

Improving Students' Reading Skills Using Cooperative Methods

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Abstract

This research examines techniques for teaching English and explores how these methods can encourage students to be more innovative in their language learning. The research focuses on how the methods are applied and the capabilities of the teacher. The aim is to gain insight into the long-term learning process between students and teachers. In addition to the modeling method, the research also investigates the cooperative method, where students learn and discuss in groups. The combination of these methods is effective in improving students' speaking skills because it encourages both students and teachers to contribute: teachers can use cooperative methods to improve their own speaking skills while helping students, and students can actively engage in the learning process.

Keywords: *Reading, cooperative method, modeling method, long-term learning,*

INTRODUCTION

Cooperative learning is a teaching method in which students collaborate in small groups to achieve a common goal, resulting in active learning and increased student engagement. This approach is beneficial for several reasons. Cooperative learning promotes social skills by allowing students to work together, develop communication and leadership abilities, and learn conflict resolution in a constructive manner (Johnson & Johnson, 2018). Cooperative learning also fosters critical thinking by facilitating discussions, exchanging ideas and opinions, and problem-solving as a team, which in turn enhances creativity and encourages out-of-the-box thinking. Thirdly, research has demonstrated that students who engage in cooperative learning have better retention of information, achieve higher academic success, and are more motivated to learn as this method facilitates a deeper understanding of the material and encourages active participation with the content. Then, cooperative learning encourages diversity and inclusion by offering a space for students from different backgrounds and with varying learning styles to collaborate, promoting inclusivity in the classroom and reducing stereotypes

and biases (Brown & Palincsar, 2018). Overall, cooperative learning is an effective and beneficial approach to teaching and learning that enables students to develop social skills, critical thinking abilities, and academic knowledge in a positive and inclusive learning environment.

A student is a general term used to refer to anyone who is enrolled in a learning institution, whether it is a school, college, or university. On the other hand, a university student specifically refers to someone who is enrolled in a university, which is a higher education institution that typically offers undergraduate and graduate programs (Jorgenson, *et al*, 2018). The main difference between a student and a university student lies in the type of institution they attend. A student can attend any learning institution, whereas a university student is specifically enrolled in a university. Furthermore, university students are typically pursuing a degree program, whereas a student may be taking individual courses or pursuing a certification program. Overall, the term "university student" is a more specific and narrow category of students who attend higher education institutions that offer advanced degree programs, whereas

"student" is a broader term that encompasses anyone enrolled in a learning institution.

University students are generally considered more independent than students in school for several reasons. The first thing that can be appear as a reason is the flexibility in scheduling (Reddy, *et al*, 2018). University students often have more control over their schedules than students in school. They are usually able to choose their own class times and arrange their schedules in a way that suits their needs. This freedom requires a greater degree of responsibility and self-discipline, as students need to manage their time effectively to balance their academic, personal, and social lives.

The second reason why university student is more independent than student is because they are pursue a greater academic and responsibility. University students are expected to take on more academic responsibility than students in school (Hodge, *et al*, 2018). They have to manage their own workload, complete assignments, and prepare for exams independently. While students in school may receive more guidance and support from their teachers, university students are expected to be more self-directed in their studies.

University student is also known more control over personal decisions. University students are typically older and have more control over their personal decisions than students in school. They may be living away from home, managing their own finances, and making decisions about their social lives independently. This increased autonomy requires a higher level of maturity and responsibility. University students have greater independence because they are expected to manage their own schedules, take on more academic responsibility, and make decisions about their personal lives. This independence can be empowering and rewarding, but it also requires a higher level of maturity and self-discipline.

However, what students and university students have in common is that they need a facilitator in the classroom. In general, the function of a facilitator in class is to guide and support the learning process by creating a positive and productive learning environment. A facilitator can be a teacher, trainer, or other instructional professional who takes on the role of a guide or coach rather than a traditional instructor (Hardika, *et al*, 2018, October). The key functions of a facilitator in class include: first, Creating a positive learning environment: A facilitator sets the tone for the classroom by creating a positive and safe learning environment. This includes establishing clear guidelines and expectations, building trust and rapport with students, and encouraging active participation and collaboration; second, Encouraging participation and engagement: A facilitator promotes active learning by encouraging participation and engagement from all students. This can involve using interactive teaching methods, encouraging discussion and debate, and providing opportunities for hands-on learning.

Besides those two functions, the facilitator in class is also known to have an important function such as supporting student learning and facilitating group work (Jackman & Regehr, 2017). A facilitator provides guidance and support to help students achieve their learning goals. This includes providing feedback on assignments and assessments, offering one-on-one support and coaching, and helping students develop critical thinking and problem-solving skills. Then, a facilitator guides the group work by helping students collaborate effectively, manage conflicts, and stay on task. This involves setting clear goals and expectations for group work, providing guidance and support as needed, and helping students reflect on their learning and progress.

A facilitator promotes a culture of continuous learning by encouraging

students to reflect on their learning, set goals for themselves, and pursue ongoing education and skill development. Overall, the function of a facilitator in class is to create a positive and productive learning environment, encourage active participation and engagement, support student learning, facilitate group work, and foster a culture of continuous learning.

In university, maximizing cooperation can be reached between students and lecturers by applying a clear communication. Then, both of them have to be active and participated in learning process (Turhan & Kirkgöz, 2018). Beside those two point, a positive learning environment, feedback and support, and the use of collaborative teaching methods is no less important. By working together effectively, students and lecturers can achieve their learning goals and create a more engaging and productive learning experience.

By understanding that cooperative learning encourages the involvement of both (between lecturers and students), in this research, researchers wanted to see how cooperative learning combined with modeling methods can have a significant influence on the development of students' reading skills. To discuss and solve these problems, in this research the researchers limited the problems in using the Cooperative method for speaking learning activities at Universitas Tama Jagakarsa.

METHOD

The research method is basically a scientific way to get data with complete purposes and uses. There are four important keywords that need to be emphasized in research, including the scientific method, data, objectives, and teachers. The scientific research activities are significant due to the rational, empirical, and systematic characteristics of science. Rational means that the research is conducted in a sensible way that can be understood by human reason. Empirical means that the methods used can be

observed and studied, while systematic means that the research process follows certain logical steps. Research methods involve a series of steps such as finding, formulating, collecting data, analyzing, discussing, and drawing conclusions about research problems. The research method is practical and applicable, and is not purely theoretical or normative like the concept of methodology. The experimental method is used in this research, in which one class is taught using two methods: cooperative and conventional. The authors conducted tests to determine the effect of the cooperative method on improving English skills.

FINDINGS AND DISCUSSION

This research was a quasi-experimental research using a test class with two methods of cooperative methods and conventional methods. Cooperative method called experimental class and control class called conventional method by taking the data from the teacher.

List of Values Class Experiment and Class Control

Respo nden	Experi ment (X)	Cont rol (Y)	x ²	y ²	XY
1	90	80	8100	6400	7200
2	90	70	8100	4900	6300
3	70	70	4900	4900	4900
4	80	70	6400	4900	5600
5	80	70	6400	4900	5600
6	80	80	6400	6400	6400
7	80	80	6400	6400	6400
8	70	65	4900	4225	4550
9	80	80	6400	6400	6400
10	90	70	8100	4900	6300
11	90	80	8100	6400	7200
12	70	80	4900	6400	5600

13	80	65	640 0	422 5	520 0
14	80	70	640 0	490 0	560 0
15	70	65	490 0	422 5	455 0
16	80	70	640 0	490 0	560 0
17	80	70	640 0	490 0	560 0
18	70	65	490 0	422 5	455 0
19	90	65	810 0	422 5	585 0
20	90	70	810 0	490 0	630 0
21	80	70	640 0	490 0	560 0
22	90	80	810 0	640 0	720 0
23	70	65	490 0	422 5	455 0
24	80	70	640 0	490 0	560 0
25	90	70	810 0	490 0	630 0
26	70	65	490 0	422 5	455 0
27	80	70	640 0	490 0	560 0
28	70	65	490 0	422 5	455 0
29	70	65	490 0	422 5	455 0
30	90	70	810 0	490 0	630 0
31	80	70	640 0	490 0	560 0
32	80	70	640 0	490 0	560 0
33	70	70	490 0	490 0	490 0
	Σx	Σy	Σx^2	Σy^2	Σxy
	2630	233 5	211 500	166 125	186 600

Based on the above frequency table is known that the value of the experimental class \geq grade control. It shows that students who are taught using the cooperative method is superior compared to students who learn using conventional methods.

To calculate the data in a frequency distribution table, then use the rules obtain the grade span, the number or amount of class and length class.

Determining Range Class interval with the formula:

Test Result of Conventional class

R = the highest value minus the lowest value
 $= 90 - 65 = 25$

Determining the number of classes by the formula:

$$\begin{aligned} JK &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 33 \\ &= 1 + 3.3(1.52) \\ &= 6.01 \text{ rounded to } 6 \end{aligned}$$

Determining Length of Class with the formula:

$$\begin{aligned} P &= R = 25 = 4 \\ JK &= 6 \end{aligned}$$

From the results of the test's ability to speak English class experiment, the importance of the distribution table as follows:

$$4. \text{Average (Mean)} x = \frac{\Sigma fixi}{\Sigma fi} = \frac{2099.5}{33} =$$

63,62

Median:

$$\begin{aligned} Me &= b + p \frac{\frac{1}{2}n - F}{f} \\ Me &= 61.5 + 4 \left(\frac{16,5 - 33}{26} \right) = 42.82 \end{aligned}$$

Mode:

$$Mo = b + p \frac{(b_1)}{b_1 + b_2}$$

$$Mo = 61.5 + \frac{4(26)}{26 + 19} = 37.33$$

Standard Deviation

$$S = \sqrt{\frac{\Sigma fx^2}{(\Sigma f) - 1}}$$

$$S = \sqrt{\frac{(8464)}{(33 - 1)}}$$

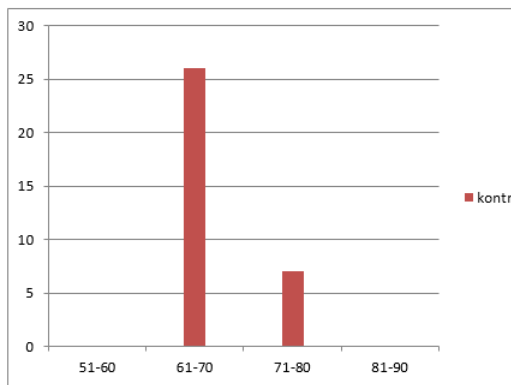
$$S = \sqrt{264,5}$$

$$S = 16,26$$

Histogram of control class

Nilai	Fi	Xi	Fixi	Fi (Xi) ²	Fi (xi-x) ²	Fx	Fr %
51-60	0	55,5	0	0	0	0	0
61-70	26	65,5	1703	111547	48,88	26	26
71-80	7	75,5	528,5	39901,8	83,16	33	7
81-90	0	85,5	0	0	0	33	0
Σ	33	95,5	2231,5	151448,8	132,04	92	33

$$Me = 75,5 + 3\left(\frac{16,5 - 10}{10}\right) = 51,03$$



Mode

$$Mo = b + p \frac{(b1)}{b1+b2}$$

$$Mo = 75,5 + \frac{3(14)}{14+10} = 45,79$$

Standard Deviation $\sqrt{\frac{\sum fx^2}{(\sum f)-1}}$

$$S = \sqrt{\frac{4486}{33-1}}$$

$$S = \sqrt{140,19}$$

$$S = 11,84$$

Frequency distribution table control class

Test Result of Experiment Class

R= the highest value minus the lowest value

$$= 90-70=20$$

Determining the number of classes by the formula:

$$JK = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 33$$

$$= 1 + 3.3(1.52)$$

$$= 6.01 \text{ rounded to } 6$$

Determining Length of Class with the formula:

$$P = R = 20 = 3,33$$

$$JK = 6$$

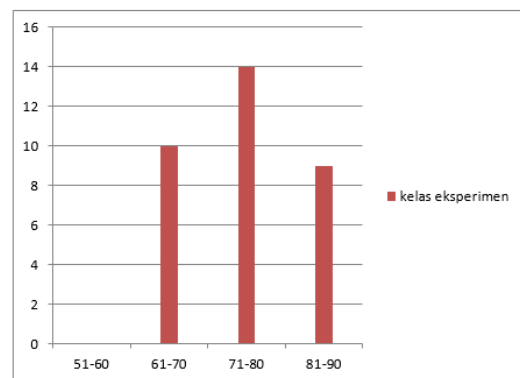
From the results of the test's ability to speak English class experiment, the importance of the distribution table as follows:

$$\text{Average (Mean) } x = \frac{\sum fixi}{\sum fi} = \frac{24810,5}{33} = 75,20$$

Median

$$Me = b + p \frac{\frac{1}{2}n - F}{f}$$

Histogram Experiment class



Frequency distribution table Experiment class

Nil ai	F i	Xi	Fixi	Fi (Xi) ²	Fi (xi-x) ²	f x	F r %
51-60	0	55,5	0	0	0	0	0

61-70	10	65.5	655	4290	-97	10	10
71-80	14	75.5	1057	7980	4.2	24	14
81-90	9	85.5	769.5	6579	-595.8	33	9
Σ	33	95.5	2481.5	188498		67	33

Test validity with product moment formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

$$r_{xy} = \frac{6,157,800 - 6,141,050}{\sqrt{6979,500 - 6,916,900 \mid 5,482,125 - 5,452,225}}$$

$$r_{xy} = \frac{16,750}{\sqrt{62,600.29,900}}$$

$$r_{xy} = \frac{16,750}{\sqrt{1,871,740,000}}$$

$$r_{xy} = \frac{16,750}{\sqrt{43,264}}$$

$$r_{xy} = 0,387$$

Test Hypothesis

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,387}{0,922}$$

$$t = \frac{2,156}{0,922}$$

tcount = 2.338
ttable = 0,344

so $t_{count} \geq t_{table}$

Ha is accept and Ho is reject

CONCLUSION

In summary, the researcher concludes that using cooperative methods in teaching speaking skills has several benefits, including exposing students to various viewpoints and supporting their learning, promoting speaking skills, and encouraging students to monitor their own learning and thinking. The teacher's role is not only to provide information but also to facilitate and guide students in developing

their skills. The use of modelling methods is also found to be effective in teaching speaking skills. Speaking skills are crucial for students' success in education, and teachers need to address the problem of students having good decoding skills but inadequate comprehension skills. The data analysis shows that cooperative methods have a positive impact on students' speaking skills, and discussion techniques can be used as an alternative method for teaching speaking.

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