

IMPROVING THE VIIIA GRADE STUDENTS' READING COMPREHENSION THROUGH LEARNING TOGETHER METHOD AT SMPN 01 TEMPUREJO IN THE 2017/2018 ACADEMIC YEAR

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Abstract

The purpose of this research are to improve the VIIIA grade students' reading comprehension by using Learning Together Method and how can Learning Together Method can improve students' participation. Learning Together Method is used in this research. It is a method grouping students into a small group consist 4 students with different ability for each member. they should comprehend a text in a group with different responsibility to do a task for each member. And then they share their finding to their group, and discuss their finding with the group to comprehend the text. To prove that students understand with the text, ask a member of each group to present their comprehend in front of the class. During implementation of the method, the teacher should motivate them to help other member in their group who could not find their task. The result of learning together method in teaching reading comprehension in the cycle 1 was not achieved the target. From the result, it showed that only 13 of 28 or (E=46%) students got ≥ 75 . Mostly students were not active participate yet. The researcher must to continue to the next cycle in order to get the succes. In the cycle 2, the students reading comprehension test result showed that the students reading comprehension score were increased. From the result, it can be seen that 23 or (E=82%) of students got ≥ 75 . The criteria of success if 80% of students could got the minimal completeness criterion which was ≥ 75 . Students were more active participate in their group. In the cycle2, the target was achieved.

Key words: Reading Comprehension, Learning Together Method, Students Participation, Small Group, Different Responsibility.

Introduction

reading comprehension is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in daily life. Reading comprehension is really fundamental aspect for the students' future study. Reading is also essential here merely because those students will face the

final examination in which the students deal mostly with texts during the test in that exam. They are also expected to be able to get the message of the texts. Indeed, the students need reading comprehension skills so that they can do the test on the final examination well. In fact, on the data from Nasional Library Indonesia, and UNESCO explain that reading in Indonesia is low and far from satisfactory. In the Class VIIIA of

SMPN 01 Tempurejo shows that the students unfortunately had some difficulties in comprehending the reading material. From the interview with the English teacher, it is found that students had a problem related to vocabulary mastery, which is an important aspect in comprehending a text. It is reflected by their incapability in understanding the text because they could not find the meaning of the words. Students could not relate the information from one paragraph to another. They got nothing in reading as they found difficulty in grasping the information of texts. Students also have bad interaction with their friends when learning process in the class. But actually, they can asking a word that they do not know, or they can discuss their difficulty with the friend who understand the meaning. In fact, mostly students are shy to asking with their friends. They did not want to have a discussion with other students because they were not accustomed to do that. They were reluctant to discuss the text with their friends. When learning process in the class students are not interested in reading, most of them laid their head on the table, or having chat with their friends when the teacher asked them to read the text. And also when the teacher asked them orally about the text they just ignored her. The teacher dominates the whole session in teaching and learning

process. Instead of letting the students be active in the teaching and learning process, she dominated the whole session. As a result, there was a lack of interaction between the teacher and students. The students were not given a chance to contribute a lot to share their knowledge in the teaching and learning process. To solve the students' problem, the selected method which is relevant to the condition of the students is Learning Together method to be used in improving reading comprehension and students participation of the VIIIA grade students in learning material. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately, the people find many problems in reading. According to Nuttal (2000:2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. According to Pang in Naufal (2016:6), reading is defined as understanding written texts. Harrison (2004) in Prihastuti (2013) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of

person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence. According to Johnson and Johnson (1994), Learning together in this research refers to cooperative learning which is implemented by grouping the students with heterogenous ability. Each group is given a project to be solved and each member of the group solve subtask of project based on their ability, and share it to the whole member of the group. Slavin (2005: 252) state that in learning together method the main job in preparing discussion groups is to ensure that each group member must participate in the way each person in the group is responsible for each different task that has been decided together. According to Slavin (2010: 255) Learning Together is based on individual learning of all group members, so it can improve achievement students and have a positive influence on the learning outcomes. The objective of this research are, to find out how Learning Together method can improve the eighth grade students' reading comprehension at SMPN 01 Tempurejo in the 2017/2018 academic year. And to find out how can Learning Together method can improve students' participate in teaching and learning

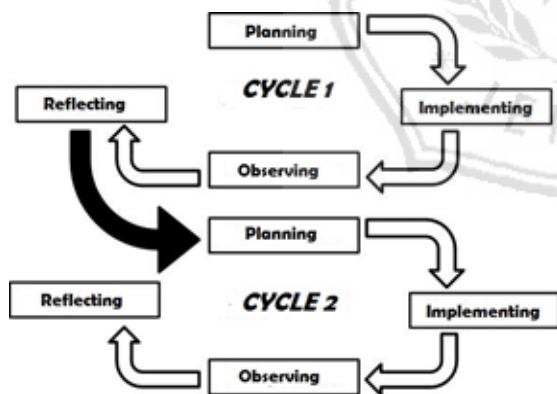
process by small grouping. The result of this research is expected to give benefits practically. Practical benefits. The result of the research will give alternative method to solve the problem in teaching reading. It can be an input for english teachers to use or implement Learning Together method to improve students' reading comprehension at SMPN 01 Tempurejo in 2017/2018 academic year. In collecting the data, we need tools to measure and plan what we are going to test. According to Arikunto (2010:192) instrument is a tool in doing research by using particular method. This research used reading comprehension test, and observation (field notes), as a tool in conducting research. First is reading comprehension test. In this research, the reading comprehension test which is given by the researcher is objective test. Before the researcher give the test, the researcher have done the try out to make sure whether the test item is reliable and proper to be used for the further test. Second is field notes. The observation is done in each meeting. It was used to get the data about the teaching learning in the classroom and identify the process of students' changes in teaching learning process of reading by using Learning Together method. According to Arikunto (2013: 200), there are two kinds of observation, namely: systematic observation (it will be done by

the observer using instrument paper) and nonsystematic observation (it will be done by observer without using instrument paper). This research used systematic observation. The observation guide was in the form of field notes. The observation would be done to know the students' participate in teaching reading learning process. Field notes were used to describe

3. The way of the teacher explains the material

Method

The design in this research was Classroom Action Research. This research had several steps. Kemmis and Mc Taggart in Arikunto (2010: 137) said that there are four stages of each cycle, they are: planning, acting, observing and reflecting.



Planning in this research is all of the preparations of the actions need to be done before the actions would be implemented. Acting, the action of cycle 1 is implemented during the school hours based on the schedule of the English

the activities in English teaching learning process that will be observed by the observer. There are some factors of field notes:

1. The students' active participation in the class.
2. The students' understanding about the material.

subject of the eight grade of SMPN 01 Tempurejo. Observing, collecting the data of this research is done by using direct observation. Direct observation is done by observing the teaching and learning process directly in the classroom. Reflecting, in this case the collected data is analyzed to know whether or not students have improved their reading competence achievement.

The data analysis for reading comprehension test is to analyze the data students' reading comprehension score, percentage formula is used.

$$E = \frac{n}{N} \times 100\%$$

Students participation is analyze use observ the field notes that fulfil by the English teacher as an observer during implemented method in the class.

Result and Discussion

1. The Result of Reading Comprehension Test Cycle 1

The item of evaluation was made based on the 2006 institutional level curriculum in the form of reading test (multiple choice), and was done on 30th of May 2018 from 08.00 until 09.20 Am. The test was conducted to measure the students' comprehension about narrative text. Twenty eight Students were present at that day.

Table1 : The Result of Reading Test in Cycle 1

The Data Results	Cycle 1
The mean score of reading test	70,14

2. The Result of Reading Comprehension Test Cycle 2

The item of evaluation was made based on the 2006 institutional level curriculum in the form of reading test (multiple choice), and was done on 6th of June 2018 from 10.00 until 11.20 Am. The test was conducted to measure the students' comprehension about narrative text. Twenty eight Students were present at that day.

The percentage of the students who scored 75 or more	46%
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From the test result, 13 students who got score 75 or more and 15 students got less 75 in reading test. The score was 70,14 and the percentage of students who scored above 75 was 46%. Based on the table above, teaching reading through Learning Together method in cycle one could not reach the criteria of success yet ($M = 75$) and the requirement of students scoring is above 75 (80% students). From the data above, it can be concluded that Cycle 1 was not successful.

Table 2: The Result of Reading Test in Cycle 2

The Data Results	Cycle 2
The mean score of reading test	81
The percentage of the students who scored 75 or more	82%

From the test result, 23 students who got score 75 or more and 5 students

got less 75 in reading test. The mean score was 81 and the percentage of students who scored above 75 was 82%. Based on the above table, teaching reading through Learning together method in cycle two successfully reach the criteria of success ($M = 75$) and the requirement of students scoring is above 75 (80% students). From the data above, it can be concluded that the requirement in this research had already been achieved.

Conclusion

Based on the result of this research and discussion, the use of this research and discussion, the use of Learning Together method in reading narrative text and build their activeness participate. The criteria of success was achieved (82%), it is concluded that the use of learning together method was able to improve the eight grade students' reading skill and students' participation at SMPN 01 Tempurejo in the 2017/2018 academic year by giving opportunity to the students to read, and then they shared their own finding about the text to the members, discuss about the finding, helped each other in the group, and present their discussion result.

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