

Implementing Cooperative Learning To Enhance Students' Interest In Reading Skill

Ahmad Hanan¹, Tawali²

^{1,2}FBMB, Mandalika University of Education, Indonesia
Email: ahmadhanan@undikma.ac.id¹, tawali@undikma.ac.id²

Abstract

The aim of this study was to investigate how the implementation of cooperative learning strategies, particularly Numbered Heads Together (NHT), can enhance students' interest in reading comprehension. Classroom Action Research was employed as the research design, with data collection tools consisting of questionnaires and observations. The study focused on students from class VIII A at MTS Nurul Islam Sekarbela. Both qualitative and quantitative approaches were used for data analysis. The research comprised two cycles of Classroom Action Research involving 27 students. The findings revealed an improvement from cycle I to cycle II. In cycle I, four students achieved a very high percentage score, while 20 students attained a high percentage score and three students scored in the medium category. The results of cycle II were higher than those of cycle I. Based on the data, the research was deemed successful as it met the success criteria of achieving a minimum interest level of 61% in the high percentage category for students' comprehension. Observations indicated an improvement in the classroom environment, with students demonstrating increased interest, attentiveness to the teacher, enjoyment, and greater participation in learning activities. This suggests that cooperative learning strategies can indeed enhance students' interest in reading comprehension.

Keywords: Cooperative Learning Strategies, Students' Interest, Reading Comprehension

INTRODUCTION

As cited by Burn in Suprobo (2012), emphasizes the significance of reading as a crucial component of language skills essential for student success. Engaging in reading activities facilitates a deeper understanding of various subjects, fosters creativity, stimulates imagination, and cultivates critical thinking, both within the educational realm and in society at large. By immersing themselves in reading, students gain valuable information, both written and oral, thereby enriching their knowledge base and perspectives, ultimately impacting their academic achievement. Moreover, individuals who exhibit a penchant for reading tend to possess a broader scope of knowledge compared to those who engage in minimal reading. Consistent engagement in reading activities equips individuals with the ability to grasp unfamiliar concepts, thereby enhancing their proficiency across various domains.

Brown (2003, p. 185) emphasizes that reading holds paramount importance for achieving success across all educational domains. Moreover, Brown underscores the pivotal role of reading interest as a key determinant of academic success. Hurlock (1978:420) asserts that interest serves as a

primary motivator, propelling individuals to engage in activities of their choosing. This highlights the significance of interest as a driving force behind human behavior. Whether children engage in reading activities largely hinges on their level of interest in such endeavors. Interest can be defined as an inclination that prompts individuals to explore or engage in activities within specific domains, reflecting a positive attitude towards environmental stimuli. Consequently, interest in reading serves as a potent catalyst, prompting children to invest attention, enthusiasm, and enjoyment in reading activities autonomously. It is evident that the development of interest in reading is intrinsically linked to individual personalities, necessitating a tailored approach to fostering reading interest for each individual (Kasiyun, 2015:81-82).

Through observations in class VIII A at MTS Nurul Islam Sekarbela, several issues were noted during teaching sessions. First, there is a noticeable lack of interest among students in reading, attributed to a deficiency in curiosity towards reading lessons. Some students appear to read without purpose, resulting in a failure to extract information, while others exhibit low levels of activity and

confidence when reading and explaining comprehension. Additionally, there is minimal interaction and discussion among students, indicating infrequent group work facilitated by the teacher and a limited variety of teaching methods or strategies. Consequently, students tend to become disengaged and bored during the learning process.

It is widely acknowledged that factors influencing learning outcomes extend beyond intelligence, age, and environment to encompass various elements, with interest being a significant internal factor. Slameto (2010) asserts that a student's interest significantly impacts their learning experience, as lessons that align with their interests facilitate easier comprehension and heightened engagement.

To address these challenges, an appropriate teaching methodology is essential to stimulate student interest and foster active participation in reading comprehension. Achieving this interest requires strategic intervention, with cooperative learning strategies emerging as a potential solution. Wichadee (2004: 9) suggests that cooperative learning can effectively address issues in English as a Foreign Language (EFL) classes by creating a comfortable, stress-free environment conducive to learning and practicing English, thereby enhancing student engagement and skill development.

Therefore, this research aims to explore the efficacy of cooperative learning strategies in enhancing students' interest in reading comprehension, particularly among eighth-grade students in class A during the academic year 2023/2024.

RESEARCH METHOD

This research utilized Classroom Action Research (CAR) as its method. According to Kemmis and McTaggart (1988:6), CAR is a form of reflective inquiry conducted by researchers within social settings, including educational contexts, with the aim of enhancing rationality, promoting social justice, or improving educational practices while gaining a deeper understanding of the practices and the situations in which they occur.

The research focused on students enrolled at MTS Nurul Islam Sekarbela, with a total of 27 students participating as subjects. The decision to select these students stemmed from the observation that their interest in reading was notably low. Data collection instruments, comprising questionnaires and observations, were designed to gather insights into the research objectives and outcomes.

Research Design

This study employed Classroom Action Research (CAR) as its research design. The CAR model utilized in this research was based on the framework developed by Kemmis and McTaggart (1988: 6), which comprises four key steps: planning, acting, observing, and reflecting. This research design was specifically adopted to investigate the effectiveness of cooperative learning strategies in enhancing students' interest in reading comprehension.

Subject of Research

The study took place at MTS Nurul Islam Sekarbela, specifically focusing on students enrolled in class VIII A during the academic year 2023/2024.

Instruments

In this study, data was collected using two main instruments: questionnaires and observations. The questionnaire consisted of 20 statements designed to gather insights into various aspects of the research topic.

Data Analysis

Data analysis was conducted using two methods: qualitative and quantitative. Qualitative analysis aimed to provide a detailed explanation of the learning process, encompassing planning and implementation through to conclusion. On the other hand, quantitative analysis was employed to measure the increase in students' interest from Cycle I to Cycle II.

Percentage calculations were applied to each aspect studied using the following formula:

$$P = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

To achieve the success indicator of students' interest in reading comprehension, a

minimum interest level of 61% in the high percentage category was targeted.

FINDINGS

In this section of the research, the researcher presented the findings of the study conducted with eighth-grade students at MTS Nurul Islam Sekarbela. The research spanned four sessions over two weeks, from October 26th to November 6th, 2023, with the post-test administered on the final session, covering both Cycle I and II.

Upon analysing the collected data, it was evident that the research achieved success in Cycle II. As a result, the researcher did not proceed to the next cycle. This outcome addresses the research problem, which aimed to investigate how the use of cooperative learning strategies could enhance students' interest in reading comprehension. The findings regarding this are elaborated below:

Cycle I

Planning

Prior to commencing the study, the researcher ensured all necessary materials were prepared in advance. This included developing lesson plans, designing questionnaires to be administered during the final session, preparing teaching materials, and creating observation sheets to monitor both student and teacher activities.

1. Acting

In the initial phase, before implementing cooperative learning strategies, the teacher commenced the session by greeting the **students** and taking attendance to ensure everyone was present. Subsequently, the teacher introduced the cooperative learning strategy, specifically the Numbered Heads Together approach. The students were divided into groups, each consisting of five members, with a total of five groups formed. Once the groups were formed, students were seated according to their designated groups.

Before proceeding to the activity involving descriptive texts, the teacher engaged the students by posing questions related to the upcoming material. Following this, students within each group collectively responded to the questions. The teacher then

provided a comprehensive explanation of the students' answers. Subsequently, the teacher elaborated on the descriptive text concerning animals, ensuring students had a clear understanding of the content. To confirm comprehension, the teacher prompted the students to verify their understanding. Finally, the teacher concluded the discussion on descriptive texts about animals.

Post Test

Following the implementation stage, the subsequent step involved administering questionnaires as a post-test to assess students' interest in reading comprehension. It was indicated that the minimum requirement for students' interest in reading comprehension was set at 61% within the high category. Out of 27 students, only 24 students achieved scores meeting this success indicator, while 3 students fell into the medium category. Consequently, the desired outcome was not fully attained, prompting the researcher to proceed to Cycle II.

2. Observing

Upon observing the students and teacher during the implementation of cooperative learning strategies, particularly the Numbered Heads Together (NHT) approach, several observations regarding the classroom environment emerged. While some students demonstrated attentiveness and active participation in the teacher's explanations, others seated at the back of the classroom appeared to disregard the teacher's instructions. Nevertheless, the teacher effectively managed the class dynamics. Following the teacher's explanations of the descriptive text about animals, students engaged in answering questions and demonstrated enjoyment in the learning process. The teacher's greeting of the students was well-received, creating a comfortable atmosphere for learning. However, it was noted that some students failed to pay attention to the teacher due to unclear volume projection, especially for those seated in the back rows. Consequently, the teacher struggled to

maintain their attention. To address this issue, the teacher confidently provided clear instructions, ensuring all students, including those previously inattentive, were engaged in the learning activities.

Reflecting

Following the completion of Cycle I, a reflection phase was conducted to comprehensively analyze the actions taken based on the collected data from questionnaires and observations of students' and teachers' activities during the learning process. The data revealed an overall increase in students' interest in reading comprehension. However, it was noted that three students, namely FAH, FAA, and SH, did not meet the success indicators established in the research. Consequently, the researcher decided to proceed with Cycle II to further address these issues.

Cycle II

1. Planning

During Cycle II, the researcher meticulously prepared a lesson plan, questionnaires, teaching materials, and observation sheets for both student and teacher activities.

2. Acting

In this phase, the teacher initiated the session by greeting the students and taking attendance before commencing the lesson with a prayer. Subsequently, the teacher introduced the Numbered Heads Together (NHT) approach, forming groups with different compositions compared to Cycle I, which excited and pleased the students. Once the groups were established using the NHT method, the teacher announced that the focus would be on descriptive texts, this time centered around people rather than animals. Checking for understanding, the teacher asked if the students comprehended the topic, with most indicating their understanding, while two students requested further explanation.

The teacher proceeded to clarify the descriptive text about people, with attentive student engagement. One student inquired about including family members, to which the teacher affirmed the relevance. After

ensuring everyone grasped the concept, the teacher assigned each group the task of describing a person. The students responded affirmatively and engaged in calm and joyful discussions within their groups. Following the group discussions, the teacher instructed a representative from each group to present their findings.

Upon completion of the activities, the teacher distributed a questionnaire to assess students' reading interest following the implementation of the NHT approach in Cycle II. Emphasizing the importance of careful completion, the teacher concluded the session, expressing gratitude to the students and closing with a prayer.

Post-Test

To administer questionnaires as a post-test, specifically targeting students who fell into the medium category during the first cycle, in order to assess their interest in reading comprehension.

As a result, students FAH, FAA, and SH achieved scores meeting the indicator requirement of at least 61% in the high category for interest. This indicates an enhancement in students' interest in reading comprehension. These findings affirm the effectiveness of utilizing Cooperative Learning Strategies to enhance students' interest in reading comprehension.

Observing

During Cycle II, the researcher observed both students and the teacher to assess the situation, conditions, and any issues arising during the implementation of cooperative learning strategies aimed at enhancing students' interest in reading comprehension. Positive progress was noted among the students, with increased attentiveness and enthusiastic participation observed. Students showed greater engagement with the teacher, expressed enjoyment in learning activities, and actively participated in group discussions.

Upon observing the teacher's activities during the learning process, it was evident that there were notable improvements in various aspects of teaching. The researcher's activities as a

teacher were deemed highly effective, contributing to the overall positive learning environment. Additionally, during the final session, students expressed happiness as the teacher provided snacks as rewards for those who actively participated and demonstrated bravery in the learning process. Overall, the utilization of cooperative learning strategies was well executed by the teacher.

DISCUSSION

The findings of this research effectively address the central inquiry posed in Chapter One, namely, "How can the use of Cooperative Learning strategies increase students' interest in reading comprehension?" The study, conducted at MTs Nurul Islam Sekarbela from October 26 to November 5, 2023, encompassed both Cycle I and II, revealing progress scores from post-tests conducted in each cycle.

In Cycle I, four students achieved very high scores in the percentage category, 20 students attained high scores, and three students scored in the medium category. However, in Cycle II, all 27 students exhibited an increase in their interest in reading, achieving high scores in the percentage category. This success is underscored by the attainment of the predetermined success indicator, with all participating students demonstrating a high level of interest in reading comprehension.

Furthermore, the efficacy of cooperative learning strategies, particularly Numbered Heads Together (NHT), in enhancing reading comprehension is supported by McCafferty & Jacobs, who assert that this approach fosters critical thinking and collaboration among students. Aditya Pratama (2012) also corroborates these findings, demonstrating that cooperative learning strategies improve reading comprehension among junior high school students. Additionally, observations revealed that students displayed improvements in comprehending texts, expressed positive responses towards the cooperative learning method, and demonstrated increased interest and curiosity in reading.

In conclusion, this study can be deemed successful, as it validates the effectiveness of Cooperative Learning Strategies in enhancing students' interest in reading comprehension.

CONCLUSION

This research aimed to address the issue of low student interest in reading comprehension at MTS Nurul Islam Sekarbela by implementing Cooperative Learning Strategies. The observed problems included students' lack of interest in reading, diminished curiosity, minimal interaction during discussions, and the limited variety of teaching methods. Consequently, the researcher sought to tackle these challenges by employing Cooperative Learning Strategies, as they are perceived as more accessible and enjoyable for studying reading.

The findings of this study indicate that students' interest in reading comprehension indeed improved through the implementation of Cooperative Learning Strategies, specifically the Numbered Heads Together approach, at MTS Nurul Islam Sekarbela. This improvement is reflected in the questionnaire scores, which met the success indicator criteria, with students achieving a minimum score of 61% classified within the high percentage categories. Consequently, Cooperative Learning Strategies prove to be effective in enhancing students' interest in reading comprehension and offer a viable alternative for learning methods.

REFERENCES

- Abdul Muslim Polem (2017). *The Implementation of Simon Says Game to Improve Students' Vocabulary Mastery in Learning English at MTs. Laboratorium UIN-SU Medan. (Thesis, Universitas Islam Negeri Sumatera Utara, 2017)*
- Aditya Pratama (2013) *Using cooperative learning strategies to improve reading comprehension of the seventh grade students at Smpn 1 Borobudur in the academic year of 2012/2013 (Thesis Yogyakarta State University, Yogyakarta, 2013).*

- Andi, Mappiare. 1982. *Psikologi Remaja*. Surabaya: Usaha Nasional.
- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A (2010). *Introduction to Research Education (8th Ed)*. Belmont: Wadsworth.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*. New York: Longman.
- Brown, H Douglas. 2003. *Language Assessment Principles and Practice*. California: Longman
- Chamot, A. U. and O'Malley. J. M. (1994). *The CLLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. New York: Addison – Wesley. Publishing Company, Inc.
- Chandra Gusta Wisnuwardana (2013). *Improving the students' reading comprehension through cooperative learning at grade viii g of Smpn 1 Sewon in the academic year of 2012/2013(SI thesis, Universitas Negeri Yogyakarta)*
- Dallman, Marta. Roger L. Rouch. Lynette Y. C. Char. Jhon J. DeBoer. 1982. *The Teaching of Reading*. New York: College Publishing.
- Dedy Suryadi. 2014. *The correlation between students' interest in English and their reading comprehension. (A Descriptive Study at the First Semester Students of English Department Muhammadiyah University of Makassar)* (Thesis Muhammadiyah University of Makassar)
- Ellen Mega Irrina. (2018). *Meningkatkan Minat Baca Siswa Melalui Pendekatan Whole Language Dalam Pembelajaran Bahasa Indonesia Di Kelas 3 Sd Negeri Gerendeng 3 Tangerang*. Sarjana Thesis, Universitas Negeri Jakarta. (<http://ejurnal.itats.ac.id/jpp-iptek/article/view/218/284>)
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New York: Longman.
- Hatiningsih, M. (2012). *Improving Students' Reading Comprehension by Using Numbered Heads Together*. Surakarta: University of Sebelas Maret. (Thesis University of Sebelas Maret).
- Heilman, A.W., Blair, T.R., & Rupley, W.H. (1981). *Principles and Practices of Teaching Reading*. Columbus, Ohio: Charles E. Merrill Publishing Comp
- Hurlock, Elizabeth B. (1978). *Perkembangan Anak; Edisi Keenam*. Jakarta: Erlangga.
- Ipi Susanti. *The the correlation between students' reading interest and ability on recount text at SMK Karsa Mulya Palangka Raya*. (Thesis State Islamic Institute of Palangka Raya, 2019)
- Jacobs, G. M., Power, M. A., Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Thousand Oaks, CA: CorwinPress. <http://www.corwinpress.com/index1.asp?id=detail.asp?id=2771>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: cooperation in the college classroom*. Edina, MN: Interaction Book Company
- Johnson, D. W., Johnson, R. T., Stanne, M. B., & Garibaldi, A. (1990). *Impact of group*
- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). *Cooperative learning*
- Kagan, S. 1992. *Cooperative Learning*, San Juan Capistrano, CA: Kagan
- Kagan, S. 1994. *Cooperative learning*. San Clemente, CA: Kagan Publications.
- Kemmis, S. & Mc. Taggart, R. 1988. *The Action Research Planner*. Victoria: Deakin University Press.
- Khalsiah, & Fata, I.A., (2016). *Learning Literacy in the Classroom through Art and Student Character. The 1st EEIC in conjunction with The 2nd Reciprocal Graduate Research pp 539-541, Tanjong Malim*.
- Linse, C.T. and Nunan, D. (2005) *Practical English Language Teaching: Young Learners*. McGraw-Hill ESL/ELT, New York.
- Mandal, R. R. (2009). *Cooperative learning strategies to enhance writing skill. The Modern Journal of Applied Linguistics, 1, 93-102*.

- Maria Nova, Aminuyati, Okiana. 2015. *Pengaruh Minat Membaca di Perpustakaan Terhadap Hasil Belajar. Jurnal Untan*
- McCafferty, S.G & Jacobs, G. M. (2006). *Cooperative Learning and Second Language Teaching. Cambridge: Cambridge University Press.*
- Megawati, Siti. 2005. *Students interest in learning letter-wraiting. FKIP.Thesis.Makassar Muhammadiyah University methods: A meta-analysis. <http://www.clcrc.com/pages/cl-methods.html>.*
- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.*
- Novi Indahsari. *Improving Students' Reading Comprehension by Using Inquiry Learning Method. (Classroom Action Research of the First Grade Studentsof MTs Almurahamah Bannyorang in the Academic Year of 2020/2021. (Thesis Muhammadiyah University of Makassar, 2021).*
- Olsen, R. & Kagan, S. 1992. *About cooperative learning. In Kessler, C. (Ed.), processing on achievement in cooperative groups. The Journal of Social Psychology, 130(4), 507 516. <https://doi.org/10.1080/00224545.1990.9924613>*
- Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching. United States of America: Cambridge University Press*
- Rumazira, Indra Yanti (2021). *The Students' interest in learning English Tough Remote Learning Mode. (Thesis UIN Satu University of Tulungagung)*
- Rizqa Cahya Ramadani. *A Descriptive Study of Students' Interest in Reading at the Eighth Grade of SMPN 3 Kotabumi Academic year 2021/2022. (Diploma thesis, IKIP PGRI Pontianak, 2022).*
- Romeanna Sitompul, (2018). *Improving students' learning interest by using the cooperative learning model type pp (Picture by picture) in class V SDN 173234 Sarulla Kecamatan Pahae Jae TA 2017/2018 (<https://jurnal.dharmawangsa.ac.id/>)*
- Seetape, N.2003. *Effects of cooperative learning on English reading achievement (https://www.bu.ac.th/knowledgecenter/epaper/july_dec2005/saovapa.pdf*
- Slameto. (2010). *Belajar dan Faktor- Faktor yang Mempengaruhinya. Jakarta: Pustaka Indonesia*
- Slavin, Robert E. 1990 *Cooperative Learning: Theory, Research, and Practice.*
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice. Boston: Allyn & Bacon.*
- Sugiyono. 2013. *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D. (Bandung: ALFABETA)*
- The Liang Gie. *Cara Belajar yang Efisien, (Yogyakarta: Liberty,1995), 129. The Modern Journal of Applied Linguistics (MJAL), 1 (2), 94 102. University. Bangkok: BU Academic Review.*
- Wichadee, s. (2004). *The effect of cooperative learning on English reading skills and attitudes of the first-year students at Bangkok University. Bangkok. (https://www.bu.ac.th/knowledgecenter/epaper/july_dec2005/saovapa.pdf)*