

**THE EFFECTIVENESS OF CO-OP CO-OP METHOD IN TEACHING  
READING DESCRIPTIVE TEXTS: A CASE OF THE SECOND GRADE  
STUDENTS OF SMPN 1 KAYEN PATI**

**By**

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**Abstract**

This study is proposed (1) to find out the extent of students reading descriptive texts before and after they are taught using Co-op Co-op method, (2) to find out whether there was a significant different of the students reading comprehension skill before and after they are taught using Co-op Co-op. The type of the research was experiment and methods of collecting data were pre-test and post-test. The population of this study was the second grade students of SMPN 1 Kayen Pati. This study took two classes randomly as the samples. Those were VIIIA as the experimental class and VIIIC as the control class. Each of class had 40 students. Short answer test was used to collect the data. Before the test was given, it was tried out. After the data was computed and it was found out that 20 items were valid. The result of the study shows that students in experimental class who were taught using Co-op Co-op method had better achievement than students in control class who were taught without Co-op Co-op. The average score of pre-test of the experimental class was 71 and post-test was 76. The average score of pre-test of the control class was 70,75 and post-test was 72,75. The pre-test and posttest score then were calculated to get the t-test to know whether there was significant difference between the experimental class and control class. The t-test was 3,108 and t-table was 1,991. Then t-test and t-table were compared. The data shows that t-test was higher than t-table. It means that there was significant difference between the experimental class and the control class. Based on the findings, the students in the experiment group looked more excited with the use of Co-op Co-op in teaching reading descriptive text. In the control class, the writer also found that the students learned and tried to get information of the reading texts individually. Consequently, it affected the students' achievement in reading descriptive text. Therefore, it can be concluded that Co-op Co-op is an effective method in teaching reading descriptive texts. Thus it is recommended to use Co-op Co-op in teaching reading, especially descriptive text.

**Keywords:** *Co-op Co-op Method, Teaching Reading, Descriptive texts*

## Introduction

Reading is one of the four skills that is needed to be learned beside speaking, listening, and writing. The level of understanding of a text is called Reading comprehension. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. There are many ways to teach reading comprehension, but finding the suitable one for our students seems rather hard.

There are also many difficulties in learning English, especially practicing reading comprehension. Some students are bored of reading. They are bored because they cannot find any variations in teaching reading, the method that is used to teach reading is monotone. Co-op Co-op method is one of the alternatives choices. This method is class discussion for all the students. Students are divided in heterogenic group to study or

understanding descriptive texts. The writer gives different topic to each group. Writer selects mini topic to every member of a group. Every member of a group discusses mini topic in each students group. Group presents their topic. After presenting the topic, teacher and students conclude about the topic.

In this paper, the writer intends to solve the following problems: (1) to what extent are the students reading descriptive texts before and after they are taught using co-op co-op method? (2) Is there any significant different of the students reading comprehension skill before and after they are taught using co-op co-op method?

The objectives of this study can be stated as follows: (1) to find out the students reading descriptive texts before and after they are taught using co-op co-op method. (2) To find out whether co-op co-op method can be used as an effective reading method for improving students reading descriptive text.

**R****related Theories****Reading**

Reading is an activity or process in getting information. Reading involves the interaction between the text and the reader. Students learn aspects of the reading process through reading. Reading has purposes that are different from each to another. In academic setting, reading is different. A student needs deep understanding about the text to answer the questions related to the text. It can be concluded that readers read the written texts to find or get the information or facts related to their needs.

**Reading Comprehension**

Reading comprehension is an active way to improve pronunciation and understanding main idea of the text. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.

**Cooperative Learning**

Cooperative learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants. The specific elements are positive interdependence, individual responsibility, face to face, communications between members and evaluation of group process. Positive interdependence is structured into the group task activities and members are responsible for each other's success. Communication skills are identified and expected to be used by all group members. The group regularly processes how they are working together and adjusts their personal and their group behaviors.

**Co-op Co-op Method**

Model Learning Co-op Co-op provides students with opportunities to work together in small groups. The steps of Co-op Co-op learning method are the teacher leads a whole class discussion of the topic that will be investigating, students form groups based either on achieving

heterogeneity or on interest on the same topic, groups select subtopics and divide their subtopic among the group members, group mates work together on a presentation to the entire class, students along with the teacher take part in evaluating the work of their group mates and other groups.

### **Descriptive Text**

Descriptive text is a text which focuses on the characteristic feature of particular thing, animal, or person. According to Purslow (2008:4), descriptive paragraph is a group of sentences that describes a noun; a noun is a person, a place or a thing.

### **Research Method**

#### **Research Design**

This paper conducted a true experimental research design. In this research the writer chose experimental and control group randomly. Therefore, there are two groups in this research design, experiment group and control group. Experimental group is a group which is given a treatment, and control group is a group which is not given a treatment.

### **Using Co-op Co-op method in teaching students reading descriptive text**

As a cooperative learning, Co-op Co-op is advantageous strategy that could be used as an active and interactive process in teaching reading descriptive text. With some stages of Co-op Co-op promoted to a technique of cooperative learning which is able to improve students' academic performance in reading comprehension of descriptive text. The method is simple and flexible. Nevertheless, the inclusion of steps increases the probability of success.

### **Subject of the Research**

The population chosen by the writer in this research was the second grade students of SMP N 1 Kayen Pati. The number of sample was 40 students as the experimental or as an experimental group. In this case the writer also chose 40 students as the control group as the comparer to the sample.

The writer chose the samples randomly, the population is considered homogenous. The writer got VIII A as experimental class and VIII C as

control class. Each class consisted of 40 students.

### **Research Instrument**

In order to obtain the data, that is students' skill in reading comprehension, the writer used reading test. The short answer task was chosen as the instrument in this research.

### **Method of Data Collection**

Pre test, the pre-test was administered before the treatment session.

#### **Giving treatment**

This learning model was divided into several phases: (1) Discussion on Student Centered Classroom, (2) Selecting the Group Learning and Group Formation, (3) Selection of Topic Groups, (4) Selection of Topic Small (5) Preparation of Small Topics, (6) Small Group Presentations, (7) Preparation of Group Presentations, (8) Presentation of Group, (9) Evaluation.

Post test, after the treatment was given, the students were given a post test on reading comprehension test.

### **Method of Data Analysis**

After gathering the data, the writer analyzed the data by using a statistical formula which is called T-test. To find out the result of the test, the writer accounted the data by using a statistical formula which is t-test. T test formula as follow:  $t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$

In which:

T = t-test

$M_1$  = the mean of pre-test

$M_2$  = the mean of post-test

SE = Standard error of the mean

### **Findings**

#### **The extent of reading achievement of the second grade students by using Co-op Co-op**

The result of the average score of the pre-test was 71. While the average score of the post test was 76,5. There was a slight difference in the averages between pre-test and post-test. The mean of the experimental group was higher than the control group.

#### **The extent of reading achievement of the second grade students without using Co-op Co-op**

The data shows that the average score of the pre-test was 70,75 and the average score of the posttest was

72,75. the students of control class taught without Co-op Co-op only have an improvement of 2 points (71,75-73,75).

### **The effectiveness of Co-op Co-op method in teaching students reading descriptive texts**

Because t-obtained value > t-table, so there is significant difference in the students' reading comprehension between the experimental and control group. As the value of the t-test was  $3,108 > 1,991$ , we can say that Co-op Co-op is effective to improve students' ability in reading descriptive text.

Based on the calculation of t-test, it is shown that there is a significant difference between the students taught using Co-op Co-op method and those taught without Co-op Co-op method. On t-test analysis, t-test is 3,108 and the t-table value for  $\alpha = 5\%$ , with  $db = n_1 + n_2 - 2 = 40 + 40 - 2 = 78$ , is 1,991. Because t-obtained value > t-table, so there is significant difference in the students' reading comprehension between the experimental and control class. We can say that teaching reading descriptive text using Co-op Co-op

method is effective to the second grade students of SMP Negeri 1 Kayen Pati.

Based on the investigation and discussion in the previous chapters, the writer concludes that: (1) The pre-test score of the experimental class is 71 and post-test score is 76. Based on the result the writer could conclude that teaching reading by using Co-op Co-op method was more effective for the students. (2) The improvement of the students in the control group was not as high as in the experiment group. Pre-test score of the control class is 70,75 and post-test score is 72,75. It can be concluded that control class does not have higher improvement than the experimental class. (3) Co-op Co-op can be an effective method in teaching reading descriptive text. It is proved by the result of t-test calculation in chapter four. Based from the data analysis, the value of t-table for  $\alpha = 5\%$  is 1,991. The pre-test and post-test of both group is significant ( $3,108 > 1,991$ ).

Based on the result of the study, the writer had some following suggestions: (1) the writer suggests

that the teacher is recommended to use Co-op Co-op in teaching reading, especially descriptive text. This is because in Co-op Co-op, the students are able to work together by discussing and exchanging their ideas. (2) Because the population of this study is limited, the second grade students of SMP N 1 Kayen Pati, it is suggested that the similar research can be conducted to other institution as well.

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