

THE IMPLEMENTATION OF CO-OP CO-OP METHOD IN TEACHING READING SKILL

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THE IMPLEMENTATION OF CO-OP CO-OP METHOD IN TEACHING READING SKILL

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Abstract

One of the important factors which contribute to the better reading comprehension is students' motivation in reading. Unfortunately, although reading is considered to be an important language skill, many students are not interested in reading because many teachers use monotonous reading activities. This study is aimed to Describe The Implementation of Co-Op Co-Op method in teaching reading and to identify the effects of the implementation of Co-Op Co-Op method on the teaching learning reading. This study applies a qualitative study which had been carried out at the second semester students of IKIP PGRI Bojonegoro, in academic year 2015/2016. The data were collected through observation, interview, and document analysis. The data were analyzed through constant comparative method including: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

Keywords: *co-op co-op method, reading*

A. INTRODUCTION

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writer's idea or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. One of the important factors which contribute to the better reading comprehension is students' motivation in reading. It is a key factor that drives willingness to learn. If a student has had past successful experience in reading he will be motivated to read more. It is believed that with sufficient motivation another factor on its own can ensure students reading achievement (Henghesh, 2010: 128).

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text pre-

sents letters, words, sentences and paragraph that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is. Widdowson in Urganhart states that reading is the process of getting linguistic information via print. Further he states that getting information is fairly one way process from writer or text to reader (1998: 20). Urganhart also states that reading is a process of receiving and interpreting information that involves processing language messages encoded in language via the medium of print (1998:22).

Based on the students' questionnaire and an informal interview with the lecturers, it was revealed that the students' reading scores were unsatisfactory because of several reasons. Most respondents were in the same agreement that low motivation, lack of

confidence, and monotonous reading activities led them to believe that reading class is boring and difficult. The main cases of students difficulties were about to the willingness to read was very poor. Then it affects on the quality of reading and reading ability was also unsatisfactory.

Based on the data sources in the pre research it was known that English education department is a program which applied Co-op Co-op method for developing students' reading for more than 3 years. Additionally based on the interview with the lecturer the result of implementing the method was successfully improved students' skill especially in reading. The researcher needs to investigate more and to obtain deep information and understanding supported by convincing data.

Co-op co-op method is one of the ways to teach reading effectively. Co-op Co-op method is one of the cooperative learning strategies proposed by Kagan. It is philosophically linked to group investigation that places faith in the curiosity, intelligence, and expressiveness of students rather than in extrinsic points and competitive motives. Slavin states that Co-op Co-op is a way of increasing the involvement of students by allowing them to explore in depth topics in which they were particularly interested (1995: 89). Thus, the core of Co-op Co-op method is to allow students to work together in small groups to advance their understanding of themselves and the world and then to provide them with the opportunity to share new understanding from their peers.

There are some relevant previous research that support this study: those are thesis entitled "Eksperimentasi model pembelajaran kooperatif tipe Co-op Co-op, discovery learning dan problem based learning dengan pendekatan saintifik ditinjau dari kreatifitas belajar matematika siswa kelas VII SMP Negeri se-kabupaten Ngawi

pada materi bangun ruang sisi datar tahun pelajaran 2014/2015" by Wahyu Kurniawan. Based on research finding the researcher concluded that the use of Co-op Co-op method was effective for teaching reading. Theandin in his thesis entitled "Implementing Cooperative Learning using Co-op Co-op Method to Enhance Students' Ability to Determine Explicit and Implicit Information in Reading Comprehension (A Classroom Action Research at SMA Batik 2 Surakarta in Academic Year 2015/2016" states that the result of first and second cycle showed improvement of students achievement and activities.

All previous studies contributed some important things to the present study. The first previous study shows the effectiveness of Co-op Co-op method in teaching mathematic. The second previous study shows the improvement of students reading comprehension using Co-op Co-op method. Based on the conclusions above it can be a consideration that Co-op Co-op method can improve students' reading comprehension. This strategy has been used by some English lecturers however the details of teaching and learning process in implementing this method have not been investigated much. So, the researcher focused on analyzing the teaching and learning objectives, the strategy, the procedures used, teaching material and all activities related to the study.

This study was conducted under the principles of qualitative study. It was applied in order to get deep understanding about the implementation of Co-op co-op method in teaching reading at the second semester students of IKIP PGRI Bojonegoro. Creswell (2008:46) defines qualitative study as "a type of educational research in which the researcher relies on the views of participants; ask board, general question; collect data consisting largely of words from participant; describes and analyses these

words for themes; and conducts the inquiry in subjective; biased manner” (Yin, 2003: 13).

The data was taken from three kinds of sources, those are: 1) The activity. The activity here was what happened in the setting and the process of teaching reading using Co-op Co-op method. The activities were recorded by using videotaped and transcribed. Then the researcher sort the important data relating to the topic of the research. Next, the sort data were analyzed. 2) The informants were the English lecturers and the second semester students. The respondents were selected through purposive sampling. The researcher specifies the characteristic of a population of interest and then tries to locate the individuals who possess those characteristic. 3) The documents. The documents used as the sources and to be analyzed in this research is lesson plan used by the lecturers of second semester students, the transcript of students interview, teachers interview and the observation in the class in which taken by the researcher. They were equipped by records, video records and photograph.

The instruments of data collection were: 1) Observation. Observation in the class focused on the process of teaching and learning activity using Co-op Co-op method. The researcher applied a passive observation. She observed and recorded notes without being involved in the activities of participant. 2) Interview. The interviews were conducted with the English lecturer and students. The interviewees were taken as sample from population by implementing purposive sampling technique. 3) Documentation. There at least three documents used as the basis of the analysis in this research. There were transcript of teacher’s interview, the students’ interview and field notes from observation.

B. DISCUSSION AND FINDINGS

a. The Implementation of Co-op Co-op Method in Teaching Reading

13 The Teaching and Learning Objectives

The objectives of teaching and learning of reading has been related to the aims of Co-op Co-op method as receptive competence also was designed to achieve the competency stated in the syllabus. Co-op co-op is one of teaching strategy as realization of cooperative method. This method encourages students’ enhancement of reading. The students will understand reading text easily by cooperative teams. Based on the interviews with the lecturers, all the lecturers agree that the objectives of teaching reading is to enable students to have reading ability well. The process of triggering reading ability enables the students to understand the text’s content, language features, and its functions or social purposes.

Teaching Documents

In this teaching documents there are several things used namely lesson plan and teaching materials. Lesson plan is basically “a framework for a lesson” (Robertson & Acklam, 2000:3). Specifically the lesson plan is designed to meet the learners need. Having a closer look at the lesson plans of reading of semester 2 it begins with Competence Standard (CS) and and Basic Competence (BC). The CS is explained “*Mampu memahami wacana tingkat dasar melalui identifikasi topic, ide pokok, kalimat penunjang, hubungan antar kalimat dan paragraph*”. Thenfor BC is explained *memahami pokok pikiran paragraph dari teks eksposisi*”

At the end of the lessons students are expected to achieve the information level of literacy, i.e. to be able to get involved in communication using English, spoken as

well as written. Furthermore, they are expected to be able to comprehend English text types in various contexts.

In teaching guideliness stated that some English materials were directly designed to prepare students to be able to conquer reading text. The examples of teaching material are descriptive text, expository text and narrative text. Here in this occasion the lecturer used expository text. They took *sequence or time order, listing, compare and contrast, cause effect, and problem solution* as the type of expository text. The themes of the material are *The importance of speaking English, Television is social construction, Online job, Tourism benefit on local people*. During the observations the researcher found that lecturer CH and OI used textbook entitled *Reading Skills for College Students* (by Ophelia H. Hancock). There were also other material sources used by lecturers considering that the material and task from textbook and worksheet were not sufficient enough to support students learning. For instance lecturer CH and OI used *English in Mind* (Students' book by Cambridge) as sources to make such kind of students worksheet.

Strategies and Procedures of Co-op Co-op Method in the Classroom

Based on the observations, English lecturer used and applied the various strategies in the process of teaching and learning reading skill. Lecturer CH (class 1A) said that in creating teaching strategy, a lecturer need to observe the students' condition. She made a certain game to enhance students' vocabulary mastery that support in reading skill. In another class (class 1B), the lecturer applied Co-op Co-op by playing audio visual material. Lecturer played a film about profile of famous public figure. Students in group were asked to analyze generic structure of the film.

The Process of Conducting the Method Divides in 9 Steps:

Step 1. Students-centered class discussion

The lecturers lead a discussion in which students explore their relationship and potential interest in the general area of possible topic and in specific examples.

Step 2. Selection of students learning team and team building

Students are assigned to team. Students need to have developed trust and good group working skills before beginning Co-op Co-op Method.

Step 3. Team topic selection.

Teams select a topic from the topics list. The lecturers monitor the process to make sure that two teams do not select the same topic. The lecturers facilitate class unity by pointing out how each of the topics makes an important contribution to the class goal of mastering the learning unit.

Step 4. Topics selection

Teams are divided into subteam (individuals or partners) to select minitopics for further study.

Step 5. Mini topics selection

After the students have divided the team topic into mini topic, they work individually. The preparation involve library research, data gathering through interviews or creation of individual project.

Step 6. Minitopics presentation

After the students complete the individual work they present their minitopic to their teammates. Minitopics presentations and discussion within teams are carried out in a way that affords all teammates. During the minitopics of presentations, another teammates take notes, pay critic, play supporter, and check for points of onvergence and divergence in the information presented.

Step 7. Preparation of team presentation

Students are encourage to integrate all minitopic material in the team presentation.

Step 8. Team presentation

During the presentation, team takes control of the classroom. Team members are responsible for how the time, space and resources of the class are used during their presentation. Because teams have difficulty managing time, the lecturer appoint a class time keeper, who is not a member of the presenting team. The time keeper hold up warning cards when they are just five minutes, one minute, and no minute remaining. The team may wish to include in its presentation a question-answer period or time for comments and feedback. The lecturer lead a feedback session so that other teams can learn something of what was involved in the development of presentation.

Step 9. Evaluation

In this step team presentations are evaluated by the class, then individual contribution to the team effort are evaluated by teammates, next each student write-up or present the minitopic and evaluated by the lecturer.

The Students' Role in Teaching and Learning Activities.

The students role in teaching and learning activities describes the students as the main subject in the process. But sometimes it depends on the lecturer's strategies to motivate students to be active as learner and it is very important for lecturers to appreciate students' motivation and participation by giving a reward.

The observation on the role of students in teaching and learning, it revealed that the students role are responding the questions, analyzing the text being discussed, constructing and presenting expository text individually or group. Even more students searched material and sample texts from other sources and did the tasks individually, pairs and group.

Lecturer's Role in Teaching and Learning Activities

Based on the observation and interview it implies that the lecturer's role in teaching and learning activities are as:

1) Motivator. One of a good way to motivate is giving reward for their works or even only for their participation. The lecturer also need to be attractive and supportive in encouraging the students and involve in the process of teaching and learning, the strategies used to motivate them is by giving them interesting topic, familiar and easy to understand. The other duties as motivator are lecturer required to create conducive milieu, keep smiling and sometimes to make jokes which is also effective to be ice breaking. Harmer (200: 261).

2) Facilitator. Lecturer's role is to guide the students through the process of teaching and learning activities using co-op co-op method particularly in teaching reading. The process of guiding the students is implied in the opening, where lecturers firstly gave stimulus in the form of hook questions about expository text. Then the lecturers connected the material studied with the expected characteristic which can be achieved.

3). Conductor. Here, lecturer's role are giving the suitable modelling text and material that appropriate and easy to understand, giving understandable clear instructions, guiding students in discussion, giving clear examples. For this role lecturers are required to be knowledgeable, up to date and sensitive to bring the interesting topic to the class.

4) Evaluator.

In the end of the lesson lecturers evaluate whether the students achieve the objectives or not. Lecturers can measure the students' ability and the result of all lecturers' hard work during the teaching learning activities.

For the evaluation process for the expository text the lecturers need to measure how well the students recognize the text, understand the story, able to rewrite the text by their own words. The evaluation is also conducted in the form of test in the end of meeting, attitude measurements and students' work task. Lecturer CH used the technique performance assessment in presenting the task group assessment, while lecturer OI sometimes does the ongoing assessment as for testing the readiness of the students.

b. The Effect of Co-op Co-op Method on the Quality of Reading Activity at Second Semester Students of English Department IKIP PGRI Bojonegoro.

Based on the classroom observation, the implementation of Co-op Co-op method especially in teaching and learning activities of expository text stimulates the students to display reading ability. It could be shown that the students were able to maximize their comprehension of text, able to find main idea, identify implicit and explicit information, detail information of text, supporting detail, topic sentence, reference and recognize vocabulary used.

Co-op co-op method showed the effects to reading comprehension that has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written text and the process of thinking while deciphering symbols. Further, reading comprehension related to cognitive competence of readers because this produce comprehension. Lecturers taught reading through direct explanation, teacher modeling, and feedback which made students understand the written text.

The quality of students' reading can be seen when the lecturers gave direct instructions in reading comprehension. Lec-

turers gave questions related with main idea, drawing conclusions, comparing and contrasting ideas. The students discussed in group, they share ideas each others. It helps them answer lecturer's questions so they can understand reading passage well and can find the elements of reading.

The students' involvement is one of the factors which influenced the progress of students' understanding on reading text. Based on the observation the students seemed to be responsive to the lecturer's questions and instructions. The students actively search from the material from other sources such as famous people profile books or related references.

The result of the research describes that Co-op Co-op method can make students not only become better reader but also better thinker. The implementation of Co-op Co-op method provides the students learn collaboratively, the opportunity to be active, enjoy the learning material and understand what has been learnt. Moreover it can also improve their motivation to learn English. As Kagan points out that the grouping is essential for cooperative learning. The students were formed in heterogeneous groups, including a mix-ability of students (high), middle, a low achieving students and having a mix gender that reflect the classroom population. It produces the greatest chances for peer tutoring and support as well as improving racial integration (Kagan, 1994).

The finding of the research showed that the implementation of Co-op Co-op method in teaching and learning expository text enhance students' critical thinking. As Donaldson (1993:50) says the thinking itself draws great strength from literacy whenever it is more than a mere scrap of an idea, whenever there are complex possibilities to consider. The text production is encouraged to think critically and this equips students to

take an informed position on a given issue (Riley & Ridey on <http://ecl.sagepub.com>)

C. CONCLUSION

Based on the result of the research, it can be concluded that the implementation of Co-op Co-op method can enhance students reading ability in determining detail information, explicit and implicit information. In implementing the method students learn the text collaboratively by using some steps in Co-op Co-op method by choosing the topics, discussing the text, presenting the materials, and doing some exercises which require students to summarize their understanding of a concept and receiving reflective feedback from their teammates. The teacher also monitor and facilitates the group effort in discussing the materials and exercises.

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