

THE USE OF COOPERATIVE LEARNING TO IMPROVE THE STUDENTS' MOTIVATION AT THE ENGLISH READING CLASS

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Abstract

This research investigated the use of cooperative learning to improve the students' motivation in the first semester at the English class of law faculty of Wijaya Kusuma University, Purwokerto. Motivation becomes some processes that controls and maintains certain behaviors. Everyone experiences lack of motivation from time to time. Some students sometimes feel that they are fear of failure. Furthermore, students need to have the mastery experiences to increase their confidence and willingness to try more interesting and challenging tasks to build their motivation. Concerning the problems of teaching reading in the class, this study used a cooperative learning method to find out whether the cooperative learning technique could enhance the students' motivation at the English class. The cooperative learning type is employed in this class group discussion. The design employed in this research was a Classroom Action Research. The study was conducted to the first semester students of the law faculty of Wijaya Kusuma University, Purwokerto. The class consisted of 24 students. Observation, questionnaire, evaluation sheet and students' reading test were implemented as the instruments to collect the data. To measure the students' motivation, there were five observation aspects. These five observation aspects were measured when there were teaching learning activities in the classroom. The teacher was observed and notes were made for each observation aspect, such as asking questions, answering questions, being active in the discussions, sharing information, comprehending text easily and enthusiastically doing the assignments. The five observation aspects also created a lot of influence and improvement based on the observation since the first to the 8th meeting. The findings of the study showed that the cooperative learning method improved the students' motivation.

Keywords: Motivation, Cooperative Learning, Classroom Action Research

Introduction

Learning anything requires a boost in the form of motivation, so does learning English. Motivation is something that encourages participants to learn or master the subject matter that they attend, so that the motivation becomes very important to make them, as the learners, have spirit and willingness to learn the subject matter that they attend, included English. Learners' motivation in learning English need to be built and developed. One way to build and develop the learners' motivation to learn is by using appropriate and fun learning

models for students. In this learning, innovative learning that can develop potentials of learners is needed because the learning process involves students actively. One of skills that must be possessed by a teacher is classroom management skill. Classroom management is the teacher's skill to create and maintain an optimal condition and restore it if there is an interruption in the teaching and learning process. Teacher's ability in managing the classroom will be decisive on the creation of a conducive and effective learning environment. So that with his/her ability in managing the classroom, the teacher

can determine the appropriate teaching and learning strategies that can increase students' interest and motivation to learn.

Learning process that is still dominated by the teacher certainly does not provide a free space for learners to develop their potentials so that they do not have motivation to think ahead and develop their potentials, besides students often encounter difficulties in reading activities. This is due to various aspects: the absence of appropriate reading strategies, lack of vocabulary, lack of interest in reading, lack of availability of reading materials appropriate to the learners' needs and development, monotonous teaching methods, and shortage of learning media. Meanwhile, English is the foreign language that they rarely hear and use in the daily activity. They just hear and practice it in their school. In this research, the researcher tries to provide solutions to problems encountered by students during the teaching and learning activity in the classroom. The researcher decided to implement cooperative learning method to the students because this method was considered can give a good influence in the teaching and learning activities. It can also increase the learning motivation. Cooperative Learning emphasizes cooperation or mutual help among the students in studying the subject matter.

In cooperative learning, the teacher makes a preparation and arranges tasks such that each group member must carry out his own responsibility so that the next group assignments could be implemented. In the cooperative learning the students will sit together in groups of four or five people to master the material presented by the teacher. The success of this learning is strongly influenced by the involvement of members of the group itself. Meanwhile, cooperative learning

that is well organized includes people who work in their teams to achieve objectives, with the condition in which all members must learn to solve problems since each individual plays a role in the acquisition of results. The definition above can be interpreted that the cooperative learning is an educational approach appropriate to help all students to achieve content standards and to build individual skills desirable for success in learning. The advantages of cooperative learning are to increase students' self-confidence, foster a desire to use the existing knowledge and expertise, and improve inter-group relations. With the advantages of this cooperative learning, students can develop their social nature, and can socialize well with others. The explanation above shows that cooperative learning involves small groups so that individuals work together to maximize their own and each other's achievement.

Considering the background of the study, there are two research questions 1. To what extent is the students' motivation taught using cooperative learning?

Based on research questions above, the writer will formulate the objectives of the study. The purposes of this research is to find out whether cooperative learning technique could enhance student's motivation in reading class.

The Significance of the study, this research is concerned with teaching reading comprehension by using cooperative learning method to improve the students' motivation. In the reading classroom, the teacher is a motivator/stimulator. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on the importance of implementing cooperative learning method in teaching

reading, described as theoretically, cooperative learning method can be used to improve students' comprehension of a reading passage. The findings are expected to be used as evidence that shared cooperative learning method is an effective technique in teaching reading. In addition, practically, the outcome of this research study is expected to give feedback to English language teachers, especially those who teach at the first semester students of law faculty in Wijaya Kusuma University 2017/2018 academic year.

The researcher used cooperative learning theory based Johnson, Johnson and Holubec for analyzed the data. It was supported with cyclical action research model based in Kemmis and McTaggart. Cooperative learning used to solve the problems in teaching learning process in classroom, it used to give good effects of teaching learning process both of teacher and students. Two cycles were conducted here through several stages in each, they were Planning, Acting, Observing, Reflecting. The first reflection was used to monitor the weakness gained in the cycles 1 that would be improved in cycles 2.

This research is classroom action research which used cooperative learning as the basic theory. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. According to Johnson, Johnson and Holubec as cited by Richards (2001:192) cooperative language learning (CLL) is part of a more general instructional approach also known as collaborative learning (CL). Slavin (1984) has stated that one factor that influences the success of cooperative

learning is the positive motivational impact of peer support for learning. Working in small groups, peers recognize that their rewards are dependent on the success of their teammates and are more likely to provide support for each other's learning. CLL used involving pair and small groups of learners in the class. CLL contains in peer-tutoring and peer monitoring. It is different from traditional learning. In traditional learning teacher were fronted, fostered competition rather than cooperation and favored majority students. These are functions of CLL:

1. Raise the students achievements including in who are gifted or academically handicapped
2. Useful for teacher establish the positive relationship among students
3. Give students other aspect such as healthy social, psychological, and cognitive development
4. Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

Significant improvements in relationships occur between these students and other children in their class when these learning strategies are used. A comprehensive approach to reading integrates the latest reading research findings with the essential components that make cooperative learning so successful.

In CLL there are three types of learning and teaching activities. According to Johnson, Johnson and Holubec., in Richards (2001:196) there are formal cooperative learning groups, informal cooperative learning groups and cooperative base groups.

1. Formal cooperative learning groups established for a specific task and involve students working together. In

- formal cooperative learning groups, it through for one class period or several weeks, to achieve shared learning goals and complete activities (e.g., problem solving, writing a report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of the chapter)
2. Informal cooperative learning groups used to focus student attention or to facilitate learning during direct teaching. It consists of having students work together to achieve a joint learning goal in temporary, making groups that last from a few minutes to one class period. During a lecture, demonstration, informal cooperative learning can be used to (a) focus student attention on the material to be learned, (b) set a mood conducive to learning, (c) help set expectations as to what will be covered in a class session, (d) ensure that students cognitively process the material being taught, and (e) provide closure to an instructional session.
 3. Cooperative base groups. These are long term, lasting for at least a year consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement and assistance they need to succeed academically.

Based on the explanation above, it can be concluded that cooperative learning has the variety functions and three types of CLL's learning activities. Those were the good knowledge and the good way to give the better effect for teaching and learning in the classroom. Meanwhile, in this research used formal cooperative learning groups, it is done in several weeks include cycle 1 and cycle 2, formal cooperative used as way of learning

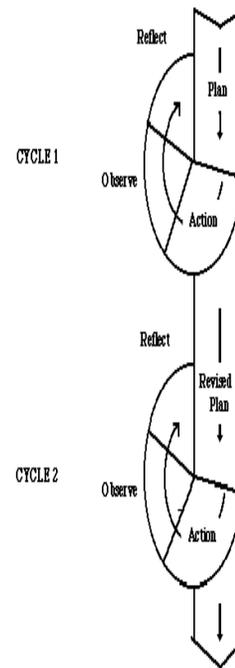
process. Students were working groups and developing formal cooperative method. In the cooperative learning, it focused on the reading of the students and the teaching reading process of the teacher itself. Cooperative learning used to give the improvement of the students' reading skill. Reading has main role in human beings life. By reading, people can get information. The most important technique in transferring the information is reading. According to Ramelan (1990:1) Reading is very important in people's life. Through reading, people can explore the world that never been visited before. According to Burns (1984:20) reading is the interpretation of the meaning printed symbols. Getting meaning from written passage is very important especially for young learners who research foreign language. For some students' they felt that reading as the difficult skill, they are sometimes generally confused by what they read. It is caused by less vocabulary mastery, cannot identify text structure and also low participation in reading learning.

Concerning to the problems of teaching reading in the class, the writer will teach reading using cooperative learning method to improve the students' motivation in learning English, especially in reading skill. The students are still doubt and shy to ask the teacher about what they do not understand and the teacher has known about that. To solve their problem, the teacher will use cooperative learning technique, in order to make the student enjoying the lesson and the student brave in giving their ideas to his or her friends. By using the cooperative learning method, each student in a group can help each to find the information in the passage and give support to them. Moreover in this research used classroom action research

design. Classroom action research is social research carried out by a team encompassing a professional classroom action research and members of an organization or community seeking to improve their situation Greenwood and Mortem (1998:4). In addition, in this classroom action study, the teaching and learning processes are divided into two cycles where each cycle consists of four steps. Each session consists of four activities, namely: planning (P), action (A), observation (O), and reflection (R). Meanwhile, instruments of the research can be in the form of reading task. Reading tasks are used in each session during the action of the cycle. Other instrument was field notes. By using field notes, this is a way of reporting observation, reaction to classroom. It was used also to evaluate in teaching learning process. Then, teachers' diary, observation, interviews. Interviews were done to get information from the students about the problems reading ability which is occurred in teaching learning process in the classroom. Then, documentation, test or any tools that support the data collection process, such as camera and Pre-test. In the pre-test, the researcher observes the students' attitude and behaviors toward the test given during the pre-test. This pre observation was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test or the pre observation, the researcher then decide whether to stop or continue this study and conducting a method by applying cooperative learning. This was not only pre-test but also post-test design and questionnaires. Questionnaires are conducted when the post-test are administrated to the students. The purpose is to see the students' opinion as well as their feeling during the teaching

learning activity. Furthermore, based on the explanation above it can be illustrated from Kemmis and McTaggart's view of action research in Burns (2010:9).

Cyclical AR model based in Kemmis and McTaggart



The cyclical action research above is also supported with the data collection. The data collection in this research used Qualitative data and quantitative data. Qualitative data are forms of nonnumeric form such as interview, video and images. Qualitative research uses observation as the data collection method. Observation is the selection and recording of behaviors of people in their environment. Observation is useful for generating in-depth descriptions of organizations or events. Moreover, according to Burns (1999:179) the process of analyzing the qualitative data used three components. They are reduction the data, presence of the data and conclusion of the data. Based on the qualitative data, it can shows the

students willing before and after taught by using cooperative learning.

In addition, qualitative data deals with any activities in the classroom. These were the five observation aspects that will be used to measure the students' activities.

1.1. The observation sheet of students activities

NO	The Observation Aspects				
	asking questions	answering questions	active in discussion and share the information	comprehending text easily	enthusiastic in doing assignments

Developed by J. Clarke, R. Wideman and S. Eadie (in Kessler 1992:172)

In this research, the researcher used check list form in observing students activities. This is the simplest form that helped the researcher to gather the information especially students activities in learning process. The observation sheet used to measure the motivation of students. It is used in each meeting in cycle 1 and cycle 2 then it concludes into 1 sheet result in each cycle.

Meanwhile, quantitative data also used to support the qualitative result. The quantitative data were collected from the students reading result which was taken from pre-test, post-test first cycle and post-test second cycle. Testing had been an important part in the teaching learning process. To collect the data, the written tests were conducted by the researcher

include in pre-test and post-test in reading competence to find out the students reading ability before and after teaching reading. The tests were conducted to find the final score of students before and after technique was applied. These were the formula to count the students' test result and the mean score:

The percentage formula that is used:

$$P = \frac{F}{N} \times 100$$

P = Students mastery in %

F = Students right answer

N = Maximum number of whole answer

The formula of mean score that is used:

$$\bar{X} = \frac{\sum x}{n}$$

In which:

\bar{X} = the mean of score

$\sum x$ = the total score

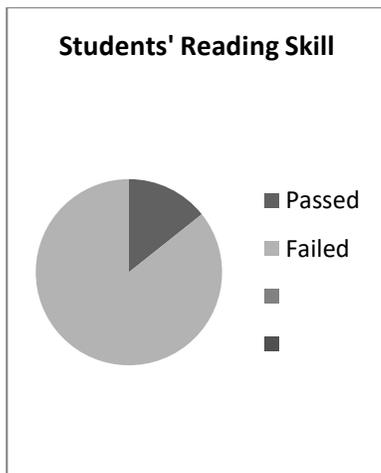
n = number of students

Finding and Discussion

In this research there were three meetings in cycle 1 and cycle 2. The third meeting was spent to do an evaluation in the form of reading test that were also used as a post-test cycle 1 and post-test. On 25 September 2017 lectures, mainly English lecture, were started as pre-test. The first meeting in cycle 1 lasted on 2 October 2017, the second meeting was held on 9 October 2017 and the third

meeting in cycle 1 on 16 October 2017 at 8 – 10 am. In addition, having identified the strengths and weakness of cycle one, the researcher tried to solve those weaknesses and increase the students' achievements by implementing the next cycle which was conducted in three meetings. The meetings in cycle 2 were done on 23 October 2017, 30 October 2017 and 6 November 2017 at 8-10 am. The Implementation of The Research discusses about the activities conducted during the observation in the classroom. It consists of questionnaire, pre-test, and post-test as well as the description of the application of cycle 1 and 2. Each cycle comprises four steps: planning, acting, observing, and reflecting. This is the description of pre-observation activities and questionnaire activities. Pre-observation was done to analyze what are the problems in teaching learning process.

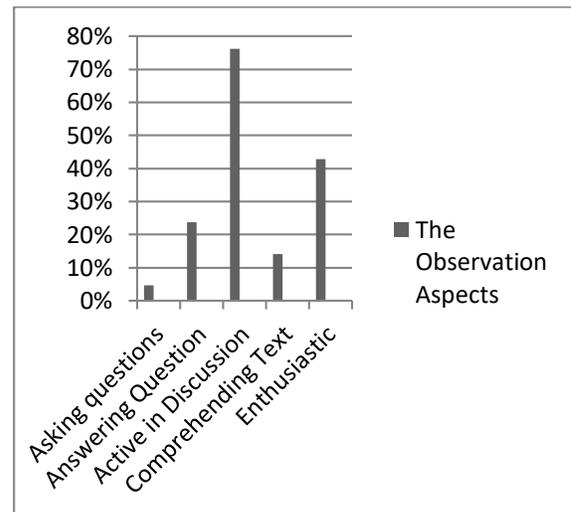
Table 1. The Students' Reading Skill Pre Cycle



In this classroom action research, the standard score was on 75. In this pre-test result, the graph showed that there were 14.3% of students who passed the pre-test. 14.3% means that only 3 students from 21 students in classroom

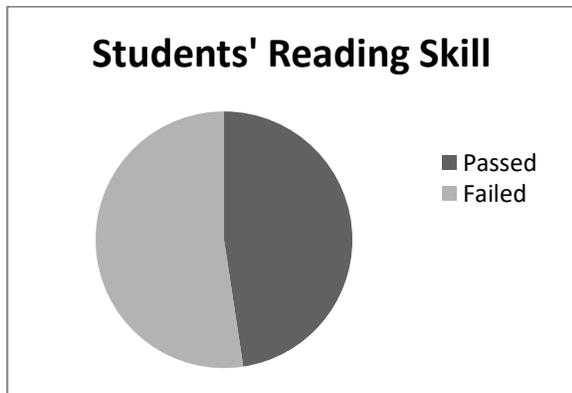
who passed the standard score. Then, there were 85.7% of students who failed in pre-test. 85.7% means that 18 students from 21 students failed in the pre-test.

Table 2. This is the graph of pre-test result of students motivation:



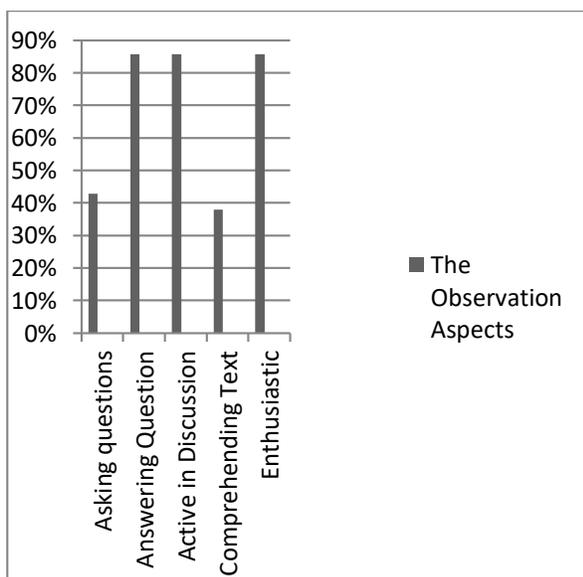
The graph showed that there were 4.7% of students asked questions, 23.8% students answered question, 76.1% students were active in discussion and shared the information, 14.2% students comprehended the text easily 42.8% students were enthusiastic in doing assignments. The questionnaire was also done to know the difficulties faced by the students in reading activity. The researcher took the whole students as a sample. Most of them argued that they found difficulties in comprehending the text, unmotivated to show an active learning like asking questions and answering question, they also did not know the way in cooperative learning. Beforehand they just created the traditional English lectures as usual as other. Furthermore, the teacher tried to emphasize more on students' scores and active in learning.

Table 3. The Students' Reading Skill Cycle 1



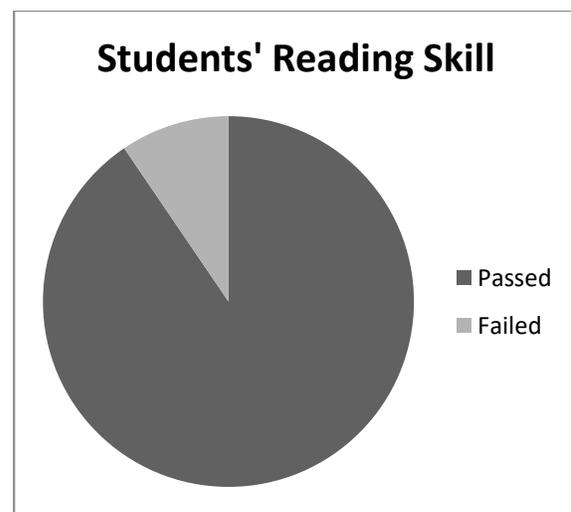
The graph showed that there were 47.6% of the students who passed the post-test in cycle 1. It means that 10 students from 21 students in classroom passed the standard score. Then, there were 52.4% of the students failed in post-test cycle 1. It means that 11 students out of 21 students failed in the post-test cycle 1. Based on the data above it can be concluded that the improvement of students' learning outputs occurred in the result of the post-test of cycle 1. Many students got better scores in the post-test than in the pre-test.

Table 4. The graphic of students' motivation in cycle 1



The graph showed that there were 42.8% of the students asked questions, 85.7% students answered question, 85.7% students were active in discussion and shared the information, 38% students comprehended the text easily, 85.7% students who were enthusiastic in doing assignments. It shows that cycle 1 created a lot of influence and improvement from the aspect of score and students' activities. Based on the implementation of cycle 1 they could attend the lesson, understand the topic, and discuss with friends well. In addition they could give opinions and share them with friends.

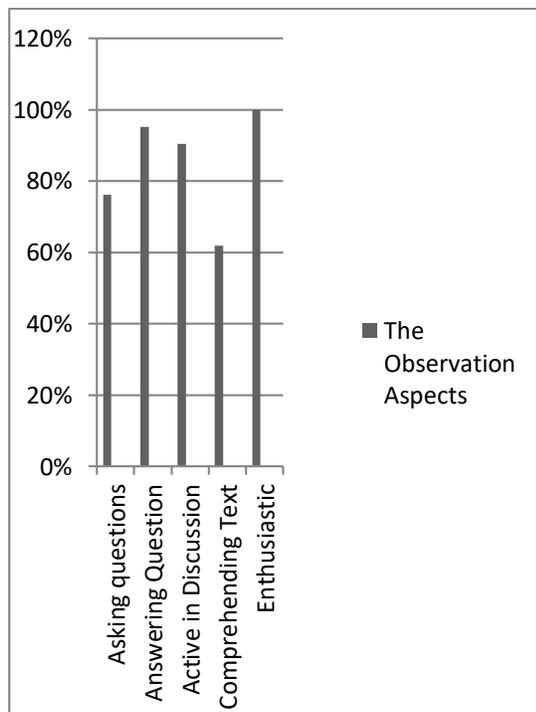
Table 5. The Students' Reading Skill Cycle 2



The graph showed that there were 90.5% of students who passed the post-test cycle 2. It means that 19 students in classroom passed the standard score. Meanwhile, there were 9.5% or 2 students from 21 failed in post-test cycle 2. The researcher found that through cooperative learning, students reading comprehension improved. Admittedly, students' reading scores before and after the research also got improvements. The

data above described the comparative result before and after classroom action research had been implemented. Beforehand, there were 18 students got score 42 – 74. These results indicated that a significant improvement on students reading comprehension rose after the cooperative learning gave. Besides, the empirical data above some improvements also clearly had shown in the students behavioral changes. There were 76.1% of the students asked questions, 95.2% students answered question, 90.4% students who were active in discussion and shared the information, 61.9% students who comprehended text easily 100% students were enthusiastic in doing assignments. Those all behavioral changes can be reflected in this following graph:

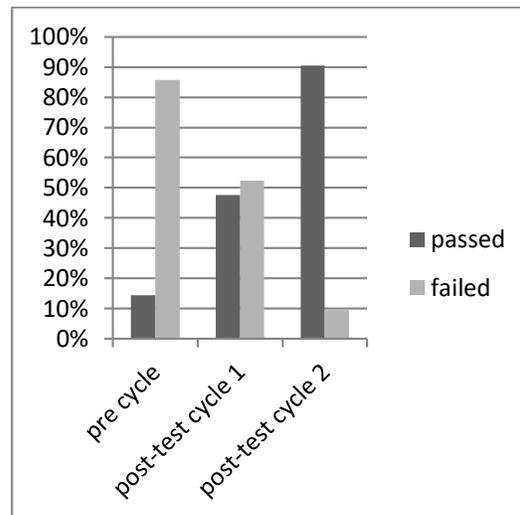
Table 6. The graphic of students' motivation in cycle 2



The researcher also compared the improvement of the students' reading

result which passed the minimum standard 75 from pre-test to second cycle:

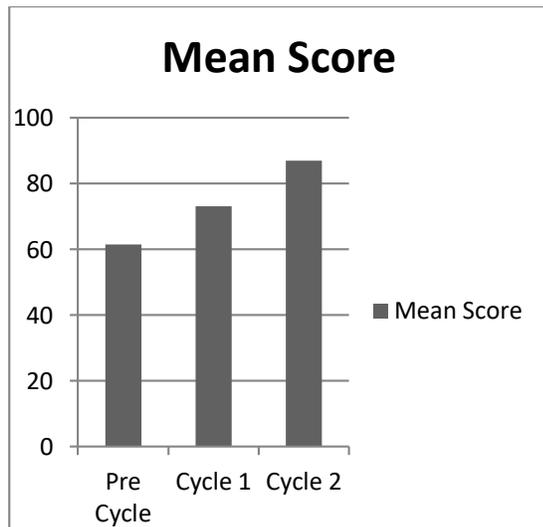
Table 7. Graphic Result score from Pre-Test, Cycle 1 and Cycle 2



Category	Pre cycle	Cycle 1	Cycle 2
Passed	14.3%	47.6%	90.5%
Failed	85.7%	52.4%	9.5%

There was an improvement of students' result in pre-test, cycle 1 and cycle 2. In the graph above there was an improvement for about 33.3% from pre cycle up to cycle 1 and 42.9% from cycle 1 up to cycle 2. There were 47.6% students who passed the standard score in cycle 1 and 90.5% students who passed the standard score in cycle 2. It can be proved that the students' ability in reading comprehension improved.

Table 7. Graphic Mean Score

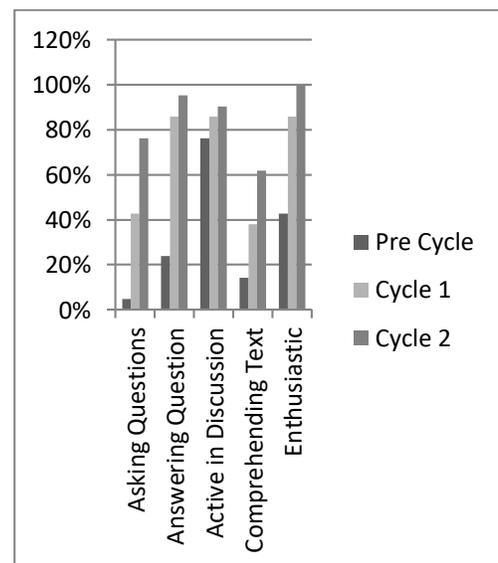


Category	Mean Score
Pre Cycle	61.6
Cycle 1	73.2
Cycle 2	87

The researcher noted that the mean score in the pre-test was 61.6, then this result increased in the first post-test cycle which reached at the mean 73.2 and finally the highest improvement in post-test cycle 2 where the mean score was 87. Meanwhile, these finding proved that the implementation of cooperative learning technique for students gave positive effects in improving reading comprehension ability.

Moreover, not only the improvements in test results and mean score but also the improvements in

students' activities. There was an improvement of students who were able to ask questions from pre cycle up to cycle 1 38.1% and from cycle 1 up to cycle 2 was 33.3%. The improvement of the students who were able to answer questions from pre-test up to cycle 1 was about 61.9% and from cycle 1 up to cycle 2 was 9.5 %. The students were active in discussion and shared the information from pre-test up to cycle 1 was about 9.6% and from cycle 1 up to cycle 2 was 4.7%. The students who were comprehending the text easily from pre-test up to cycle 1 was 23.8% and from cycle 1 up to cycle 2 was 23.9%. The improvement of the students who were enthusiastic in doing assignment from pre-test up to cycle 1 was 42.9% and from cycle 1 up to cycle 2 was 14.3%. It could be assumed that there was good improvement in each cycle based on this classroom action research. The students also had better comprehension to read text.



Category	Asking Questions	Answering Question	Active in Discussion and share the information	Comprehending Text Easily	Enthusiastic in Doing Assignment
Pre Cycle	~5%	~22%	~15%	~35%	~43%
Cycle 1	~75%	~85%	~88%	~60%	~85%
Cycle 2	38.1%	61.9%	9.6%	23.8%	42.9%

Pre Cycle	4.70%	23.80%	76.10%	14.20%	42.80%
Cycle 1	42.80%	85.70%	85.70%	38%	85.70%
Cycle 2	76.10%	95.20%	90.40%	61.90%	100%

Conclusion

The selection of cooperative learning technique in reading comprehension gave stronger and more visible concept so that the students could understand the text well. In comprehending text, the researcher gave the explanation of comprehending the text so that they could develop their reading skills through producing questions, providing the answer and giving feedback to other friends. Moreover, the students made questions and responded their friends question better than before. The students could bring their best knowledge and reading skills when they were given to do cooperative learning with their partners. Their reading comprehension improved well. Cooperative learning also give the good improvement as follows:

1. Students changed their mind set that reading is interesting subject. This statement is taken from students' opinion when the reading class is conducted.
2. Students became enthusiastic, motivated and eager in studying reading that was the researcher saw in classroom meetings.
3. Some students who categorized as passive and silent students changed to be active students. They proposed to ask some question to the researcher. It was a great affect from the strategy.

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