

Using Cooperative Learning (Team Pair Solo) to Improve Students' Reading Comprehension

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Abstract

This research was aimed to apply cooperative learning (Team Pair Solo) as the technique to solve students' problems in reading class of the third semester of nursing students in Stikes Patria Husada Blitar. This research design was a Classroom Action Research. The researcher used several instruments; such as observation checklist, field notes, and reading comprehension test. The finding showed that by using cooperative learning (Team Pair Solo), students' comprehension in reading could be better than when they were taught by using traditional grammar translation method. This result could be seen from the data, in terms of the students' individual reading comprehension test, in preliminary research, the number of students who passed the minimum passing grade (64) were only 2 students (20%). In Cycle 1, 10 students (100%) could pass the minimum passing grade (64). The improvement of students' reading comprehension was due to the use of cooperative learning (Team Pair Solo) as the technique in teaching reading. It showed that by using cooperative learning (Team Pair Solo), students motivation and self-esteem increased since the cooperative learning (Team Pair Solo) could accommodate students to be well prepared to the reading passage by discussing in team, pair with other student, and finally they have great self-esteem to stand by their self in reading class. Consequently, students became more motivated in terms of in-class discussion and offered opinions since they were accustomed to express their idea through cooperative learning (Team Pair Solo). It was suggested to all of English teachers/ lecturers to apply this technique as one of the methods to increase students motivation in English class and also could be used to increase students' reading skill. Other researchers were expected to elaborate this cooperative learning with other technique so that there would be alot of technique could be used as refference in teaching english. It was suggested to all of English teachers/ lecturers to apply this technique as one of the methods to increase students motivation in English class and also could be used to increase students' reading skill.

Keywords: *traditional grammar translation method, cooperative learning (Team Pair Solo), reading skill*

Introduction

The teaching of English as foreign language includes the four language skills: listening, speaking, reading and writing. Listening and reading are considered to be receptive skills, whereas speaking and writing are considered to be productive skills. The aim of the teaching of the receptive skills is to understand meaning conveyed in different text types (recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, discussion and review texts), while the teaching of productive skills aims at teaching students to express meaning in these text types. Therefore, it can be concluded that reading is considered as one of the most important skills that students need to acquire. (Levine et al. 2000: 1 in Nashriyah, 2010: 84).

Reading plays an important role in the teaching and learning process of English. The purpose of reading is to obtain meaning or message of a text. In order to understand a text students should have a good competence at reading. According to Grellet (1981:4) in Winarti (2010:10) the aims of reading are divided into reading for pleasure and reading for information. Reading for pleasure is aimed for enjoyment and people who decide to read for enjoyment usually decide to sit in comfortable chair or bed ready to relax with the reading material while reading for information is used to

obtain information of a certain reading material for specific purposes.

Based on the researcher's experience in dealing with the students in *STIKes Patria Husada Blitar*, the EFL students frequently get difficulties in English. Reading is considered to be difficult by the students as it requires high concentration and motivation to deal with. Based on the observation, the students had low motivation and were not interested in the reading class. They felt that reading was a boring activity. Moreover, the teaching learning process was still insufficient in the classroom since the traditional grammar translation method was used as the method in teaching reading. The first things which was essential to be solved was the teacher's technique because teacher played an important role in managing the class so that students would not get bored and also felt excited on having a reading class. Next, the condition of the teaching learning process in the class should be changed into more cooperative atmosphere between teacher and students and among students and avoided competitive atmosphere in order to create a conducive teaching learning process during the class. In dealing with those problems, the researcher interested in using cooperative learning (Team Pair Solo) as the technique in teaching reading to improve students' reading comprehension.

Cooperative learning is considered suitable with students need because it is different from the

traditional grammar translation method. In cooperative learning, students need to work together rather than having competition to each other during the teaching learning process. It is usually done by giving structured project in a small group for students to work together cooperatively. Leighton (1999) stated that cooperative learning is an instructional task design that engages students actively in achieving lesson objectives through their own effort and the efforts of the member of their small learning team. It means that in cooperative learning, students' learning success is not only determined by their own effort, but also the member of the group.

TPS which is stands for Team Pair Solo, according to Kagan (2000) Team Pair Solo is a technique which can develop students' virtue learning. There are several virtues acquired through Team Pair Solo such as cooperation, helpfulness, leadership, self-motivation, and pride in one's work. In this technique students learn and work together in group before solving similar problems individually. During the group working process, students can help, coach, and share information. In that process, students will be motivated in learnig because they will be held individually accountable in the third step of the technique (Kagan, 2000). According to Johnson and Johnson (2001) Team Pair Solo technique is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple

notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they couldn't do by theirselves, first as a team and then with the partner, they progress to a point they can do alone that which at first they could do only with help (Johnson and Johnson, 2001)

Based on the researcher's experience in dealing with the students in *STIKes Patria Husada Blitar*, the nursing students frequently get difficulties in English. Among those difficulties, reading was considered to be difficult by the students. Based on the observation on the preliminary study, students' problem was duw to the low motivation and interest in joining the reading class. They felt that reading was a boring activity. Moreover, the teaching learning process was still insufficient in the classroom since the method used traditional transational method which was teacher centered. The first things which need to be solved was the teacher's technique in teaching reading because teacher played an important role in managing the class so that students would not get bored and also felt excited on having a reading class. Next, the condition of the teaching learning process in the class should be changed into more cooperative atmosphere between teacher and students and among students and not competitive atmosphere in order to create a conducive teaching learning process in reading class. In dealing with those problems, the researcher is

interested in using cooperative learning (Team Pair Solo) as the technique in teaching reading.

Method

The research design used classroom action research which was intended to solve a particular problem faced by the teacher in the teaching and learning process, especially in teaching reading. A classroom action research design was suitable as the research design in this research because the researcher was an English teacher who often finds some problems faced by the students in mastering the lessons. The students had difficulties in reading. Moreover, the researcher tried to solve the problem. It was in line with the basic point of the classroom action research that is to propose a strategy, technique, or technique in the teaching and learning process to overcome the students' problem in mastering a particular subject. In this research, the researcher proposed to use cooperative learning (Team Pair Solo) as the technique in teaching reading.

In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning up to the end of the process of the research activity in arranging the lesson plan, instructional material, teaching learning activities, the action, and evaluation. The sample of the research was 10 students of nursing department in fourth semester. The research designed used

collaborative classroom action research which is intended to solve a particular problem encountered by a teacher in the teaching and learning process, especially in the teaching reading. The researcher using the steps proposed by Kemmis and Mc Taggart (1998). The steps were preliminary study, analyzing and identifying the problem, then planning the action, observing, analyzing, and reflecting. In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning up to the end of the process of the research activity in arranging the lesson plan, instructional material, teaching learning activities, the action, and evaluation. Before starting the research activity, the researcher and the collaborator discussed all of the things related to the process in order to meet the same perception about the strategy being implemented, the procedure of the teaching and learning process being carried out, how to collect the data using the instruments, and how to score the students' test using the scoring rubric. During the process of implementing the strategy, the collaborator observed the students' activities by using observation checklist and field notes. After implementing the strategy, the teacher and the collaborator conducted reflection or discussion. In this session, the researcher and the collaborator analyzed the data from observation checklist, field notes, and the result of the test, in order to find out whether

the criteria of success in use are achieved or not. Finally, the researcher and the collaborator drew the conclusion.

Result

The result of the research dealt with how to improve the students' reading comprehension by using cooperative learning (Team Pair Solo). To know the students' problem in reading procedure texts, the data in preliminary research are provided before presenting the research findings in Cycle 1. In table 3.6, no students were in the level of excellent. Most of the students' reading comprehension were in the level of fair. In relation to the students final scores in preliminary research, based on table 3.6, it could be seen that 8 students or more than a half got D and E while only 2 students got BC. The researcher found out that there were only 2 students who passed the passing grade BC (64); the rest of the students (8 students) did not pass the passing grade. The number of the students who passed and did not pass the minimum passing grade could be seen in Table 3.8.

STUDENTS READING SCORE

| Level | Main idea | Explicit Information | Implicit Information | Reference | Meaning of Certain Words |
|-----------|-----------|----------------------|----------------------|-----------|--------------------------|
| Excellent | 0 | 0 | 0 | 0 | 0 |
| Very good | 0 | 0 | 1 | 1 | 1 |
| Good | 1 | 1 | 0 | 1 | 1 |
| Fair | 1 | 1 | 1 | 1 | 0 |

| | | | | | |
|-------|----|----|----|----|----|
| Poor | 8 | 8 | 8 | 7 | 8 |
| Total | 10 | 10 | 10 | 10 | 10 |

Table 3.6 Students' Reading Score of each Indicators in Preliminary Research

| Score | Number of Students | Category |
|-------|--------------------|--------------|
| >64 | 2 | Passed |
| <64 | 8 | did not pass |
| Total | | 10 |

Table 3.8 Students' Final Score of reading comprehension of Procedure Text in Correlation with the Minimum Passing Grade in Preliminary Research

The Result of Students' Reading on cycle 1

All of the students score for each aspect of the reading product could be seen in Table 3.14. In this table, the students' made some improvement in reading comprehension compared to the scores in preliminary research. There was no student in the level of poor. Most of the students' reading products on procedure text were in the level of good and very good.

STUDENTS READING SCORE

| Level | Main idea | Explicit Information | Implicit Information | Reference | Meaning of Certain Words |
|-----------|-----------|----------------------|----------------------|-----------|--------------------------|
| Excellent | 3 | 2 | 2 | 1 | 2 |
| Very good | 7 | 4 | 2 | 2 | 3 |
| Good | 0 | 4 | 6 | 7 | 5 |
| Fair | 0 | 0 | 0 | 0 | 0 |
| Poor | 0 | 0 | 0 | 0 | 0 |
| Total | 10 | 10 | 10 | 10 | 10 |

Table 3.14 Students' Reading Score of each Indicators in Cycle 1

In relation to the students' final scores in Cycle 1, based on table 3.14, it could be seen that 3 students got score A, 3 students got AB, and 4 students got B. Based on the result of the students' reading product, there was a great improvement of the students' average score from the students' reading on the preliminary research to the students' reading on the Cycle 1. The average score on the preliminary research was 44,3 and the average score of the students' reading on the first cycle was 76,3. It means that there was a 32 point of average score improvement. In the preliminary research, there were only 2 students who achieved the score above the criteria of success. Meanwhile, in the Cycle 1, all of the students had already passed the minimum score of the criteria of success that is 64 or BC. For detailed information about the improvement of the students' score in Cycle 1 compared to the score in the preliminary research can be seen in Table 3.17.

| No | Aspects | Preliminary Research | Cycle 1 | Percentage | |
|----|---------------------|----------------------|---------|----------------------|---------|
| | | | | Preliminary Research | Cycle 1 |
| 1 | Average Score | 44,3 | 80,3 | - | - |
| 2 | Min Score | 33 | 75 | - | - |
| 3 | Max Score | 68 | 96 | - | - |
| 4 | Criteria of Success | 64 | 64 | - | - |
| 5 | Achieving | 2 | 10 | 20 | 100% |

| Criteria of Success | | % | |
|---------------------|-------------------------------|-----|----|
| 6 | Achieving Criteria of Success | 8 | 0 |
| | | 80% | 0% |

Table 3.17 The Students' Improvement in Reading Product in Cycle 1.

Based on the students' scores on table 3.17, it can be concluded that the implementation of the process reading approach in the Cycle 1 met the criteria of success. The average score was 80.3. There were no students who got score under 64. The lowest score in the first cycle were B which were acquired by 4 students, 3 students got score AB, and 3 students got score A. The student's lowest score was 75 and the highest students' score was 96. The data above showed that the students' achievement in their reading ability had achieved the criteria of success. There was also an improvement in terms of the aspect of reading.

| Score | Number of Students | Category |
|-------|--------------------|--------------|
| >64 | 10 | Passed |
| <64 | 0 | did not pass |
| Total | 10 | |

Table 3.16 Students' Final Score of Procedure Text in Correlation with the Minimum Passing Grade in Cycle 1

Based on the score of the students' final product in Cycle 1, it can be concluded that the

implementation of the strategy on the first cycle had met the criteria of success. The average score of the Cycle 1 was 80,03. In addition, all of the students or 100% of the students had reached the criteria of success.

Discussion

Cooperative learning (Team Pair Solo) were used to achieve the objective in teaching reading. The objective was to comprehend certain text materials based on 5 indicators that were main idea, explicit information, implicit information, reference, and meaning of certain words. In this case, cooperative learning (Team Pair Solo) was very useful because it motivated the students to read. Cooperative learning (Team Pair Solo) was very useful for both students and teacher. Students did not hesitate and fearful to express their ideas and had more time to think before reading or commenting in front of the class. Direct feedback for grammatical error and spelling error was also given by the teacher. Students' enthusiasm in reading class was increase since they got direct feedback from the teacher. Their confidence and motivation in reading were also increase day by day since they were accustomed to have reading materials. Most of the students were able to keep this reduced level of mistakes throughout the five-week period. Bringing cooperative learning (Team Pair Solo) into the class is a great icebreaker, and serves as a useful

tool to improve the reading comprehension. Using cooperative learning (Team Pair Solo) could also generate interest and help create an atmosphere conducive to learning.

Recommendation

It was suggested to all of English teachers/ lecturers to apply this technique as one of the methods to increase students motivation in English class and also could be used to increase students' reading skill. Other researchers were expected to elaborate this cooperative learning with other technique so that there would be alot of technique could be used as reference in teaching english.

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