

**Students' Perception of the Implementation of Cooperative Learning in
Learning Reading Skill: A Case Study at eleventh grade of SMKN 9 Mataram
in Academic year 2017/2018**



ARTICLE

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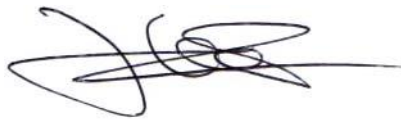
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RATIFICATION

An article entitled “**Students’ Perception of the Implementation of Cooperative Learning in Learning Reading Skill: A Case Study at Eleventh Grade of SMKN 9 Mataram in Academic Year 2017/2018**” by Suryani has been approved on 2 Juli 2018 by:

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ABSTRACT

Students Perception of the Implementation of Cooperative Learning in Learning Reading Skill: A Case Study at Eleventh Grade of SMKN 9 Mataram in Academic Year 2017/2018

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The purpose of this study is to know the students' perception and the kinds of problem teacher have on the implementation cooperative learning. The subject of the study is in the eleventh grade of SMKN 9 Mataram in academic year 2017/2018. This research used qualitative method. The data in this study are gained through observation and questionnaire to the objects based on the Kagan's theory. A Likert scale questionnaires were given to students. The result of the study showed that among the seven categories most students need social skill and basic principle. In social skill, the students in the group are able to help each other and in basic principle, students need mutual respect and positive relationship, so that each student can feel the success in the team work to achieve the learning goals. The problem faced by the teacher, the teacher cannot manage the class well, when the teacher asks them into a group, the students noisy and they interfere each other.

Key words: *Cooperative learning, Perception, Reading skill*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa dan jenis-jenis masalah yang dimiliki guru dalam pelaksanaan pembelajaran kooperatif. Subyek penelitian adalah siswa kelas XI SMKN 9 Mataram tahun ajaran 2017/2018. Penelitian ini menggunakan metode kualitatif. Data dalam penelitian ini diperoleh melalui observasi dan kuesioner pada objek berdasarkan teori Kagan. Kuesioner skala Likert diberikan kepada siswa. Hasil penelitian menunjukkan bahwa di antara tujuh kategori sebagian besar siswa membutuhkan keterampilan sosial dan prinsip dasar. Dalam keterampilan sosial, para siswa dalam kelompok dapat saling membantu dan dalam prinsip dasar, siswa membutuhkan rasa saling menghormati dan hubungan positif, sehingga setiap siswa dapat merasakan keberhasilan dalam kerja tim untuk mencapai tujuan pembelajaran. Masalah yang dihadapi oleh guru, guru tidak dapat mengelola kelas dengan baik, ketika guru meminta mereka ke dalam kelompok, para siswa ribut dan mereka saling mengganggu.

Kata kunci: pembelajaran kooperatif, persepsi, kemampuan membaca

1. Introduction

Reading skill is necessary, for those whose mother tongue is not English, to access knowledge and information in their daily lives. Several research reports agree that there is a strong correlation between reading and academic success. So this is reason why reading skills are important.

Based on Patel and Jain (2008: 113 – 114) states “reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

Based on the explanation above, the researcher is interested in conducting study about students’ perception of problem that they encounter in reading skill by using cooperative learning methods. Cooperative learning is a essentially group discussion model. Cooperative learning gives a chance to the students to find and their idea share with their friends in group to achieve their learning goal in which they work together to share their understanding of the text. This method employs student-centered activities rather than teacher-centered activities

2. Research Questions

1. What are the students’ perception on the implementation of cooperative learning?
2. What kinds of problems do teacher face on the implementation of cooperative learning?

3. Objective of the study

- 1) To know the students' perception on the implementation cooperative learning.
- 2) To know what kinds of problem teacher have on the implementation of cooperative learning

4. Review of related literature

According to Ahen (2009: 7) perception is defined as something that is being observed and what is said about it. The researcher also mentioned that perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception.

Bojovic (2010) Reading skill is cognitive ability which a person can use when facing written text. Reading skill is considered as an essential skill as well as other three language skills. Reading is essential because through reading activity, the students can improve knowledge, information, news, attitudes and wise in thinking. Although reading is a familiar activity for the students, this skill is still not easy to be mastered.

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves learn together. Haycraft (1978: 17) states that "to give more practices in spoken English to your class, break them up into pairs or small groups". Kagan (2009: 4.1) states that students have the opportunity to do what most students want to do, interactive in positive ways with their peers. He adds that students should feel included, that they become part of a community of learners and they experience joy in working and learning together.

According to Kagan (2009: 5.1) there are seven keys for success in cooperative learning that are structures, team, management, Classbuilding, Teambuilding, Social skills and basic principle.

5. Previous Study

The first previous study relating to cooperative learning was investigated by Andas (2016), entitled students perception on the use of cooperative learning to improve their speaking ability. Her study found that the speaking activities were difficult and not all the students have courage to speak in classroom. She stated that it was necessary to provide learning strategies that might increase students' activeness in using English. The strategy used in this study was one of CL-Structural called Three-Step Interview. It aimed to find out the influence of Cooperative Learning (CL) in students' speaking ability. This study applied qualitative method, the participant of his study were 6 (six) EFL intermediate students in the Progress English Course Centre. They were selected by using purposive sampling technique. The instruments of this study were questionnaire, observation sheet, researchers' field diary, and interview. The result showed that the students perceived that there was an improvement on their speaking ability since they were taught through CL. This indicated that applying cooperative learning in speaking class affected students' ability in speaking English. They were be able to communicate easily in a group, understand their friends' idea clearly, and participate well in a group discussion.

The second previous study was investigated by Remillard (2015), entitled the effect of cooperative learning on middle school math students. The purpose of this study was to explore cooperative learning and the impact on middle school students overall academic

achievement. The study included 47 students from a small private school, ranging from grades sixth through eighth. The researcher examined student perception of cooperative learning, implementation process and the overall impact of cooperative learning groups. The researcher used results from MAP tests, overall grades, observations and students pre- and post- questionnaires. The study found that in the classrooms where cooperative learning was implemented, students had academic growth in math that exceeded the national average, they built strong relationships with their classmates, and they enjoyed working in the cooperative groups. Students in these classrooms expressed a positive impression about math.

6. Method

In this research, the researcher is using observation and questionnaire as a method of collecting the data. The questionnaire consists of close-ended questions. Close-ended questions will apply to get students' perception about cooperative learning. The number of questions are 14 questions, the questionnaire administered in a Likert-scale form using a five point scales ranging from strongly agree to strongly disagree. While observation to obtain the teacher problems in the implementation of cooperative learning. The questionnaire is designed by the researcher based on the Kagan's theory where 25 students get the questionnaire.

7. Discussion

There are two categories need by the students, that are social skill and basic principle. In social skill, the students in the group are able to help each other. The students have to know how to motivate their teammates when their are down. They have to listen to teammates to understand their perspective. They have to know how to accept

rejection gracefully when their idea is not selected. They have to know how to take turns and politely disagree.

In basic principle, students need mutual respect and positive relationship, so that each student can feel the success in the team work to achieve the learning goals. In basic principle, there is positive interdependence that means they have to rely on their teammates. If it is impossible to achieve a goal or be successful at a task without the help of another, then there is no strong interdependence. The strongest form of interdependence occurs when contribution by every teammate is necessary for the success of the team, everyone has to do their part. The students know their success depends on their teammates.

From observation, the researcher emphasized on the problems faced by teacher related to the implementation of cooperative learning. The teacher said that they cannot manage the class well. When the teacher asks them into a group, the students noisy and they interfere each other. Moreover, the time allocation for English learning is diminished, therefore the time for learning, discussion is not quite sufficient by managing the students noisy in the class while allowing the groups. So the teacher's teaching plan for more one hour in teaching and learning process is not properly adequate. In fact, the teacher needs good management to manage the students in teaching and learning process and anticipate the appropriate situation while dividing the students into groups.