



## The Effectiveness of Cooper Method to Teach Reading Comprehension to the Seventh Grade Students of MTs Nurussalam Sidogede Belitang OKU Timur

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### Abstract

The problem of this study is the effectiveness of cooper method to teach reading comprehension at the seventh grade students of MTs Nurussalam Sidogede Belitang OKU Timur. The objective of this study is to know whether or not the cooper method effective to teach reading comprehension. In this study, experimental method was used. The population was all of the seventh grade students. The total number of population was 70 students. The sample was 70 students taken through cluster random sampling, consisting of 35 students as the experimental group and 35 students as control group. The result of experimental group in the pre-test was 81.14. The highest score of the students was 90, the lowest score was 65, and while the median score was 80, and modus score was also 80. In the post-test control group, the mean score was 62.71. The highest score was 60, while the lowest was 55, and While the median score was 60, and modus score was 55. In fact, the students' scores in the post-test were better than those in the pre-test. The result of the matched t-test calculation was 10.77. It was higher than 1.697 (The critical value). It can be said that the alternative hypothesis ( $H_a$ ) was accepted and the null: hypothesis ( $H_o$ ) was rejected. It means that the teaching reading by using cooper method was effective at MTs Nurussalam Sidogede Belitang OKU Timur.

**Keywords:** *Cooper method, teaching, and reading comprehension.*

### INTRODUCTION

One of the purposes of teaching English as a foreign language to Indonesian students was that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university.

#### Background

Reading is the most important single in study (Madox, 1993:76). And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority. Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. All the subjects in Junior High School such as mathematics, science, language, and others depend on the ability to read. In high school and college reading ability becomes even more important. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps to distinguish human being from other animal.

In teaching reading, the teacher can use cooper method. This method will help the teacher and students understand easily. In this method, the students are asked to be active in the process of reading. So that, the students have a lot of chance in the reading and the students can explore the reading comprehension. Even in this day of multimedia reading is still the most essential skill to acquire knowledge. The internet has meant that information is freely available to anyone who can log on. However, to absorb teaching and learning, information and applying reading are required. With that advent of websites and books reading has continued to increase in importance.

According to Miles (1999:3), cooper method is the methods that make the participant to be active. Miles continues the statement that in this method, there is no one is passive, because they are included in this activity. Cooper method is the method that asked the students to work together. (Harold, 1990:34). It is effective because the students can share their knowledge and each of the students will have a chance to thinks about the materials that they have. The advantage of teaching reading comprehension achievement by using cooper method are the students pay attention to speaking, interaction between students and students, and between teacher and students, (Finn, 1995:42). Cooper method also gives the opportunities to the students to create their imagination in preparing their discussion.

Besides the advantage, the cooper method also given the disadvantage in teaching reading comprehension achievement, it is that cooper method is rather difficult to apply because it is need the students master in English, especially for reading skill and speaking skill, ([http://wiki.answers.com/Q/Advantages\\_and\\_disadvantages\\_of\\_copper](http://wiki.answers.com/Q/Advantages_and_disadvantages_of_copper)).

Based on the problem above, the authors intend to conduct research under the title is “**The use of cooper method to teach reading comprehension to the seventh grade students of MTs Nurussalam Sidogede Belitang OKU Timur.**”

The objective of the study is to know whether or not the cooper method is effective to teach reading comprehension at the seventh grade students of MTs Nurussalam Sidogede Belitang OKU Timur.

**METHOD**

The method that writer used in this study is the experiment method. The writer applied true experimental design and specially none equivalent group pre test and post test design. The study is organized through experimental and control group. In experimental group, the students were given pre test, treatment of Cooper method, and post test, while in the control group the students are given pre test and post test only without having treatment of Cooper method.

**Technique for collectng the data**

In collecting the data, the researcher has a test. A test is a set of questions which is used to measure students’ ability. Test in any series of questions or exercise or other means of measuring the skill, knowledge, intelligence capacities or aptitudes of an individual or group. A test has been given to find out the students’ reading comprehension achievement in answering reading comprehension questions. The questions have been given in pre-test and post-test, while in control and experimental group. The test will consist of 20 questions based on the descriptive text.

**a. Validity**

Validity is the most important quality to consider on the preparation and means that the test must be appropriate in term of the objective.

**Table 1.** Test specification

Objectives of Study	Test materials	Indicator	Test format	Number of items
The students are able to do the reading comprehension achievement based on the test given.	Reading text	Students are able to find out the main idea, main paragraph, synonym, antonym, and vocabulary.	Multiple choice	1 – 20

**a. Reliability**

Reliability is a measure of degree to which a test given consistent result. A test is said to be reliable if it is given on different occasions or when different people used it. Reliability means the stability of the test score. A test cannot measures consistently. The writer estimates the reliability of the test by using the Kurder-Richardson 21 (KR 21). The test is considered reliable if the reliability coefficient is more than 0.70, and unreliable if it less than 0.70.

**Technique for Analyzing Data**

In the reading test, the writer gave pretest and posttest. Both of them has been analyzed to obtain from the students is by calculating their answer in answering the test given. There are twenty questions on the instrument. The writer has been calculated the result of the test by using this step.

After finishing the three steps above, the researcher used the percentage to analyze the data of the test (Sugiyono, 2009:20). The formula is as follows

- 1) Checking the students’ incorrect answers
- 2) Evaluating the number and average of the students’ correct answers
- 3) Determining the students’ incorrect answers

After the score of the test gotten, the writer used the conversion of percentage range is a criterion that used to know that arrange level grades of the students after they have done the test.

**RESULTS AND DISCUSSION**

This section presents (1) findings and (2) discussion of the findings from the data analysis.

**Findings**

The findings of the researcher were grouped into five parts: (1) the pre-test score of the students in the experimental group, (2) the post-test scores of the students in the experimental group, (3) the pretest scores of the students in the control group, (4) the post test scores of the students in the control group, and (5) the calculation of matched t-test formula.

**Students’ pretest score in experimental group**

The students who participated in the pre-test consisted of 35 students. The pre-test was given to the students, before they teach by using cooper method.

**Table 2.** The result of the students Pre-test in the Experimental Group at MTs Nurussalam Sidogede Belitang OKU Timur

No	Total		Score	Criteria
	True	False		
1	14	6	70	Good
2	12	8	60	Moderate
3	10	10	50	Enough
4	12	8	60	Moderate
5	12	8	60	Moderate
6	16	4	80	Very good
7	16	4	80	Very good
8	15	5	75	Good
9	16	4	80	Very good
10	15	5	75	Good
11	16	4	80	Very good
12	17	3	85	Very good
13	17	3	85	Very good
14	10	10	50	Enough
15	14	6	70	Good
16	13	7	65	Moderate
17	12	8	60	Moderate
18	15	5	75	Good
19	16	4	80	Very good
20	17	3	85	Very good

  

No	Total		Score	Criteria
	True	False		
21	18	2	80	Very good
22	12	8	60	Enough
23	14	6	70	Good
24	12	8	60	Moderate
25	10	10	50	Enough
26	12	8	60	Moderate
27	12	8	60	Moderate
28	16	4	80	Very good
29	16	4	80	Very good
30	15	5	75	Good
31	16	4	80	Very good
32	15	5	75	Good
33	16	4	80	Very good
34	17	3	85	Very good
35	17	3	85	Very good
Total			2505	
Average			71.57	
Median			75	
Modus			80	

From the table 8 above can be concluded that from 35 students in the experimental group. The result of Experimental group in the pre-test average 71.57. The highest score obtained was 85 and the lowest score 50.

**The Post-test Scores of the Students in the Experimental Group**

The students who participated in post-test consisted of 35 students. The post-test was given to the students after being taught teaching reading through cooper method. Table 10 shows the result of post-test score of the students in the experimental group.

**Table 3.** The result of the students Post-test in the Experimental Group at MTs Nurussalam Sidogede Belitang OKU Timur

No	Total		Score	Criteria
	True	False		
1	14	6	70	Good
2	16	4	80	Very good
3	13	7	65	Moderate
4	16	4	80	Moderate
5	16	4	80	Moderate
6	18	2	90	Excellent
7	16	4	80	Very good
8	16	4	80	Very good
9	17	3	85	Very good
10	15	5	75	Good
11	17	3	85	Very good
12	19	1	95	Excellent
13	18	2	90	Excellent
14	15	5	75	Good
15	17	3	85	Very good
16	15	5	75	Good
17	16	4	80	Very good
18	16	4	80	Very good

  

No	Total		Score	Criteria
	True	False		
21	21	17	3	85
22	16	4	80	Very good
23	14	6	70	Good
24	16	4	80	Very good
25	13	7	65	Moderate
26	16	4	80	Moderate
27	16	4	80	Moderate
28	18	2	90	Excellent
29	16	4	80	Very good
30	16	4	80	Very good
31	17	3	85	Very good
32	15	5	75	Good
33	17	3	85	Very good
34	19	1	95	Excellent
35	18	2	90	Excellent
Total			2840	
Average			81.14	
Median			80	

19	16	4	80	Very good	Modus	80
20	18	2	90	Excellent		

From the table 10 above can be concluded that from 35 students in the experimental group. The result of Experimental group in the post-test average 81.14. The highest score obtained was 95 and the lowest score 65.

**Students' Pre-test Scores in Control Group**

The students who participated in the pre-test consisted of 35 students. The pre-test was given to the students for the teaching reading by using book.

**Table 4.** Students' Pre-test Scores in Control Group

No	Total		Score	Criteria
	True	False		
1	12	8	60	Moderate
2	9	11	45	Low
3	12	8	60	Moderate
4	12	8	60	Moderate
5	11	9	55	Enough
6	13	7	65	Moderate
7	11	9	55	Enough
8	14	6	70	Good
9	9	11	45	Low
10	12	8	60	Moderate
11	11	9	55	Enough
12	15	5	75	Good
13	11	9	55	Enough
14	12	8	60	Moderate
15	11	9	55	Enough
16	12	8	60	Moderate
17	11	9	55	Enough
18	12	8	60	Moderate
19	13	7	65	Moderate
20	10	10	50	Enough

No	Total		Score	Criteria
	True	False		
21	12	8	60	Enough
22	14	6	70	Good
23	12	8	60	Moderate
24	9	11	45	Low
25	12	8	60	Moderate
26	12	8	60	Moderate
27	11	9	55	Enough
28	13	7	65	Moderate
29	11	9	55	Enough
30	14	6	70	Good
31	9	11	45	Low
32	12	8	60	Moderate
33	11	9	55	Enough
34	15	5	75	Good
35	11	9	55	Enough
Total			2055	
Average			58.71	
Median			60	
Modus			60	

From the Table 12 above can be concluded that from 35 students in the control group. The result of Control group in the pre-test average 58.71. The highest score obtained was 75 and the lowest score 45.

**The Post-test Scores of the Students in the Control Group**

The students who participated in post-test consisted of 35 students. The post-test was given to the students after being taught teaching reading by using book. Table 14 shows the result of post-test score of the students in the Control group.

**Table 5.** The result of the students Post-test in the Control Group

No	Total		Score	Criteria
	True	False		
1	14	6	70	Good
2	12	8	60	Moderate
3	11	9	55	Enough
4	14	6	70	Good
5	13	7	65	Moderate
6	11	9	55	Enough
7	13	7	65	Moderate
8	11	9	55	Enough
9	14	6	70	Good
10	11	9	55	Enough
11	13	7	65	Moderate
12	11	9	55	Enough
13	15	15	75	Good
14	12	8	60	Moderate
15	11	7	55	Enough
16	14	6	70	Good
17	16	4	80	Excellent
18	11	9	55	Enough
19	12	6	60	Moderate
20	13	7	65	Moderate

No	Total		Score	Criteria
	True	False		
21	11	9	55	Enough
22	13	7	65	Moderate
23	14	6	70	Good
24	12	8	60	Moderate
25	11	9	55	Enough
26	14	6	70	Good
27	13	7	65	Moderate
28	11	9	55	Enough
29	13	7	65	Moderate
30	11	9	55	Enough
31	14	6	70	Good
32	11	9	55	Enough
33	13	7	65	Moderate
34	11	9	55	Enough
35	15	15	75	Good
Total			2195	
Average			62.71	
Median			60	
Modus			55	

The Table 14 above can be concluded that from 35 students in the experimental group. The result of control group in the post-test got the average was 62.71. The highest score was obtained was 80 and the lowest score was obtained 55.

**Discussion**

Based on the finding above, the mean score from pre-test Experimental group was 71.57, the highest score was 85, the lowest was 50, while the median score was 75, and modus score was also 80. In the pre-test Control

group, the mean score was 58.71, the highest score was 75, the lowest was 45, while the median score was 60, and modus score was also 60

In the post-test, the result of experimental group in the pre-test was 81.14. The highest score of the students was 90, the lowest score was 65, and while the median score was 80, and modus score was also 80. In the post-test control group, the mean score was 62.71. The highest score was 60, while the lowest was 55, and While the median score was 60, and modus score was 55. In fact, the students' scores in the post-test were better than those in the pre-test. The result of the matched t-test calculation was 10.77. It was higher than 1.697 (The critical value). It can be said that the alternative hypothesis (Ha) was accepted and the null: hypothesis (Ho) was rejected. It means that the teaching reading by using cooper method was effective at MTs Nurussalam Sidogede Belitang OKU Timur.

### Conclusions

Based on the description in the previous chapter, it could be seen that in the pre-test of the experimental group the highest score was 85, the lowest score was 50 and the mean score was 71.57. In post-test the highest score was 95 and the lowest score was 65 and the mean score 81.14. And In the pre-test of the control group the highest score was 75 the lowest score was 45 and the mean score was 58.71. In post-test the highest score was 80, the lowest score was 55 the mean score was 62.71.

From the calculation, it was found that the value of matched t-test was 10.77 higher than the t-table 1.697. It can be said that the alternative hypothesis (Ha) was accepted and the null: hypothesis (Ho) was rejected. Therefore, it could be concluded that the teaching reading by using cooper method was effective at MTs Nurussalam Sidogede Belitang OKU Timur.

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