
IMPLEMENTING COOPERATIVE LEARNING USING CO-OP CO-OP METHOD TO ENHANCE STUDENTS' ABILITY TO DETERMINE EXPLICIT AND IMPLICIT INFORMATION IN READING COMPREHENSION

Theandin Kurnias Yulantana¹, Dewi Rochsantiningih², Hersulastuti³

Magister Program of English Education Sebelas Maret University

theandin_kurnias@yahoo.com

Abstract:

Co-Op Co-Op is one of the cooperative learning strategies. It allows students to work together in small group to advance their understanding and provides them with the opportunity to share the understanding with their peers. The research aims describing at (1) whether Co-Op Co-Op Method can improve students' reading comprehension in determining detail information and (2) the difficulties of using Co-Op Co-Op method to enhance the students' reading comprehension especially in determining explicit and implicit information. This research applied a Classroom Action Research and it was conducted in two cycles. The result of the research showed that (1) Co-Op Co-Op method can improve the students' reading comprehension in determining the detail information; explicit and implicit information. The means of the students' score improved from cycle to cycle. (2) There are some difficulties of using Co-Op Co-Op method in teaching reading comprehension to determine detail information; explicit and implicit information such as (a) implementing Co-Op Co-Op method takes long time because the students should discuss, present, provide the materials as well as doing the exercises (b) it is very difficult to control all groups and hold them in group discussion because some of them still were passive (c) higher level students usually take turn more than the lower one especially in the the discussing the materials and presenting the materials.

Key words:

Co-Op Co-Op method, reading comprehension, determining explicit and implicit information, classroom action research.

1. INTRODUCTION

Language is a means of communication, spoken and written. It can also be used to understand and express the information, mind, feeling, knowledge, and culture. It means that language is important. There are four basic skills in learning English that should be mastered by the students. They are listening, speaking, reading, and writing. Among those skills, reading is seen as the crucial skill and it is the most demanding of the

four skills. Urganhart states that reading involves processing language messages (1998). However, there are many problems in teaching and learning reading. The students have difficulty in comprehending the content of texts in the classroom. In addition, many students have lack vocabulary in understanding an English text. They also have difficulty in comprehending the reading text as well as they are passive during teaching and learning process. Based on the explanation above,

it can be mentioned that the first cause was from the students. It was identified that the students' vocabulary mastery was poor. Then, students had no contributive role during teaching and learning process since they tend to lose the focus in reading class. Even, some of the students were confused in understanding the elements of text. Then, the second cause was from the teacher, the teaching learning process showed that it was monotonous and also she is not aware the various media and technique used in teaching and learning process. The technique which was applied during teaching learning process made the students in such passive situation as they often got broad oral explanation from their teacher. Besides, the teacher's broad oral explanation is even considered fast and unclear to the students. As a result, these condition were identified as the students obtained the difficulties to answer such questions indicated from the aspects of: (1) difficulties in identifying the main idea of the text, (2) difficulties in identifying meaning of words, (3) difficulties in determining the specific information not only explicit, but also implicit information, (4) difficulties in identifying contextual word meaning (5) difficulties in determining references of pronoun. The difficulties can be seen from the score of pre-test. The mean score of the pre-test is 59.45 with the highest score is 72.33 and the lowest score is 48.09. The mean scores of each indicator are: (1) 54.68 for finding out main ideas, (2) 65.17 for identifying the meaning words, (3) 52.43 for determining explicit and implicit information, (4) 68.35 for identifying contextual word meaning, (5) 56.62 for determining

references of pronoun. Because of those reasons, I proposed the way of teaching English comprehension by using Co-Op Co-Op method. Co-Op Co-Op is a learning method allows students to work together in small groups, first to advance their understanding of themselves, then to provide them with the opportunity to share that new understanding with their peers. Co-Op Co-Op is one of the most appropriate ways to students by determining literal and implied meanings of the text. Co-Op Co-Op is one of teaching techniques can be used in reading class. It provides students with a good sequence of learning in which to discuss, to participate, to select a provided topic, to prepare presentation, then to present it to whole class (Kagan: 440-446). There will be also an evaluation and assessment due to the fact that the other students who do not belong to their group will criticize and give assessment even scoring of that process. Therefore, I carried out this method into a classroom action research.

2. RESEARCH METHOD

The research was conducted at a senior high school in Surakarta. The subject of this research was the eleventh grade students of a senior high school in Surakarta. It involved one class XI IPA 1 consisting 32 students. It consisted 18 female and 14 male students. In this research, the researcher used classroom action research. There are four essential steps, including planning, action, observing, and reflecting which are the fundamental steps in a spiraling process. The research was aimed to improve students' English reading comprehension especially in determining explicit and implicit information. In this case, I

intended to improve students' reading comprehension by using Co-Op Co-Op method. This classroom action research was carried out by the researcher that worked collaboratively with an English teacher of a senior high school in Surakarta. The practical action was implemented by using Co-Op Co-Op. The effect of the action research could be identified after using Co-Op Co-Op method in teaching reading comprehension. The reflection of the action research showed whether the method of Co-Op Co-Op can improve the students reading comprehension especially in determining explicit and implicit information or not to be higher than before.

In this classroom action research, I involved two kinds of data; quantitative data and qualitative data. Quantitative is broadly used to describe what can be counted or measured and therefore can be considered 'objective'. Qualitative is used to describe data which are not able to be counted or measured in an objective way, and are considered 'subjective' (Wallace, 1998:38). I used interview, observation, documentation, and questionnaire for collecting qualitative data. The quantitative data were collected from the result of reading comprehension test or students' score. Therefore, the researcher conducted pre-test and post-test in reading comprehension. Pre-test was done in the beginning of the cycle and the post-test is done in the end of the cycle. Instrument of the test was multiple choice that consists of 40 items. At the pre-test, the instrument covered all of reading comprehension indicators. The indicators were (1) identifying the main idea of the text, (2)

identifying meaning of words, (3) determining the specific information not only explicit, but also implicit information, (4) identifying contextual word meaning (5) determining references of pronoun. After collecting the data, the next step of the study was analyzing the data. I analyzed the qualitative and quantitative data obtained from interviews, observations, documentations, questionnaires and tests. The techniques of analyzing data consisted of qualitative and quantitative analysis. The qualitative data included the results of the interviews, observations, documentations, and questionnaires are analyzed. Burns (1999:156-160) proposes five steps in analysis of qualitative data including assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were obtained from the test by computing the students' correct answers and then calculating the students' scores of the test. Firstly, the researcher analyzed the test scores of the written test by calculating the percentage of the correct answers of each student by using percentage correction. The percentage was used to measure the students' reading comprehension.

3. RESEARCH FINDINGS AND DISCUSSION

The objectives of the research are to identify the improvement of the students' reading comprehension to determine explicit and implicit information through Cooperative Learning using Co-Op Co-Op method and the difficulties of using Co-Op Co-Op method when it is implemented.

The situation before research was identified in pre-research. The pre-research consisted of four activities: observing the teaching learning process, interviewing the students and teacher, distributing questionnaire and conducting pre-test. The pre-research was conducted to find out the problem during the learning process in reading class and to find out the students reading comprehension. Furthermore, pre-research was carried out to find the problem of students' reading comprehension and find the solution to overcome the problem. The pre-research was conducted at XI IPA 1 of a senior high school in Surakarta. In pre-test, there are five reading indicators that must be achieved by students, they are: identifying the main idea, determining detail information; explicit and implicit information, identifying word meaning, identifying contextual word meaning and finding reference. Dealing with the result of pre-test, the mean score of the students in main idea indicator was 54.68, word meaning indicator was 65.17, detail information indicator was 52.43, and context meaning of words indicator was 68.35, and prounoun reference indicator was 56.62. After conducting the pre-test, the researcher found that most of the students got difficulty in determining detail information; explicit and implicit information. This problem occurred because of some problems that are (1) the students couldn't get the meaning of the text because they still have lack of vocabulary; (2) the students are lazy to read because they do not have motivation in reading; (3) the heterogeneity of the students in one class have different level in comprehending English text. The other reasons

come from the teacher; (1) the method that is used by the teacher is teacher-centered; (2) the teacher just reads the passage and discusses with the whole class so the students do not have time to share about the passage freely; and (3) the teacher doesn't so care whether the students understand the material or not.

Co-Op Co-Op method is one of the best recommended method to improve reading comprehension which allows the students to work cooperatively to improve their reading comprehension especially to determine detail information; not only explicit but also implicit information by working in groups in which the members have their own job description. It means that Co-Op Co-Op method provide more opportunity for students to contribute their ideas in discussion and take chance in the process. By doing all steps in Co-Op Co-Op method, the students could overcome their problems in reading comprehension especially in determining explicit and implicit information.

The students' competence of XI IPA 1 of a senior high school in reading comprehension was poor. This condition was identified as their pre test score which was obtained in the preliminary research was mostly unsatisfying. The result of the students' score in reading comprehension can be seen in table 1

Table 1 The score of Pre-Test

No	Level	Pre-test
1	Highest score	73.25
2	Lowest score	48.09
Mean score		59.45

The data in the table above showed that the students' mean score still below in the minimum passing grade of KKM (*Kriteria Ketuntasan Minimal*). It is about 59.45 with the highest score is 73.25 and the lowest score is 48.09. It means that the students's reading comprehension is not satisfactory.

Supporting to the pre-test score, the students score viewed from reading indicators. It can be seen in table 2

Table 2 Mean Score of Reading Each Indicator

No	Indicators	Mean Score
1	Identifying Main Idea	54.68
2	Identifying Meaning of Words	65,17
3	Determining Explicit and Implicit Information	52,43
4	Identifying Contextual Words Meaning	68.35
5	Determining References	56.62
Mean		59.45

Regarding to those reading indicators, the following table concerned about the students' score viewed from detail information; explicit and implicit information indicators as mentioned in table 3

Table 3 Mean Score of Detail Information Indicators

NO	Detail Information	Indicators	Pre Test
1	Explicit Information	Determining stated information from the text	56,24
2	Implicit Information	Determining unstated information from the text	48,62
AVERAGE			52,43

I observed the teaching learning process in reading class, interviewed the teacher and students, and gave questionnaire in order to know the class climate. I found that the cooperation between the

students looked not alive because the teacher rarely invited the students in group discussion or in pair discussion, so the atmosphere was not interactive and fun. Further, the students were taught by using text book then the students were asked to read the text and answer the following questions without knowing enough the content of the text. The reading class often started reading text aloud and finding out the difficult words by looking up the dictionary. This situation makes the students were not enthusiastic in doing the task in classroom activity. Beside, some of the students did not participate well, they were busy with themselves, and did not focus in teaching and learning process.

Meanwhile the external factors are: (1) the materials were not interesting and monotonous, and (2) the teacher was not aware the various media and technique used in teaching and learning process in reading class. the researcher found some factors that were considered as the causes of those problems. As stated previously, the problems can be classified into two; external and internal factors. The internal factors are (1) most of the students had lack vocabulary in understanding texts, (2) most of the students were confused in understanding the content of the text, (3) the students tended to be passive during the teaching and learning process, (4) some of the students showed no interest toward the subject. The causes above based on the result of observation and interview. The other factors are from the teacher such as the teaching learning process showed that it was monotonous moreover the teacher did not speak loudly when she was

explaining the materials in front of the class, some students who sat in the back rows could not hear well what the teacher explained. The technique which was applied during teaching and learning process made the students in such passive situation as they got unclear oral explanation from the teacher.

Cycle 1

The students’ response of implementing Co-Op Co-Op method in cycle 1 could be summarized that students were interested with the activities during the learning process. The researcher explained Co-Op Co-Op method, its procedure, and its benefits to improve the students’ reading comprehension. The researcher not only invited them in group works but also asked students in some groups to be teacher in delivering the materials. In this activity, the students could cooperate with their friends. In pre-research, some of the students thought that reading is the language skill that quite boring and need more time to understand the text. Their teacher also rarely gave them support, motivation, encouragement and applied various methods or techniques in teaching learning process. To make the reading activity more effective and interesting. The researcher used Co-Op Co-Op method because it could make the students understand the text comprehensively.

Considering about the collaborator’s field note, the researcher had done the teaching learning process optimally, he had prepared the lesson plan and the materials well. He had also had explained the procedure and concept of Co-Op Co-Op method clearly, as well as monitored the learning

process and motivated the students to improve their reading comprehension.

The result of implementing Co-Op Co-Op method showed that there was improvement of the students’ reading comprehension in determining detail information; explicit and implicit information compared with the data obtained from the pre-test score. The result of pre-test and post-test in cycle 1 could be seen in table 4:

Table 4 The score of Test 1

No	Score	Pre-Test	Test 1
1	Highest Score	73.25	77.50
2	Lowest Score	48.09	55.00
	Mean	59.45	65.07

Supporting to the first post test score above, the students’ score viewed from reading indicators as mentioned in table 5

Table 5 Mean Score of Each Indicator of Test 1

No	Indicators	Mean Score
1	Identifying Main Idea	65,62
2	Identifying Meaning of Words	72,31
3	Determining Explicit and Implicit Information	65,07
4	Identifying Contextual Words Meaning	73,82
5	Determining References	66,79
	Mean	68,72

Regarding to those reading indicators, the students’ score viewed from detail information; explicit and implicit information indicators below

Table 6 Detail Information Indicators Scores of Test 1

NO	Detail Information	Indicators	Test 1
1	Explicit Information	Determining stated information from the text	69,21
2	Implicit Information	Determining unstated information from the text	60,93
		AVERAGE	65,07

The result of implementing Co-Op Co-Op method showed that there was improvement of the class situation such as the students' cooperation became alive although there were still some students who kept silent, the researcher who worked as teacher gave motivation, help, support, and encouragement to the students and their response became positive, most of the students became more enthusiastic in doing the exercise in classroom activity, some of the students thought that the teacher (the researcher) gave them various teaching in the research.

From the explanation above, it can be found that there was improvement on reading classroom situation in implementing Co-Op Co-Op method to teach reading, especially determining detail information; explicit and implicit information. After the implementation of Co-Op Co-Op method, the positive class situation occurred, even though its improvement was not too significant. As a result, I planned to do some improvements from cycle 1.

Cycle 2

Having identified the improvement, the benefits, and the things that need to be improved in cycle 1. I decided to go to the next cycle in order to get the better improvement from the students. In description of cycle 2 involved of four stages, namely planning, acting, observing, and reflecting.

The result of implementing Co-Op Co-Op method showed that there was improvement of students' reading comprehension in determining explicit and implicit information compared with

the data obtained from test 1 and post test can be seen in table 7

Supporting to the first post test score above, the following table provided about the students' score viewed from reading indicators as mentioned in table 8

Table 8 Mean Score of Each Indicator of Post Test

No	Indicators	Mean Score
1	Identifying Main Idea	73,43
2	Identifying Meaning of Words	77,66
3	Determining Explicit and Implicit Information	75,15
4	Identifying Contextual Words Meaning	79,68
5	Determining References	75,78
Mean		76,34

Regarding to those reading indicators, the students' score viewed from detail information; explicit and implicit information indicators as in table 9

Table 9 Detail Information Indicators Scores of Post Tesle 7 of The Mean Score of Post Test

No	Score	Test 1	Post Test
1	Highest Score	77,50	87.50
2	Lowest Score	55,00	67.50
Mean		65,07	75.15

Based on explanation above, it can be summed up that there are improvements of reading score especially in determining explicit and implicit information from the pre-test to the post test 1 and from the post test 1 to the post test 2 as displayed in the table 10

The Table 10 The Scores of Pre Test, Test 1, and Post Test

No	Score	Pre-Test	Test 1	Post Test
1	Highest Score	73.25	77.50	87.50
2	Lowest Score	48.09	55.00	67.50
Mean		59.45	65.07	75.15

Supporting to the first post test score above, the following table provided about the students' score viewed from reading indicators as in table 11.

Table 11 Mean Score of Pre Test, Test 1, and Post Test

No	Indicators	Mean Score	Test 1	Post Test
1	Identifying Main Idea	54,68	65,62	73,43
2	Identifying Meaning of Words	65,17	72,31	77,66
3	Determining Explicit Implicit Information	52,43	65,07	75,15
4	Identifying Contextual Meaning	68,35	73,82	79,68
5	Determining References	56,62	66,79	75,78
Mean		59,45	68,72	76,34

Regarding the scores of reading indicators above, the following table provided about the students' score viewed from detail information indicators as mentioned in table 12.

Table 12 The Mean Scores of Pre Test, Test 1, and Post Test in Each Indicator of Detail Informations

No	Detail Informations	Indicators	Pre-Test	Test 1	Post Test
1	Explicit	Determining stated information from the text	56,24	69,21	77,18
2	Implicit	Determining unstated information from the text	48,62	60,93	73,12
AVERAGE			52,43	65,07	75,15

From the data above, the students' reading comprehension in determining detail information; explicit and implicit information improved

significantly. It showed that the ability of students' reading comprehension in determining explicit and implicit information better from the previous tests.

Further, there are also some improvements of the classroom situation. Before the research, the students' cooperation looked not alive since they rarely invited in group discussion as well as their involment in teaching learning process was not alive, most of them only kept silent even noisy. They also felt passive to participate the classroom activity. Yet, after implementing Co-Op Co-Op method the class situation became better. The students could be more active, there was interaction and cooperation between the students in reading activity. They became active and enjoy the teaching learning activity as a result the class atmosphere became attractive, alive, fun, and interactive.

The result of the research described at (1) The Improvement of the students' reading comprehension in determining explicit and implicit information, and (2) The Difficulties of Using Co-Op Co-Op method to improve the students' reading comprehension in determining detail information; explicit and implicit information.

The result of applying Co-Op Co-Op method showed that the students' reading comprehension in determining detail information; explicit and implicit information improved. First, the improvement could be seen by comparing the result of pre-test in which the result of pre-test in which the all indicators mean was 59.45 and the result of post test 1 in the first cycle was 65.07. It

could be concluded that there was a better progress than before. It showed that the students' achievement in reading comprehension especially in determining explicit and implicit information improved significantly although it was not still satisfying. Second comparing the students' mean score result in the cycle 1 and cycle 2 in which the mean was 65.07 and the result of post test 2 in the second cycle was 75.15.

After implementing the Co-Op Co-Op method in teaching learning process. It can be described that there are some difficulties implementing Co-Op Co-Op method to teach reading comprehension especially in determining detail information; explicit and implicit information including (a) implementing Co-Op Co-Op method takes long time because the students should discuss, present, provide the materials as well as doing the exercises (b) it is very difficult to control all groups and hold them in group discussion because some of them still were passive (c) higher level students usually take turn more than the lower one especially in the the discussing the materials and presenting the materials.

4. CONCLUSION, IMPLICATION, AND SUGGESTIONS

4.1. Conclusion

Based on the result of the research above, it can be concluded that:

1. By using Co-Op Co-Op method, it can improve the students' reading comprehension in determining detail information; explicit and implicit information. In implementing the method, students learn the text collaboratively

by using some steps in Co-Op Co-Op method by choosing the topics, discussing the text, presenting the materials, and doing some exercises which require students to summarize their understanding of a concept and receiving reflective feedback from their teammates. The teacher also monitors and facilitates the group efforts in discussing the materials and exercises.

2. The aspects of Co-Op Co-Op method which influenced students' reading comprehension during the research are:

- a. Students Collaboration / Cooperation

The collaboration among students in group during the teaching learning process of Co-Op Co-Op increase their cooperation in discussing as well as presenting the materials.

- b. Interesting Reading Text

Using this method, students are able to select the interesting topic because it enables students to choose the topic of reading by themselves.

- c. Teacher's monitoring

The teachers' role here as a facilitator or advisor by giving help, motivation, and responsibility for all students in doing the discussion and presentation in order to make the students comprehend the content and informations of the text.

4.2. Implication

The result of the research showed that Co-Op Co-Op method can improve students reading comprehension, especially for the eleventh grade students of SMA Batik 2 Surakarta. That's why applying an appropriate method in teaching

learning process is very important to improve students reading comprehension. In the teaching learning process using Co-Op Co-Op, beside of the improvement mean of reading scores, the students seemed active and motivated in applying those steps. Through this method, the students personally learn from the other students who learn the same thing.

4.3. Suggestion

The researcher suggests those who are involved in the process of teaching and learning process:

1) For the teachers

Co-Op Co-Op is a good way for the teacher to teach reading comprehension in the class due to the fact that it can improve whether students' achievement in reading class and class situation. Considering this, teachers are suggested to develop the students interest, build their collaborativeness, and maintain the students' activeness by using this method, so the teaching learning process will not be monotonous and become interactive. The improvement of the reading comprehension scores and the classroom situation from this research can be used consideration for the teachers to use the method and get benefits from it.

2) For the students

After implementing the Co-Op Co-Op method, students are supposed to know the benefits from Co-Op Co-Op method. This method enables

students to participate actively in teaching learning process. They are suggested to learn collaboratively so it can improve not only their reading achievement but also their class situation. Using this method in teaching learning process, they are able to learn better in the class in order to improve their academic achievement and their class situation.

3) For other researchers

It is very beneficial to the other researchers who are interested in conducting the research to consider it as the starting point and also as reference for the future researcher. They are suggested to conduct a research about Co-Op Co-Op method from other aspects or skills, not only reading but also speaking, writing as well as listening.

5. REFERENCES

- Brown, H. Douglas.1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall. Inc.
- Burns, Anne. 1999. *Collaborative Action Research for English Teachers*. New York: Cambridge University Press.
- Dallman, Marta. Roger L Rouch. Lynette Y.C.Char. Jhon J. Deboer.1982. *The Teaching of Reading*. New York: Colledge Publising.
- Elliot, Jhon.1991. *Action Research for Educationl Change*. Buckingham: Open University Press.
- Harmer, Jeremy. 1998. *How to Teach English. An Introduction to the practice of English Language Teaching*. San Fransisco: Longman.
- Harris, A.J.,& Sipay, E.R. (1980). *How to Increase Reading Ability*. San Fransisco:Longman