Cooperative Learning Model and Reading Skills of Middle School Student: Systematic Literature Review

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ABSTRACT

Students' reading skills are an important prerequisite in literacy, however, based on the results of the 2018 PISA scores, it has greatly decreased. Many factors affect the decline in students' reading skills, one of which is the learning model applied in the classroom, so this study aims to determine the dominant cooperative learning model affective the reading skills of SMP students. The type of research is literature study with a systematic literature review approach. Data in the form of artefact is collected through searching Google Scholar links with the help of Publish or Perish. Based on the search results, there are as many as 10 artefact used in the study and have met the specified criteria. The results of the analysis obtained that the cooperative learning model can have a positive impact on improving the reading ability or skills of SMP students. The learning models that can be used are TPS, JIGSAW, KWL, CIRC, TTW, and STAD. Each type of cooperative model has advantages and disadvantages, so it is very appropriate to choose a cooperative model in improving the reading skills of SMP students at every grade level.

Keywords: Cooperative Learning Model; Reading Skills; Systematic Literature Review

INTRODUCTION

Reading is an important part of learning a language. According to Wang (2006) that reading is a lifelong skill. Reading can be actualized through five steps: gaining knowledge, understanding, continuity, critical and creative reading (Uzun, 2009). Teachers need to understand the importance of reading to provide understanding to their students. Simply through reading, learners can improve their overall abilities. Good readers are expected to play an active role in interacting with the text by using their experience, skills, and knowledge.

Figure 1. PISA 2018 scores (The ASEAN Post, 2022)

Based on the 2018 PISA scores, students' reading skills or abilities have decreased. In 2009 the score was (402), in 2012 the score was (396), in 2015 the score was (397), and in 2018 the score was (371). The decline in students' reading ability scores in 2012 and 2018. The decline in scores shows the weakness of Indonesian students in reading skills. According to Modirkhamene & Gowrki (2011) that reading skills are very important to be used in studying other subjects, so that a decrease in students' reading ability scores affects math and science abilities.

Many factors affect students' reading skills or abilities. In general, there are two factors, namely internal factors and external factors. Interest and motivation to read students are factors that come from within students. The cooperative learning models used by the teacher in the classroom are external factors. Cooperative learning is a model of group work carried out by students in learning. Cooperative learning can be used for all subjects (Felder & Brent, 2007). According to Shara (1994) that cooperative learning can create student-centered learning and help teachers in classroom management. Study groups can be formed in cooperative learning (Slavin, 1997). Cooperative learning is an effective learning model (Vermette, 1998). Cooperative learning can have an effect on improving students' reading skills, because cooperative learning models will be student-centered.

Many studies have revealed that cooperative learning models have a good impact on students' reading abilities or skills. Research conducted by Pebriana (2018), Kurniawan (2017), Yuliana (2021), Perni (2018), Arianti (2018), Tamsin (2018), Aulia (2019), Nasekha (2019), Karyono (2019), and Afnita (2020),). The results of these studies show that cooperative learning with various models has an impact on improving the reading skills or abilities of SMP students. However, based on the results of existing research, no generalization was found, the dominant learning model had an impact on students' reading skills. It is necessary to conduct preliminary research with a systematic literature review approach to reveal the dominant learning model for students' reading skills.

METHOD

This research is a literature study with a systematic literature review approach. The study of literature is an important feature of academic research. Systematic literature review serves as a background for empirical studies (Templier and Paré

2015), with the following stages: (a) formulating research problems, (b) developing and validating reviews, (c) searching for literature, (d) screening, (d) assessing quality, (e) extracting data, (f) analyzing and synthesizing data, and (g) reporting findings (Xiao & Watson, 2019). Data in the form of artefact was collected by browsing the Google Scholar link with the help of the Publish or Perish application (Figure 2).
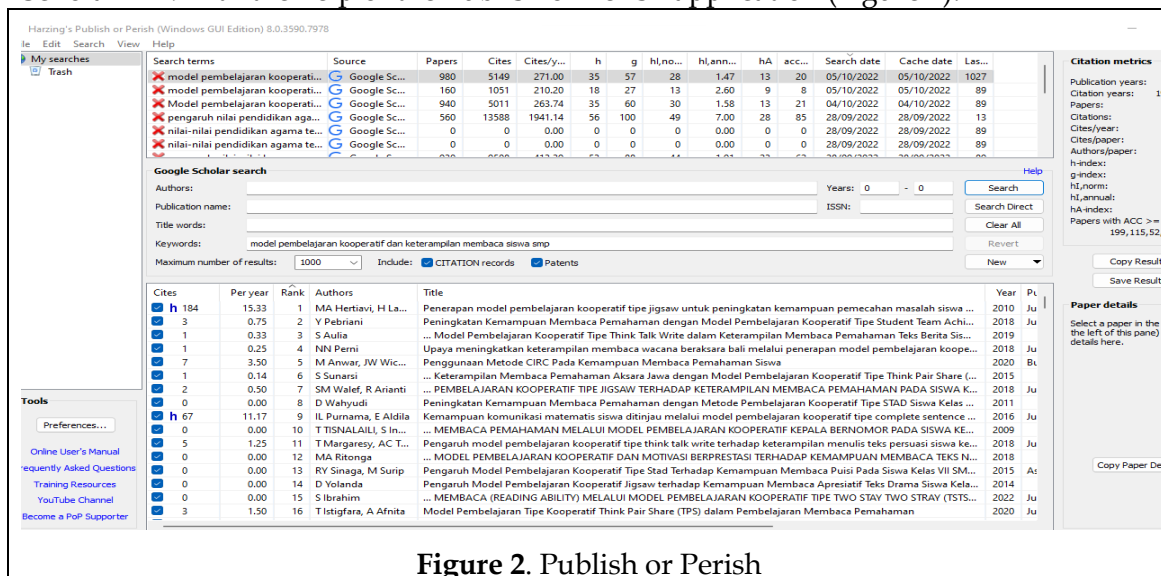

Figure 2. Publish or Perish

There are several criteria used in collecting artefact , namely (a) Artefact can be accessed on Google Scholar, (b) artefact from research in Indonesia, (c) Artefact written in Indonesian/English, (d) Artefact in the form of a thesis or article, (e) artefact discuss the variables of discipline character values and learning outcomes/achievements of elementary school mathematics learning, and (f) artefact have been published since 2017-2021. Data analysis by comparing various artefact obtained about cooperative learning models and reading skills of SMP students, so that conclusions are obtained.

RESULTS AND DISCUSSION

A systematic literature review approach examines 12 artefact obtained through searching the Google Scholar link. As many as have met the criteria set to be used as data in the analysis process. The artefact come from articles published in several journals, in addition there are those from thesis. Artefact search links are shown in Table 1.

Table 1. Artefact search links

Author	Object	Search link
Kurniawan (2017)	Skripsi	https://repository.uinjkt.ac.id/dspace/handle/123456789/36051
Pebrina (2018)	Journal	https://ejournal.upgrisba.ac.id/index.php/jurnal gramatika/article/view/1276
Perni (2018)	Journal	https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/16236
Arianti	Journal	http://akrabjuara.com/index.php/akrabjuara/article/view/273

(2018)		
Tamsin (2018)	Journal	http://ejournal.unp.ac.id/index.php/pbs/article/view/100757
Aulia (2019)	Skripsi	https://repository.uinjkt.ac.id/dspace/handle/123456789/59849
Nasekha (2019)	Skripsi	https://digilib.uns.ac.id/dokumen/detail/76636/
Karyono (2019)	Journal	http://journal.ipts.ac.id/index.php/ED/article/view/1011
Afnita (2020)	Journal	https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/38487
Yuliana (2021)	Journal	https://www.ejournal.unma.ac.id/index.php/educatio/article/view/1721

Artefact related to cooperative learning models were obtained from Thesis and Journals. There are as many as (N=3) which are sourced from thesis and there are as many as (N=7) which are sourced from journals. Based on the year of publication there were as many as (N=1) for 2017, there were as many as (N=4) for 2018, there were as many as (N=3) for 2019, there were as many as (N=1) for 2020, and there were as many as (N=1) in 2021. Comparison of many artefact by year of publication is presented in Figure 3.
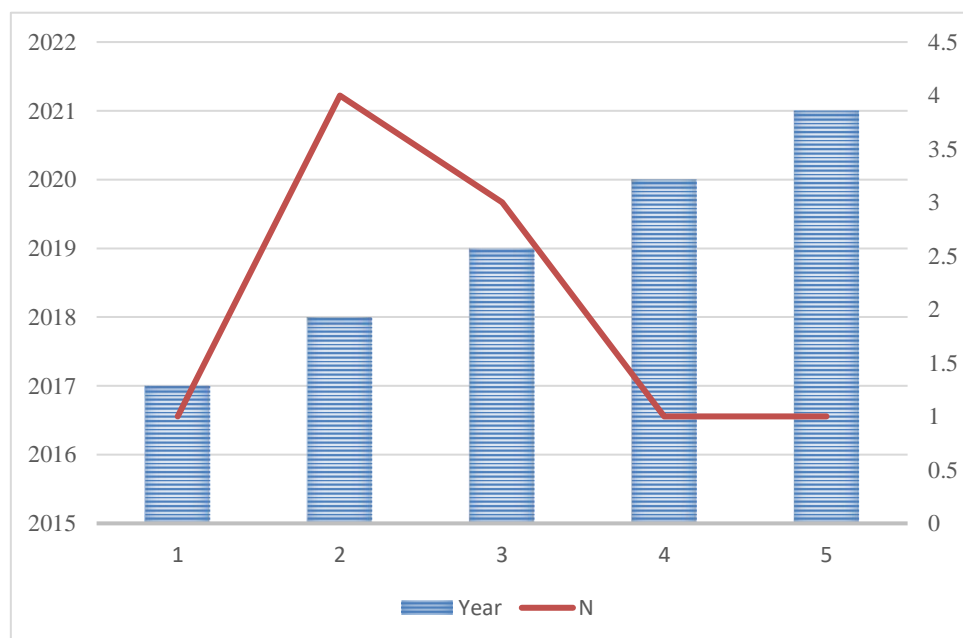
Figure 3. Comparison of many artefact by year of publication

The 1st artefact discusses the application of the CIRC type cooperative learning model to reading skills. The CIRC (Cooperative Integrated Reading And Composition)

type has succeeded in having a good impact on students' reading skills in explanatory texts. The application of the CIRC model to class VII MTS students. The results of the tests given to students obtained a score of 82.82. This study concludes that CIRC type cooperative learning can improve students' reading ability. The second artefact discusses the application of the STAD learning model to reading comprehension skills. The STAD (Student Team Achievement Divisions) type has succeeded in increasing the reading ability of seventh grade SMP students. This increase was indicated by the test scores of the first cycle (72.65) and the second cycle (77.26). This study concludes that there is an increase in students' reading ability.

The third artefact discusses the application of the TPS type cooperative learning model to discourse reading skills. The TPS (Think Pair Share) type has succeeded in providing an increase in reading skills in Balinese script. The application of the TPS model to class IX SMP students. The increase is indicated by the average value of cycle I (79) and cycle II (85). This study concludes that the TPS model has a positive impact on improving students' reading skills. The 4th artefact discusses the application of the JIGSAW type cooperative learning model to reading comprehension skills. The JIGSAW type has had a good impact on improving reading comprehension skills. The application of the JIGSAW type to students VII. Based on the results of the pre-test, an average score (63.33) was obtained and the post-test obtained an average score (71.05). This study concludes that the JIGSAW type has succeeded in providing an increase in the average score of reading comprehension skills.

The 5th artefact discusses the application of the Think Talk Write type cooperative learning model to writing skills. Reading skills are correlated with writing skills. The Think Talk Write type has improved the writing skills of VIII grade SMP students. This study concludes that the type of Think Talk Write has an impact on writing skills. Writing skills will have an impact on reading skills. The 6th artefact discusses the application of the Think Talk Write type cooperative learning model to reading comprehension skills. The application of the Think Talk Write type has had a good impact on reading comprehension skills in VIII grade SMP students. The increase was evidenced by as many as (N=7) students were in the very good category, (N=23) students were in the good category, and (N=9) students were in the poor category. This study concludes that the Think Talk Write type affects the reading comprehension skills of SMP students.

The 7th artefact discusses the application of the Think Pair And Share cooperative learning model to the skills of studying texts. The improvement that occurs can be seen from the classical mastery of students, namely in the pre-cycle of students' classical mastery of (37.5%), at the stage of the first cycle of (68.75%), and at the stage of the second cycle (90.62%). This study concludes that the type of TPS has a positive impact on improving text-reading skills. The 8th artefact discusses the cooperative learning model of JIGSAW and K-W-L types on the ability to read texts. The implementation of the K-W-L type has had an impact on the reading skills of grade IX SMP students. Based on the results of the t-test, it was found that the K-W-L learning model had a better score. This study concludes that the K-W-L cooperative learning model provides positive results for students to improve reading skills.

The 9th artefact discusses the application of the TPS type cooperative learning model. The Think Pair Share type has succeeded in providing an increase in reading comprehension skills. The implementation of TPS is applied to students of MTsN class

IX. This study concluded that students' reading comprehension skills after using the TPS learning model were better than before using the TPS learning model. The 10th artefact discusses the application of the Cooperative Integrated Reading And Composition (CIRC) type of cooperative learning model. The results of the study showed that by increasing the ability to read story texts in the first cycle, which only obtained an average value (1.85), it increased by (1.48) or (37.4%) to (3.28) in the second cycle. This study concludes that the CIRC cooperative learning model gives positive results for students to improve their ability to read story texts. Based on the existing 10 artefact a concept map can be made (Figure 4).
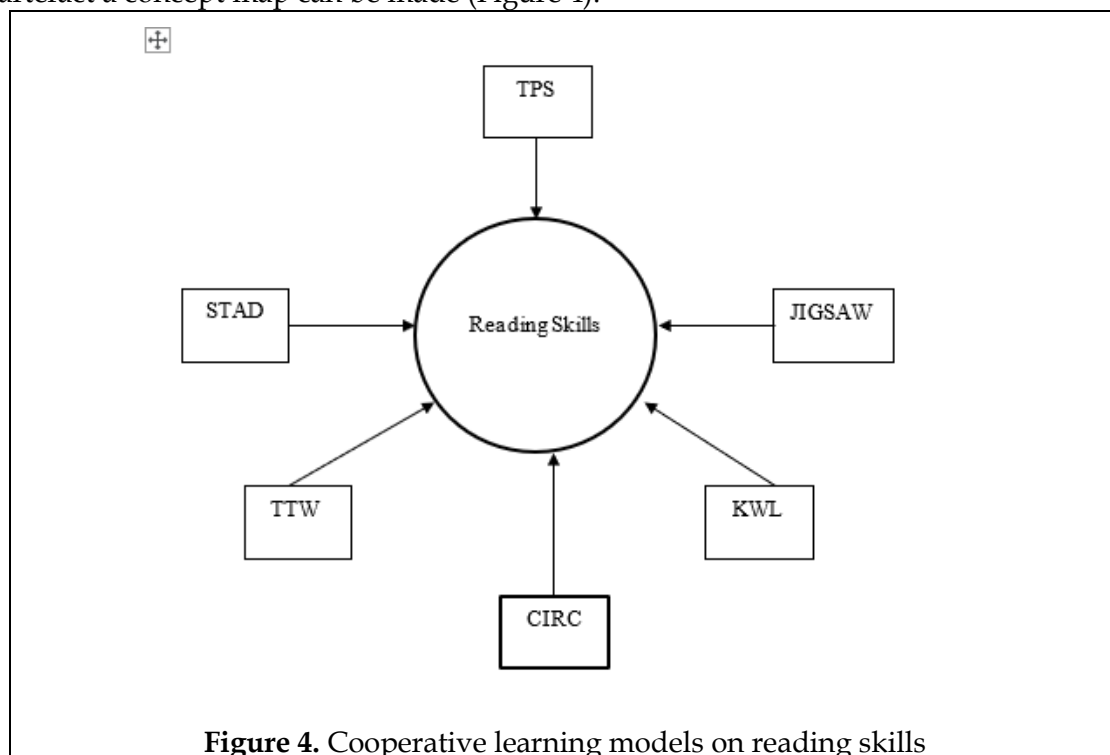

Figure 4. Cooperative learning models on reading skills

SMP students' reading skills at every grade level can be improved through cooperative learning models of TPS, JIGSAW, KWL, CIRC, TTW, and STAD types. This finding is in line with the research results of Kurniawan (2017), Perni (2018), Nasekha (2019), Afnita (2020), and Yuliana (2021). These findings are supported by the opinion of Felder & Brent (2007) that cooperative learning can be applied in the classroom for all subjects. Improving reading skills in SMP students is in line with Shara's (1994) opinion that cooperative learning can create student-centered learning and help teachers in classroom management and effective learning models (Vermette, 1998). The results of research with a systematic literature review approach have provided findings that a teacher can use various cooperative learning models to improve the abilities and skills of SMP students in reading.

CONCLUSION

The cooperative learning model can have a positive impact on improving the reading skills of SMP students. The learning models that can be used are TPS, JIGSAW, KWL, CIRC, TTW, and STAD. Each type of cooperative model has advantages and disadvantages. These findings have theoretical and practical implications. Theoretically, the development of science and knowledge about effective learning models. Practically it can be used by teachers in learning. Morning researchers who

want to continue this research are advised to collect more artefact and not focus on reading skills. In addition, meta-analysis can be used to reveal the effect size generated from all artefact.

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