

The Effectiveness of Using Co-op Co-op Towards Students' Reading Comprehension on EFL Learners on Senior Secondary Level

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Abstract. *This research was aimed to report the findings of an experimental study to measure the effect of Co-op Co-op technique on students' reading comprehension achievement. Reading Comprehension is crucial component of English Performance, particularly for Indonesian EFL learners on Senior Secondary Level. This is proven by the students in Senior High School 1 Gedong Tataan where they have to master reading skill in learning process. The objective of this research is to know whether there is significant effect of using Co-op Co-op technique towards students' reading comprehension on explanation text. In this quantitative research, the pre-test and post-test were given for 2 sample classes (experimental and control class). Then, the collected data were analyzed by using SPSS. The result showed that the Sig (Pvalue) was 0.005 and $\alpha = 0.05$. H_a was accepted, it means that there was a significant effect of using Co-op Co-op towards students' reading comprehension on explanation text at the eleventh grade of SMA Negeri 1 Gedong Tataan. Additionally, this current research showed that Co-op Co-op technique also increased students' reading comprehension in all aspects.*

Keywords: *Reading Comprehension, Co-op Co-op technique*

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I. Introduction

For EFL learners, English cannot only be seen as a tool of communication, but also as an ability which should be mastered. There are four basic skills in learning English, they are listening, speaking, reading and writing. One of the crucial skills in academic performance is reading. Reading plays a pivotal role in language learning and is an essential skill for successful functioning of EFL learners in the tertiary level of education (Nasri and Biria, 2017). According to Alfarezi & Afifah (2020) reading is a process of finding idea of a text to comprehend the meaning of the text which is done by the reader, so that the reader can understand the messages conveyed by the writer in the form of text. It means that reading involves the interaction between the reader and the text.

According to Rokhasari in M. Saber (2015), reading is not just the process of analyzing vocabularies and structures of the sentences; it needs different reading strategies to read successfully in English. From the above theory, the technique was used by teachers to teach reading comprehension is one of the most important aspects to create effective teaching process. According to Walberg in Najmonnisa states that effective teaching is influenced based on several factors such as positive reinforcement, advance organizer, cues and feedback, higher order questioning, positive classroom environment and cooperative learning. Seeing these above factors, the cooperative learning factor became a focus research that would give influence in teaching learning process.

The important of reading skill is in line with the goal of reading, that is Comprehension. Goldenberg (2011) maintains that "comprehension" is very often the main objective of the reading process and everything else is simply a means to this end. According to Karimi and Hamzavi (2017) reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. RAND in Caldwell (2008) states that Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Klingner, et.al (2007) . In order to comprehend the text, students must be able to decode the words on the page and to extract meaning. As we know that reading is a receptive skill, so that by

reading the EFL learners receives a lot knowledge and they understand what has been read. A lot of reading will broaden our thinking about knowledge.

According to Slavin in Davidson (2014), Cooperative learning refers to a set of instructional methods in which students are encouraged or required to work together on academic tasks. Cooperative learning methods may be as simple as having students sit together to discuss or help one another with classroom assignments, or may be quite complex. It means that cooperative learning is a student-centered, instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Therefore, cooperative learning technique is regarded to be best solution for teaching reading of Indonesian EFL learners on secondary level. In educational development, one type of cooperative learning technique was introduced by Kagan that is Co-op Co-op.

Kagan (1985) stated the essence of Co-op Co-op is to allow students to work together in small groups to advance their understanding of themselves and the world, and then to provide them with the opportunity to share that new understanding with their peers. As Daniel's statement (1993) Co-op Co-op is students work in groups to produce a particular group product to share with the whole class; each student make a particular contribution to the group. It means that students in group become experts in particular aspect of a topic. Students allowed to work together make them reduce their burden to read and understanding the whole text individually. Then, the opportunity to share idea in discussion make Co-op Co-op is flexible to use. When they discuss reading task they use their previous knowledge, and then share their own understanding. Thus the name Co-op Co-op (Cooperating in order to Cooperate): Students cooperate within their small teams to produce something of benefit to share with the whole class; they are cooperating in order to cooperate (Slavin, 1985). It is particularly useful to help one another in reading process.

These following steps are the procedure of teaching reading comprehension by using Co-op Co-op, this technique was proposed by Kagan (1985). Nevertheless, the inclusion of certain elements or steps increases the probability of success of the technique. The 10 most essential elements or steps of Co-op Co-op are described: Step 1: Student-Centered Class Discussion;

Step 2: Selection of Student Learning Teams; Step 3: Team Building; Step 4: Team Topic Selection; Step 5: Minitopic Selection; Step 6: Minitopic Preparation; Step 7 : Minitopic Presentation; Step 8: Preparation of Team Presentations; Step 9: Team Presentations; Step 10: Evaluation.

Concerning the implementation of Kagan's Cooperative learning technique (Co-op Co-op) in Indonesian EFL learners, the newest research was conducted by Hasria in 2019. She investigated the implementation of Co-op Co-op strategy to increase the eighth grades students' activeness in Reading at MTsN 2 Sidrap. In her research, she found that the class which was taught by Co-op Co-op has better achievement in reading. They can engage with text and more active in reading activity. Then, the result from questionnaire to know the students' responses were strongly positive.

Co-op Co-op was also effective to be implemented in teaching learning reading comprehension. It has been applied by Farid Helmi (2017) with the title was The Implementation of Kagan's Cooperative (Co-op) Technique to Improve Reading Comprehension of Junior High Students. It has been applied at the eighth grade students of MTsN Ngawi. He assumed that Co-op Co-op increased the students' reading score because the students could accept and comprehend Co-op Technique in teaching and learning process. It was proven by the mean of students' score before treatment were 69.54 and the mean of the students' score after treatments were 76.15. It means that Co-op Co-op technique was effective to teach reading comprehension on junior secondary level students.

Further, the effectiveness of Co-op Co-op was found in teaching reading descriptive text on second grade students of SMPN 1 Kayen Pati. This research has been conducted by Setiadi (2014). Based on his 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 was an effective.

Based on some previous researches, the researcher concluded that the implementation of Co-op Co-op (Cooperative in order to Cooperate) technique had better performance for Indonesian learners on Junior Secondary Level. It can be seen from the result of those researches. Thus, the use of Co-op Co-op technique was considered as an effective way in order to improve students' reading comprehension particularly for Indonesian EFL learners.

Some previous researches that were mentioned above have contributed to this current research yet many studies have been conducted on the effect of Co-op Co-op on Junior Secondary Level but the use of Co-op Co-op on Senior Secondary Level has not been explored yet. Additionally, some area typically investigated the reading comprehension according to 8 aspects from Brown theory still rare. According to Brown (2003), there are eight aspects which should be assess in reading comprehension, they are main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail

(scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context. Therefore, it leads this current study to investigate it. Based on those explanations, this research aimed to investigate the effectiveness of using Co-op Co-op as an alternative technique that can be used for teaching reading comprehension on EFL learners on senior secondary level context. Then, to find out the aspect of reading which improves the most after Co-op Co-op technique applied in teaching learning process.

II. Methods

This research was quantitative study. The design of the research was control group pretest posttest design. After collecting the data, it would be analyzed by using SPSS 16.0 used independent sample t-test to know the significant effect after the treatment given to the samples.

Samples

The samples were taken by using cluster random sampling. The population of this research was the eleventh grades students of Senior High School 1 Gedong Tataan. According to Fraenkel (2009), a sample is any part of a population of individuals on whom information is obtained. Thus, sample is part of population that used in this research. Two classes of eleventh grade were chosen; XI Social 3 (experimental class) and XI Social 1 (control class). Totally consist of 47 students.

Instruments

In this current study, the researcher used reading comprehension test to collect the data as an instrument in this research. There were 2 tests, pre-test was given before treatment and post-test was given after the treatment. The reading test consist of 25 multiple choices questions. Based on the curriculum, the reading text material which taught in eleventh grades on second semester was explanation text.

III. Result and Discussion

Result

The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test. The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not.

Table 1. Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Gain Score	Experimental class	.162	23	.122	.975	23	.804
	Control Class	.152	24	.159	.947	24	.233

a. Lilliefors Significance Correction

The samples for experimental class were 23 students and the sample for control class were 24 students. Shapiro-Wilk should be used if the sample was less than 30. Based on the table above, it can be seen that Pvalue (Sig.) for experimental class was 0.804 and Pvalue (Sig.) for control class was 0.233, and $\alpha = 0.05$. Because Pvalue (Sig.) was > 0.05 (α), thus, H_0 was accepted and the conclusion was the data of experimental dan control class had normal distribution.

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not.

Table 2. Test of Homogeneity of Variances

Gain Score			
Levene Statistic	df1	df2	Sig.
.112	1	45	.739

This homogeneity test, the Levene statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that Pvalue (Sig.) was 0.739 which was more than $\alpha = 0.05$, it means H_0 was accepted because Pvalue (Sig.) > 0.05 (α) and the conclusion was the variance of the data was homogenous.

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objective of the research question 1 was accomplished

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain Score	Equal variances assumed	.112	.739	2.950	45	.005	13.53623	4.58778	4.29597	22.77649
	Equal variances not assumed			2.948	44.686	.005	13.53623	4.59180	4.28608	22.78639

The hypotheses of this research were tested by using independent sample t-test, it was used to compare both control class and experimental class mean and the sample was taken from two different samples. The mean of pre-test score of experimental class was 44.70 and the post-test was 81.57 and while the mean of pre-test of control class was 47.83 and the post-test was 71.17. Based on the results obtained in the independent sample t-test in the table above, that the value of significant generated Sig. (Pvalue) was 0.005 which was less than the $(\alpha) = 0.05$. In other words, the Sig. (Pvalue) $< \alpha = 0.05$. It means, the H_a was accepted and H_0 was rejected. Based on the computation, it can be concluded that there was significant effect of using Co-op Co-op towards students' reading comprehension on explanation text at the eleventh grade of SMA Negeri 1 Gedong Tataan.

In addition, the implementation of Co-op Co-op in learning reading comprehension has proven increased the students' achievement in all aspects of reading. It can be seen from table below which provided the percentage of students' increasing in each aspect from pre-test to post-test.

Table 4. Pre-test answer percentage on each aspect of Reading Comprehension

No	Aspect of Reading Comprehension	Total Answered	Maximum Answered	Percentage
1	Main idea	66	138	47,83%
2	Expression/idioms/phrases in context	16	46	34,78%
3	Inference (implied detail)	36	69	52,17%
4	Grammatical features (reference)	39	92	42,39%
5	Detail (scanning for specifically stated detail)	34	92	36,95%
6	Excluding facts not written	24	46	52,17%
7	Supporting ideas	32	69	46,37%
8	Vocabulary in context	10	23	43,47%

Table 5. Post-test answer percentage on each aspect of Reading Comprehension

No	Aspect of Reading Comprehension	Total Answered	Maximum Answered	Percentage
1	Main idea	108	138	78,26%
2	Expression/idioms/phrases in context	14	23	60,87%
3	Inference (implied detail)	38	46	82,61%
4	Grammatical features (reference)	72	92	78,26%
5	Detail (scanning for specifically stated detail)	124	138	89,85%
6	Excluding facts not written	41	46	89,13%
7	Supporting ideas	37	46	80,43%
8	Vocabulary in context	35	46	76,09%

Table 6. The improvement of students' achievement on each aspect of reading comprehension

No	Aspect of Reading Comprehension	Percentage		Increase
		Pre-test	Post-test	
1	Main idea	47,83%	78,26%	30,43%
2	Expression/idioms/phrases in context	34,78%	60,87%	26,09%
3	Inference (implied detail)	52,17%	82,61%	30,44%
4	Grammatical features (reference)	42,39%	78,26%	35,87%
5	Detail (scanning for specifically stated detail)	36,95%	89,85%	52,90%
6	Excluding facts not written	52,17%	89,13%	36,96%
7	Supporting ideas	46,37%	80,43%	34,06%
8	Vocabulary in context	43,47%	76,09%	32,62%

Based on tables 4, 5 and 6, Co-op Co-op technique has proven can improve the students' reading comprehension in all aspect from Brown (2003). After calculating the data, the improvement can be seen from the percentage gaps of each aspect on pre-test and post-test. Especially, for Detail (scanning for specifically

stated detail) aspect, the improvement was more than 50%. It means that, the detail (scanning for specifically stated detail) was the most improved aspect after being taught by using Co-op Co-op technique. Then, the expression/idioms/phrases in context aspect become the minimum improved aspect after being taught by using Co-op Co-op technique.

IV. Discussion

Based on the result of the research, it can be seen that the result of students' reading comprehension in experimental class was higher than the result of students' reading comprehension in control class. It can be concluded that the students who learn reading comprehension through Co-op Co-op were showing significant effect than students who learn reading comprehension through Lecturing Technique. Some interesting findings emerged from this study, there were various reasons on why the Co-op Co-op was successful.

First, in this technique, students were allowed to work together and they have more opportunity for discussed and shared their understanding each other within the team. This step encouraged students to more active and more expressive in the classroom and maximize the heterogeneity as a social development for themselves. Second, by asked the students to chose the topic which interested for them, it was stimulus their curiosity. This technique gave the students to control themselves more, they know what and how to learned, and after that they share the result of discussion to the whole class. Third, the mini-topic as each student responsibility encouraged students reading interest because they should gave contribution for each group. Forth, they felt happy when they could comprehend the text faster than before because they had good cooperation with their teammate. This is in line with the advantages of Co-op Co-op according to Setiyawan (2017), he stated that by respecting the intelligence, the interests, and the expressive capacities of students, Co-op allows students to "enjoy a sharing and community effort" and in the process, to "become aware of the facilities within themselves".

Furthermore, this current research also proved that after being taught by using Co-op Co-op technique, it improved students' reading comprehension in all aspect, especially for the most improved aspect was detail (scanning for specifically stated detail). The improvement of the students' reading comprehension in determining detail information was caused by implementing this technique, students learn text collaboratively with engaged each step in Co-op Co-op; choosing the interest topic, expert on their own mini-topic, discussing the text in group, summarizing the concept of their understanding until presenting the result. Those steps made the students comprehend the whole of the text fully until the detail information even explicit and implicit information. The finding of this research was also consistent with the previous research conducted by Yulantana et.al.(2016) in a senior high school in Surakarta in January. She's research proved that by using Co-Op Co-Op technique, it could improve the students' reading comprehension in determining detail information; explicit and implicit information. Beside of the improvement mean of reading scores, the students seemed active and motivated in applying Co-op Co-op steps.

By all steps in Co-op Co-op, the students were focused to specific topic, therefore each of them had deep comprehension and became expert of the topic. Then, their contribution to group about their own understanding forced the students to comprehend the whole of text. That's what was believed that Co-op Co-op effective to enhance the students' reading comprehension in learning process. It can be concluded that Co-op Co-op was one of best technique to engage students' reading comprehension and motivate the students to improve their reading interest. The result showed that there was significant effect of using Co-op Co-op towards Students' Reading Comprehension on Explanation Text at the Eleventh Grade of SMA Negeri 1 Gedong Tataan.

V. Conclusion

Based on the result of the research above, it can be concluded that by using Co-op Co-op (Cooperating in order to Cooperate) technique, it can improve the students' reading comprehension by implementing some steps in Co-Op Co-Op technique by choosing the topics, expert in mini-topic, 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 monitored and facilitated the group efforts in discussing the materials and exercises. Furthermore, detail (scanning for specifically stated detail) became most aspect that has improvement from others since all steps in Co-op Co-op directed the students to comprehend the text specifically in detail on explicit, even implicit information.

VI. Suggestions

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

1. For teachers

Co-op Co-op is good technique to teach reading comprehension due to the fact this technique can improve students' achievement in reading and motivate the students' in learning process. Considering this, the teachers

are suggested to design and prepare the activity in each step of Co-op Co-op become interactive learning process. Therefore, it requires more effort from the teacher to implement it.

2. For students

By getting the benefit from implementation of Co-op Co-op that this technique enables the students to participate actively by learning collaboratively. The students should not be afraid in expressing their new understanding and making mistakes. The students must be more confident and active in learning activity. Reading is not always about the text or the author's ideas but also can be the students' ideas. It means that, the students can enhance not only their academic achievement but also their soft skill (learn collaboratively) by using Co-op Co-op in teaching learning process.

3. For other researchers

It is really beneficial to other researchers who interest in conducting the research to enhance students' achievement. They are suggested to conduct a research about implementation of Co-op Co-op for other skills, such as listening, speaking or writing. Then, still widely open to research the effect of Co-op Co-op on students' psychological area.

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