THE EFFECT OF COOPERATIVE LEARNING ON READING COMPREHENSION OF NARRATIVE TEXTS OF THE EIGHTH GRADE STUDENTS OF SMPN 13 PEKANBARU

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Abstract*: This research is aimed at finding out whether there is a significant effect of cooperative learning on reading comprehension of narrative text of the eighth grade students of SMPN 13 Pekanbaru. The research design was a pre-experimental research. The sample was VIII-2 chosen by cluster sampling technique. The result showed that the mean score of post-test (73.44) was higher than score of pre-test (63.88). The result also showed that the value of t-test (8.55) was higher than t-table (2.02) at the significance level 5%. Therefore Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It could be concluded that there was a significant effect of cooperative learning on reading comprehension of narrative text of the eighth grade students of SMPN 13 Pekanbaru.*

Keywords: *Cooperative Learning, Reading Comprehension, Narrative Text.*

EFEK DARI BELAJAR KELOMPOK TERHADAP PEMAHAMAN MEMBACA TEKS NARASI PADA SISWA KELAS VIII SMP N 13 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada efek yang signifikan dari belajar kelompok terhadap pemahaman membaca teks narasi pada siswa kelas delapan SMPN 13 Pekanbaru. Desain penelitian yang digunakan adalah pre-eksperimental. Sampel penelitian adalah kelas VIII-2 yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil menunjukkan bahwa nilai rata-rata tes akhir (73,44) lebih tinggi dari nilai rata-rata tes awal (63,38). Hasil juga menunjukkan bahwa nilai t-test (8,55) lebih tinggi daripada nilai t-tabel (2,02) pada tingkat signifikan 5%. Oleh karena itu hipotesis alternatip diterima dan hipotesis nol ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari belajar kelompok terhadap pemahaman membaca teks narasi pada siswa kelas delapan SMPN 13 Pekanbaru.

**Kata kunci:** Belajar Kelompok, Pemahaman Membaca, Teks Narasi

INTRODUCTION

Many problems happen around us, such in the school especially of the eighth grade students of SMPN 13 Peknbaru, they are: students do not interested about the subject, vocabulary is limited, some students do not have dictionary, students fear to tell their idea directly and axiety to speak English, students think English as difficult subject, in reading subject students lazy to read the text, and also students can not catch the idea from the text because of they do not know what the text mean, in writing subject students do not know structure of the sentence, such as writing descriptive text, procedure text, narrative text, and so on, and do not know how to write it.

In studying English, there are four language skills. Listening, speaking, reading, and writing. This study the discusses about reading skill. According to Tarigan (1990) in Jaenal (2010) that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

METHODOLOGY

The type of the research was pre-experimental research by using one group pre-test and post-test design. In this case, one class as the sample. The design of this research is described as follows:

$$\boxed{\textbf{O1} \quad \textbf{X} \quad \textbf{O2}}$$
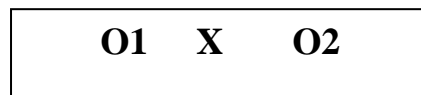
Where
O1   : Pre-test
X   : Treatment
O2   : Post-test

(Sugiyono, 2012)

The population of this research was all the eighth grade students of SMPN 13 Pekanbaru in the academic year 2016/2017. There are ten classes and the number of population is 402 students.

Table 3.1 The Population of the Research

Classes	Total of Students
VIII-1	40
VIII-2	40
VIII-3	40
VIII-4	41
VIII-5	40
VIII-6	40
VIII-7	40
VIII-8	40
VIII-9	41
VIII-10	40
Total: 10 classes	**Total students : 402**

The writer took only one class as the sample to be observed by using cluster sampling technique. Cluster sampling means that sampling in which groups, not individual, is randomly selected. In addition, Gay (2000) states that all the members of selected group have similar characteristics. In this study, the sample was class VIII-2.

In doing this research, the pre-test and post-test were given to the students. The test consisted of five texts. The test was in the form of multiple choice with 40 items. Pre-test was given before the treatment, and post-test was given after the treatment.

The classification of students' scores by Harris (1974) was used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used by employing SPSS version 16.0. T-test was used to compare the difference result of pre-test and post-test.

Table 3.2 The Classification of Students' Score

No	Test Score	Reading Comprehension Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

(Adopted from: Harris, 1974)

RESULT AND DISCUSSION

Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

Table 4.1 Descriptive Statistic of Pre-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	63.38	40	65.00	65	8.350

Table 4.1 shows that the mean score of 40 students is 63.38. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the median score is 65 and the mode or most frequent score is 65.

The result of post-test is presented in the following table:

Table 4.2 Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test	73.44	40	75	77.5	8.691

Table 4.2 shows that the mean score of post-test is 73.44. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the median score is 75 and the mode or most frequent score is 77.5.

Table 4.3 Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	73.44	40	8.691	1.3742
Pre-test	63.38	40	8.350	1.3203

Based on table 4.3, the mean score of pre-test is 63.38 while the post-test is 73.44. The difference of the mean score between pre-test and post-test is 10.06. the result shows an improvement on the students' reading comprehension after giving the treatment.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' reading comprehension or not.

Table 4.4 Paired Sample Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 posttest - pretest	10.0625	7.4354	1.1756	7.6846	12.4404	8.559	39	.000

$$t\text{-table} = \text{n-1} ; \alpha(5\%)$$
$$= 40\text{-}1 ; \alpha(5\%)$$
$$= 39 ; \alpha(5\%)$$
$$= 2.023$$

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.
2. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on Table 4.8 the results of the t-test is 8.559, while t-table is 2.023. It means that t-test is higher than the t-table. So, it can be concluded that Ha (There is a significant effect of cooperative learning on reading comprehension on the eighth grade students of SMPN 13 Pekanbaru) is accepted and Ho is rejected.

DISCUSSION

Based on the description of data, it can be concluded that the use of cooperative learning is applicable for teaching narrative texts. The result shows that post-test is higher (73.44) than pre-test (63.38) which indicated the improvement of students' reading comprehension in narrative text.

The experiment has an effort to get some improvement in the teaching reading to the eighth grade students of SMPN 13 Pekanbaru. The discussions of the finding are as follows:

1. Teaching reading by using cooperative learning is effective for the eighth grade students of SMPN 13 Pekanbaru in academic year 2016/2017. The result of the test from teaching reading comprehension by using cooperative learning shows that the students could understand the text. They are able to understand the content of the text and find the main idea of the text easily. The students can help their friends who do not understand; so, all members of the group can catch what the text is about.

2. Cooperative learning helped students understand easily about the text; sometimes the students felt enjoyable asked their friends about the lesson rather than asked their teacher; so this method make students easier to communicate about the lesson with their friends.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the result of data analysis, it can be concluded that cooperative learning gives significant positive effect for students in comprehending narrative text especially for the eighth grade students of SMPN 13 Pekanbaru. The use of cooperative learning can help the students in order to gain information from the text effectively and efficiently because the students can help the others, so the students feel enjoy do the lesson.

Furthermore, the use of cooperative learning gives positive environment in the classroom. The cooperative learning also enhanced the students' participation and interaction during the learning activities, because all members of the group have to read the text and and answer the questions, so to undertstand about the text the students do team work and help each other.

Recommendations

The result of the research showed that the students' reading comprehension was improved significantly. There were significant differences of the students' reading comprehension before and after being taught using cooperative learning. The average score before being taught through cooperative learning was 63.38 while the average score after being taught through cooperative learning was 73.44.

After getting the result of the study in this research, it is better to give some suggestions that can be used to teach narrative text as follows:

1. The teacher could apply cooperative learning as one of the method in teaching reading especially narrative text since it is proved that this methods gave meaningful influence for students' reading comprehension.

2. It is suggested that the teacher is better to explain the procedures of this method.

3. Teacher should walk around and pay attention to the students when they are in group discussion. This activity could be considered as valuable indicators to notify whether the students are learning or not.

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