

Improving Students' Reading Comprehension through Cooperative Language Learning and Reading Strategies

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Reading is the active process of understanding print and texts. The effective of teaching reading is applied to improve students' reading skills. In addition, reading cannot be separated by comprehension. Since reading is complex developmental challenges that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, lecturers select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. And students are learning subject-specific content through authentic reading tasks. This study aims to identify the activities of teaching reading using cooperative language learning (CLL) and reading strategies at students of Pamulang University (UNPAM). It is focused on the effective of teaching reading through cooperative language learning and reading strategies. For The Data source is the English students who are learning in the second reading class. Qualitative approach is used to analyze the study and the results are described and analyzed in essay form. Based on the data analysis, the implementation of cooperative language learning method and reading strategies in teaching reading has an important significant that students are active and interested in their reading class. The materials used are from many sources, and some topics given to discuss are various in a group. It is applied in the class activities to know the achievement of students' reading comprehension.

Keywords: reading, cooperative language learning, strategy, group work

Membaca merupakan proses aktif untuk mengerti teks. Oleh karena itu perlu diajarkan membaca yang efektif untuk memperbaiki kemampuan membaca siswa. Karna membaca merupakan proses kompleks yang juga melibatkan memori dan motivasi, sdsen perlu mengajarkan strategi membaca. Studi ini bertujuan untuk meneliti Cooperative Language Learning (CLL) dan strategi membaca pada mahasiswa di Universitas Pamulang. Dengan menggunakan metode kualitatif, studi ini menemukan bahwa implementasi CLL membuat siswa aktif dan tertarik membaca.

INTRODUCTION

Reading is one of the important language skills in English learning. By reading people can get much information and express their knowledge with different text. Reading is one of four basic skills language by which people relate themselves to understand a text. In addition, reading cannot be separated by comprehension. Without comprehending or understanding the text, the activity of reading is useless. Students can get the skill on how to understand a text and find specific information such as main idea, supporting sentence, conclusion and etc. In this case, many teachers try to establish English language skills, like reading skills for the purpose of communicative activity in the classroom. Besides, the students have to master their reading skills

to get much information from the passages and teachers should be as creative as possible in teaching reading process and always motivate students in order to create good condition in learning.

Furthermore, English teachers should find suitable methods or approaches in teaching English reading skills in the classroom in order to make the students interested and get the improvement on their reading ability. Cooperative language learning (CLL) is one of method which is appropriate to use to teach reading for student. There are some activities teaching reading by using cooperative language learning that could be applied by the teachers in the classroom, like discussion, guessing unknown words, predicting from words and pictures etc.

Reading is one of four basic skills language by which people relate themselves to understand a text. By reading people can get much information and express their knowledge with different text. However, many teachers try to establish English language skills for the purpose of communicative activity in the classroom. In this case, the students have to master several components of reading skill, like grammar, vocabulary and language acquisition in order to improve their reading skill. The lacking of these components will cause some problems, for instance, the students less understand what they read. Another problem that usually happened in reading is being lazy or less read different kind of text. Therefore, the teachers should be as creative as possible in teaching reading process and always motivate students in order to create better condition.

Cooperative language learning (CLL) is a method with work group technique during the reading class activities. Using CLL, the students are able to interact with other students in the classroom. It gives students an opportunity to share ideas to other students like in a discussion. CLL activities will be useful to develop their interpersonal skill in reading. Obviously, the students could practice a lot and get their improvement in English reading skills. And this method gives knowledge in applying the activities in teaching reading skill to the students. Not only for students but also English teachers, CLL helps teachers to teach students by using right alternative technique.

Reading is one of some language skills that should be achieved by students or people to make capable of doing all these things in others language. Reading is an individual capable that able to scan and skim a text, Harmer (2007) defines reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. It can be assumed that reading is important part of education that needs more attention and also can be used as an individual ability. Additionally, reading is a way of understanding a text.

According to Gebhard (1987), it is important to teachers to facilitate successful reading before students begin the reading. In addition, he describes that there are two areas of concern in the selection of reading materials such as level of difficulty and the interest factors. It can be assumed that reading materials has many ways and difficulty to implement by student. And teachers must be know what their student needed to improved their student skills. Theory of Grabe

and Stoller (2009), Reading is the ability to draw meaning from the printed page and interprets this information appropriately. While Harmer (1991) states, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out of these messages. Grabe and Stoller (2002) explain reading is the ability to draw meaning from the printed page and interprets this information appropriately. Reading can interpret some of information in the context and get the meaning of reading topics. Reading is process to understand what the text says. It is not only about how to get the meaning of words but also how to get a lot of information and ideas of the writer. It can be concluded that reading is the way to understand the text in many topics. By reading many English books, many people get many experience, ideas, or knowledge. And also People will enjoy reading if they get pleasure from the text they read. It can be assumed that reading can improve the ability of the students and make significant skills in learning foreign language. According to Harmer (2007), reading is useful for language acquisition. The more their read, the better they get it. Reading also has a positive effect on our vocabulary knowledge, our spelling, and our writing. It also can be concluded that one of the ways to improve language acquisition is through reading.

Extensive reading builds students capable to competing with different ways. The teachers are preparing the materials and monitoring their students to gets the good results. Harmer (2007) mentions the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom, students can read everywhere not only in the classroom, for example reading newspaper, magazines, novel, prose, web pages, etc. Renandya and Jacobs (2002) state, extensive reading has many benefits and some of them are first, it enhances language learning in such areas as spelling, vocabulary, grammar,, and test structure. Second, it increases knowledge of the world. Third, it improves reading and writing skills. It is a greater enjoyment of reading, fourth, it is more positive attitude toward reading. And the last, it is higher possibility of developing a reading habit. Based on the statements, it can be inferred, that the extensive reading improves students' reading skill and gaining reading ability in vocabulary, spelling and writing. In other words extensive reading also called reading for pleasure or joyful reading.

Harmer (2007) mentions, Intensive reading is usually accompanied by study activities. lecturer asks students to work out what kind of text they are reading, find out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills. Intensive reading is an accuracy activity involving reading for detail. Intensive reading is also generally used in reading shorter texts to extract specific information.

In teaching and learning process, the teachers need an interesting material to be presented in the class activities. The materials not only should be appropriate for the student's level but also should be interesting in order to create and maintain in the classroom activities. According to Jansen (2005):

1. It is embedded in a content area so that students are learning strategies while they are engaged in their regular reading for variety of purposes.

2. Strategies are taught through direct explanation, teacher modeling, and feedback. Students are never in doubt as to what the strategies are, where and when they can be used, and how they are used. The teacher model expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.
3. Strategies are constantly recycled over new texts and tasks. The students encounter individual strategies and groups of strategies time and time again. In this way, students better understand the usefulness of strategies, and there is transfer of training from one type of text or task to another.
4. Strategies use to develop over the long term. It is estimated that it takes several years for L2 students to develop as strategic readers. Certainly, the decontextualized teaching of individual strategies for a short period is not likely to have long-term impact on students or to effectively help them develop as strategies readers

Regarding to Janzen's statement, it can be described that to get successfully on classroom activities must be known a good of reading strategic. The teachers must introduce and practice some reading strategies to their students to become a good reader. McGovern, Matthews, and Mackay (1994) describe that reading process is divided into some elements, such as:

1. Predicting: before you read a text in detail, it is possible to predict what information you may find it. You will probably have some knowledge of the subject already, and you can use this knowledge to help you *anticipate* what a reading text contains. To help you predict, you may also use skimming and scanning strategies.
2. Skimming: involves reading quickly through a text to get an overall idea of its contents.
3. Scanning: involves looking for specific words, phrases and items of information as quickly as possible. In other words, scanning involves rapid reading for the specific rather than the general; for particular details rather than the overall idea. Scanning will help you find such information more efficiently.
4. Detailed reading: this can be described as a more comprehensive reading. It involves a slower and more careful reading process.
5. Guessing unknown words: it is unlikely that you will understand 100 percent of the vocabulary in a text, especially at a first reading. Use first the context and then your own knowledge of the subject to help you guess the meaning of unknown words. At your first reading of the text it is usually best not to stop and consult your dictionary. This will interrupt your process of reading and understanding. The dictionary can be used at a later stage. In using the context to help you guess unknown vocabulary, you can refer first to immediate context and then to the wider context in which a word is found.
6. Understanding main ideas: each paragraph will usually contain one main idea, sometimes referred to as the paragraph topic. The reading materials provide several exercises which help you identify and understand the main ideas in a text. Knowing the key points in a reading text is vital in assessing its importance and relevance for your needs.

7. Inferring: sometimes a writer will suggest or express something indirectly in a text. In other words, a writer will imply something and leave it to the reader to infer or understand what is meant. When the writers do this, they rely to some extent on the knowledge of their readers-knowledge of a subject or cultural knowledge, for example. Inferring a writer's meaning is sometimes important in the process of understanding a reading text.
8. Understanding text organization: writers structure, or organize, their writing in many different ways.
9. Assessing a writer's purpose: the text organization a writer selects will partly depend upon his or her particular purpose. A writer may want to inform or persuade, and he or she will select a structure or pattern of organization according to this purpose.
10. Evaluating a writer's attitude: writers are not necessarily neutral or objective when they write, particularly if they are trying to persuade readers to agree with their opinions. It is important that you recognize what an author's attitude is in relation to the ideas or information being presented.

The points above explain that reading strategy can help the students to improve their skill in understanding the reading texts. They can practice and applied in deferent ways in academic process. It is clear that the best result of the lesson, the teachers should know very well about the materials and equipment to support teaching process in the classroom.

Cooperative language learning or CLL is one of methods to teach attractive in learn reading skill in the classroom. Regarding to Richard and Rodgers (1986) in Richards and Renandya (2002), Method is an umbrella term to capture refined approaches, designs, and procedures. Similarly, Prabu (1990) in Richards and Renandya (2002) thought, method is about both activities and theories used in the classroom that supports each other. Therefore, from both definitions, the method is not only an approach, design and procedure but also includes the classroom activities in learning process. According to Richard and Rodgers (2001), cooperative language learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups' learner in the classroom. It can be analyzed that the students work together in pairs and groups, and they share about information or knowledge that they have found out.

In teaching reading, cooperative language learning (CLL) is a way to be used in order to motivate students more active in learning. The basic of cooperative language learning can be founded on some basic premises about the interactive/cooperative nature of language and language learning that makes builds on these premises in several ways. Regarding to Richards and Rodgers (2001), Cooperative Language Learning is also known as Collaborative Learning (CL), cooperative language learning (CLL) is an approach to teaching students that maximum use of cooperative activities involving pairs and small groups of learner in the classroom. It can be inferred that teachers designed students to make pair groups in classroom activities to foster cooperation rather than competition. In Language teaching, cooperative language learning is a way of promoting communicative interaction in the classroom.

In cooperative learning, the students have the same goal to improve their skills. According to Brown (2001), Cooperative is not competitive usually involves the above learner-centered characteristics. As a students work together in pairs and groups, they share information and come to each others' aid. They are a 'team' whose players must work together in order to achieve goals successfully. The students have the same responsibility to achieve goals successfully in their group learning. In addition, Orlich et al (2007) explains, cooperative learning is learning based on a small group approach to teaching that holds students accountable for both individual and group achievement. Meanwhile, Moore (2005) says, cooperative learning is more than simply putting students in groups. Cooperative learning generally requires that students work together in mixed-ability groups in accomplishing a set of tasks.

Regarding to the point stated above, it can be assumed that lecturers have to make groups and each group have one leader who is smarter than other members of group. So the students must have responsibility for both individual and group to gain a success. According to Killen (2007), cooperative learning is an instructional technique in which learners work together in small groups to help one another achieve a common learning goal. Every student has different ability; some students have high ability or smart and another have a middle and lower ability. In this case cooperative learning can be used to increase their ability because they can share and solve many problems together. Through CLL the students have good interaction with other students and increase achievement together. Killen (2007), points:

1. Having students work together result in much more learning than occurs when students work alone, competitively, or individually. Students will also like school better, like one another better, and learn more effective social skills when cooperative learning used.
2. Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information from other sources, and to learn from other students.
3. Cooperative learning helps students to learn respect for one another's strengths and limitations and to accept these differences. This is very important in culturally diverse classroom and in classroom that include students with disabilities.
4. Cooperative learning provides opportunities for learners to see that their individual differences in ability, background, cultures, and experience are valued and respected, and can be accommodated in learning tasks and contexts. This enhances both motivation and achievement.
5. Cooperative learning helps students to understand that different points of view need to be divisive; they can be positive aspect of developing an understanding of a subject.
6. Cooperative tasks are useful in promoting a sense of responsibility to others, and a willingness to reflect on outcomes.
7. Cooperative learning can boost students' confidence and self-esteem because it allows all students (not just high achievers) to experience learning success.

8. Cooperative learning encourages students to think about their learning processes, identify the limitations of their knowledge, and learn to seek help when necessary.
9. By encouraging students to explore and discuss their understandings, cooperative learning helps students to develop a deep understanding of course content.
10. Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feelings of other students. This can be particularly useful when the students are solving the problem-solving skills.

Cooperative language learning method is very useful to make students active in studying reading. Cooperative language learning can be effective in developing students' creativity and ability to work co-operative. It means that cooperative learning is very important dependent on the habit and organization of group work. That has function to make students to get reach learning goals and to make students focus when during learning. It's to support each other and help other students to succeed together. It can be assumed that several examples of cooperative language learning, both teachers and students have their own role, meanwhile, the teacher is the important figure because all of activities in the classroom are conducted by the teacher, and teachers choose a topic which is appropriate with their lesson in classroom. So, the students are interesting with their study to achieve the aim of the study.

Theory of Grabe and Stoller (2009), Reading is the ability to draw meaning from the printed page and interprets this information appropriately. While Harmer (1991) states, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out of these messages.

Motivation is one of the internal factors besides methods and strategies. Students with the higher interest in reading will get the higher result and have higher motivation in learning. However, students with lower interest in reading sometimes get lower result of their reading comprehension. On the other hand, the process of reading activities help student easily to understand the text. Creating good reading activities will be more interesting and improve their achievement on reading comprehension. In addition, the advantages of group works, students enjoy interacting with their friends, get more opportunities to be active in the classroom, and share their ideas to each other.

This research is about teaching reading skills to students of English Department. It is about the activities of teaching reading skills in the classroom. It analyzes how the implementation of the CLL (Cooperative Language Learning) and reading strategies to the students of English Department of Pamulang University. Furthermore, it is expected that the result of teaching reading using CLL relate to the following components, method, technique of teaching reading skills, and evaluation can be achieved in order to improve students' reading comprehension.

METHOD

In this research, the approach used is qualitative in order to know the implementation of teaching reading using Cooperative Language Learning. In qualitative method, the data were collected

through observation, interview, and questionnaire. Flick (2002) defines there are several features of qualitative research as the approach of the result, they are, An appropriateness of methods and theories, perspective of participants and diversity, reflexivity of the researcher and the research, and variety of approaches and methods in qualitative research. Moreover, the subjects of this study are 30 students of English Department of Pamulang University. Therefore, the results of the study were explained in descriptive form. Some theories and opinions from the experts are added to support the analysis.

FINDINGS AND DISCUSSION

Based on the result by interviewing the lecturer, observing teaching and learning reading process, some information can be analyzed. The finding is found from the interview to the lecture. Referring to the interview, topic is the important part of reading activity. The student are made in groups so they discuss the topic together to comprehend their understanding about the text. By using interesting topics of reading, the students are easier to make up the main idea and they also can remind their vocabulary related to the topic given. During teaching and learning process, the students are interest and enjoy in doing the reading activities. At the same case, the lecturer has a method and strategies to be applied in order to create good atmosphere and make the students enthusiasm. Cooperative language learning is one of methods used in reading class as mentioned by the lecturer. And the strategies used to comprehend the text, the student can use scanning, skimming or predicting.

Table 1. Observation sheet in teaching and learning reading trough CLL

Teacher Activities	Yes	No	notes
Pre-teaching: Teacher mentions teaching objective	✓		
Teacher starts the lesson by asking some questions as brainstorming	✓		
While-teaching: Teacher explains material	✓		
Teacher checks students' understanding by giving some questions orally	✓		
Teacher mentions about time allocation to students for doing the task	✓		60 minutes to do the task in group
Teacher gives clear instruction to students for doing the task	✓		
Teacher gives task to students individually		✓	

Teacher gives task to students in pairs		✓	
Teacher gives task to students in group	✓		
Teacher deliver objective type test		✓	
Teacher deliver subjective type test	✓		Ask students to find out the main idea of the paragraphs
Teacher discuss the students' answer			
Post- teaching: Teacher summarizes the lesson today	✓		
Teacher asks students to evaluation task individually		✓	
Teacher closes the meeting	✓		

Referring to the observation and the interview, it can be inferred that cooperative language learning is one good method that used in reading class. In cooperative language learning activity, the lecturer makes the students in group and asks them to do assignments. After that, they discuss with friends and answer the questions. In the students become more attractive and expressive in showing their understanding about the text during the lesson. Furthermore, in reading activity using cooperative language learning the lecturer also uses a media to support the reading class. Based on the explanation, the lecturer uses a media in supporting the reading class activity, for instance pictures. Therefore, the reading class activity using CLL becomes more interesting. However, there is a problem in conducting CLL related to the time because both lecturer and students should do preparation before doing activities, making groups and prepare a media in order to be ready in teaching and learning process. Besides, there are also some problems faced by students in practicing CLL in the classroom. Some students don't know the meaning of the vocabulary and they don't get the main idea and this problems sometimes happen on students in reading class using CLL.

After analyzing the observation and interview, the questionnaires are given to the students in order to know the responses and opinions of teaching reading using Cooperative language learning approach. The illustration of questionnaire answered by students can be seen below.

Table 2. The results of questionnaire after the implementation

Aspects	Very good	Good	Not good
The objective of the program is clear	100	0	0
The activities of the program are organized well	85	15	
00The materials are integrated and interesting	85	15	0

Based on the questionnaire given to the students, around 20% of students do not

The activities of the program are complete and easy to accomplish	85	15	0
The activities of reading learning is satisfied	80	20	0
The materials for learning are interesting	80	20	
The language used in reading text are acceptable	75	25	0
The time available is enough for reading a text	80	20	0
The reading strategies are used	85	15	0
The opportunity to the students to ask question	100	0	0

understand a text in reading activity. Therefore, the lecturer helps them to get understanding of the text and also encourage them to find the meaning of the words. As the result of the questionnaires, it can be said that teaching reading trough CLL is significant and can improve students reading comprehension. The evaluating of the students' result of reading learning activities show that the student are active and motivated in reading text.

Based on the students' questionnaire, it mentions several opinions stated by students regarding reading class using Cooperative language learning approach. It can be inferred that reading activity using CLL is interesting in the classroom because students can share ideas with friends. On the other hand, some students still have problems regarding to understand a text because of their lack of vocabularies. It supposes that teaching reading activity using Cooperative language learning make students active, interested and satisfied in their reading ability. Furthermore, using Cooperative language learning, the students have fun during the lesson. It can be assumed that teaching reading can use various materials from various sources and also can use a media to support it. At the same case, the lecturer also gets the materials from worksheet, the internet and also from published materials. Furthermore, in teaching process the lecturer gives clear guidance to students related to the materials, method and strategies. In this case, around 80% of students argue that they get clear instruction from their teacher in understanding the materials in learning reading. Therefore, it can be said that teaching reading through CLL and reading strategies is success,

Related to the students' score given by the lecturer, it can be assumed that all of students get good scores in reading cause there is no student gets low score in reading class activities using cooperative language learning. It can be shown that students get the high score in reading class. Therefore, it can be said that the implementation of cooperative language learning activity in teaching reading is succeed at English students of Pamulang University.

CONCLUSIONS

Reading is one of the main skills that are to be developed in the foreign language learning. Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related process such as word recognition and comprehension. Word recognition refers to the process perceiving of how written symbols correspond to the spoken

language. Comprehension is the process making sense of words, sentences and connected text. Reading comprehension is important since it provides the students with any information. Reading is a complex process so that it is needed to use a kind of method to develop students' comprehension. And cooperative language learning is one of methods used to achieve the target language.

Based on the data gotten by observation, interview, questionnaire and the implementation in the field, it can be concluded that teaching reading through CLL and strategy is needed to be improved. There are some factors that make reading process to be improved such as the lecturer is inexperienced, and education background of the lecturer. The lack of motivation of students in reading is also another factor that make reading skill is not effective.

The suggestion to lecturers who teach reading skills that they have to know more about kinds of method and strategy in teaching reading, and find other available sources for learning reading skills in the class in order to get the target language of the lesson. For the students who study reading skills they need to motivate themselves to read more reading text to improve their knowledge and the quality of their reading skills.

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