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THE INFLUENCE OF THE APPLICATION OF CO-OP CO-OP METHOD ON INCREASING READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF *MTS ASH- SHIDDIQIYYAH*

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of
The Requirements of Undergraduate Degree



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ABSTRACT

Yan Bachtiar Riva'i. 1410130276. *The Influence of The Application Co-op Co-op Method on Increasing Reading Comprehension at The First Grade Students Of Mts Ash-Shiddiqiyah*

This research has aims (1) to find out the achievement of students before the application of Co-op Co-op method (2) to find out the achievement of students after the application of Co-op Co-op method (3) to find out whether there is a positive and significant influence of the application of Co-op Co-op method on increasing reading comprehension at the first year students of MTs Ash- Shiddiqiyah.

In reality for students to learning English still become a difficult thing. One of solution is using creative and appropriate method, one of them is Co-op Co-op method that developed by Spancer Kagan (1985: 440) explains that Co-op Co-op is used, the students are encouraged to discover and express their own interest in the subject covered. An initial set of readings, lectures, or experience prior to the student-centered class discussion is helpful in stimulating and curiosity about the topic to be covered.

This method of this research is quantitative, that used pre experimental design; the population of this research are all the students in first year grade of Mts Ash-Shiddiqiyah, the sample of the research are students in VII C that consist of 37 students. The technique of collecting data is test and the analysis data use T-test one sample.

The result findings shows the average score that the achievement of students' reading comprehension before the application of Co-op Co-op method is 58.91 and the achievement of students' reading comprehension after the application Co-op Co-op method is 67.88, it means that the achievement after the method higher than before it is $67.88 > 58.91$ and the significant influence of the application of Co-op Co-op method it shows $t_{\text{count}} = 6.582$ with $t_{\text{table}} = 2.042$.

The conclusion is Co-op Co-op method Effective on increase reading comprehension.

Key words: *Co-Op Co-Op Method, Reading Comprehension.*



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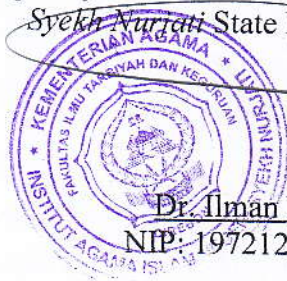
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RATIFICATION

This thesis entitled **"The Influence of The Application of Co-Op Co-Op Method on Increasing Reading Comprehension at the First Grade Students Of Mts Ash-Shiddiqiyah"** written by Yan Bachtiar Riva'i, student number 1410130276 has been examined on July 7th 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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CHAPTER I INTRODUCTION

This chapter covers the general account of the present study. This chapter consist of background of problem, the identification of the problem which consist of the field of the research, the kinds of problem, and the main problem, in this chapter also include the limitation of the problem, the questions of problem, the aims of the problems, the significance of the research and the frame of thinking.

1.1 The Background of the Problem.

Language is the crucial one in communication, it uses to human delivery meaning, feeling, and think also use language. English is one language that popular in the world because it is the international language, absolutely when we learn English it give many advantages, one of them is access to knowledge because nowadays all of the media such as; internet, television, and press are use English, so what the knowledge that people get when they do not understand the language that is used, so it is great with only learn a language we can access almost of the knowledge in internet. Besides that, in indexes science in Tom's article, Thomson (1997), state that 95% quotation of science is written in English, so it is supported the opinion that English is the crucial one in communication.

In Indonesia, English is a subject include in National examination, so it is not only a set of rule, consequently is being formulated to preparing students communicate through the language, and absolutely it makes challenge for English teacher because they should learn the language that don't use in students' daily communication, they should emphasis their knowledge of the language to make students can mastery the language by oral or written to improve students' skill in English, in learning language it not only focus in one skill but in four skill they are listening, speaking, reading and writing. Those are should students mastery in English learning, the crucial skill is reading, because with reading a lot it open the window of





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knowledge. We know everything just with read a book, besides that, reading give many advantages according to Harmer (2007: 99) “reading is useful for language acquisition, reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing” from the statement above its show that reading has many advantages in learning language. But in reality for students to learning English still become a difficult thing.

One of phenomenon is take place in *MTs Ash-Shiddiqiyyah Cirebon* that located at Kaliwadas street, Sumber , Cirebon District it is the place of the researcher practice teaching, when observation this research at January until March 2015, the researcher found some problems that faced by the first grade students of *MTs Ash-Shiddiqiyyah Cirebon* when learning English: one of them is the students are less understand what they read. The problem occurred because the method of teaching that use by teacher is still use teacher center approach, which the students just listen and repeated what the teacher’s reading actually, it is good in students’ pronunciation. But not for their comprehension since they did not understand what the meaning of each word and what was conveyed in reading text. Moreover, often students were lost their focus with talked with their friends for other businesses beside that they considering reading a text was not interesting activity in learning activity. After the teacher was reading, then ask to students to translate the text but in reality only few students did the task and looking up the meaning of word at dictionary but not for the lazy one they are prefer talk with their friends or farther their slept in the class when the teacher asked how it can happened they answered because they are tired with the activity on the boarding house at night, actually all the students at the school is stayed at boarding house but in other hand they can sleep at the class because they are bored with the process of learning. It caused that the teacher did not give any role. Look at the phenomenon above that the students considering that reading activity are bored and not interesting activity beside that it is support by the method that use by the teacher that did not integrate their



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understanding about text in the classroom. Those are problems for students to increase their reading comprehension. The method that still use by teacher is effect in students' comprehension and quality of learning English because the success of education is based on of the learning process.

Actually when students interest in one thing they will enjoy and motivate to do it but it do not occur in English learning. Moreover in the material of reading at first grade of Junior high school so many types of text learned those are: procedure, narrative, descriptive text etc, which make students hard learning to comprehend the text. The previous study done by Muthiah in Wibawa, Ahmad dkk (2012) showed the students got difficulties to determine main idea and answer questions based on the text. It is because the old technique without collaboration in learning that conducted by the teacher. As the result, their reading achievement was below of the expectation and the score they got also is below from the Minimum Mastery Criterion (KKM). in this research, the writer focus on Descriptive text, Descriptive text is kinds of types text that describing a particular person, place or things, the writer choose it because base on observation result they got difficulties to comprehend a text consequently almost students get low score. Look at the reality in the classroom above the teacher needs a new strategy and method for learning reading text activity in order to support the students become active and comprehend what the text convey is.

From the problem that found by the researcher when observation the research above, the researcher will use method of teaching to try minimize the difficulties and hope it will helpful the students in learning process. Actually, the using an interesting and different method in learning English is needed since the English teacher still uses old method that make students only listening without doing something different. So the process of learning is still in teacher center. Whereas, according by Sutikno (2009: 88) state that method of teaching is ways to serve material that is done by teacher in order occur the process of learning to the students in effort to get the achievement of learning. Based on the quotation above it means that the method of



teaching is help teacher to deliver the material based on the purpose of learning.

Many methods that can use by teacher in English learning to get the aim of learning, based on the problem that found by the researcher, the researcher choose one of method from cooperative method. Jollieffe explain (2007: 3) cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of other. From the definition of cooperative method it can get the advantage of cooperative method that emphasizes students to work together in good activity. There are many kinds of cooperative method: STAD, Jigsaw, CIRC, group investigation, TSTS, make a match, Co-op Co-op method etc.

In this research the writer tries to use Co-op Co-op method on increasing students' reading skill. Because this method never use in the school at the English learning and it make students active in learning process not as usually. Co-op Co-op method is one of method that developed by Kagan, it is include in Cooperative method. Slavin (2009: 213) stated that cooperative method is arranged in order to students do their task to finish their group assignment. It also teach students to be a responsible person, this method makes students learning in group and with different topic each group and after that sharing what they have learned to their group, so it makes students not only learn individually but with friends and it is makes students for participation in a democratic society.

This method Emphasis on students centered, in the method teacher just to be facilitator and mediator. In line Harmer (1991: 113) state that the best way to ensure learning was for the students to work out by himself. So this method also give opportunity to students learn by their self. The application of the method on increase reading also support by the thesis that is done by Laelaem, Christina (2010) state that the implementation of the Co-op Co-op method in this leaning process of reading was one of the alternatives in improving the students' achievement thoroughly. Based on the explanation of the method above, the researcher thinks that Co-op Co-op



method will lead the students to be better at reading skill and solve problem that got in *Mts Ash-Siddiqiyah Cirebon*.

From the result of the background above the writer would like to take a research study under the title **“The Influence of the Application of Co-op Co-op method on Increase Students’ Reading Comprehension at the First Grade Students of *MTs Ash-Shiddiqiyah*”**.

1.2 The Identification of the Problem

Based on the background of the problem that identification in writing this thesis as follow:

1. The Field of the Research

The field of research in writing this thesis is method of teaching, discussing increasing students’ reading comprehension with the application of Co-op Co-op method at the first grade students of *MTs Ash-Shiddiqiyah Cirebon*.

2. The Kinds of the Problem

This thesis is focus in method of teaching concentrating on reading skill that take place at *MTs Ash Shiddiqiyah Cirebon* because the writer found some problems. The problem as the follows:

- a. The students at VII C of *MTs Ash-Shiddiqiyah Cirebon* are passive when learning activity because the activities that done are emphasis at teacher center so it is less involvement of the students.
- b. In the class, the students at VII C of *MTs Ash-Shiddiqiyah Cirebon* worked individually because the arrangement of the lesson do not made in teamwork so the cooperation within the students does not occur when learning process.
- c. And, besides that the students at VII C of *MTs Ash-Shiddiqiyah Cirebon* are less understands what they read because the teacher does not use interesting method to support reading activity.



3. Main Problem

The main problem of this research is never conducted the Co-op Co-op method at the first grade students of *MTs Ash- Shiddiqiyyah Cirebon* that makes they are less understand what text they read.

1.3 The Delimitation of Problem

In this thesis, the writer would like to limits or discuss about:

1. There are many methods that can be uses by the teacher one of them is cooperative learning method, in the method has many models in this research the writer focus on Co-op Co-op method.
2. In teaching English students should master by 4 skills, they are speaking, listening, reading and writing, this research discuss about reading comprehension.
3. The writer limits the place of the research in *MTs Ash-Shiddiqiyah Cirebon* because it is the writer's microteaching place.
4. In *Mts Ash-Shiddiqiyyah Cirebon* there are 5 classes at the first grade, in this research the writer focus on one class that is VII C because in this class the writer found problems.
5. There is some text that should students master in first grade of junior high school its follow: procedure, narrative, recount, descriptive etc, but in this research the writer limit the text types it is descriptive text.

1.4 The Questions of the Research

Based on the limitation of the problem above, the writer formulates some problem as follow:

1. How is the achievement of students before the application of Co-op Co-op method?
2. How is the achievement of students after the application of Co-op Co-op method?



3. Is there any positive and significant influence of the application of Co-op Co-op method on increasing reading comprehension at the first year students of *MTs Ash-Shiddiqiyyah*?

1.5 The Aims of the Research

The aims of the research in writing this thesis are as follows:

1. To find out the achievement of students before the application of Co-op Co-op method.
2. To find out the achievement of students after the application of Co-op Co-op method.
3. To find out whether there is a positive and significant influence of the application of Co-op Co-op method on increasing reading comprehension at the first year students of *MTs Ash-Shiddiqiyyah*.

1.6 The Significance of Research

The result of the study are hoped to give some significance to the students, teachers, other researchers, and writer himself.

- a. For students

This study is expected to help students on increasing reading comprehension.

- b. For teachers of English

After knowing the effectiveness in teaching reading use Co-op Co-op method is expected to be able increase knowledge and become more creative in learning reading text at classroom.

- c. For other researchers

The results are hoped as an alternative suggestion and additional information to do further study.

- d. For the writer herself

The result of this study is hoped can be useful to enlarge knowledge and experience for the writer with the application of Co-op Co-op method to increasing reading when English learning takes place.

1.7 Frame of Thinking

The frame of thought of this research is can be seen as the schema below:

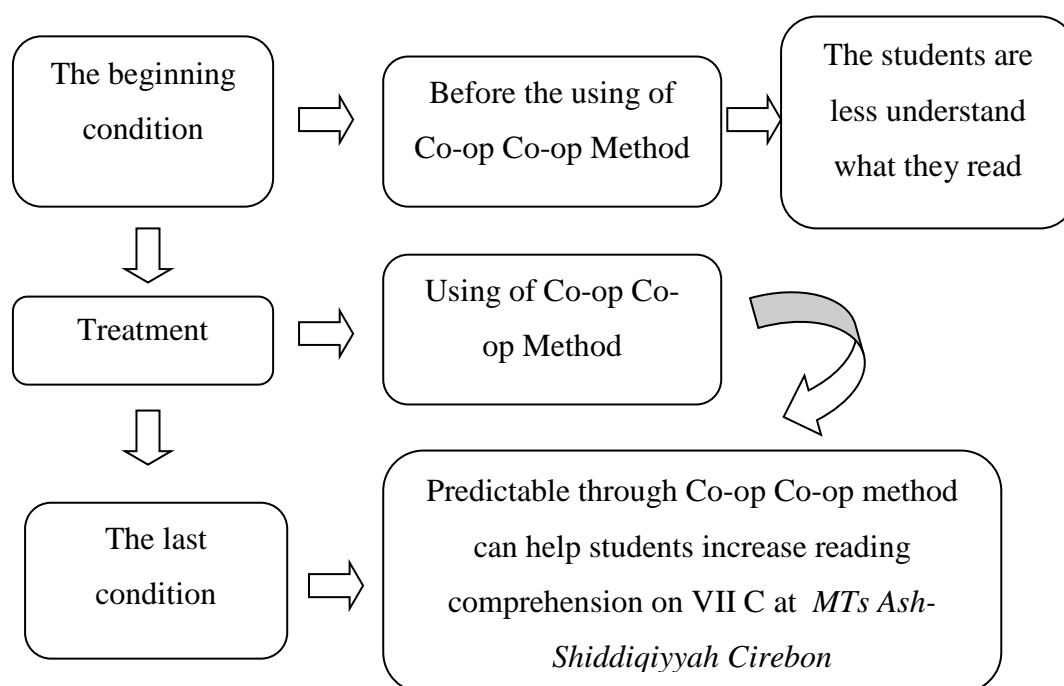


Figure 1.1

The schema of the Frame of Thinking

In teaching English there are 4 skills that should master by students those of them are Listening, Speaking, Reading and Writing. Reading is the most important skill in learning language besides listening, speaking, and writing because with reading we can know anything, not only speaking but also reading is tool of communication it related with Miller (1976: 3) state that “The term reading is used to mean that process of communication of ideas from one person to another through the medium of writing or printing”. From the quotation above it explains that with reading we can communicate anything that writer write in text/book. But in English teaching and learning at *MTs Ash-Shiddiqiyah Cirebon* when



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Observation it found many students do not like reading and still not interest with English Text, one of the reasons is they do not understand what the text tells and support by the condition of the class that students just listen the material from the teacher with using English language that not they use in their daily. Based on observation and look at Crawford (2000: 38) the student include in Literal comprehension it refer to nothing and relating details, looking for context clues, identifying text patterns and development. At this level, teachers can ask some questions such as distinguishing relevant from irrelevant points, using clues to understanding meaning of words, finding the fact, finding the general information and guessing the meaning of unfamiliar words. Beside that question used illicit this types of thinking are who, what, when and where questions. So it task for teacher to make teaching and learning process more interesting for example with combine the learning with various method. It supported by Brown (1994: 21) "The techniques also determine when there the process of transferring knowledge is effective and efficient or not. The technique, which will be used, must be suitable with the material will be taught in order to get good result". It means that the using appropriate and different method is needed to each teacher because it determines the purpose of teaching and as way to achieve a good result in the process of teaching and learning. So many kinds of method that can teacher use one of them is Co-op Co-op method.

Co-op Co-op method is one of cooperative method that include in one model of Group Investigation method, Group investigation method is a cooperative learning strategy which students work in small groups to "investigate" a learning topic, the Co-op Co-op is created by Kagan , Kagan & Kagan (2009: 17.10) state that "the essence of this method is to allow students to work together in small groups, first to advance their understanding of themselves and the world and then to provide them the opportunity to share that new understanding with their peers" from the quotation above it give students motivation to better cooperate than the



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other team to reach a goal of the task that given, this method cannot successfully until the members each team work together. Co-op Co-op method is oriented to given task for each members to arrange the project and can help each other, so all the member give contribute to reach the goal of the class, Kagan & Kagan (2009: 17.10) there are ten steps to possibility success of this method: 1) students centered class discussion, 2) formation of student learning team, 3) teambuilding and cooperative skill development, 4) team topic selection, 5) mini- topic selection, 6) mini-topic preparation, 7) mini-topic preparations, 8) preparation of team presentation, 9) team presentation, 10) reflection and evaluation. Based on the explanation of Co-op Co-op method above, the researcher thinks that the steps of application Co-op Co-op method will lead the students to be better at reading skill and makes students motivated in English learning activity. Look at problem and the explanation of the method the researcher predict the using of Co-op Co-op method at VIIC class of *MTs Ash-Shiddiqiyyah Cirebon* on reading comprehension in descriptive text will improve and produce good result.

CHAPTER V

CONCLUSION AND SUGGESTION

After finish the whole steps of the Pre Experiment Research. The writer makes some conclusion considering the research. Furthermore, related to the conclusion the writer also gives some suggestions, he would like to present the summary of this research in this chapter presents the conclusions and suggestions.

5.1 Conclusion

After doing the research in *MTs Ash Siddiqiyyah* through Co-op Co-op method then based on the description in chapter IV, the writer hoped that the readers will get advantage from this research be able to know much about this thesis easily, the conclusion such as below:

1. The achievement of students' reading comprehension before the application of Co-op Co-op method the average is 58.91 or only 9% from the students who pass the Minimum Mastery Criterion (KKM), so it is still many students that score under the KKM of the school.
2. The achievement of students' reading comprehension after the application of Co-op Co-op method show the average is 67.88 or it is 30% from the students who pass the Minimum Mastery Criterion (KKM), so there are increase from the achievement before the application of Co-op Co-op method.
3. From the calculation get r_{xy} is 0.739, since r_{xy} not equal with (\neq) 0 it mean there is correlation. The correlation include in high criterion between X variable (Co-op Co-op Method) and Y variable (reading comprehension). Then to the result of T-test it shows t is 6.582 and t_t is 2.042, it means $t_{count} > t_{table}$ it mean that the application of Co-op Co-op method has significant influence on increasing students' reading comprehension, and to know how far the significant it show on the value of DC is 54.6% influence on teaching and learning reading comprehension.





Based on the conclusion above, It means that Co-op Co-op method can be used as one of the alternative to teach reading comprehension.

5.2 Suggestion

In reference to the conclusion above, it is suggested that the application of Co-op Co-op method can be used as alternative method for teaching English, especially on increasing students' reading comprehension. In this part, the writer would like to contribute some suggestions for some suggestion for part of education, as follow:

a. For teacher

After the researcher conducted the research and from the conclusion above approve that the Co-op Co-op method can be use as alternative method because the method is useful on increase reading comprehension and it can be something new in English teaching and learning.

b. For the students

After the application of Co-op Co-op Method it hopes that the students can be motivate in learning reading besides that students also should have intention in learning; they should be active in Learning English by doing some more exercises both at school and at home. Besides that the students should have a specific reading time each day to practice their ability in English reading comprehension.

c. For the institution

The application of the method, hopes motivate the institution give the chance to make some creations in teaching English by preparing the facility needed in the class activity, give the media and facility in order to make better progress achievement of English, and make teaching-learning more effective. Further, they can be a significant contribution to the development of the institution's elements to get the best result.



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- d. For the future researcher

The last, for the next researcher the result of the study hoped can be used as reference to conduct further study about the effectiveness of using Co-op Co-op method.



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