

**The Application and Students' Perception of Cooperative Learning
In Reading Comprehension: A Study on the Second Grade at MTs
NW Nurul Haramain Putra Narmada Academic Year 2015/2016**



ARTICLE

*Submitted as a Partial Fulfillment of the Requirement for Sarjana
Degree in English Education Program Faculty of Teacher Training
and Education University of Mataram*

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2016



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI

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RATIFICATION

A Journal entitled “The Application and Students’ Perception of Cooperative Learning in Reading Comprehension: A Study on the second grade at MTs NW Nurul Haramain Putra Narmada Academic Year 2015/2016” by Winda Prastika Rahmawati (E1D110091) has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan* (S.Pd) Degree in English Education Mataram University.

Mataram, September 2016

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ABSTRACT

This study deals with the application and students' perception of cooperative learning in reading comprehension. The purpose of this study was to know about the application of cooperative learning in reading comprehension, and to know how students perceive the cooperative learning. The subjects of this study were the students of the second grade of MTs Nurul Haramain Putra Narmada. In collecting the data, observation, questionnaire and note taking were used. Then, the data analysis was done through some steps such as Data reducing, data displaying, and drawing conclusion. From the result of observation by considering some principles of cooperative learning developed by Kagan (2009) it found that , (a) Individual Accountability (0%), (b) Positive Interdependence (the teacher gave instruction to ask help from other group member to comprehend content of the text in group (73, 7 %), the teacher gave instruction to help or tutor every group member to finish tasks given in group (81, 6 %)), (c) Equal Participation (the teacher gave instruction to decide the answer of task given based on group consideration (65, 2%)), (d) Simultaneous Interaction (0%), which symbolized by PIES. in addition to that, (e) evaluation (the teacher gave evaluation to group skill (80,60%)). From the questionnaire, the writer also found that students also perceive that teacher instructed them based on the basic principle of Cooperative Learning.

Key Words: Cooperative Learning, Students Perception and Reading Comprehension

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ABSTRACT

Penelitian ini berhubungan dengan penerapan dan persepsi siswa terhadap pembelajaran kooperatif di dalam pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui tentang penerapan dari pembelajaran kooperatif dalam pemahaman membaca, dan untuk mengetahui bagaimana murid merasakan pembelajaran kooperatif yang diterapkan guru. Target dari penelitian ini adalah siswa-siswa kelas dua MTs Nurul Haramain Putra Narmada. Dalam pengumpulan data, Pengamatan, Kuisisioner, and Pengambilan Catatan digunakan. Kemudian analisis data dilakukan melalui beberapa tahap antara lain adalah penjabaran data, penampilan data, dan pengambilan kesimpulan. Dari hasil obeservasi dengan mempertimbangkan beberapa teori pembelajaran kooperatif yang di kembangkan oleh Kagan (2009) ditemukan, (a) perhitungan yang bersifat individu untuk meningkatkan pencapaian siswa secara individu (0%), (b) ketergantungan positif antara siswa di dalam kelompok (guru memberikan pengarahan untuk meminta tolong kepada anggota kelompok yang lain untuk memahami isi dari teks yang diberikan dalam kelompok (73, 7%), guru memberikan pengarahan kepada siswa untuk menolong atau mengajar teman kelompok yang membutuhkan bantuan untuk menyelesaikan tugas yang diberikan guru (81, 6%)), (c) Partisipasi siswa terhadap materi pelajaran (guru memberikan pengarahan untuk menjawab pertanyaan dari teks berdasarkan keputusan anggota (siswa) kelompok (65, 2%)), (d) Interaksi antara siswa dalam kelompok secara keseluruhan (0%) yang mana disimbolisasikan dengan PIES. Dalam penambahan terhadap ini (e) evaluasi (guru memberikan evaluasi kepada kemampuan kelompok (80, 60%)). Dari kuisisioner, penulis juga menemukan bahwa siswa juga merasakan bahwa guru memberikan pengarahan kepada siswa berdasarkan prinsip-prinsip dasar yang aspeknya sama dengan aspek yang muncul pada proses pengamatan.

Kata Kunci : Pembelajaran Kooperatif, Persepsi Siswa dan Pemahaman Membaca.

A. INTRODUCTION

1. Background of study

Nowadays, the situation created by the use of traditional teaching method in this globalization era causes students be competitive and individualistic. According to Johnson and Johnson in Gillies, Ashman and Trewells (2008:10), while competition dominated educational thought, it was being challenged by individualistic learning largely. Students who can hold on with the competition were the active students, and who have high curiosity in learning who will achieve learning goal and tend to obtain high score in learning, while the students who have weakness in learning could not compete with other. This condition cause social discrepancy between student and student. It is an important thing to teacher to update the learning method. The learning method applied by the teacher must create high interaction and communication between low and high achiever, and also between students and teacher in class. One of attractive learning model is Cooperative learning. Cooperative learning is attractive because this learning model manages student learn in group. Cooperative Learning sets students not only learn the subject material but also train their social skill. This condition will create active learning situation. Many teachers have to apply the Cooperative Learning Model in a various level of education in this era start from elementary level up to university level, in various age of learners. Cooperative learning has some basic principles as its bases. The writer want to observe the process of the application of cooperative learning model in reading comprehension by considering the principles and see what the students perceive toward the application cooperative learning in their reading comprehension conducted by the teacher. This research is conducted in MTs NW Nurul Haramain Putra Narmada.

2. Statement of the problem

Statements of the problem of this research are:

- a. How is cooperative learning applied in the teaching of reading comprehension?
- b. How do students perceive the application of cooperative learning in reading comprehension?

3. Purpose of the study

Based on the problems above, the purpose of this research are:

- a. To know the applicaton of cooperative learning in student reading comprehension.
- b. To know the students' perception toward cooperative learning.

B. REVIEW OF THE RELATED LITERATURE

1. Cooperative Learning

Jhonson, Jhonson and Helubec (1993:9) stated that "Cooperative learning is the instructional use of small group so that student work together to maximize their own and each other learning". Gillies (2007) in Boyle et al (2013:04) added that Cooperative learning involves students working together in small groups to accomplish shared goals. Pierce (2015) also added that "When you are working with someone who pushes you to make massive changes in a short amount of time and give a report. you finally realize that you are ultimately responsible for how

much progress you make every day.” Thus, students are responsible with their achievement.

2. Basic Principles of Cooperative Learning

According to Kagan (2009:5.9) there are four Basic fundamental principles to cooperative learning such as Positive Interdependence, Individual Accountability Gaining Individual Achievement Equal Participation and Simultaneous Interaction symbolized by the acronym PIES. Then, the researcher adds a point to complete the principles, named Evaluation. These points will be developed by the writer specifically.

- Positive Interdependence among Group Members

Interdependence among student influences their outcome. If the learning outcome of a student in a group goes down or goes up, the learning outcomes of other group member will also do so. It is important to students to help each other. If student needs help, they will tutor each other and work together in group. If one of group member failed, other group member also is failed. Johnson, Johnson, and Holubec, E.J. (1998) added “Positive interdependence is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together”.

- Individual Accountability for Gaining Students' Individual Achievement

In group working, individual accountability is an important aspect to be considered. Kagan (2009:12.9) stated that each student is accountable for her/his individual contribution and his/her own learning. Individual accountability treats students to be responsible to encourage each of them to increase their learning goal. The effort to increase learning goal is by showing their performance in learning such as giving advice to the topic discussion, being brave to show their opinion toward topic discussion and be brave to answer question when teacher ask. They are responsible on all tasks which are given by the teacher to be finished. The individual performance is required to train students in order that they can improve their individual learning outcome beside their group success.

- Equal Participation to the Subject Material

In equal participation, the students need to participate not only to the subject material but also to the group activity. As supported by Kagan (2009: 12.14) that students learn by interacting with the content and with fellow students. If students are actively participating, they are processing the content, and are engaged and learning. “If student do not participate in the practice sessions, they will not learn as much of score as high on test ” Kagan (2009:12.14). High score in group learning can be built by involving of students to participate to their subject material.

- Simultaneous Interaction to Every Member of Group

Simultaneous Interaction principle is one of the characteristic which distinguish of Cooperative learning with other learning model. Learning and works in group creates comprehensive interaction between student and student also between students and teacher in group than traditional method. it supported also by Kagan (2009: 12.19) argued that with effective cooperative learning, we dramatically increase the amount of active engagement because effective

cooperative learning produces simultaneous, rather than sequential, engagement. Member of group has good chance to talk and communicate to other. Every member must interact to all members.

- **Evaluation toward Students Learning Result**

Evaluation is needed in every learning process to know how far students achieve and comprehend material given; also how success teacher applies the learning model also delivers the material of subject. According to Duplass (2006) in Heater (2008), evaluation should include both individual and group assessment. According to The Alberta Teachers' Association (1996) "The main reason teachers evaluate is to find out what students have learned—the outcome of the instruction" it means that the teacher need evaluation to measure how far students have learned and achieved the goal of learning.

3. The Teacher Roles in Applying Cooperative Learning

Calderon (1990) in Pan and Wu (2013: 14) argued that teacher roles should also shift from knowledge transmitters to thought mediators. Mediator means teacher should be facilitator, model, and coaches. Chen (1998) added that as effective facilitators, teachers intervene and assist in the problem-solving process, and assess group interactions and monitor how students are developing their language skill, which allows them to adjust their procedures to enhance student learning. In this study, teacher as a mediator in application of cooperative learning should guide students to develop in learning process by giving instructions students based on the basics principles of cooperative learning.

4. The Application of Cooperative Learning in Reading Comprehension

In this study, some instructions given by the teacher to guides students to achieve the basic principle of cooperative learning such as positive interdependent among students in group, individual accountability to gain students individual achievement, equal participation of students to subject material, simultaneous interaction among students in group which were processed in reading comprehension. Reading is process of overall understanding of a text, understand the idea of the text and the language that use based on the context. The process must be supported by good environment and good interaction in classroom. Zoghi et al (2010) in Pan and Wu (2013:14) state that Reading skills are enhanced in a learning environment where learners interact and use language for socially constructing meaning. This group will also help students who have lower skill in reading by giving a chance to ask their other member in a discussion in order that they can understand the ideas of the text given. Bolukbas, Keskin, Polat (2011) in Pan & Wu (2013:14) state that "Pratically employed cooperative learning helps learners participate in reading lessons effectively, create an abundant and healthy English learning environment, make language learning more meaningful, and increase acquisition".

- **Positive Interdependence among Students in Group**

The second principle is positive interdependence for gaining their individual achievement. In this aspect, students are needed to have good

relationship with other member in group. High achiever must help lower achiever, when the low achiever can improve their score, their group outcome will be better automatically. Students must help their friend to understand the text or material given by redefining the points. Their friends comprehend and could finish the tasks well. To achieve positive interdependence among students in group, the teacher gave some instructions which are branch of this principle which can be seen in the process of reading subject as the following points:

- a. Teacher gave instruction to ask help from other group member to comprehend content of the text given in group.
- b. Teacher gave instruction to ask help from other group member to finish task given in group.
- c. Teacher gave instruction to help or tutor group member to comprehend the text in group.
- d. Teacher gave instruction to help or tutor group member to finish tasks given in group.

- Individual Accountability for Gaining Students' Individual Achievement in Reading Comprehension.

The first principle is individual accountability among group members. In this aspect, students need to be responsible on their group tasks of reading. Even though students are work in group they must try to comprehend what is in the text individually, try to give comments and advice to the topic material. The effort must be encourage by giving instruction by the teacher. Even though they work in group but each member of group must do effort to increase their own outcomes. This Principle is divided by the writer into three points. These points were taken based on the characteristic that can be seen in the application of Cooperative Learning by the teacher as following explanation:

- a. Teacher gave instruction to students to comprehend text individually although they work in group.
- b. Teacher gave instruction to students in order that they gave their advice to topic discussion in every class discussion individually.
- c. Teacher gave instruction in order that students tried to give critical comments to discussion topic individually.

- Equal Participation of Group Member to Subject Material

The third principle is equal participation to the subject material. All of members (Students) of group must participate on working in order they learn. They have to involve their own effort to the task of text given in group working. All of group member must participate on reading text discussion or when doing task of the text in their group. The equal participation can be divided into some point as following:

- a. The teacher instructs to all group member to decide the answer of the text given based on group consideration.

- Simultaneous Interaction of Every Member of Group

The fourth principle is simultaneous interaction to every member of group. Students in Cooperative Learning classroom must interact simultaneously. They

must discuss the question or material of text given together. Every students must share their ideas and also give comment. The application of simultaneous interaction principle in reading comprehension is describe into some following characteristics:

- a. Teacher gave instruction to students to keep discussion going with the other group member.
- b. Teacher gave instruction to students in order that they motivate each other without choosing close friend or not in group.
- c. Teacher gave instruction to joint with every member of group without choosing active or passive student.
- d. Teacher gave instruction to become compact while student work in group.

- **Evaluation toward Students Learning Result**

In the ending of the subject material, the teacher gave evaluation to the students about their group performance as the following points:

- a. The teacher gave evaluation to the group skill.
- b. The teacher gave evaluation to the individual skill.

Every principle of Cooperative Learning has their characteristics in each. Those characteristics will be measured in the application of Cooperative Learning and also as aspect to be inserted observation check list and students' questionnaire.

5. Previous Study of cooperative learning

The previous study about cooperative learning are a thesis by Wahyudi (2010) entitled The Use of Cooperative Learning Technique in Teaching Narrative Text; A Case Study at The Eight Grade Student of SMPN 4 Narmada in Academic Year 2012/2013. This thesis is focused on the use of cooperative learning in teaching narrative text. The research question of this thesis is "is cooperative learning effective in teaching narrative text to create active, creative and fun?" The result of this study is cooperative learning conscious and unconsciously supported students in teaching and learning process. This technique gave some influences on teaching learning process to both teacher and students, the teacher easily transfered their knowledge to the students. Then, the difference of this study with the previous study is the researcher describes the application of cooperative learning by observation and also to know students perception of the application of cooperative learning by filling questionnaire.

C. RESEARCH METHODS

1. Kind of Research

This research is a descriptive study conducted to reveal students' opinion and perception toward cooperative learning and the application of Cooperative Learning in reading comprehension.

2. Research Setting

The writer conducted the research at the second Grade at MTs NW Nurul Haramain Putra Narmada Academic Year 2015/2016

3. Population and Sample of Study

- Population

The population of the research is the whole class of the second grade of MTs NW Putra Narmada; consist of six classes of the second grade with about 173 students.

- Sample

At 173 students, the writer use Purposive sample which took 2 classes of the second grade at MTs Nurul Haramain Putra Narmada which about 61 students.

4. Method of Data Collection

- **Observation**

The observation was conducted to reveal the practice of Cooperative Learning done by the teacher. The researcher observed the activities that occur in teaching and learning process. In this case, the researcher observed the teacher when she applied the cooperative learning. The observation takes 45 minutes in each class and took twice meeting for observation in each class. During the observation, the researcher used an observation checklist with the following aspects:

1. Individual Accountability for Gaining students individual achievement which include teacher instruction to comprehend text individually, to give advice to topic discussion individually, to give critical comments to discussion topic individually;
2. Positive interdependence among students in group which include teacher instruction to ask help to comprehend content of the text, to ask help to finish task, to help or tutor every group member to comprehend the text, to help or tutor every group member to finish tasks.
3. Simultaneous interaction of member of group which include teacher instruction to students to keep discussion going with the other group member, to students in order that they motivate each other, to joint with every member of group, to become compact while student work in group;
4. Equal participation to the subject material which include teacher instruction to all of group member to decide the answer of task given based on group consideration;
5. Evaluation toward students learning result which include teacher gives an evaluation to individual skill, teacher gives an evaluation to group skill;

- **Questionnaire**

The second data was taken from questionnaire. The purpose of questionnaire was to reveal students' perception toward the application of Cooperative Learning in reading comprehension which was applied by the teacher. The questionnaire which was given to students consists of aspects pertain the components of cooperative learning. The aspects were similar with aspects in observation check list.

5. Method of Data Analysis

- **Observation**

The data gathered during the observation in the first meeting and also in the second meeting in both classes C and D were collected. The data collected revealed which aspect appeared dominantly. Then, the data were fixed into each table of the principle of Cooperative Learning. The number of the table were appended and explained into words. The researcher also took notes which

contained of the conditions appeared in process of the application of Cooperative Learning which not included to the aspects of the 5 principles focused.

- **Questionnaire**

The data from the questionnaire was tabulated into a table. The data forms were percentage. Next, they were divided into two groups, such as quantitative group where the data as numeral kind, then qualitative group where the data revealed into word and symbol. In the table the writer showed the percentage of total students' responses.

D. RESEARCH FINDINGS AND DISCUSSION

1 Observation Result

Aspect A. Positive Interdependence among Students in Group:

Based on the observation result, it was seen that the teacher gave instruction to students in order that they ask help from other group member to comprehend the text in the first and second meeting in class C and also in the second meeting in class D. other traits also appeared at the same meeting where the teacher gave instruction to help or tutor every group member to finish tasks given in group. While, other traits of this Positive Interdependence did not appear in the first and second meeting in class C and also in the first and second meeting in class D. Based on the result of note taking, the instruction did not given because some students were seen more active to ask help to comprehend the text and also ask help to finish tasks given to their friend. Another condition also happened in different class, where students tend to ask help to the teacher although the teacher has given permission to ask help to their. The students have shown that they had positive relation as appeared that they asked help to finish the task given and also they help other group member to comprehend text before the teacher gave the instruction. It can be concluded that the teacher applied two traits of positive interdependence and the instruction gave positive effect despite of the class still was not going maximal because some students still want to play in class.

Aspect B. Individual Accountability for Gaining Students Individual Achievement in Reading Comprehension:

On the observation result, it found that the teacher gave instruction to students to give their advice to other student about the topic discussion only in the first meeting in class C. While other aspects did not appear in class C in the first and second meeting and also did not appear in class D in the first and second meeting. Based on the result of note taking, this situation happened because in the second meeting in class C students had shown their activeness after given the instruction in the first meeting. It also happened in class D where this aspect did not appear because students in class D have shown their activeness in giving advice even the teacher have not given the instruction. Some students also showed their responsibilities to their achievement (their score). The students in class showed their activeness in giving advice; the problem was not many students gave critical comments and comprehend the text nicely.

It can be concluded that the teacher applied one aspect of Individual Accountability and the instruction gave positive effect and the learning processes could run well although other aspect was not appeared.

Aspect C. Equal Participation to the Subject Material

Based on observation result of equal participation, the teacher gave instruction to decide the answer of task given based on group consideration in the second meeting in class C and also in the first meeting in class D. Based on note taking result, this condition happened because some of the students showed that they were active to involve to the group discussion activity and also group working. From the data above, can be concluded that the teacher applied one more principle of Cooperative learning that is Equal participation. The instruction of this principle given is giving instruction to students to decide the answer of the task given together with their group member. Although not all of students in both class were showed their activeness while group discussion, the class still could be controlled.

Aspect D. Simultaneous Interaction of Member of Group

On the third aspect that is simultaneous interaction, it has a similar condition with positive interdependent where student has positive relation with other students. From the observation data obtained, all instruction of this aspect did not appear at the first and the second meeting in class C also in class D. According to result of note taking, while learning, some students in different group seen motivated their friends although the teacher has not given instruction. For example, some students support their group member to be more enthusiasm in order that they could be the first to finish the task than other group. From the result above, it can be concluded that the teacher did not apply the aspects in simultaneous interaction. Although the teacher did not give instruction based on the aspect, the class could run well.

Aspect E. Evaluation toward students learning result

The result of observation showed that the teacher gave an evaluation to the group skill. The evaluations of group skill were given in the first and the second meeting in class C and also class D. based on the note taking, the teacher give group evaluation by giving students some questions related to the text given. The questions were finished in group during the learning activity. The result of students' task was collected and then scored by the teacher as the group score. The teacher be focus on working group so individual skill that also important to be focused became ignored. It was happened because the teacher was difficult to control while work in group. From the result above, it can be concluded that the teacher applied evaluation in learning activity and gave group evaluation to the students.

QUESTIONNAIRE

- **Aspect A. Positive Interdependence among Students in Group:**
Related to the second principle of Cooperative Learning:

Related to teacher instruction to ask help from other group member to comprehend content of text, most of the students stated that their teacher often instructed them to ask help from other group member to comprehend content of the text given in group. It proved by 73, 7 % from both class C and D, in the first meeting and also the second meeting students choose “Often”. While, 11, 2 % of students choose “Sometimes” and 5, 2 % students stated “Never” for this aspect. It means that the teacher give them instruction to ask help from other member group to comprehend the content of the text given by the teacher.

Related to teacher instruction to ask help to other group members for finishing task given, the data indicated that students highly stated that their teacher never instructed to ask help to other group members for finishing task. It was represented by 96 % from both class C and D, in the first meeting and also the second meeting, students choose “Never”. While only 2, 1 % students choose “Sometimes” and 11, 9 % students choose “Often” for this aspect. It means that the teacher did not instruct students to ask help to other group members for finishing task of the text given by the teacher.

Related to the teacher instruction to help or tutor every group member to comprehend the text in group, the data indicated that students highly stated that their teacher never instructed them to help every group member to comprehend the text in group. It was represented by 72, 2 % students in both class C and D, in the first meeting and also the second meeting chooses “Never”. While only 8, 4 % students from both classes choose “Sometimes” and 19, 4 % students choose “Often” for this aspect. It means that the teacher did not give them instruction to help or tutor every group member to comprehend the content of the text given by the teacher.

Related to teacher instruction to help or tutor every group member to finish tasks, the data indicated that most of students stated that their teacher often give them instruction to help or tutor every group member to finish tasks given in group. It was indicated by 81, 6 % of student in class C and D, in the first and second meeting choose “Often”. While only 12 % students from both classes choose “Sometimes” and 6, 4 % students choose “Never” for this aspect. It means that the teacher gave them instruction to help or tutor every group member to finish tasks of the text given by the teacher. It can be concluded that students perceive that the teacher instruct them to ask help from other group member to comprehend content of the text, students also perceive that the teacher instruct students to help or tutor every group member to finish tasks given in group. While students did not perceive that the teacher instructed them to ask help to finish task also, did not instructed them to help or tutor every member to comprehend tasks given in group.

- **Individual Accountability for Gaining Students Individual Achievement in Reading Comprehension:**

Related to the first principle of Cooperative Learning that is Individual Accountability:

Related to teacher instruction to comprehend text individually, the data showed that most of students stated that their teacher never instruct them to comprehend text individually although they work in group. It proved by 76, 3 % from class C and D in the first and also in the second meeting, students choose

“Never”. While 6, 3 % students choose “Sometimes” and 8, 5 % students choose “Often” for this aspect. It means that the teacher did not give students instruction to comprehend text individually.

Related to teacher instruction to give advice to the topic discussion, the data showed that most of students stated that their teacher never instruct them to give their advice to the topic discussion individually. It proved that 65, 2 % from both class in the first and the second meeting, students answered “Never”. While 10 % students in both classes choose “Sometimes” and 24, 8 % students choose “Often” for this aspect. It means that the teacher did not give them instruction to be brave to show their advice to the topic discussion.

Related to teacher instruction to give critical comments to topic discussion, the data showed that most of students perceive that their teacher never instruct them to give their critical comment to the topic discussion individually. It proved that 71,6 % students from class C and D, in first meeting and also the second meeting, choose “Never” for this aspect. While only 2,7 % students choose “Sometimes” and 25,7 students choose “Often for this aspect” it means that the teacher did not give instruction to students to give critical comment to the topic discussion. It can be concluded that most of students perceived that teacher did not instruct them based on the any aspects of individual accountability.

- **Equal Participation to The Subject Material:**

Related to the fourth principle of Cooperative Learning that is Equal Participation:

From the table above, 65, 2 % students choose “Often” Related to teacher instruction to decide the answer of task based on group consideration; the data stated that most of the students perceive that their teacher instructed every group member to decide the answer of task based on group consideration. While only 6, 6 % students in class C and D in the first and the second meeting choose “Sometimes” and 28, 2 % students choose “Never” for this aspect. It means that the teacher give them instruction to decide the answer of task based on group consideration. It can be concluded that students perceive that their teacher give them instruction to decide the answer of task given based on group consideration.

- **Simultaneous Interaction of Member of Group:**

Related to the third principle of cooperative learning that is Simultaneous Interaction:

Related to teacher instruction to students in order that they keep discussion going with the other group member, the data showed that most of the students stated that their teacher never instruct them to keep discussion going with the other group member. It was shown by 76, 1 % students in class C and D in the first and second meeting students choose “Never”. While only 7,6% students choose “Sometimes” and 16, 3 % students choose “Often” for this aspect. It means that the teacher did not give students instruction to keep discussion going with the other group member.

Related to teacher instruction to students in order that they motivate each other, the data showed that most of students perceive that their teacher never instruct them to motivate each other with their friends in group. It proved that 76, 5 % student of class C and D in the first and also the second meeting choose

“Never”. While only 7, 2 % students choose “Sometimes” and 16, 3% they choose “Often” for this aspect. It means that the teacher did not instruct students to motivate each other.

Related to teacher instruction to joint with every member of group without choosing active or passive friend, the data indicated that students highly stated that they perceive that their teacher never instruct them to joint with all member of group. It was represented by 81, 7 % of students in class C and D in the first and the second meeting, choose “Never”. While students who choose “Sometimes” are about 5, 4 % and 12, 9 % of them choose “Often” for this aspect. It means that the teacher did not instruct students to joint with all member of group.

Related to teacher instruction to students to be compact when they work in group, the data showed that students highly stated that they perceive that the teacher never instruct them to be compact while student work in group. It represented by 72 % students of class C and D in the first and the second meeting choose “Never”. While only 4,2 % students choose “Sometimes” and the choice “Often” chosen by 13, 8 % of students. It means that the teacher did not instruct students to be compact when students work in group. It can be concluded that most of students did not perceived that the teacher give them instruction according to the four aspects in simultaneous interaction among students in group.

Evaluation toward Students Learning Result:

Related to the first principle of Cooperative Learning:

Related to teacher evaluation to student’s individual skill, the data showed that most of the students perceived that their teacher never give an evaluation to individual skill. It was shown by 73, 3 % of students in class C and D, in the first and second meeting students choose “Never”. While only 5, 6 % students choose “Sometimes” and 21, 1 % students choose “Often” for this aspect. It means that the teacher did not give students individual evaluation.

Related to teacher evaluation to students’ group skill, the data indicated that students highly stated students perceive that the teacher often give them evaluation to the group skill. It was represented by 82, 7 % of students in class C and D, in the first and second meeting, choose “Often”. While only 6, 7 % students choose “Sometimes” and 10, 6 % students choose “Never” for this aspect. It means that the teacher gave students group evaluation. It can be concluded that most of students perceived that teacher mostly did not instruct them based on the characteristic of 5 Principle of Cooperative Learning. From the result of observation checklist and questionnaire above, can be reveal that from observation checklist the result stated that teacher tend to miss some aspects of principle of cooperative learning. It can be seen that from the fourth days of observation, the data showed many ticks for the choice “No”. It means that the observer did not see that the teacher apply the cooperative learning based on the principle.

E. CONCLUSION AND SUGGESTION

1. CONCLUSION

Based on the data analysis and the results of the study, the observer took conclusion as the following statements:

From the observation, it can be concluded that Cooperative learning in reading comprehension applied by giving instruction refers to the three from the fifth basic principles which developed by Kagan (2009). Those principles are Positive interdependence among students in group (Positive Relation), Equal participation to the subject material and Evaluation. Note taking result reveal that giving instruction in the first meeting were not in influence the situation in the second meeting. Students in every group learning process need to be guided by giving some instructions.

From the questionnaire, it can be concluded that students perceived that they were instructed by the teacher in some principles. The principles are Positive Interdependence, the traits appeared are the teacher give instruction to ask help from other group member to comprehend content of the text in group (73, 7 %) and giving instruction to help or tutor every group member to finish tasks given in group (81, 6 %). The second principle is Equal Participation which the traits appeared is the teacher gave instruction to decide the answer of task given based on group consideration (65, 2%). And the last aspect appear is Evaluation which the teacher gives an evaluation to group skill (82, 7%).

Although, the teacher only conducted a few aspects and missed many principles of cooperative learning, but the students could be guided well by the teacher.

2. SUGGESTIONS

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers to apply Cooperative Learning in reading comprehension:

- a. The observation process in a study need more time in order that the researcher get the real situation. In this study, as a observer I need to take more meeting of reading to make sure that the characteristics which appear is the real condition.
- b. Beside the questionnaire, to make sure the perception of students, the observer need to take interview according to the similar aspects with contain in the questionnaire sheet.

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