student learning outcomes are discussed in groups.
- e.) In group discussions, each group member checks each other's answers one group.
- f.) The teacher facilitates students in making summaries, directing, and provide confirmation of the learning material that has been studied.
- g.) Teachers give quizzes (posttest) to students individually.
- h.) The teacher gives awards to groups based on the value obtained increase in individual learning outcomes from the base score to the next quiz score.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies: <sup>24</sup>

(1) The advantages of TAI

- (a) Saving in the use of time and tools.
- (b) Able to arouse students' interest and enthusiasm.
- (c) Helping students to develop listening skills.
- (d) Stimulate students' ability to seek information from various source.
- (e) Able to convey knowledge that students have never known.

(2) The disadvantages of TAI

- (a) Lecture tend to be teacher-centered expository strategic patterns.
- (b) The lecture method tends to place students as listeners and listeners recorder.

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<sup>24</sup> R. E Stevens, R. J., & Slavin, “Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Nonhandicapped Students.” *The Elementary School Journal* 3 (1995): 241–262.

(c) Limited ability at low level.

(d) The lecture process takes place according to the pace of speech and the accent of the language used by teachers.

#### 7.) Think Pair Share

Definition of Think Pair Share (TPS) is a type of cooperative learning designed to influence student interaction patterns. The following are the steps for implementing Think Pir Share :

- a) The teacher conveys the core material and competencies to be achieved.
- b) Students are given a problem related to the subject matter has been explained by the teacher, to then think about the solution thoroughly individual.
- c) Students form pairs with their peers and present their results each other's thoughts. In this step students have to find common ground from each other's thoughts.
- d) Students present the results of discussions with their partners in front of the class.
- e) Starting from these activities, the teacher directs the conversation to the subject problems and add material that has not been disclosed by students.
- f) The teacher concludes.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:

##### (1) The advantages of Think Pair Share

- (a) Improve students' thinking power.
- (b) Provide time to think to improve the quality of student responses.
- (c) Students become more active in thinking about concepts in their eyes lesson.

(d) Students understand more about the concept of the topic of the lesson during the discussion.

(2) The disadvantages of Think Pair Share

(a) Many groups report and need to be monitored.

(b) Fewer ideas are generated.

(c) If the number of students is very large, the teacher will have difficulty in guide students who need more attention.

(d) More time is needed for presentations because of smaller groups

Lots.

8.) Number Head Together

Numbered Head Together (NHT) is a type of cooperative learning with the syntax: briefing, create heterogeneous groups and each student has a certain number, give the problem of teaching materials (for each group the same but for each student it is not the same according to the student number, each students with the same number get the same assignment) then work in groups, group presentations with the same number of students according to their respective assignments so that class discussions occur, individual quizzes and score the progress of each student, announce quiz results and give rewards. The following are the steps for implementing Number Head Together:

a.) Students are divided into groups, each student in each group gets a number.

b.) The teacher gives assignments and each group does it.

c.) The group discusses the correct answer and ensures that each group member can do it/knows the answer.

d.) The teacher calls one of the student numbers with the number called to report the results of their collaboration.

e.) Responses from other friends, then the teacher points to another number.

f.) Conclusion.

In addition to how it is implemented, there are several advantages and disadvantages of each of these strategies:

(1) The advantages of Number Head Together

- (a) Giving Motivation.
- (b) Increase self-confidence.
- (c) Students are more active.

(2) The disadvantages of Number Head Together

- (a) Not very suitable for a large number of students because it takes a long time.
- (b) Not all group members are called by the teacher.

## 2. Reading Comprehension

### a. The Definition of Reading Comprehension

One of the foundational components of reading is reading comprehension. Understanding what you are reading is known as reading comprehension. The definition is simple to state, even though the act is not difficult to teach, learn, or practice. Prior to, during, and after reading a specific work of literature, reading comprehension is a purposeful, active, and interactive activity. Reading comprehension is a set of general knowledge acquisition skills that people can use to interpret and communicate information they have learned as a result of reading written language, according to educational theory.<sup>25</sup>

Reading comprehension is the capacity to extract information from texts in order to fully understand the content. In order to make the readers read the entire paragraph in order to learn the secret information. However, comprehension is a highly sophisticated cognitive process that involves the reader's deliberate

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<sup>25</sup> Harris A.J Sipay, E.R, *How to in Increase Reading Ability* (New York: Longman, 1980), 179.

interaction with the text in order to produce meaning. In other words, understanding involves work and doesn't just happen. For readers to derive meaning from what they read, they must deliberately and diligently work at it.<sup>26</sup>

Reading comprehension, in a summary, is the capacity to read text, process it, and comprehend its meaning. Reading is nothing more than tracking symbols on a page with your eyes and sounding them out without comprehension. People can live safely and successfully and continue to grow academically, emotionally, and socially if they can understand what they read.

#### **b. The major components of Reading Comprehension**

The following elements are believed to significantly contribute to reading comprehension in order to comprehend difficulties pertaining to reading and how reading ability improves:<sup>27</sup>

##### 1.) Decoding Knowledge

Decoding knowledge is the understanding that readers employ to ascertain the spoken counterpart of a written word. Understanding how to decode words is crucial for comprehension since doing so enables readers to understand their meaning. Beginning readers typically experience this.

##### 2.) Vocabulary Knowledge

The ability to identify the appropriate meaning of a word in a given situation depends on one's vocabulary knowledge of word meanings. At all grade levels, it's crucial to support students' vocabulary development, but reading instruction is especially crucial since it allows students to explore and develop their somewhat specialized vocabulary in less known subject areas.

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<sup>26</sup> David J. Chard, *What Is Reading Comprehension and Why Is It Important* (New York: US department of education, 2008), 121.

<sup>27</sup> Donald J. Leu, *Effective Reading Instruction in the Elementary Grade* (Columbus: Merrill Publishing Company, 1987), 30-38.

### 3.) Syntactic knowledge

The ability to understand sentence structure, or word order, is also essential for comprehension. Understanding word order conventions inside sentences allows you to ascertain a word's grammatical function, as well as frequently its meaning and sound. This is known as syntactic knowledge.

### 4.) Discourse knowledge

The understanding of language organization at levels higher than a single sentence is referred to as discourse knowledge. It entails understanding how various writing styles are structured. At higher grade levels, discourse knowledge frequently receives more instructional attention.

### 5.) Readiness aspects

Two distinct ideas are referred to as readiness. Reading readiness has traditionally been defined as a student's capacity to gain from early reading instruction. The skills necessary to read and comprehend any specific printed text are referred to as reading ready. Students' ability to grasp written text will depend on their reading readiness level.

### 6.) Affective aspects

Reading is both an affective and a linguistic process. The attitude and interest of the reader in reading are two affective components of understanding.

These improve motivation and aid in comprehension of what is being read. At all ages and academic levels, it is crucial to take into account affective factors.

The main elements of reading have a significant impact on how effectively someone can understand the text. Each student interprets the text differently depending on how they understood it. They will fully understand the material and understand what the author intended to say. Students must therefore learn the main reading component.

### c. Basic Skills in Reading Comprehension

Reading is a very important activity because it fosters communication between the reader and the writer and is a prerequisite for speaking and writing. The message is conveyed by the writers in written form, and the readers can understand the messages' contents. As a result, reading became active. The following are basic abilities in reading comprehension:<sup>28</sup>

#### 1.) Word Reading

Students must be able to read or decode in order to be able to comprehend a reading and get to know the term.

#### 2.) Fluency

The reader's capacity to comprehend the reading and recognize the term at the same time.

#### 3.) Vocabulary

To comprehend language, one must understand what the words signify. Deeper comprehension will result from increased vocabulary mastery. Since reading comprehension is the ultimate goal, Knowing the meaning of the terms in context comes with vocabulary understanding.

#### 4.) Word Knowledge

Having enough background information to get something out of reading literature. One of them is to simplify the text's comprehension for readers.

The researcher draws the conclusion that reading requires the development of core reading abilities or basic understanding reading skills in order to facilitate readers' comprehension of the texts.

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<sup>28</sup> Klingner. et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press, 2007), 6.

#### d. Teaching Reading Comprehension

Reading instruction aims to improve students' reading abilities so they can process English texts quickly and effectively. Before interacting with the text, readers should have a specific goal in mind in order to read effectively and efficiently. So, reading that is effective always has a goal.

A few guidelines exist for teaching reading. The first rule is that teachers should encourage their pupils to read as frequently and extensively as possible since motivated students read more and have greater reading comprehension. The second guiding principle is that students must be interested in the subject matter of a reading material and made to find reading enjoyable. Additionally, the teacher should make sure that the reading exercise was as enjoyable for the students as possible throughout the class.<sup>29</sup>

The next rule is that teachers must promote students' inquiry into their thoughts regarding the text's message. For pupils to acquire new information, it is crucial that they learn how to read texts. Additionally, it's crucial for students to understand the text's message so they can express their thoughts and reactions to its subject. Predictions made before reading are the fourth principle.

The final rule is that teachers should assign their students effective reading assignments, such as appropriate pre-, during-, and post-reading exercises. They should also create questions that are appropriate for the students' levels and the subject matter of the text. The final tenet is that a smart teacher may incorporate a reading text into an engaging lesson by providing one that is packed with phrases, words, and ideas that give the text more life.

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<sup>29</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Ed (New York: Pearson Longman: Harlow, 2007), 101.



Based on the above concepts, it can be said that a good teacher is one who can increase students' reading comprehension by inspiring them to read as much as they can and keeping them interested in the subject of reading so they comprehend what they are reading.

**e. The Significance of Reading Comprehension**

Reading is essential for developing a smart, open-minded personality since it causes one to instinctively transform into an intellectual being. When someone reads, they learn new information in addition to the information they already knew. Reading is very important since it helps readers become more open-minded because of the knowledge they gain from reading. Reading fosters imagination because it prompts the reader to create assumptions or conjure up scenarios based on what they have read.

Understanding anything after reading it thoroughly is referred to as reading comprehension. They might occasionally merely skim the paragraph they are reading when they are reading something. On the other hand, occasionally, they could make an effort to comprehend the subject. The second method is the real one for reading comprehension. The information they have read must be retained, assimilated, and reproduced. In other words, this is the ability that will make or break your academic and professional success.

Reading comprehension is necessary because reading without comprehension makes it harder for the brain to process the act of generating insight. Reading, according to Resnick, encompasses activities including seeing, paying attention, recalling memories of words and letters, comprehending meaning, evaluating, integrating, and processing the contents of readings, storing them in memory, and even retrieving memories for a specific reason.<sup>30</sup>

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<sup>30</sup> L. Resnick, "Theory and Practice of Early Reading," *Psychology Press* 3 (1979).

#### f. Assessment aspects in Reading Comprehension

Standardized testing is very concerned with capturing important facets of the comprehension skills. The major component abilities for reading comprehensions are fluency and reading speed, automaticity and rapid word recognition, search processes, vocabulary knowledge, morphological knowledge, syntactic knowledge, text-structure awareness, and discours. Standardized reading assessment should aim to translate the reading construct listed here and should be based on these assumptions for standardized test construction.<sup>31</sup>

How such a diverse range of component abilities may be most effectively recorded within the practical limitations of standardized testing, what new assessment can be devised, and which component abilities might be best measured indirectly, are among the problems to take into account for reading assessment. Assessment strategies will include reading portfolios, oral reading, reading and retelling, reading comprehension tests, word recognition lists, and sentence completion quizzes.<sup>32</sup>

Assessment Strategies	Tools of collecting Data	Aim of Reading Assessment
Word recognition charts and exams for sentence completion	Weekly word tests and sentence completion exams that are given on a daily basis for word recognition	Evaluating the comprehension and correctness of the reading

<sup>31</sup> Grabe. W, *Reading Assessment. In Reading in a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2008), 357.

<sup>32</sup> L. Kennedy, K., & Brady, *Celebrating Student Achievement: Assessment and Reporting* (Frenchs Forest, NSW: Prentice Hall, 2005), 42.

Tests of text comprehension	Information summarization	Assessing reading comprehension
Oral Reading	Read aloud to the teacher	Evaluating the fluency and accuracy of reading
Reading and retelling	Silently reading, hearing, orally retelling, orally discussing a narrative in their own words	Evaluating a reader's fluency, accuracy, and comprehension
Reading Self-assessment	Using reading logs to keep records keeping journals	Evaluating a reader's fluency, accuracy, and comprehension

**Table 2.1 Assessment Strategies**

To that aim, reading comprehension is an active thought process that entails knowing the vocabulary, observing the connections between words and concepts, organizing thoughts, figuring out the author's intention, making decisions, and assessing. Reading comprehension is also influenced by the students' experiences and prior knowledge in addition to their comprehension abilities. Reading comprehension can be defined as knowing what has been read.

## **B. Previous Research Findings**

Researchers should consider previous studies that were pertinent to their research as a starting point for the compilation of this study. This previous study became one of the researcher's goals for the author to improve the theory applied to the research that was done.

The following are previous study results:

First, research conducted by Asif Khan and Mumtaz Akhtar entitled “Investigating the Effectiveness of Cooperative Learning method on teaching of english grammar”. This research used Quantitative research method. The results of this study showed that individuals who worked in small cooperative groups performed much better on achievement tests than those who received typical whole-class instruction. Therefore, using the STAD model of cooperative learning approach to teach English grammar to both male and female students in English language classrooms is strongly advised based on the findings of this study. Asif Khan and Mumtaz Akhtar's research in common with this research is to use the same learning method, namely the Cooperative Learning Method. And the difference in Asif Khan and Mumtaz Akhtar's research, there are differences in skill focus, which in Asif Khan and Mumtaz Akhtar's research focuses on writing skills, especially grammar and this study focuses on reading skills.<sup>33</sup>

Second, research conducted by Tiodora Fermiska Silalahi and Ahmad Fakhri Hutauruk entitled “The Application of Cooperative Learning Model during Online Learning in the Pandemic Period”. This research used Quantitative research method. The result of this study is students can learn through meaningful learning in online classes using the cooperative learning model, ensuring that their knowledge and skills have a purpose and can be put to good use as they work together to solve challenges. Where the pandemic separates students from one another and allows them to communicate solely online This learning model can be used as a way out of a cooperative character learning impasse. The similarity of Tiodora Fermiska Silalahi and Ahmad Fakhri Hutauruk’s research with this study is Both of these studies used the cooperative learning method for learning methods. And the difference in Tiodora Fermiska Silalahi and Ahmad Fakhri Hutauruk’s research

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<sup>33</sup> Asif Khan and Mumtaz Akhtar, “Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar” 39, no. 1 (2017): 1–16.

with this study is previous research used cooperative learning methods during online learning, while this study used cooperative learning methods during offline classes.<sup>34</sup>

Third, research conducted by Tshewang Rabgay entitled “The Effect of Using Cooperative Learning Method on Tenth Grade Students’ Learning Achievement and Attitude towards Biology”. This research used Quantitative research method. The result of this study is The investigation came to two key conclusions. First, the Cooperative Learning technique improved the biology test scores of pupils in the tenth grade. Second, the Cooperative Learning technique changed how students felt about biology, as evidenced by their higher levels of interest, comprehension, and satisfaction, and by their perception of biology as a simpler topic. The similarity of Tshewang Rabgay’s research with this study is both use the cooperative learning method in the learning process. And the difference in Tshewang Rabgay’s research with this study is Rabgay's research applies Cooperative Learning Method to focus on Learning Achievement and Attitude, while this research focuses on English skill especially reading comprehension.<sup>35</sup>

Fourth, research conducted by Evita Zuleha entitled “The use of Cooperative Learning in Teaching Reading Comprehension of the Seventh Grade at SMPN 4 Sampit”. This research used Quantitative research method. The result of this study is In additionally to enhancing students' reading comprehension performance in experiment class, cooperative learning can also help students learn to work together. Without employing cooperative learning, pupils' reading comprehension improved as well. Therefore, it can be stated that Cooperative Learning can be used as a teaching and learning approach to improve students' accomplishment in reading comprehension, make students more active, and allow students to be focused in the process of learning reading. .The similarity of Evita

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<sup>34</sup> Tiodora Fermiska Silalahi and Ahmad Fakhri Hutauruk, “The Application of Cooperative Learning Model during Online Learning in the Pandemic Period,” 2020, 1683–91.

<sup>35</sup> Tshewang Rabgay, “The Effect of Using Cooperative Learning Method on Tenth Grade Students’ Learning Achievement and Attitude towards Biology” 11, no. 2 (2018): 265–80.

Zuleha's research with this study is use the cooperative learning method in the learning process especially in reading comprehension. And the difference in Evita Zuleha's research with this study is Evita Zuleha's research focuses more on research on schools that are not based on Islamic boarding schools, while this study conducts research especially on Islamic boarding schools which will certainly affect the results of the study.<sup>36</sup>

And the last, research conducted by Devi Edgina entitled "Teaching Reading Comprehension By Using Think Pair ad Share Technique to the second year students of PMDS Putri Palopo". This research used Quantitative research method. The result of this study is finds that when the teacher uses the think pair and share technique, the second-year students at SMA PMDS Putri Palopo can easily learn English. Additionally, the results demonstrate that the students paid close attention when they used TPS to their reading lessons. It implies that the kids' vocabulary can grow. The similarity of Devi Edgina's research with this study is both of them use the cooperative learning method as the method especially Think Pair and Share method used in reading comprehension. And the difference in Devi Edgina's research with this study is in previous studies focused more on the Think Pair and Share method, while this study discussed the cooperative learning method in general in the learning process.<sup>37</sup>

### C. Theoretical Framework

A good theoretical framework explains the relationship or relationship between variables that are relevant to the problem. In addition, in writing it is necessary to explain the sources/references for obtaining variables and the reasons for selecting variables. The relationship between variables - independent, dependent, and if there is intervening and

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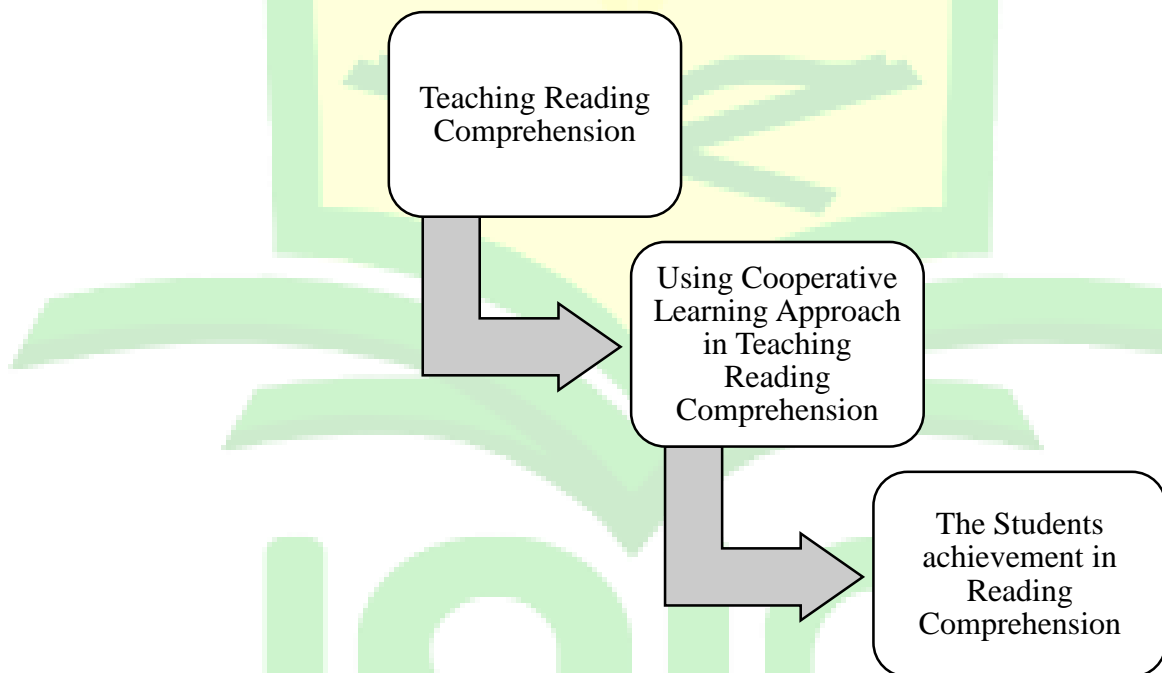
<sup>36</sup> Zuleha Evita, "The Use of Cooperative Learning in Teaching Reading Comprehension of the Seventh Grade at SMPN 4 Sampit." (Banjarmasin, 2018), 87.

<sup>37</sup> Edgina Devi, "Teaching Reading Comprehension By Using Think Pair Ad Share Technique to the Second Year Students of PMDS Putri Palopo" (Palopo, 2015), 90.

moderating - the relationship is elaborated. The theoretical framework can be visualized into a diagram that can make it easier for readers to understand. A good theoretical framework at least includes.<sup>38</sup>

In the thesis, a theoretical framework is a concept that describes how theorists might be tied to the elements that are recognized as significant difficulties. In this study, there are two variables: variable X stands for Cooperative Learning Approach, and variable Y for Reading Comprehension.

There are two classes in this research. Class XI IPA and class XI IPS. They are taught using the Cooperative Learning Approach. This study will discuss how the use of the Cooperative Learning Approach for Reading Comprehension Students. This will be evidenced by an increase in student learning outcomes. This can be seen in the theoretical framework below:



**Figure 2.1 Conceptual Framework**

<sup>38</sup> Uma Sekaran, *Research Methods For Business: A Skill Building Approach* (New York-USA: John Wiley and Sons, Inc, 2003).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Design

The researcher employ a descriptive qualitative technique as the research design for this study. In a descriptive style, the narrative is carried by a thorough description of the people and setting. This kind of study could portray a person's regular day in life. 41 A study that aims to explain, define, characterize, and examine a phenomenon without using experimental manipulation is called descriptive research.<sup>39</sup>

The goal of qualitative research is to comprehend social processes through the viewpoint of the study's human participants. It is possible to conclude that this study uses humans to describe the incident. To put it another way, qualitative research is a kind of study used to examine natural occurrences. The study's final findings are then described in writing. In this research, the writer analyzes the use of cooperative learning approach in reading comprehension by describing the results in written words.<sup>40</sup>

#### B. Researcher's Role

The researcher's roles in this study include planning, gathering data, analyzing it, and finally initiating the study. The primary method of gathering data in qualitative research is the researcher, either by themselves or with assistance from others.

For the purposes of this study, the researcher chooses whether to carry out each phase of the activity. While in the field, researchers also decide on the data they need. Participation simply entails taking notes while listening as little as possible. In research

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<sup>39</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (USA: Pearson, 2012), 274.

<sup>40</sup> Stephen D. Lapan Marylynn T. Quartaro, Frances Julia Riemer, *Qualitative Research An Introduction to Methods and Design* (San Francisco: Jossey-Bass, 2012), 200.



that is characterized by prolonged social contacts between subjects and researchers in the subjects' environment, observations play a role.<sup>41</sup>

### C. Research Setting

This research was conducted at MA Ma'arif Klego. The school is located at Jalan Halim Perdana Kusuma Number 38, Mrican Village, Ponorogo. This research was conducted for 3 months, from December to February 2022. This school consists of two majors, namely, Science class and Social class. Each department consists of 1 class where 1 class contains 13-18 students. The reason why researchers conduct research in this school is that Early observations on the use of the cooperative learning approach can help class XI students understand English, especially in reading comprehension.

### D. Data and Source of Data

#### 1. Data

Ralston and Reily define data as facts or as what is purported to be the outcome of an observation of a natural phenomenon. Data can be in the form of writing or visuals with specific values as a consequence of direct observation of events or facts from phenomena in the actual world.<sup>42</sup> In qualitative research, words and actions are the primary data sources. Other data sources include documents, recordings, images, and other items. Due to this, participant observation, in-depth interviews, and documentation are the methods employed for data gathering. In this study, the researcher examine how cooperative learning techniques are used to teach reading comprehension. The information then be written up.

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<sup>41</sup> Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta: PT.Raja Grafindo Perkasa, 2011), 117.

<sup>42</sup> Saffrudin Chamidi, "Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendididak," *Jurnal Pendidikan Dan Kebudayaan* Vol 10 (2004): 311–28.

## 2. Data Source

A collection of unorganized or raw text, numbers, or symbols is what is referred to as data. Mukhtar defines data sources as places where a researcher can get information or data for a study.<sup>43</sup> Data come from both primary and secondary data.

### a) Primary Data

There are several basic methods for collecting primary data: asking questions, conducting interviews, observing, immersing oneself in situational situations, conducting experiments, and manipulating models. In this study, the researcher use observation and interviews to gather primary data.<sup>44</sup> The source of the data be an account of how cooperative learning Approach were implemented in reading comprehension for students in the eleventh grade at MA Ma'arif Klego, and data be taken from observations due to the reading instruction at MA Ma'arif Klego.

### b) Secondary Data

Secondary data is the data that has been interpreted and recorded in a written source. Secondary data is also known as supporting data or the complement of main data that is used by researchers. Based on the secondary data gathered by observation, references found in books or documents, and visuals pertinent to the topic. The study problem's statement must be addressed by the data. Books, journals, and earlier research on the use of cooperative learning approaches to reading comprehension serve as the secondary data in this study. Other than that, secondary data from documentation includes geographic location, organizational structure, and conditions for both teachers and students.

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<sup>43</sup> Mukhtar, *Metode Praktis Penelitian Kualitatif* (Jakarta: GP Press Group, 2013), 120.

<sup>44</sup> Sugiyono, *Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD* (Bandung: Alfabeta, 2005), 105.

## E. Data Collection Technique

Applying the proper data gathering technique is crucial to achieving the data objectives. All techniques used by researchers to gather data for their studies are collectively referred to as "data collection techniques." The following were the data collection techniques employed in this study:

### 1. Observation

A common method of gathering data is through observation, which allows the researcher to play a variety of roles. The act of making open-ended, first-hand observations of people and surroundings at a research location is known as observation.<sup>45</sup>

During this observation, the researcher took note of the students' circumstances in the classroom. In classes XI IPA and XI IPS, this study aims to identify how students behave during reading comprehension lessons and throughout the instructional process. This observation also aims to find out how is the development of students' skills when the cooperative learning approach is applied by the teacher in reading comprehension. After that, the researcher make field notes and make in-depth observations about cooperative learning approach with the English teacher how the strategy is implemented in class and then write everything down activities that occur in class during English lessons during reading comprehension.

### 2. Interview

An interview is a conversation that a researcher conducts with a respondent to gather information.<sup>46</sup> An interview is a technique for gathering information from the source directly. If you want to learn more about the respondent and dig further, use this interview. The interviewer, the respondent, the interview, and the interview

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<sup>45</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 213.

<sup>46</sup> Arikunto Suharsimi, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2011), 150.

context are some of the variables that determine how information flows during an interview.

An interview is a method of gathering data by speaking with the sources of the data. Either directly or indirectly, it is done orally through conversation. People are interviewed to learn their thoughts, beliefs, and feelings regarding the problem. The interview method utilized in this study was an in-depth interview, which means that the researcher probed deeply into the problem at hand.

Open interviews were employed by the researchers in this study since they entered According to qualitative research, which is typically open-minded, the subject or the incident's perpetrators were aware that they were being interviewed and were also aware of the interview's objectives. According to the aforementioned description, the researcher plans to speak with a variety of informants who serve as data sources for this study. The purpose of the interviews in this study was to interrogate students and identify them what are the strategies applied by the teacher using the cooperative learning approach, how are these strategies applied by the teacher in reading comprehension and the benefits of these strategies in reading comprehension. The informants who was be interviewed in this case. The research subjects were students of class XI IPA and XI IPS MA Ma'arif Klego in the academic year 2022/2023 and English teacher.

### 3. Documentation

Documentation is the final data collection technique. The act of recording something by writing, art, or a person's significant effort is known as documentation.<sup>47</sup> The researcher employs documentation as a technique to gather data for this study. In order to assess students' abilities, researchers monitoring students employing

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<sup>47</sup> Imam Gunawan, *Metode Penelitian Kualitatif: Teori&Praktik* (Jakarta: PT BumiAksara, 2015), 176.

cooperative learning approach while they read. While monitoring the class, the researcher also took a number of photographs for documentation.

In this study, images are collected while class XI IPA and XI IPS MA Ma'arif Klego reads English-language reading material. Photographs of the environments encountered during the teaching and learning process, school documents (such as the school's structure, vision, and mission statements, teacher schedules, and school profiles), and written sources (such as field notes) related to the research all be gathered by researchers. The documentation makes it easier for researchers to collect more information.

## **F. Data Analysis Technique**

The researcher's method of choice for this study is qualitative data analysis. The process of data analysis in qualitative research is time-consuming and challenging. It is a methodical search and organization technique used by researchers to better comprehend their data and make their findings more presentable to others. "Data analysis is the process of managing the data, putting it into a good pattern, category, and fundamental unit," according to Moleong.<sup>48</sup>

Data reduction, data display and conclusion and data verification are three contemporaneous flows of activity that make up the analysis, according to Matthew B. Miles and Michael Huberman.<sup>49</sup>

### **1. Data Reduction**

Data reduction is the process of choosing, emphasizing, simplifying, abstracting, and changing information that appears in written-up field notes or transcripts. Data

<sup>48</sup> Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2010), 220.

<sup>49</sup> Jhonny Saldana Matthew B. Miles, A Michael Huberman, *Qualitative Data Analysis* (United Kingdom: SAGE Publication, 2014), 194.

reduction happens as the researcher chooses (sometimes unconsciously) which conceptual framework, case, research questions, and data collection techniques to use. The data be subjected to data reduction technique analysis by the researcher. Selecting, summarizing, and simplifying the data that the researcher obtain from observation, interview, and documentation are the techniques of data analysis.

## 2. Data Display

Sugiyono continues by stating that data can be presented in qualitative research in the form of summaries, diagrams, flowcharts, links between categories, and more. The researcher came to the conclusion that all record-keeping during the interviews will be explicitly provided in order to develop the first approach to data analysis.<sup>50</sup>

In this study, narrative language is a frequent format for presenting data. Narrative texts are used to convey previously declassified material concerning the use of cooperative learning approach in teaching reading comprehension, and then they are used to present the researcher's findings. It examined and reported the data qualitatively.

## 3. Conclusion and Verification Data

Iskandar came to the idea that more data needed to be reduced and displayed in order for data to be inferred.<sup>51</sup> As a result, the findings of qualitative research can be useful to address how the issue was posed in the first place. However, this might not be the case because the way the problem is phrased in qualitative research is just temporary.

Based on the data's reduction and presentation, the first conclusion was drawn. The conclusion can be changed if a new result with more support materializes. The

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<sup>50</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013), 201.

<sup>51</sup> Iskandar, *Metodologi Penelitian Kualitatif* (Jakarta: Gaung Persada Press, 2009), 110.

researcher described and analyzed the data that had been condensed and displayed in this study in order to address the research issues.

## G. Checking of Data Validity

The validities and reliabilities concept has given rise to the idea of data validity. When using a qualitative approach, the researcher verifies the accuracy of the data by examining certain elements, such as:

### 1. The Strenuously Observation

Strenuous observation is the process through which the researcher pinpoints the traits and components in this context that are pertinent to the chosen problem.<sup>52</sup>

Carrying out this study's components:

- b.) To determine how the teacher teaches the information and how well the students understand it, watch the learning process during a reading comprehension lecture.
- c.) Conduct in-depth analysis until the researcher regularly finds a number of reliable data points.

### 2. Triangulation

Triangulation is the process of studying a particular aspect of human behavior using two or more data collection techniques.<sup>53</sup> In order to assure validity, the triangulation technique means using two or more techniques for data collecting. Triangulation is used to increase the reliability and validity of the findings.

Denzin divides triangulation into four categories: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. Data triangulation involves time, space, and people. Investigator triangulation involves multiple researchers (involving the usage of more than one method to gather data such

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<sup>52</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 1998), 57.

<sup>53</sup> Louis Cohen et al., *Research Methods in Education* (New York: Routledge, 2007), 120.

as interview, observation, questionnaires and documents). The triangulation-checked data, on the other hand, will be more thorough and fair in the context of this study.<sup>54</sup>

The researcher employs one of four types of triangulation known as methodological triangulation in this validity check section, which calls for interviews with several students and the use of documents like school records, photographs of classroom activities, and photographs of student assignments, as well as observations of activities during the teaching and learning process. This time, the researcher employed a triangulation technique to examine the data in the Reading learning process at MA Ma'arif Klego.

## H. Research Prosedure

In this investigation, several procedures will be used, including:

### 1. Planning

In this process, the research plan is organized, the institution—a school or class, for example—where the media will be used as an object of observation is chosen, the learning process in the classroom is observed, the instruments needed to support the researcher's valid data are prepared, and other research ethics-related steps are taken.

### 2. Data Analysis Procedure

Researchers examined data, watched teachers and students while they learned, examined the findings of interviews, and examined the cooperative learning strategy utilized by students to learn how to read.

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<sup>54</sup> Norman K. Denzin, *Sociological Methods* (Routledge, 2006), 123.



### 3. Research Report

The researcher's writing is in the form of writing a qualitative descriptive thesis about "The use of Cooperative Learning Approach in Teaching Reading Comprehension."



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Data

##### 1. History of MA Ma'arif Klego

Madrasah Aliyah Ma'arif Klego, founded on July 7, 1997, under the auspices of the Ma'arif NU foundation, is one of so many madrasah aliyah in Ponorogo Regency. Madrasah Aliyah Ma'arif Klego is like the Ma'arif NU Foundation as a shelter using the method "with understanding," which means fixed preserving the old way and adopting the better new one.

MA Ma'arif Klego was initiated in 1996 by Drs. Marhaban JK, S.Ag, KH. Muhardi and Qomarudin S.Pd. As the background of the establishment of MA, Ma'arif Klego is a graduate of MTs students Ma'arif Klego could not continue to a higher level. This matter is caused by several factors, including economic factors, different families below the poverty line, and different homes too far from educational institutions at the SMA/MA level, so they only studied up to the junior high school level.

After the founding of MA Ma'arif Klego, the founders of MA Ma'arif Klego also founded the Hidayatul Mubtadi'in Islamic Boarding School, which under one roof with the Ma'arif Klego MA and MTs area come from outside the room or far from educational institutions, they can live in the cottage.

In 1997, teaching and learning activities at MA Ma'arif Klego started operating. At that time, there were 65 students. They come from regions such as Ngebel, Sooko, Pudak, and Ngrayun. At the beginning of the establishment of MA Ma'arif Klego, many students lived in dormitories around 60% of the time; many students came from outside the area, including Sukorejo, Pulung, Sawoo, and others.

MA Ma'arif Klego since its inception by the permit to establish a Madrasah from the regional office of the Indonesian Ministry of Religion, No. W.n. 06.04/PP.03.02/3372/SKP/1998 dated 01 July 1998. with Madrasah Statistics Number (NSM) 131235020009. The latest level of accreditation was carried out by the Madrasah Accreditation Board of East Java Province Number: Ma.033012 on 25 October 2016 as an Accredited Madrasah with a rating of B (Good). In addition, it has 6 classrooms, 1 teacher's room, and 1 lab room IPA, 1 Lab room Multimedia, 1 Lab room Computer, 1 Library room, 1 multipurpose room, 1 TU room, 1 Principal's room, 3 Gazebo, 1 multipurpose field. The total number of students is 95 children and is supported by 20 teaching staff who have undergraduate education, with 2 non-educational staff. To improve the quality of education at MA Ma'arif Klego Mrican Jenangan Ponorogo there is very good cooperation between students, teaching staff, non-educational staff, and committees by uniting each.

MA Ma'arif Klego is a madrasah on the outskirts of the city but has concern and strives to continuously realize the vision of an environmentally cultured madrasah. The strategies implemented include forming the Adiwiyata Team, forming a Working Group (Pokja), and collaborating with related agencies including the Environment, Agriculture, Health Services, PDAM, and the Adiwiyata Mandiri school. The support of the Madrasah Committee and the community of the Hidayatul Mubtadiien Islamic Boarding School also played an important role in helping to realize the Adiwiyata Madrasah.<sup>55</sup>

## **2. Vission, Mission and Goals of MA Ma'arif Klego**

### **a. Vission**

- 1) Knowledge (Have high-quality knowledge in mastering science and technology and Imlaq as caliph fil ard).

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<sup>55</sup> See appendix 01/D/10-03/2023 of documentation transcript

- 2) Charity (Skilled in carrying out worship and skilled in society)
- 3) Take Care (Always uphold the truth and stay away from all bad things, both norms, religion, and society)

b. Mission

Knowledge

- 1) Creating a curriculum that is complete, relevant to needs, and has a national perspective.
- 2) Realizing active, creative, practical, and fun learning so that each student can develop themselves optimally according to their potential.
- 3) Realizing authentic assessments on cognitive, psychomotor, and affective competencies.
- 4) Realizing increased graduation achievement.
- 5) Developing a culture of national character.
- 6) Develop students' potential in using knowledge and technology (Science and Technology).
- 7) Develop strong and competitive sports, scouting, and arts abilities.
- 8) Develop competent and competitive Olympic competition abilities.
- 9) Creating a safe, neat, clean, and comfortable school environment.
- 10) Realizing interactive, relevant, and IT-based school facilities.
- 11) Increasing the participation of madrasa residents in a culture of environmental preservation.
- 12) Increasing awareness of madrasa residents in the culture of preventing environmental damage.
- 13) Increasing the role of madrasa residents in the culture of preventing environmental pollution.

Charity

- 1) Have professionally certified teachers.
- 2) Develop the competence of educators and educational staff.
- 3) Organizing school-based management.
- 4) Growing the spirit of quality culture intensively.
- 5) Realizing adequate, reasonable, and proper education financing management.
- 6) Optimizing the role of the community and forming networks with stakeholders.
- 7) Creating a shady, beautiful, and clean school environment.
- 8) Prevent the occurrence of damage and pollution

#### Take Care

- 1) Realizing good moral behavior for madrasa residents.
- 2) Improving the quality of worship.
- 3) Maintaining the harmony of the Dhuhur and Dhuha congregational prayers.
- 4) Realizing orderly prayer, reading the Qur'an, asmaul husna, and memorizing juz amma.

#### c. Goals

- 1) Educating and fostering students so that they have practical religious knowledge.
- 2) Educate and teach students to have general knowledge and intellectual knowledge that underlies faith.
- 3) Educating and fostering students so that they have skills as provisions for independent living in a society.
- 4) Educate students to have high discipline.
- 5) Educating students to become responsible leaders.
- 6) Increasing the participation of madrasa residents in a culture of environmental preservation.

- 7) Increase the awareness of madrasa residents in the culture of preventing environmental damage.
- 8) Increasing the role of madrasa residents in the culture of preventing environmental pollution.
- 9) Realizing good moral behavior for madrasa residents.<sup>56</sup>

## **B. Data Description**

The researcher conducted this study in March using observation and interviews. The researcher observed reading activities in class and conducted interviews on March 10, 2023, with English teacher MA Ma'arif Klego. In addition, the researcher also conducted interviews with 4 students of class XI IPA and 4 students of class XI IPS to get more information about the use of the cooperative learning approach in reading comprehension.

Observation and interviews were used to gather descriptive data. The researcher did the first observation and interview with the English teacher on January 2, 2023, before the study's start date. It aims to determine the best ways to implement the cooperative learning approach in teaching reading comprehension and picks classes for research based on recommendations from an English teacher.

### **1. The strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.**

The findings of this data are related to whether the strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego. Based on observation and interviews with research subjects, the researcher found the strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach.

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<sup>56</sup> See appendix 02/D/10-03/2023 of documentation transcript

From the interview results, Mrs. Umi Latifah, an English teacher from MA Ma'arif Klego, stated that there are many strategies for cooperative learning. She uses the cooperative learning strategies to assist in teaching English. As Mrs. Umi Latifah said:

The cooperative learning approach strategy that she uses is CIRC (Cooperative Integrated Reading and Composition). The CIRC strategy is a strategy that focuses on reading and writing. Students work together to read to each other and find the main ideas, then respond to the discourse written on sheets of paper. Students show or read the results of group discussions, and then the teacher provides reinforcement responses to what they present.<sup>57</sup>

The statement from Mrs. Umi was also supported by another English teacher, namely Mrs. Eny. She said besides CIRC strategy in his class she also uses TPS strategy.

Mrs. Eny said:

In teaching English, especially reading comprehension, the teacher uses strategies from cooperative learning, namely the CIRC strategy and the TPS strategy. She said that English teachers would take turns in applying these strategies in teaching reading comprehension.<sup>58</sup>

The statement from Mrs. Umi and Mrs Eny was also strengthened by observations made by researcher in class.

Learning activities with the strategy of cooperative learning carried out by the English teacher went well in helping students learn. The researcher also proves with the observations that the researcher has made, that the teacher applies two of the cooperative learning strategies, namely the CIRC strategy. The researcher supports that the CIRC strategy is used by the teacher because this strategy focuses on helping students learn to read as well as assisting teachers in teaching reading.<sup>59</sup> The researcher also proves that there is documentation in class<sup>60</sup>:

The statement above is supported by the result of an interview with Dini Ida Astuti, according to whom the English teacher often held group learning activities called cooperative learning. Teachers usually apply the strategy of cooperative learning in teaching reading:

<sup>57</sup> See the appendix: 01/I/18-03/2023 of interview transcript

<sup>58</sup> See the appendix: 10/I/18-03/2023 of interview transcript

<sup>59</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>60</sup> See the appendix: 05/D/10-03/2023 of documentation transcript

When she first started learning English, she ran into difficulties. English is a subject he prefers to avoid. But teachers implement learning strategies that help us, especially in English. English has become more fun and easy to understand. Our teachers often focus their English lessons on reading, especially reading comprehension. Teachers usually apply different learning strategies by forming study groups. The learning strategy used by our teachers has become an activity every time learning English is taught. our teacher also stated that he uses the CIRC and TPS strategy as a strategy that is always applied in our class in reading comprehension.<sup>61</sup>

Other students also said that the English teacher who used cooperative learning strategies in teaching reading was Ahmad Nur Kholis. He said the strategy carried out by the teacher was by grouping students into study groups. Ahmad's statement is proven by documentation taken by researcher in class<sup>62</sup>:

The strategy used by the teacher is perfect for applying to learning, especially reading. Our English is specialized to be a focused skill to learn. The teacher introduced us to the CIRC and TPS strategy as a strategy that is often used in classes in teaching reading. This strategy helps students understand the material being taught. Usually, the process begins with the teacher dividing into groups, then giving reading topics to be completed by a group of friends, after which the results of the group's learning are presented in front of the class.<sup>63</sup>

Eka Nur stated that the strategy that was explained by the teacher is the CIRC strategy, which helps students learn to read:

The teacher often hold group work in learning English. The group study that was carried out helped students learn English. Group work can also open students' knowledge so that they understand more broadly by exchanging ideas with their group mates. The strategy that was explained by the teacher is the CIRC and TPS strategy, which helps students learn to read. In reading skills, students are focused on reading comprehension.<sup>64</sup>

One of the students, Umi Hanifah also added a statement that the group work was held by the teacher, to help students learn, especially in English lessons, and their teachers also stated that they used the CIRC and TPS strategy in teaching.

Their English teacher often organizes group work, especially in English. In my opinion, this learning method helps students work together to solve topical problems in learning. Their English teacher teaches them the strategy of

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<sup>61</sup> See the appendix: 02/I/19-03/2023 of interview transcript

<sup>62</sup> See the appendix: 05/D/10-03/2023 of documentation transcript

<sup>63</sup> See the appendix: 03/I/19-03/2023 of interview transcript

<sup>64</sup> See the appendix: 04/I/19-03/2023 of interview transcript



cooperative learning, namely the CIRC strategy which is very helpful in learning English, especially in reading<sup>65</sup>

Umi Hanifah's statement was also confirmed by the researcher with observations made by the researcher during the class.

Observations made by researchers in class proved that the CIRC and TPS strategy is a strategy applied in class in learning reading.<sup>66</sup>

Dwi Ayu also said the same thing. She said that the teacher used one of the cooperative learning strategies in teaching reading comprehension namely CIRC and TPS strategy. She also stated that his teachers often used these strategies in teaching English:

Our teachers often hold English lessons in groups. Our teacher often conducts group learning, and we, as students, are thrilled because group learning is inspiring because we can exchange ideas. Our teacher explained that she used the CIRC and TPS strategy of cooperative learning in teaching reading comprehension, this strategy was applied by forming study groups among students.<sup>67</sup>

From the statement above, we can find out what strategies English teachers use in teaching reading. Nabila Nur Azizah also supported this. She said that their teacher used the CIRC and TPS strategy in teaching reading:

We find group works a fun way of learning because we can study with classmates. We can also learn new things through group work by exchanging opinions with friends. I've also heard our English teacher explain using the CIRC and TPS strategy which can help make reading comprehension easier.<sup>68</sup>

This statement is also supported by observation by researchers. In the class the researcher also observes the activities in the class.

In the classroom the researcher examines student learning activities using the CIRC and TPS strategy. CIRC and TPS strategies assist teachers in teaching students in reading comprehension.<sup>69</sup> Researcher also prove the documentations made in class.<sup>70</sup>

<sup>65</sup> See the appendix: 05/I/19-03/2023 of interview transcript

<sup>66</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>67</sup> See the appendix: 06/I/19-03/2023 of interview transcript

<sup>68</sup> See the appendix: 07/I/19-03/2023 of interview transcript

<sup>69</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>70</sup> See the appendix: 05/D/10-03/2023 of documentation transcript

Another student, Virnanda stated with another student. Their teacher held a strategy by making study groups or cooperative learning in helping students learn English:

Their teacher often organizes group work in our class. Group work helps students in learning English. Students become more understanding of the material being taught because students can exchange ideas with their group mates.<sup>71</sup>

Firman also said that study groups held by teachers can help students learn because students can exchange ideas with their friends. Firman also said that the teacher used the strategy of cooperative learning in teaching English:

The teachers often organize group work in class to help students learn. Working in groups helps students learn together to increase students knowledge by exchanging ideas with their group mates. Their teacher said that she used a strategy from cooperative learning, namely the CIRC and TPS strategy.<sup>72</sup>

From the above data it can be seen that the English teacher at MA Ma'arif Klego uses two of the cooperative learning strategies, namely the Cooperative Integrated Reading and Composition (CIRC) and Think Pair Share (TPS) strategy in teaching English, especially in reading comprehension. The Cooperative Integrated Reading and Composition (CIRC) and Think Pair Share (TPS) strategy benefits teachers teaching English, especially in reading comprehension. Many students feel comfortable learning to read when the teacher uses this strategy.

The statement above is the same as the results of observations made on March 10, 2023 – March 18, 2023, in class XI IPA and class XI IPS. In observation, the English teacher explains in advance what he will offer students. Then the teacher will apply the cooperative learning strategy, namely Cooperative Integrated Reading and Composition (CIRC) and Think Pair Share Strategy (TPS), by forming study groups of several students. They are allowed to solve a problem. Reading questions that the

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<sup>71</sup> See the appendix: 08/1/19-03/2023 of interview transcript

<sup>72</sup> See the appendix: 09/1/19-03/2023 of interview transcript

teacher has determined, they will appoint group representatives to come forward and explain the results of their respective group discussions.<sup>73</sup>

Through the use of these strategies, students become more comfortable in learning to read. The attitude shown by students in learning reading comprehension shows their enthusiasm because the instructions and methods used by the teacher in learning reading comprehension are straightforward for all students to understand. After getting instructions given by the teacher, students will immediately apply these instructions or methods to learn reading comprehension.<sup>74</sup>

## **2. How are those strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.**

In using the Cooperative Integrated Reading and Composition (CIRC) and Think Pair Share strategy, there will be steps in implementing this strategy in learning reading. After knowing what strategies are applied in teaching reading comprehension, the researcher wants to know how these strategies are applied in teaching reading comprehension. From the results of the interviews, the English teacher explained the steps in implementing the process and was supported by statements from the students being taught.

After knowing what strategies the teacher uses in reading comprehension, Mrs. Umi Latifah stated that implementing CIRC strategies in reading has several steps. The statement from Mrs. Umi is supported by the lesson plan documentation that has been carried out by the researcher.<sup>75</sup> Mrs. Umi Latifah explained that CIRC has 6 steps to implement it:

She needs to prepare to teach reading comprehension using this strategy: First, form a group; second, provide a topic. And third, students must read and find the topic's main idea or reading the teacher offers. Fourth, students will present their

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<sup>73</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>74</sup> See the appendix: 01/O/10-1/2023 of observation transcript

<sup>75</sup> See the appendix: 03/D/10-03/2023 of documentation transcript

work in front of the class, Fifth, the teacher will provide input on student results. Finally, the teacher and students conclude together.<sup>76</sup>

Mrs. Eny also explained how to apply the Think Pair Share strategy. The way to apply the TPS strategy is no different from the CIRC strategy, Ms. eny said:

She needs to prepare to teach reading comprehension using this strategy: First, The teacher conveys the core material and competencies to be achieved.; second, Students are given a problem related to the subject matter has been explained by the teacher. And third, students form pairs with their peers and present their results each other's thoughts. Fourth, students will present their work in front of the class, Fifth, the teacher directs the conversation to the subject problems and add material that has not been disclosed by students. Finally, the teacher conclude together.<sup>77</sup>

Researcher also support teachers and students statements with evidence of observations made by researcher. In addition to interviews conducted by researchers with students and teachers, researchers also made observations. This observation was carried out on January 11, 2023. At the time of observation, the researcher observed that the teacher taught material about exposition text. The teacher teaches the material using book media in the form of LKS books. The teacher starts learning by conveying the objectives and preparing students, after that the teacher will enter into main activities such as interviews that have been carried out by researchers namely : forming heterogeneous groups of 4 people; then the teacher giving discourse according to the topic of learning; then students worked together to read and find the main idea and provide responses to the discourse and write it down on sheets of paper; after that presented/read the group results, and the teacher provides reinforcement; finally, the teacher and students conclude together. After the main activities have been completed, the teacher closes the activity by giving recognition and rewards to students.<sup>78</sup>

The statements of several students support the teacher's opinion. Dini Ida Astuti explained that the CIRC and TPS strategy does apply the teacher in several steps:

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<sup>76</sup> See the appendix: 01/I/18-03/2023 of interview transcript

<sup>77</sup> See the appendix: 10/I/18-03/2023 of interview transcript

<sup>78</sup> See the appendix: 02/O/11-1/2023 of observation transcript

Before starting reading lessons, our English teacher will always explain the steps for implementing this strategy in learning. I know these steps: first, the teacher will form a group, and second, the teacher will give reading topics. The third student is required to read and find the reading topics presented, the fourth will usually show it in front of the class, the five groups will provide input, and finally, the teacher and students will make conclusions together.<sup>79</sup>

Another student, Ahmad Nur Kholis, stated that in applying the strategy used by the teacher, The teacher would explain what the steps and rules in the process are:

Actually, for the steps that are applied, the teacher needs to memorize them better, but the stage that the teacher always takes is to form groups, then provide reading topics, and students will come to the front of the class to present them the results of their group work.<sup>80</sup>

Eka Nur stated that the CIRC and TPS strategy has several implementation steps in the classroom:

This strategy has several implementation steps, the CIRC and TPS strategy itself usually starts with the teacher forming groups in class, then the teacher will provide reading topics to students, then students will be directed to work in groups to find the main idea of the reading, then students will present their group results in front of the class.<sup>81</sup>

Eka Nur's statement is also supported by observations made by researchers in class:

In the classroom, the researcher observed the reading-learning process with the CIRC and TPS strategy. The researcher supports the statement from the students that the steps taken by the teacher are appropriate.<sup>82</sup> The researcher also supports the teacher's statement with lesson plan documentation from the English teacher.<sup>83</sup>

Umi Hanifah also added a statement that their teacher usually implements several learning steps in CIRC and TPS strategy:

Their teacher usually implement several learning steps in CIRC and TPS strategy. The strategy starts with the teacher forming study groups, then the teacher gives learning topics to students, and students are directed to read and solve the problems of the topics given, then students present their work in front of the class, and the teacher provides feedback on student work.<sup>84</sup>

<sup>79</sup> See the appendix: 02/I/19-03/2023 of interview transcript

<sup>80</sup> See the appendix: 03/I/19-03/2023 of interview transcript

<sup>81</sup> See the appendix: 04/I/19-03/2023 of interview transcript

<sup>82</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>83</sup> See the appendix: 03/D/10-03/2023 of documentation transcript

<sup>84</sup> See the appendix: 05/I/19-03/2023 of interview transcript

Dwi Ayu believes that in applying CIRC and TPS, the teacher will always explain the strategy at the beginning of the lesson. It is intended that students remember the steps in the process:

In applying the CIRC and TPS strategy, usually, our teacher will form students into several groups, and after that, the teacher will give reading topics to each group. After completing the assignments, the students instruct one of the group member representatives to come forward and present the work results.<sup>85</sup>

Apart from Dwi Ayu, another student, Nabila Nur Azizah, also said that our English teacher would first explain the steps in implementing the CIRC and TPS strategy to students:

She believes that many students memorize the steps in learning using the CIRC and TPS strategy. This strategy is relatively easy to apply. The first is that the teacher will form a group, then the teacher will give a reading topic, then students will be allowed to look for cases in the reading, and after that, the students will present them in front of the class. The last session is usually the teacher. And students will make conclusions according to the work of all groups of students.<sup>86</sup>

One of the students, Virnanda stated that there are several ways to apply CIRC and TPS strategy in class:

There are several ways to apply CIRC and TPS strategy in class, namely the teacher will form study groups, the teacher will give reading topics, and students will be directed to solve problems in reading topics, then present them in front of the class.<sup>87</sup>

Statements from several students were also supported by observations and documentation carried out by researchers:<sup>88</sup>

Statements from students were validated by the observations and documentation that the researcher had carried out in class regarding the steps for implementing the CIRC and TPS strategy in the classroom in reading comprehension.<sup>89</sup>

Another student, Firman, said that In CIRC and TPS strategy has several ways of implementing it in class:

<sup>85</sup> See the appendix: 06/I/19-03/2023 of interview transcript

<sup>86</sup> See the appendix: 07/I/19-03/2023 of interview transcript

<sup>87</sup> See the appendix: 08/I/19-03/2023 of interview transcript

<sup>88</sup> See the appendix: 02/O/11-1/2023 of observation transcript

<sup>89</sup> See the appendix: 03/D/10-03/2023 of documentation transcript

In CIRC and TPS strategy has several ways of implementing it in class. This strategy is implemented with the teacher forming study groups, then students are directed to solve the reading topics that have been given by the teacher and present their work in front of the class, and finally, students and teachers make conclusions together.<sup>90</sup>

From the observations, the researcher saw how the students in class XI IPA and class XI IPS the teacher did explain the strategic steps he would use in teaching reading comprehension. Many students have memorized the steps in implementing the CIRC and TPS strategy. The two strategies have almost the same way of application. Students' attitude in teaching reading tends to be more orderly and can increase their learning focus. The attitude shown by students in learning reading comprehension shows the enthusiasm that is in them because the instructions and methods used by the teacher in teaching reading comprehension are very easy for all students there to understand.<sup>91</sup>

Applying the cooperative learning approach to reading comprehension really helps students understand the reading material given. Researchers also observed that in implementing the cooperative learning approach itself there are several steps. There are 6 steps that are applied by the teacher, after these 6 steps are carried out the teacher will use a strategy in the cooperative learning approach in grouping students.<sup>92</sup>

## C. Discussion

### 1. An Analysis of the strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.

Cooperative learning entails organizing lessons around cooperative small groups whose success is reliant upon that of the group as a whole. In cooperative learning, there are many strategies. In teaching reading the teacher uses one of the strategies from

<sup>90</sup> See the appendix: 09/I/19-03/2023 of interview transcript

<sup>91</sup> See the appendix: 01/O/10-1/2023 of observation transcript

<sup>92</sup> See the appendix: 02/O/10-1/2023 of observation transcript

the cooperative learning approach, namely the Cooperative Integrated Reading and Composition (CIRC) strategy. The Think Pair Share (TPS) strategy is also often used by teachers in teaching English, for example in teaching reading. The Think Pair Share (TPS) strategy really helps teachers in teaching and also helps students understand the material being taught. Those strategy is often used by teachers in teaching reading at MA Ma'arif Klego. Those strategy is very effective in teaching reading because it helps students improve their English scores. Based on the findings, one of the cooperative learning strategies can assist teachers in teaching reading comprehension.

The use of one of the cooperative learning strategies that teachers apply in class is the CIRC and TPS strategy. The CIRC and TPS strategy assists teachers in teaching especially reading. Reading is a skill that is focused on by teachers in English at MA Ma'arif Klego. The teachers there have tried out a lot of all kinds of learning strategies, but the CIRC and strategy is suitable for use in the classroom. The CIRC and TPSstrategy helps students who previously did not believe in their abilities now become confident and they become enthusiastic about learning, especially during reading lessons. When this strategy is applied in reading, many students whose final scores in semester exams can exceed the Minimum Completeness Criteria (KKM). Of course, this is of great value from using the CIRC and TPS strategy in learning reading.

Two of the cooperative learning methods is the Cooperative Integrated Reading and Composition (CIRC) and The Think Pair Share (TPS) strategy, which aims to improve reading and writing skills in primary school's upper grades. As a result, the CIRC model combines cooperative learning with a framework that expands not only the opportunities for solitary reading instruction but also the applicability of composition writing models. It is used to promote reading in upper grades. while the TPS strategy assists students in exchanging ideas in learning.



In the analysis of this research, the researcher uses the theory of Robert E. Slavin. Slavin stated that the main focus of CIRC and TPS activities is to make more effective use of time. Students are conditioned in cooperative teams which are then coordinated with teaching reading groups, to fulfill other objectives such as reading comprehension, vocabulary, reading messages, and spelling. CIRC and TPS's primary goal is to use cooperative teams to help students learn a wide range of reading comprehension skills.<sup>93</sup> The use of CIRC and TPS strategy in reading comprehension has an important role in the lessons taught by English teachers at MA Ma'arif Klego. Based on Slavin's theory, learning with the CIRC and TPS type cooperative learning model is independent learning without always relying on the role of the teacher, because they have been divided into groups that have the same abilities (students are selected based on grades). In this learning model the teacher is only tasked with providing assistance to the group if the group has not been able to complete its task.

The purpose of using the CIRC-type cooperative learning model is Oral Reading, the Ability to Understand Reading, Writing and Language Arts. All of this suggests that the CIRC strategy can increase students' opportunities to read aloud and receive feedback on reading activities, by having students read to their teammates and by coaching them on how to respond to each other's reading activities, using cooperative teams to help. students learn reading comprehension skills that can be widely applied, CIRC's development of writing and language arts lessons is to design, implement, and evaluate approaches to the writing process in writing and language arts lessons that will take advantage of the presence of classmates. Meanwhile, the Think-Pair-Share (TPS) cooperative learning model is a cooperative learning that gives students time to think

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<sup>93</sup> Robert E Slavin, *Cooperative Learning : Theory, Research and Practice* (Boston: Allyn and Bacon, 2010), 203.

and respond. This is a strong factor in improving students' ability to respond to questions and fostering an attitude of mutual assistance to one another.

From the statement above, researchers can find that there are many uses of CIRC and TPS strategies in reading lessons that help teachers in teaching. Teaching English is one of the challenges for teachers because there are still many students who have not mastered English lessons. As a teacher, of course, there are many demands to be creative in teaching and the teacher must also have a strategy for teaching, the English teacher at MA Ma'arif Klego firmly believes that applying a learning strategy correctly will create good results, the application of Cooperative Integrated Reading and Composition (CIRC) strategy and The Think Pair Share (TPS) strategy on teaching reading comprehension brings good results in the student learning process. Before the strategy was implemented students did not understand the lesson in reading, but after implementing the strategy students became more active and scored good scores.

Several students who felt the use of the CIRC and TPS strategy in their class stated that the strategy helped them in learning English lessons, especially in reading. This strategy uses the method of working in groups in which the abilities of one student and another are combined to create good learning outcomes. It can be seen from the evaluation results that they always exceed the Minimum Completeness Criteria (KKM).<sup>94</sup>

Slavin said that the CIRC and TPS learning model is a learning model that can help students to develop their abilities and capacities.<sup>95</sup> In class XI IPA and XI IPS the use of the Cooperative Integrated Reading and Composition (CIRC) strategy and The Think Pair Share (TPS) strategy assist the teacher in teaching reading. Students also feel that implementing these strategies has had a good impact on them.

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<sup>94</sup> See the appendix: 10/D/10-03/2023 of documentation transcript

<sup>95</sup> Robert Slavin, *Learning to Cooperate, Cooperating to Learn* (New York: Plenum Press, 1985), 198.

From the discussion above, researcher can interpret that the strategy implemented by the teacher using a cooperative learning approach is the Cooperative Integrated Reading and Composition (CIRC) strategy and The Think Pair Share (TPS) strategy. Those strategy helps teachers in teaching reading. Students also feel that this strategy helps them understand reading lessons in a way that is fun and not monotonous.

## **2. An Analysis how are those strategies applied by the teacher in teaching reading comprehension with the cooperative learning approach at MA Ma'arif Klego.**

Learning strategies are defined as certain activities, behaviors, procedures, or approaches used by students to improve their own learning. Examples include looking for discussion partners or encouraging oneself to take on a challenging language task.

<sup>96</sup> These methods can be a useful toolset for active, deliberate, and purposeful self regulation of learning when the learner makes a conscious decision to select them as per his or her preferred learning style.

Each learning strategy in cooperative learning certainly has its own steps. These steps are applied in accordance with the strategy applied in learning. The Cooperative Integrated Reading and Composition (CIRC) strategy has several steps in applying it in the classroom. These steps can help teachers coordinate students in class when learning takes place. From interviews and observations, researchers can also analyze that the results of interviews and interviews are validated by the theory of Robert E. Slavin. In addition to observations and interviews, researchers also obtained data through Lesson Plan documentation from English teachers.

From the results of observations and interviews, there are several steps from the CIRC strategy when implemented in the classroom, especially in reading. These steps are used by teachers in class XI IPA and XI IPS at MA Ma'arif Klego to teach reading

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<sup>96</sup> R.L, Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle, 1990), 63.

comprehension. The first step that is applied by the teacher is to form a group. In this step the teacher will form a group which contains approximately 4-5 students in it. Cooperative learning itself is learning where learning strategies are in groups, with group learning can help students socialize and exchange ideas in solving a topic.

The second step is that the teacher will provide reading topics, here the teacher acts as a giving reading topic to each group of students where the reading topic becomes the student's mission in solving a problem in groups. The topic of reading given by the teacher is usually in the form of reading that is already in the textbook or the teacher has prepared his own reading. The reading is given by the teacher to students to train students in reading comprehension

The third step is that students are required to read and find the main idea of the topic or reading given by the teacher. In this step students can practice their reading skills individually and also in groups. Each student will exchange opinions regarding the results of the main ideas of the reading they have read. This can also help students socialize and also help weak students to be active in their opinions so that there are no passive students. All students are required to be active in reading comprehension by implementing cooperative learning which uses the CIRC strategy.

The fourth step is that students present their work in front of the class. In this step students will appoint a representative from their group to come to the front of the class and present their learning results. CIRC strategy teaches students to be active in learning. If there are students who are not yet active in finding the main ideas in the reading, these students can volunteer to be able to present the results of their group work in front of the class so that all group members can be active and have their own tasks.

The fifth step is the teacher provides input on student learning outcomes. At this step the teacher gets the role of providing input on student learning outcomes so that if

there are inaccurate results, students will better understand the input provided by the teacher. This input can also be a benchmark for students, to be able to improve their understanding of reading comprehension.

The sixth step or the last step is the teacher and students make a conclusion together. In this step the teacher and students collaborate to make joint conclusions for the topics that have been determined at the beginning, the previous step where the teacher gives input to students can be an additional value to be able to conclude the topics that students find with their respective groups. With the end of this last step students will become even more enthusiastic in learning, especially in reading comprehension.

The Think Pair Share (TPS) strategy also has an application method that is almost the same as the CIRC strategy, where the first method is: the first method, namely the teacher conveys the core material and competencies to be achieved; the second way is that students are given a problem related to the subject matter has been explained by the teacher, to then think about the solution thoroughly individually; the third way is students form pairs with their peers and present their results to each other's thoughts. In this step students have to find common ground from each other's thoughts; the fourth method is students presenting the results of discussions with their partners in front of the class; the fifth way is starting from these activities, the teacher directs the conversation to the subject problems and adds material that has not been disclosed by students; the sixth way is the teacher concludes.

From the explanation above, researcher can find out how the CIRC and TPS strategy are applied by teacher in reading comprehension with a cooperative learning approach at MA Ma'arif Klego. The CIRC and TPS strategy used in reading comprehension consists of 6 steps: first the teacher forms groups, the second teacher gives reading topics, the third students are asked to find the main idea of the topic or

reading given by the teacher, the fourth student shows the results of their work in front of the class, the fifth teacher gives input on student learning outcomes, the six teachers and students make conclusions together.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. The English teacher at MA Ma'arif Klego applied two of the strategies from the cooperative learning approach, namely the Cooperative Integrated Reading and Composition (CIRC) strategy and Think Pair Share (TPS) strategy in teaching reading comprehension.
2. The Cooperative Integrated Reading and Composition (CIRC) strategy and Think Pair Share (TPS) strategy has several implementation steps in the classroom. The teacher explained that there were 6 steps in implementing the strategy, including: The teacher Forms groups, the teacher gives reading topics, students work together to find reading topics and provide feedback, students present group work results, the teacher provides input, teacher and students make conclusions together.

#### B. Suggestions

After getting the result of the study in this research, the researcher would like to give some suggestion as follow:

1. For School

The school should provide many kinds of instructional sources such as additional material related to the lesson, literature, and journal. The school should consider providing other media for teaching.

## 2. For the English Teachers

The researcher recommends teachers to be more creative in teaching reading by applying one of the strategies from the cooperative learning approach, namely the Cooperative Integrated Reading and Composition (CIRC) and Think Pair Share (TPS) strategy in reading class to help students understand material, especially reading.

## 3. For students

The researcher suggest students to be more diligent, confident, and disciplined when learning reading comprehension, so that they can improve their skills in reading comprehension.

## 4. For readers

The researcher hopes that this research can be useful for the readers to increase their knowledge of learning strategies using cooperative learning approach in reading comprehension.

## 5. For the next reasearchers

The researchers would like to suggest other reasearcher to develop this research with thw new innovation such as the use of CIRC strategy and TPS strategy with the different material to improve reading comprehension. Moreover, the result of this research can be reference.



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