IMPROVING STUDENTS’ UNDERSTANDING OF NARRATIVE TEXT
BY USING COOPERATIVE LEARNING

(A Classroom Action Research at the Second Grade of MTs Manaratul Islam)

By:

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Jakarta, 18 Mei 2011

Mahasiswa Ybs.

Nurul Fadilah

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IMPROVING STUDENTS’ UNDERSTANDING OF NARRATIVE TEXT
BY USING COOPERATIVE LEARNING

(A Classroom Action Research in the Second Grade of Mts. Mnaratul Islam Jakarta)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teacher’s Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. (Bachelor of Art) in English Language Education

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JAKARTA
2011
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teacher's Training certifies that the 'skripsi' (scientific paper) entitled "Improving Students' Understanding of Narrative Text by Using Cooperative Learning (A Classroom Action Research at the Second Grade Students of MTs. Mamatul Islami)", written by Nurul Fadilah, student's registration number 106014000341, was examined by Committee on June 17th, 2011 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd in English Language Education in the Department of English Education.

Jakarta, June 17th, 2011

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Jakarta, 18 May 2011

The Writer
ABSTRACT

Nurul Fadilah. 2011. *Improving Students’ Understanding of Narrative Text by Using Cooperative Learning (A Classroom Action Research at the Second Grade Students of MTs. Manaratul Islam Jakarta)*, Skripsi, English Education Department, the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah Jakarta.

Advisor: Nida Husna, M.Pd, MA Tesol

**Keywords:** Narrative Text, Cooperative Learning

This research has purpose to know whether students’ understanding of narrative text could be improved by using cooperative learning at the second year of MTs. Manaratul Islam Jakarta. Besides that, this research is also aimed to describe how the implementation of cooperative learning in improving students’ understanding of narrative text. This research was conducted to 35 students of class VIIID of MTs Manaratul Islam Jakarta.

The researcher used Classroom Action Research (CAR) to solve students’ problem in understanding narrative text. The Kurt Lewin’s model which consists of four phases, planning, acting, observing and reflecting is implemented in this study. There are two kinds of data in this research, quantitative and qualitative data. The quantitative data can be derived from the pre-test and post-test result. On the other side, the qualitative data is derived from the observation and the interview. The researcher used descriptive analysis and statistic analysis to know the result of the implementation the Classroom Action Research to the VIIID students of MTs. Manaratul Islam Jakarta.

The findings of this study showed that the students improved their understanding of narrative text during teaching and learning process by using cooperative learning technique. It is proven by the data which derived from this study. First, from the observation, it could be seen that the students were more active and interested in learning narrative text and could answer the questions than has been given. Then data from interview result showed that students’ understanding of narrative text has improved. Last, from the test result. There were three tests conducted, those are pre-test, post-test 1 and post-test 2. The improvement of students’ understanding of narrative text can be seen clearly in the improvement of their achievement in pre-test and post-test. The result of pre-test and post-test showed the significant improvement. The mean of pre-test score is 55.42. The minimal mastery level criterion (KKM) in MTs. Manaratul Islam Jakarta is 60 (sixty). It means there were only 37.15% or 13 students of the whole students could pass the KKM. The mean of post-test 1 score is 60.72. it is showed that 57.14% or 20 students passed KKM. Next, the mean of post-test 2 score is 68.57. The percentage of students who could get the score above the KKM in post-test 2 is 82.85 or 29 students.
ABSTRAK


Pembimbing: Nida Husna, M.Pd, MA Tesol

Kata Kunci: Teks Naratif, Cooperative Learning


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CHAPTER I
INTRODUCTION

This chapter presents the general account of the present study. It covers background of study which is the reason why the writer does her research, the limitation of problem, formulation of study, objective of study and significance of study.

A. The Background of Study

As a social creature, human is given languages for communication. Language is basic need for human communication to express ideas, thoughts and feelings. Most human knowledge and culture are also stored and transmitted in language, written and oral. It is proven that language is very necessary among many different cultures. Through language people can develop their personality, intelligence, skill and attitude to communicate with others. In this world, there are so many languages used by people. One of the most famous languages is English.

Why do people want to learn foreign languages, especially English? Some people want to study English (or other language) because they think it offers a chance for advancement in their personal lives. With two languages, they would probably get a better job than if they only knew their mother tongue. English has a special position in the global world since English has become one the international language of communication.\(^1\) For example, it is used for running business, entertaining, studying abroad and many other formal interactions.

In educational section, English has an important role. Either as a media in teaching learning process or as an object. It could be seen that English has been learned in several levels of educations in many parts of world formal and informal. For instance, in Indonesia, English has been taught from elementary level up to the university level as stated in the current curriculum KTSP 2006.

However, every language has its own rules and uniqueness and so does English. In learning English, just like any other languages, there are four skills that should be mastered. They are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. Listening and reading, on the other hand, involve receiving messages, so they are regarded as receptive skills.

As one of language skills, reading has a very important role in our life. By reading various printed materials such as newspaper, magazines, novels, academic books and so on, we are able to get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the reader. According to Nuttal, “Reading widely is a highly effective means of extending our command of language”. Therefore in learning process students also need to learn how to master English skill especially in reading. Because reading has an important role in the classroom where language learning is the central purpose.

However, reading English text is not as easy as most people think. According to some students at second grade of Mts. Manaratul Islam, they believe that reading is not their favorite activity, especially reading a foreign language like English. Based on the interview with the students at second grade of Mts. Manaratul Islam on December 3\textsuperscript{th} 2010, most students argue that reading an English text; especially narrative text is very difficult. For instance, they cannot answer the question about the text. Sometimes the students get confused in comprehending narrative text. Therefore they cannot understand the plot of the story properly. The difficulties of students in learning narrative text are probably

caused by internal and external factors. The students’ motivation and students’ interest and students’ style in learning could be the internal factors. Moreover material, Methodology and classroom condition could be the external factor. It is proven by the low reading score that the students got and I graduated from that school therefore I knew the parts of the students’ daily activities.

According to Anderson “Narrative is a piece of texts which tells a story and doing so entertains and inform the reader or listener”. It consists of orientation, complication or problems and resolution. It means narrative is a one of texts which is contains about a story or fairy tale. In it, there is a conflict or a top problem, followed by solution. As one of the text, narrative should be learnt at seventh grade of junior high school is narrative text as stated in the current curriculum KTSP 2006.

Based on the description and the problem above, English teachers should find strategies to improve students’ interest in reading narrative text to overcome this problem. English teachers are expected to find appropriate technique to make students understand narrative text and moreover, enjoy reading.

One of the techniques that can be used by teacher to improve students’ understanding in teaching narrative text is cooperative learning. Cooperative learning is a method where the students work in a group to achieve the material. It is more than just small group activity. It can contribute to create a community of learners willing to work collaboratively on goals important into groups. The idea is simple, class members are organized into small groups after receiving information from the teacher. Then, they work through the assignment until all groups member successfully understand and complete it. Teacher can use cooperative learning as a technique to improve their students’ understanding of narrative text, because in cooperative learning, students interact and influence one another.

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3 Mark and Kathy Anderson, *Text Types in English 2*, (South Yarra, McMillan, 1997), p.8
5 Isjoni, *Cooperative Learning (Efektifitas Pembelajaran Kelompok) Cet ke-2*, (Bandung: Alfabetta, 2009) p.16
As a professional worker, the teacher is expected to be able to motivate the students through certain ways. By using cooperative learning, the teacher probably can motivate the students to understand narrative text. Because by it, the students can work together with their friends and they have variation in their learning style. So, the teacher hopes that students will enjoy their learning activities.

Based on the description above, the writer wants to conduct the research about the effort to improve students’ understanding of narrative text using cooperative learning with entitled “Improving Students’ Understanding of Narrative Text by Using Cooperative learning” (A classroom action Research at Second Grade of Manaratul Islam Jakarta).

B. The Scope and the Limitation of Problem

The scope of this study focuses on using cooperative learning to improve students’ understanding of narrative text at Madrasah Tasanawiyah (MTs) Manaratul Islam Jakarta. The writer limits the study only by applying cooperative learning in teaching narrative text to the second grade students at Mts. Manaratul Islam Jakarta Selatan.

C. The Formulation of Study

From the explanation above, the writer would like the formulate the problem as follow:

1. Can cooperative learning improve students’ understanding of narrative text at MTs. Manaratul Islam?
2. How does cooperative learning improve students’ understanding of narrative text at Mts. Manaratul Islam?

E. The Significance of study

The study will contribute many advantages to the English teachers in implementing the teaching language skills especially reading through cooperative
learning and they will develop their teaching continuously by using a good or appropriate way to advance our education in our country. And also it can be used by teachers to motivate the students in learning narrative text. For students, it also can assist them in learning narrative text in an interesting way and help them to understand their understanding in learning narrative text. For further researchers, it can help them to know how to use the cooperative learning in teaching narrative text.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter covers some theories related to the study. The discussion focuses on the narrative text which is consist of understanding of narrative text, schematic structures, language features. And cooperative learning which is consist of understanding of cooperative learning, the characteristics of cooperative learning, the principles of cooperative learning, the techniques of narrative text, the understanding of jigsaw and the implmplementation of jigsaw

A. Narrative Text

1. The Understanding of Narrative Text

Before going to the definition of narrative text, it is better to know first the definition of the text itself. Text is a communicative event that must satisfy several condition. That term told by Beaugrande and Dressler. According to that term, a traffic sign, a newspaper article and a novel are all texts that correspond to the differing rules of particular genres of text.

All the genres mentioned before have particular linguistic features, fulfill particular functions and are bound to specific production and reception situations.¹

There are two main categories of texts, literary and factual\(^2\). Within these, there are various text types. Each type has a common and usual way of using language.

“Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mime and soap operas. They are constructed to appeal to our emotion and imagination”\(^3\). Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are main text types in this category such as narrative, poetic and drama. Media such as films, videos, television shows and CDs can also fall in this category.

Literary text is more emphasizes or refers to informal things such as personal story or poetry. It is because the text attracts our feelings and imaginations so that we can laugh, be sad, be upset, or be touched after reading or watching the text itself.

Factual texts include advertisements, announcements, internet websites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or invite the audience. The main text types are recount, response, explanation, discussion, information report, exposition and procedure.

In the factual texts, the text is more inform the fact event than the literary text. This text informs about an event that happened and how that event happens from the beginning to the end.

In this paper, the writer will only discuss one of the texts that is being used for her research, that is narrative text. Anderson said:

A narrative is a text that tells a story to entertain the audience. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in the story it is said to be told in the first person.


\(^3\) Mark and Kathy Anderson, *Text Types in English* 2 (SouthYarra:Macmillan,1997), p. 8
If a person outside the story is the narrator, then the story is being told in the third person.  

The description above shows definition about narrative text. Narrative text is one of the texts that should be learnt by High School students. For some students, a narrative is considered as the most interesting text among the others. In line with it, Phelps-Gunn said that “The least difficult is narration. Narration involves a simple time ordering of events into an organized plot or pattern.” But unfortunately, it is not supported by the fact that the students get low score in this material. Whereas, they ideally get good scores since the material is easy.

Another definition about narrative is stated by Anderson (1997) “narrative is a piece of text which tells story and in doing so, entertains or informs the reader or listener”.  

Narrative text is a text which gives information about all of the factual text. So those, the reader or listener know more information from the text which is read.

According to McMahan and Day, a narrative is a story told from beginning to end. For example, Cinderella, Snow White, Beauty and the Beast, Malin Kundang, the Stingy and the generous.

However, a narrative text basically is similar with a story. It is only a different term. For instance, when a reader was a child, he or she read Snow White story. It is kind of narrative text. It consists of fiction story.

In terms of media, narrative is the coherence/organization given to a series of facts. The human mind needs narrative to make sense of things. We connect events and make interpretations based on those connections. In everything we seek a beginning, middle and the end. We understand and

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4 Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 1997), p.3


6 Mark and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmillan, 1997), p.8

construct meaning using our experience of reality and of previous texts. Each text becomes part of the previous and the next through its relationship with the audience.

There are many types of narratives. They can imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romance, horrors stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. Narrative text is easy reading for students because like reading a story. Their difficulties may be in reading comprehension.

Chatman classified narrative text into four basic elements as follows:

a. Characters

All stories have characters that the presents in the story. These are the easiest elements for students to locate. Many writers insist that the character is the single most important element in the narrative text. In the delineation of character has certain method at their disposal. They can describe us character physically: age, height, weight and so forth. They can develop the character through action: what he does in different situations, how to react the problems. The author can also depict character through dialogue: how the character talks, what he says. Sometimes the author tells you what the character thinking.

b. Setting

Writers, to add interest always let readers know where and when the story takes place (for example, what period of history, or seasons of the year). Sometimes the writer gives so many details it seems to paint a picture you can see in your imagination. These details are called “setting” of the story.

---

8 Mark and Kathy Anderson, Text Types in English 2,........p. 18
c. Plot

Every story has ongoing events, plus actions by characters. A writer usually starts a story by introducing characters and problems that they face. The sequence of main actions by characters, as they respond to and solve problems, is called plot.

d. Conclusion

At the end of a story, the author brings action to a climax—the most exciting point in the whole story. Then events are brought to a “conclusion” here the writer brings together all the important things that happened in the story, and tells how events work out for the characters.

From the definitions above, a narrative text can be defined as a text that consists of a story that involves some characters and has a purpose to entertain or amuse the readers. So, the readers are expected to enjoy the text which being read.

People read narrative text might be for enjoyment and happiness; to get a reader’s interest. It means they like enjoying themselves to read any kinds of story because they may have similar feelings in like situations. It is in line Andersons who stated that the purpose of narrative that is to present a view of the world that entertains or informs the reader or listener.\(^\text{10}\) In addition, the aim of narrative, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.\(^\text{11}\)

2. The Schematic Structures of Narrative Text

In constructing narrative text, there are several steps that should be considered by the author. The elements of them are also provided to guide the readers in reading the text.\(^\text{12}\)

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\(^\text{10}\) Mark and Kathy Anderson, *Text Types in English* 3, ..., p.3

\(^\text{11}\) Mark and Kathy Anderson, *Text Types in English* 3, ..., p.6

a. Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. It can also be called as introductory part of a story. So the reader can figure out what will happen next and who are involved in it.

b. Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part the story begins. This is the part where the characters totally play their role.

c. Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view.

d. Resolution

This is the part that can be found in the end of the story. In this part of the narrative where the complication is sorted out or the problem is solved.

e. Coda

In some narratives, the narrator includes a coda if there is a moral message to be learned from the story. That is only the optional part of a story.

In the following is the example of schematic structure of narrative text:¹³

---

The Stingy and the Generous

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor. (Orientation)

One day, the generous brother was sitting in his garden when suddenly little bird fell on his lap. It was wounded. He took care of it, fed it and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time, the bird returned to him and gave him a watermelon seed. (Complication)

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold. (The sequence of events)

The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor. (Resolution)

(Adopted from 2nd grade English text book)

### 3. The Language Features of Narrative Text

The language features usually found in a narrative are:

- Specific characters
- Time words that connect events to tell when they occur
- Verbs to show the actions that occur in the story
- Descriptive words to portray the characters and settings

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14 Mark and Kathy Anderson, Text Types in English 2, ... , p.8.
In the following is the example of language features of narrative text related to the story above:

<table>
<thead>
<tr>
<th>No</th>
<th>Linguistic Features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Specific Participants</td>
<td>Generous</td>
</tr>
<tr>
<td>2</td>
<td>Generic Participant</td>
<td>The stingy</td>
</tr>
<tr>
<td>3</td>
<td>Past Tense</td>
<td>There lived two brothers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They had completely different characters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He took care of it ............</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yet, the plant was very strange.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The generous brother sold the gold....</td>
</tr>
<tr>
<td>4</td>
<td>Past Perfect Tense</td>
<td>He even had no money left because he had shared it with the poor</td>
</tr>
<tr>
<td>5</td>
<td>Adverb of Time</td>
<td>Long time ago</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One day</td>
</tr>
<tr>
<td>6</td>
<td>Adverb of Place</td>
<td>In the garden</td>
</tr>
<tr>
<td>7</td>
<td>Coordinate Conjunction</td>
<td>And</td>
</tr>
</tbody>
</table>

Table 2.1
Language Features of Narrative Text

(Adapted from Josephine S.M., 2007)

The language features shown above are being used by a narrator. There always be specific characters in every story. For instance, in the story of the stingy and the generous above, the specific character is the generous. Time words are also used in that story, for example “Long time ago...”. And also the last two language features.

The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.
In conclusion, the language features play a significant role in assisting in getting the meaning of a story. For instance, through past tense appeared, it tells the readers exactly as a major feature of a story used. Next, the use of conjunction is relatively necessary to describe the characters and settings. Hence, all of the language features are conveyed to construct the story more alive.

B. Cooperative Learning

1. The Understanding of Cooperative Learning

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.\(^{15}\)

In the cooperative learning, students can interactive with other students in a group and share about the material which is taught.

Carolyn Kessler said about cooperative learning on her book: “Cooperative Learning is a body of literature and research that has examined the effect of cooperation in education. It offers ways to organized group work to enhance learning and increase academic achievement. Cooperative learning is not general, free discussion: nor all types of group work necessarily cooperative. Cooperative learning is carefully structured – organized so that each learner is motivated to increase each other’ learning”\(^{16}\).

In teaching learning process cooperation among the students is essential, where the students can work together and build the interaction with all the students in the class.

“Cooperative Learning is group learning activity organized so that learning is dependent on the socially structure exchange of information


between learners in groups and which each learner is held accountable for his or her own and its motivated to increase the learning of others.”

In teaching learning process, every student has different ability. Therefore, through cooperative learning it is a good idea to make them into groups. The groups should consist of students with high-level ability, students with the low one, diligent students, and the lazy one. They are gathered in order to make high ability students help the other students. Besides that, it is also expected that they can increase their tolerances.

Jane Arnold says in his book that cooperative learning is “more that just small group activity. In a well-structured cooperative-task, there is a genuine information gap, requiring learners to both listen to contribute to and development of an oral, written or other product which represent the group’s effort, knowledge and perspective.”

The success of cooperative learning depends on organization of group work because cooperative learning has goal to enhance learning achievement by encouragement of interaction and cooperation from each other.

From all explanation above, it is obvious that cooperative learning is different from traditional group activity. Cooperative learning is not just putting students into group but they should learn social skills, how to cooperate with others, and provides more opportunities for students to take more interaction that is be active. The cooperative learning requires students to be an active in the groups, to give contribution and achieve the common goals of every member in the group.

2. The Characteristics of Cooperative Learning

There are many basic characteristics that should be noticed for successful cooperative learning, as follow:

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19 Jane Arnold, Affect in,.....p.228
a. Positive Interdependence means that the success of students is linked with the success of their team members. The success one learner is dependent on the other learners.

b. Group formation is an important factor in creating positive interdependence like setting up for instance.

c. Individual accountability means that teacher should assess the amount of effort that each other member is contributing these can be done by giving an individual test to each student and randomly calling students to present their group work. The performance of each member is assessed and results are given to the team and the individual so that the team members cannot get free ride on the efforts of their teammate.

d. Social skills determine the way students interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure explicit successful interaction.

e. Group processing. Besides engaging in group tasks, learners also need to reflect upon their group experiences, noting how group members interacted doing that task, the kind and number of contributions each made, and the difficulties that were encountered as different views were suggested or one number was noticeably silent or vocal. Through this processing, learners acquire or refine meta-cognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas turns. In that reflection they also engage in language use is not typically available or fostered in traditional language classroom or activities.

Cooperative learning teams are deliberately heterogeneous and consist of two to four members. In bigger groups, there is a high achiever, one or two average achievers and a low achiever. The groups are chosen by the teacher after careful consideration. The teams are responsible for learning the task together, helping each other. Learners encourage
explaining ideals or skills to one another, each member being an active participant and an important resource person for whole team.

From all explanations above, the writer brief that in order to cooperative learning more effective, teachers must understand the nature of cooperation and essential components of cooperative learning. Teachers also have to understand the process of five elements of cooperative learning as mentioned above-positive interdependence, group formation, individual accountability, social skills, and group processing.

3. The Principles of the Cooperative Learning

In cooperative learning the teacher and the students should have known and understood some principles in cooperative learning, they are: 20

a. Students are encouraged to think of “positive interdependence” which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of group.

b. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teachers usually assign students to the groups so that the group are mixed-males and females, different ethnic group, different proficiency levels, etc. this allows students to learn from each other and also gives them practice is how to get along with people different from themselves.

c. The efforts of and individual help not only the individual to be rewarded, but also others in the class.

d. Social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.

e. Language acquisition is facilitated by students interacting in the target language.

f. Although students work together, each student is individually accountable.

g. Responsibility and accountability for each other’s learning is shared.

h. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is “distributed.”

i. Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.

Based on the principles of cooperative learning above, the writer resumes that when students have not been taught to work with others, teachers should not expect to be able to put them work together effectively but teacher should consider skills of students. Teachers have to understand that students need to be taught interpersonal and small group learning skills in order to students can adapt with other students.

Therefore, in one group there will be no students who depend on or are depended on another student and they have big responsibilities to their own selves and also to their group. The role of the teachers in this technique is only as facilitators, which means they only give feedback or corrections to the students about the learning. It is not only the materials that being learned but also the way to socialize among the members of the group.

4. The Types of the Cooperative Learning

Johnson et al., (1994:4-5) describe three types of cooperative learning.21

a. Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

b. Informal cooperative learning groups. These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

c. Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, assistance they need to succeed academically.

From all the explanation above that the writer infer in groups, each student asked by teacher to work together in doing task and students also asked in full attention during teaching learning process. The purposes of these types are to give students support, help, and assistance to make progress. Because, the success of cooperative learning is crucially

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21 Jack C. Richards and Theodore S. Rodgers, Approaches and Methods... p. 196
dependent on the nature and organization of group work. This requires a structured program of learning carefully designed so that, students interact with each other and are motivated to increase each other’s learning.

5. The Techniques of Cooperative Learning

According to Jane Arnold in his book, there are many kinds of techniques of cooperative learning.

a. Think/ Pair/ Share
Perhaps the most basic cooperative activity or structure is think/ pair/ share, developed by Kagan (1994). In this activity, involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

b. Jigsaw
Jigsaw, developed by Aaronson (1978), is perhaps the most widely known cooperative language learning activity used to create a real “information gap” in the classroom and encourage communication. In jigsaw activity, each member of the group has information which the others need in order to complete the puzzle and develop a report or complete a task. But before the students are asked to share that information, they are given the opportunity to work in ‘expert groups’ with others researching the same topic or discussing the same text. When they feel sufficiently able to explain their portion to the rest of the group, they return to their ‘home’ group and serve as the expert on their contribution.

c. Numbered Heads Together
In this activity (Kagan 1994), members of a group to discuss. count off. Then a question is given for all of the group to discuss. When they have developed a team answer and are certain that each member knows that answer, a number is called and students with that number are expected to answer the w=question. Each member of the group is expected to help the others to understand and be able to answer appropriately.

d. Group Investigation
Developed, by Sharan and Sharan (1992). Group investigation involves the distribution of tasks across a classroom so that different groups study different aspects of the same topic for an extended period of time. These groups are responsible for doing their own planning, carrying out the study, developing reporting mechanism and presenting their findings to the class.

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a. The Understanding of Jigsaw

In cooperative learning method, there are many kinds of techniques used in teaching and learning process. Those are used as a tool of learning of education and various subjects. One of the cooperative learning techniques is Jigsaw. Jigsaw was developed by Elliot Aronson and his colleagues at the University of Texas. In jigsaw, each group consists of five to six heterogeneous members. The materials are given to the students and each student has to understand the material. Students, who have the same part of the text, gather with the other students. After they got deeper comprehension, they come back to their jigsaw group and explain it to the other members of the jigsaw group.

Jigsaw is a teaching technique used in small group instruction. Students of a normal-sized class (26-33 students) are divided into competency groups of four or six students, each of which is given a list of subtopics to research.\(^23\)

In this technique the teacher is not sole provider of knowledge but the teacher asks students get the material in other resources. Jigsaw technique is efficient way to learn students are active participants in the learning process.

b. The Steps of Jigsaw in Implementation

According to Aronson (2008) there are ten steps considered important in the implementation of the Jigsaw classroom:\(^24\)

1. Students are divided into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The day’s lesson is divided into 5-6 segments (one for each member).

\(^{23}\) http://wapedia.mobienJigsaw_(teaching_technique).htm
\(^{24}\) http://wapedia.mobienJigsaw_(teaching_technique).htm
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.

5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

6. Temporary expert groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they will make to their jigsaw group.

7. Students come back into their jigsaw groups.

8. Student presents her or his segment to the group. Other members are encouraged to ask question for clarification.

9. The teacher needs to float from group to group in order to observe the process. Intervene if any is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

10. A quiz on the material should be given in the end so students realize that these sessions are not just fun and games but really count.

From several steps above, the writer resumes that the teacher has to do the steps of jigsaw technique. If one of the techniques doesn’t do in the classroom, the process of teaching learning is not effective because all of the techniques are related to each other.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the object and subject of the research, time and place, research instrument, data sources, the role of writer in the research, the Classroom Action Research (CAR) procedures technique of collecting data, and technique of the data analysis.

A. The Objective of the Research

The objective of the research is to know whether the process of cooperative learning in improving students’ understanding of narrative text at the second grade students of Mts. Manaratul Islam Jakarta. The writer did Classroom Action Research (CAR). It is the research that is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision at a specific level.

B. The Time and the Location of the Research

The writer held the research at Second Grade of MTs. Manaratul Islam Jakarta which is located at Jl. Madrasah no. 12 Jakarta. The writer did the Action Research on December 2010 Up to February 2011. The writer thinks that it is important to improve high school students’ reading ability, in terms of
narrative text. It is because narrative text is one of texts that should be mastered by high school students.

C. The Subject of the Research

The subject of this study is the Second Grade students of Mts. Manaratul Islam Jakarta in 2010/2011 Academic Year. There are 35 students in class VIII D as respondents of the research. It is chosen based on the interview observation with the English teacher at that class proving that they have the lowest achievement of reading test among the other second grade classes. That is why they need an appropriate strategy to help them improve their scores toward reading.

D. The Research Instrument

The researcher uses three instruments to get the data in this Classroom Action Research. They are observation sheet, interview guidelines, and test. To obtain qualitative data, the writer uses observation and interview. On the otherside, the writer uses test to obtain quantitative data. Those three research instruments are explained more detail as follow:

1) Observation

Observation sheet is used to get the data during the observation in the class. It is used to monitor and record the data of the teachers’ and students’ performance during the teaching and learning process. The information obtained from the observation is used as a basis to determine the planning for the following cycle.

2) Interview

Besides observation sheet, interview guideline is also used to complete the data needed. The interview is conducted to the English teacher and students of Mts. Manaratul Islam Jakarta. It is applied before and after Classroom Action Research.
3) Test

Pre-test and post-test are conducted before and after the implementation of using cooperative learning in teaching narrative text. The aim of giving the test is to measure students’ understanding of narrative text.

E. The Role of the Writer in the Research

The writer acts as the English teacher in the research. So that, she makes a lesson plan and pre-test before Classroom Action Research (CAR) and post test after Classroom Action Research (CAR) in each final cycle. Then, the teacher carries out the action based upon the lesson plan that has been made. Furthermore, the writer also collects and analyzes data then reports the result of study.

F. Techniques of Data Collecting

There are three techniques which used by the researchers in collecting the data, they are: observation, interview, and test.

1. Observation

The writer does the observation directly toward English teaching and learning-process at Mts. Manaratul Islam 2010/2011 Academic Year. In this research, the writer acts as an English teacher. The writer interacts with the students as well as the teacher. In reading lesson, the writer observes their reading skill, such as; their pronunciation, vocabulary, grammar and their comprehension of a text. This observation is the main technique in collecting the data of teaching preparation, teaching materials and the evaluations as used in the teaching and learning process.

2. Interview

One of the ways to get deep information in the classroom is by interviewing the English teacher and the students. The interview is
about the English teaching learning process at Mts. Manaratul Islam Jakarta. Primarily, about English teaching learning process, especially in reading narrative text.

The first interview was conducted by the writer in order to know the problems of students’ understanding in learning narrative text. And the second interview was conducted by the teacher in order to know whether the process of cooperative learning can improve the students’ understanding of narrative text.

a. Test

The test is used to find out the result of students’ achievement in learning narrative text and it is as main technique in collecting the data. The test is used to compare students’ understanding of narrative texts before conducting the research and after conducting the research.

G. The Action Procedures

The writer uses Classroom Action Research (CAR) in this study, so she follows principles of CAR to collect the data. The research takes 2 cycles with four elements in each cycle as follow:
Figure 3.1
The Kurt Lewin’s Design of CAR
Here are the details of action plan:

**Cycle 1**

**Planning**
- Making lesson plan
- Choosing suitable text
- Preparing teaching aids
- Developing evaluation form for students.

**Acting**
- Implementing lesson plan that has been made
- Explaining the instruction for practicing
- Making groups

**Reflecting**
- Asking students’ difficulties
- Evaluating teaching and learning process
- Analyzing students’ achievement
- Revising lesson planning

**Observing**
- Asking students’ responses
- Observing the class while students are filling in the story map

**Cycle 2**

**Planning**
- Making new lesson plan (changing the parts that should be revised)
- Preparing teaching aids
- Preparing evaluation & posttest 2

**Acting**
- Implementing new lesson plan
- Emphasizing the students the schematic structures of narrative text
- Making groups

**Reflecting**
- Analyzing students’ progress based on their test score
- Discussing the result of the implementation of the modified action & deciding whether the action should be continued or not

**Observing**
- Observing students’ participation.
- Observing students’ achievement (Students are given posttest 2 in the end of cycle 2)

**Figure 3.2**
Details of Action Plan modified by the writer
In this Classroom Action Research, the writer uses Kurt Lewin’s design. Kurt Lewin’s design for Classroom Action Research consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. This is the collaborative research, the writer collaborate with the English teacher of MTs. Manaratul Islam. The steps include.

1. **Planning**

   In this phase, after identifying the students’ problem through observing and interviewing is done. The teacher can know the problems of the students in learning English in terms of reading lesson especially in understanding narrative texts.

   Therefore, the writer as an English teacher makes the lesson plan. After that, the purpose of this phase is to fix the process of students’ reading skill in classroom and to improve the result of students’ score by using cooperative learning.

   Before the teacher acts, does acting the teacher makes lesson plan, hand out related to reading material that will be taught in classroom, prepares the instrument. Here, the teacher also makes the post-test I in order to know how far the students’ achievement after giving cooperative learning technique at the end of this cycle.

2. **Acting**

   After the teacher makes lesson plan that has described above then the teacher arranges the scenario of teaching learning activities related reading material. The teacher gives the material depend on the syllabus or annual program designed by the teacher. Then, the teacher explains the schematic structures of narrative texts and the things that can be found in narrative texts and asks the students about narrative text and their difficulties in

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understanding the texts. Next, the teacher introduces cooperative learning technique to be used by students in learning narrative text. The teacher divides the students into seven groups which is consists of five members and then the teacher gives the narrative text. Each member has one part of text. After that, the teacher instructs the students to read carefully then ask them to share and discuss about the text. Then, students who have the same text join into a group. They discuss the part of text deeply. After that, they come back into each jigsaw group and each member explains what they have got. The teacher asks them to present what they have got properly.

3. Observing

In this phase, the writer observes the activities in the classroom. Sometimes, the writer also asks some students’ opinion about the process of teaching and learning narrative text by using cooperative learning technique.

When observing, the observer should notice all of activities in the classroom. It is done in order to get accurate result in the end of the research.

4. Reflecting

This is the last phase in Kurt Lewin’s cycle in which the teacher and the writer discuss about the implementation and data they collected. In this reflection, after collecting the data, the writer will evaluate the teaching-learning process. Then, the writer will reflect herself by seeing the result of the observation. After the data has been collected, the teacher analyzes the data of teaching-learning process and also identify of teaching narrative text by using cooperative learning and how to improve it. Besides, the teacher will reflect herself by seeing and analyzing the result of the observation whether the teaching learning reading material by using cooperative learning technique is good or not. If the first cycle is unsuccessful based on the result that is from the cycle one and it was good, the writer decides to continue the next cycle for getting the accurate result.
H. Techniques of Data Analysis

The interview before and after Classroom Action Research (CAR) are used to analyze qualitative data. In this case, the writer collects the entire data which have been gained. On the other side, to analyze the numerical data, first the writer measures the average or mean of students’ reading score per action within one cycle. It is used to know how the students’ reading skills are improved. It uses the formula as below:\(^2\)

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : mean
\(x\) : individual score
\(n\) : number of students

Next, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 60 (sixty) The formula is:\(^3\)

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) : the class percentage
\(F\) : total percentage score
\(N\) : number of students

Then, after getting mean of students’ score per actions, the writer identifies whether the students’ improve their understanding of narrative text

from pre-test up to post-test 1 in cycle 1 and post-test 2 in cycle 2. The writer uses the formula below to analyze the data:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{y_2 - y}{y} \times 100\% \]

- **P**: percentage of students’ improvement
- **y**: pre-test result
- **y1**: post-test 1
- **y2**: post-test 2

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CHAPTER IV
RESEARCH FINDINGS

Before the implementation of the action, the writer has divided three parts of data description in order to know the obstacles of teaching learning in reading activities selectively, those are data observation, data of interview and post-test.

1. Data Description

a. Data from Interview

1). Data from Interview of the Teacher

The interview was conducted by the writer to the English teacher of Mts. Manaratul Islam Jakarta. It was held on December 3\textsuperscript{rd} 2010. The first was an unstructured interview. The word ‘unstructured’ is perhaps not completely accurate, in that, by definition, an interview must have some kind of structure otherwise it would simply be a conversation.\textsuperscript{1} First, the writer only asked the teacher about problems in the classroom. Furthermore, the writer conducted structured interview using interview guidelines. Here, the teacher answered some questions about English teaching learning process at Mts. Manaratul Islam Jakarta. Those were the general

\textsuperscript{1} Michael J. Wallace, \textit{Action Research for Language Teachers}. (New York: Cambridge University Press, 1998), p.146.
condition in English class primarily on students’ reading achievement and performance, the difficulties faced by students in reading lesson, and the kinds of strategies implemented by the teacher previously before Classroom Action Research (CAR) to improve students’ understanding of English texts.

First, the teacher answered questioned about general condition of the class. The teacher said that sometimes the students followed the lesson enthusiastically but sometimes they did not really reactive with the lesson. Speaking and listening were considered as English skills which students feel hard to master. But reading was also considered hard by the students to master. The teacher said that there were some difficulties faced by students in understanding English texts. In this semester, the teacher gave recount text and narrative text to the students concerning Standard Competence and Basic Competence (SK, KD). The teacher got the texts from the book. Moreover, the teacher stated that it was hard for some students to pass the criterion of minimum completeness (KKM) concerning the school policy. So that, the teacher still tries to solve that problem. (see appendix X, page 90)

2). Data from Interview of the Students

The writer held interview to the students using interview guidelines. The writer chose 2 of 35 students to be interviewed. The criteria of the students were 1 student with the high ability and 1 student with the low ability. Here, there were several questions given to the students about English teaching learning process at MTs. Manaratul Islam Jakarta. Through interview guidelines, the writer asked their opinions about general condition of English teaching learning process in the classroom. Some of them said that the lessons are enjoyable; some others said they are not really interested in following the lesson. Then, the students told the writer about their difficulties in learning English. Some of them feel that speaking is
the most difficult skill to master. Some considered reading as the most difficult one. They said that their difficulties caused by their lack of vocabularies. For example, in reading lessons, it is hard for them to understand the text easily they do not know the meaning of several words so they cannot catch what the story about. Besides that, the teacher’s teaching techniques do not make the students interested in following the lessons. Consequently, they cannot receive what has been given by the teacher. (see appendix IX, page 87-88)

b. Data from Observation

Based on the observation conducted by the writer on January 5th 2011, it is known that in teaching reading at the second grade students of MTs. Manaratul Islam Jakarta, the teacher taught reading by asking students to read the text (story) first. And ordered them to read loudly and carefully and after that translated it into Bahasa Indonesia. Then, the teacher explained the students the schematic structure and content of the story. Then, the students were asked to answer questions related to the story. This strategy has not helped the students to understand the story properly. Furthermore, this strategy caused many problems in teaching reading, especially in teaching narrative texts.

First, it is related to the condition of students who are lack of vocabulary which makes them unable to understand the words used in the story. Second, the students only know theory (schematic structures) of the text without understanding the whole text. Consequently, they get bored and cannot answer questions related to the story given. So, the students had had less motivation in reading narrative text and made their behavior decreasing.

The teacher also has difficulties to teach in large class. The main problem is the way to control the students. During the teaching hours the teacher should make the students pay attention to the texts given. It needs
c. Pre-test

In completing data, the writer did the pre-test before the teacher conducted Classroom Action Research, it was held on Monday, 24th January 2011. There were 35 students of VIII D followed the test. The test was 20 questions in multiple choice and the students did it during 20 minutes. From this pre-test, it is known the mean score of pre-test that was done by students 55.42.

The data above showed thirteen students who got the score above the KKM, while KKM of MTs. Manaratul Islam was 60. Therefore, there were two students gained the highest and one student gained the lowest score which the highest score was 75 and the lowest score was 40.

From the data above that showed almost of students’ achievement in reading was poor and low. (see table 4.1, page 41-42)

2. The Implementation of Teaching Narrative Text by Using Cooperative Learning

a. Cycle 1

1). Planning

In this phase, the writer made a lesson plan for the action based on the problems faced by students. The writer selected material and exercises into a lesson plan. Therefore, narrative text was chosen as the text to be delivered for students in which it was needed to break down into specific information. In the lesson plan, the students were ordered to make groups by the teacher’s instruction. Beside of making lesson plan, the writer also prepared the post test 1 to collect the data, in order to know whether there are students’ improvement scores from pretest to post-test in cycle 1. Therefore, in the end of teaching learning process the writer can know whether the strategy works or not. (see appendix II, page 59-66)
2). Acting

Here, the writer, as the teacher, implemented the planned action that had been made. It was begun on January 24th 2011. In the beginning of teaching learning process, the teacher began the class by greetings, and the teacher checked their attendances. Then, the teacher asked about narrative and their difficulties in understanding the text. After that, the teacher asked the students to tell anything they knew about narrative text. After brainstorming, the teacher explained the schematic structures of narrative text. The teacher told the students about what they can find in narrative text such as the characters, settings, problems, and solution of the problems. Next, the teacher gave instruction to the students who had begun the process of reading and comprehending the text. The teacher divided the students into 7 groups, each groups consists of five members of students. Each group is mixed between men and women, but the 1-7 top-ranking students were distributed to each group is different. When the students sat together with their group, the teacher asked one of students to read the passage loudly and stop and continue to other students. After the passage ended, the teacher asked the students to read silently. After reading passage, the teacher suggested the students to open dictionary if they did not know he words mean in the passage. The teacher asked the students to share with their members that have the same part of passage. After comprehending the passage and understanding the passage, the each member comes back to her or his group. And the student explains to the others students about what they have got. After that if the all of members explained about their part of the passage. They discussed and shared the meaning of the text properly. Then, one of students in each group represent to review about what the students have been read and explain the man idea, complication, and resolution. And conclude it. Then the students had to answer the
question based on the text was given and held reflection toward learning process that had been done.

On the second meeting in the first cycle the process of CAR was similar with the previous meeting. In the teaching learning process, the students identified the schematic structure of narrative text in the passage.

In the beginning of this phase, the teacher explained to the students the schematic structures are clearer than the previous and the language feature of narrative text based on the paragraph. Afterward the teacher asked the students to do post test I.

3). Observing

In this phase, the writer observed the students’ response, participation, achievement and performance of the students in group works, class situation and accomplishes everything which was found during the teaching and learning process. Sometimes, the writer also asked some students’ opinion about the process of teaching and learning narrative text by using cooperative. Although the teacher accomplished the task in sequence with the lesson plan had been made. Nevertheless, the teacher gave direction and instruction was too fast. It could be seen from many students’ questions about the direction. However, the class situation was still under control. It means that most of students still pay attention to the teacher’ explanation clearly; some of them also did not do their task because they relied on the other friend who had better do the task than they had. They also cheated each other when they were asked to answer some reading questions and the teacher just said, “No cheating” but the students ignored that warning.

On other hand, there were some students who active in learning and answering the teacher’s question in the second section of the first cycle, the students seemed more enthusiastic to do the exercise. After learning process, in this observing phase, it was also
carried out post test I exactly on the second section of the first cycle to measure how well the students’ reading understanding of narrative text that had been studied.

4). Reflecting

Here, the writer analyzed students’ achievement and progress based on their test score. In this phase, the writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the writer’s observation, it could be seen that some students still got difficulties in understanding of narrative text. Because there are still many students who relied on friends in group and students participation were still low so most students still were passive and the teacher realized that she was too dominant in the class; she also had still difficulties in implementing the cooperative learning strategy in the class. Because the teacher still had difficulty in managing the class, the class was noisy even some students cheated each other in doing tasks. Hence the teacher gave more attention to the entire group and should be more assertive in order the students did not cheat any longer.

So that, according to the discussion and the result of post test 1, there must be more efforts to develop students’ reading comprehension of narrative text by using cooperative learning. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two. (see figure 4.1, page 47)

b. Cycle 2

1). Planning

Cycle 2 began from making new lesson plan. It is aimed to change some parts that need to be revised. This cycle began on January 31st 2011. As the planning phase in Cycle 1, here the writer also made preparation of teaching aids. Evaluation and post-test 2
were prepared to see students’ achievements in the end of this cycle. The new texts were also selected to motivate students. The teacher chose ‘The Stingy and the Generous’ and ‘Beauty and the Beast’ as stories to be learned. (see appendix II, page 59-66)

2). Acting

In this phase, the writer implemented the new lesson plan that was using cooperative learning technique. The teacher began by greeting and checked students’ attendances. The teacher divided into a group; one group consists of five members.

As the teacher, the writer emphasized and reviewed schematic structures of narrative texts to the students in order to make them getting better understanding.

Before the learning process started, the teacher asked the students about the material will be given. The teacher gave a new text for the students and then the teacher asked one of students to read the passage loudly and stop and continue to other students. After the passage ended, the teacher asked the students to read silently. In this groups, the first part of students are given the first paragraph, second student are given a second paragraph and so on. And each member in a group joined with the each member has the same pert of the passage. And they discussed and shared deeply. If they understood with their part, the student came back to the jigsaw group. And each member explained about his or her part. After that, all of the students shared and discussed the meaning of the text properly and made a conclusion. In this activity, students interacted with each other. So, each student could understand the text as a whole.

After that, the teacher asked them to represent their comprehending about the text. From the first group until the last group. After all of students presented what they have got from that text. They tried to identify the schematic and linguistic structures of the text and the groups could identify the schematic and linguistic structure firstly,
will get awards. Afterward the teacher asked the students to do post test II.

3). Observing

The writer observed students’ participation and achievement in this phase. Here, the writer noticed whether students improve their understanding or not then measured their achievements between cycle 1 and cycle 2. The teacher found that in this phase, students had a good progress. They improved their understanding of narrative text significantly. It could be seen from many aspects’ of students’ participations that had been observed during teaching learning process. The condition of the students when teaching learning process was better than previous cycle. The students could answer the question has been given by raising their hands. The students who got willingness in learning reading narrative text, they tried to understand the text. After they understand the text, they were enthusiastic to do some exercise and tried to help their friends in their group to find the difficult sentences to be comprehend. Shortly, most of students seemed quite active in the classroom and in doing reading exercise. In the second section of cycle two, the teacher was held post test II regarding students’ understanding of narrative text.

4). Reflecting

Here, the writer analyzed students’ progress based on their test score. The writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done, it was known that by using cooperative learning, students’ understanding had been improved. Therefore the cycle did not to continue. (see figure 4.1, page 47)
3. The Improvement of Students’ Achievement in Understanding Narrative Text

To know whether teaching narrative text using cooperative learning is successful or not and whether the score is significantly increased or not to the students of Mts. Manaratul Islam Jakarta, the writer describes the result of pre-test and post-test.

The writer describes students’ scores in pre-test and post-test in the table below:

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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<td>75*</td>
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<tr>
<td>18</td>
<td>40</td>
<td>65*</td>
<td>70*</td>
</tr>
</tbody>
</table>
*: The student who passed the KKM (60)

Based on the table above, it is shown that the lowest score of pre-test is 35 and the highest score of pre-test is 75.

The mean of students’ scores of pre-test is:

\[
\bar{X} = \frac{\sum x}{N}
\]

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<td>34</td>
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<td>50</td>
<td>70*</td>
</tr>
<tr>
<td>35</td>
<td>70*</td>
<td>85*</td>
<td>90*</td>
</tr>
</tbody>
</table>

Mean:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$\bar{X}$</td>
<td>$\frac{\sum x}{N}$</td>
<td>55.42</td>
</tr>
</tbody>
</table>

*$\sum Pre\text{-}test = 1940$

$\bar{X} = \frac{\sum x}{n}$
It is shown from calculation above those students’ reading mean score before using cooperative learning technique or before implementing Classroom Action Research (CAR) is 55.42. It is taken from the students’ pre-test score average.

After that, the writer analyzed the data to know the percentage of students’ score who passed the KKM (60). It is calculated by using formula as follows:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{13}{35} \times 100\%
\]

\[
P = 37.15\%
\]

From calculation above, the students’ score percentage in the pre-test is 37.15%. It means that there are 13 students who passed the KKM and there are 22 students’ scores which still below the KKM.

After that, in the cycle 1 of CAR, the writer calculates the result of post-test 1 to know the students’ score improvement from the pre-test to post-test 1 result.

Still based on the table above, the writer concluded the lowest score of post-test is 40 and the highest score is 85 which indicated that the post-test 1 score is higher than the pre-test score.

The mean of students’ scores of post-test 1 is:
\[ \sum \text{Post-test 1} = 2125 \]

\[ X = \frac{\sum x}{n} \]

\[ X = \frac{2125}{35} \]

\[ X \text{ Post-test 1} = 60.72 \]

From that calculation, the students’ mean score of post-test in cycle 1 is 60.72. It proves that there are some improvements. It could be seen from pre-test mean score (55.42) to the mean score of post-test 1 (60.72).

The improvement of the average of students’ scores in pre-test and post-test 1 is:

\[ \Sigma \text{Post-test 1} - \Sigma \text{Pre-test} = 60.72 - 55.42 = 5.3 \]

The next step is the writer tried to get the percentage of students’ improvement score from pretest to post-test 1. The writer calculates by using formula as follows:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{60.72 - 55.42}{55.42} \times 100\% \]

\[ P = \frac{5.3}{55.42} \times 100\% \]

\[ P = 9.56\% \]
According to the calculation above, the percentage of the students’ improvement score from pre-test to post-test 1 is 9.56%. It shows that the score in cycle 1 has improved 9.56% from the pretest score.

After that, the writer calculates data to know the percentage of students who passed the KKM in post-test 1. The calculation is as follow:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{20}{35} \times 100\%
\]

\[P = 57.14\%
\]

From that calculation, the class percentage which passed the KKM in post-test 1 is 57.14%. It means that in the cycle 1 of CAR, there are 20 students who passed the KKM and there are 15 students whose score are below the KKM. The class percentage of post-test 1 shows some students’ improvement which passed the KKM is 20.01% (57.14% - 37.15%).

Furthermore, in cycle 2 the writer also calculates the result of post-test 2 to know more about the score improvement either from the result of pre-test or post-test 1. According to the data obtained, the lowest score in post-test 2 is 40 and the highest score is 90. It also indicated that there are some improvements in post-test 2. As the previous calculation, the writer using formula as follows:

\[
\overline{X} = \frac{\sum x}{N}
\]

\[
\overline{X} = \frac{2400}{35}
\]

\[\overline{X} \text{ Post-test 2} = 68.57\]
After calculating, it is known that the mean score of post-test 2 is 68.57. Next, the writer calculates percentage of students’ improvement score.

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

\[
P = \frac{68.57 - 55.42}{55.42} \times 100\% = 23.72\%
\]

From calculation above, it could be seen that the post-test 2 improves 23.72% from the pre-test. Next, the writer tries to get the class percentage of students’ score which passed the KKM. It uses the calculation as following:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{29}{35} \times 100\% = 82.85\%
\]

As shown above, it is obtained that the class percentage is 82.85 %. It means that in the cycle 2 there are 29 students among 35 students who already passed the KKM and there are 6 students are below the KKM.

At last, all of calculation above proves that there is a significant improvement of the students’ understanding of narrative text. It means that cooperative learning technique is effective to be used in improving
students understanding of narrative text at the Second grade students of Mts. Manaratul Islam Jakarta. So, the cycle of CAR does not have to be continued.

Figure 4.1
Students’ Score Mean Improvement

Figure 4.2
Students’ score class percentage per test (pre test, post test I, post II)
D. The Data Analysis

a. The Result of Pre-test, Post-test 1, and Post-test 2

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as followings:

In the pretest, the mean score of students on reading test before carrying out Classroom Action Research (CAR) is 55.42. It is the students’ reading score before they use cooperative learning technique. Meanwhile, the class percentage which passes the KKM is 37.15%. It means that there are only 13 students who are able to pass the KKM (60) and there are 22 students who are not able to pass the KKM.

Furthermore, the mean score in the posttest of cycle 1 is 60.72. It means that there are some students’ score improvement from the previous test (pretest), that is 5.3 (60.72 – 55.42) or 9.56% (It is not enough to reach the research target and still need to be developed). Meanwhile, the class percentage which passes the KKM in posttest 1 is 57.14%. It shows there are 20 students who pass the KKM and there are 15 students whose score still under KKM. It means that still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 26 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Then, the mean score in the posttest of second cycle is 68.57. It shows the improvement students’ score 7.85 (68.57 – 60.72) from the posttest 1 in cycle 1 (60.72) or 23.72% students’ improvement in the score percentage from the pretest or 14.16% students’ improvement from the pretest 1. Meanwhile, the class percentage which passes the KKM is 82.85%. It means there are 29 students whose score pass the KKM and there are 6 students who are under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle can be stopped.
b. The Result of Post Interview

After implementing cooperative learning, the writer carried out the interview with the teacher and the students. It was conducted Wednesday, February 2\textsuperscript{nd} 2011 after accomplishing cycle 2. The writer discussed with the teacher about CAR that had been accomplished.

From the two cycle’s analysis, the teacher and the writer thought that there were any progressions on students’ response in learning reading comprehension especially in narrative text. It is proven by the students’ achievement in reading narrative text was improved. The students are more enthusiastic in reading and more active to answer the question when the teacher gave the material. Reading is a process to comprehend text to get the information from text. Reading skill will grow, if students do more practice in reading from many positive sources. On the other hand, cooperative learning also was able to make students more creative in developing their ability.

From the teacher, the teacher said that she was satisfied using cooperative learning, because cooperative learning helped her in teaching learning process in the classroom. She said that she was motivated and also wanted to implement cooperative learning in teaching learning process.(see appendix IX and X, page 87-90)
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion
After carrying out Classroom Action Research at the second grade students of Mts. Manaratul Islam Jakarta and according to the result of the test, it can be concluded that there is significant difference before and after the implementation of teaching narrative text using cooperative learning technique. It means that using cooperative learning in teaching reading is helpful, especially in improving students’ understanding of narrative text. It can be seen from the result of pre-test and post-test which carried out by the writer.

Furthermore, the improvement of students’ understanding of narrative text can be seen clearly in the improvement of their achievement in pre-test and post-test. The result of pre-test and post-test showed the significant improvement. The mean of pre-test score is 55.42. It means there were only 37.15% of the whole students could pass the KKM. The mean of post-test 1 score is 60.72. It proves that 57.14% students passed KKM. The mean of post-test 2 score is 68.57. Then, it is obtained that the percentage of students who could get the score above the
KKM in post-test 2 is 82.85%. It showed that using cooperative learning technique can effectively improve students’ understanding of narrative text.

**B. Suggestion**

Based on the classroom action research, the writer gives some suggestions as follow:

1. In learning reading skill, the teacher are more creative in teaching her students in order to maximize teaching learning process, and makes the students are not boring.
2. The teacher should be active to involve her students in teaching learning process.
3. Cooperative learning approach can be applied in English teaching learning process, particularly, the attempt of improving students’ understanding of narrative text. In this term, the students are demanded work together in group to solve the problem.


Http://wapedia.mobienJigsaw_(teaching_technique).htm
APPENDICES
Multiple Choices: 20 Questions
Choose the best answer to each question from the alternatives given.

Text for no. 1-5

An Unlucky Camping

It was the beginning of the wet season, but the weather was fine in the morning. My classmate and I went camping to the camping ground.

We set up our tent in middle of field near a small river. As soon as this was done, we cooked a meal over an open fire. Everything was alright in the afternoon. But at night while we were singing songs by the campfire, a strong wild blew. It brought disorder to our tent. We couldn’t sleep because it was thundering and raining heavily. Lighting intensified the downpours. Soon surrounding areas became flooded. We all panicked.

1. How was the weather at the beginning of wet season?
   a. Bad     c. Clear
   b. Good     d. Fine

2. When was the weather fine?
   a. In the morning
   b. In the afternoon
   c. In the evening
   d. At night

3. What did the writer do then?
   a. Went camping
   b. Went shopping
   c. Went to the camp ground
   d. Made a fire

4. Where did the writer go camping?
   a. To the field
   b. To the campground
   c. In the village
   d. Near the small river

5. Where did the writer cook?
   a. In the kitchen
   b. Over an open air
   c. On the stove
   d. In the room

6. What was the writer doing at midnight?
   a. Singing songs
   b. Cooking meals
   c. Watching movie
   d. Listening to music

7. What happened at midnight?
   a. Strong wild blew
   b. Raining lightly
   c. The writer was panicked
   d. The camp was on fire
8. How was the tent?
   a. Alright
   b. In good order
   c. Disorder
   d. Strong

9. Why couldn’t the writer sleep?
   a. It was thundering and raining
   b. They were cooking
   c. They were singing songs
   d. it was rioting

10. How was the campfire after raining?
    a. Panicked
    b. Flooded
    c. Thunder
    d. Fired

Text for no. 11-15

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White didn’t want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs asked, ”What’s your name?” Snow White answered, “My name is Snow White. Doc said, “If you wish,, you may live here with us”. Snow White said, “Oh, could I? Thank You”. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

11. Who are the main characters in this story?
    a. a little girl and her parents
    b. Snow White and the 7 dwarfs
    c. Aunt and Uncle
    d. The 7 dwarfs, aunt and uncle

12. What is the kind of the text?
    a. Narrative
    b. Recount
    c. descriptive
    d. Exposition
13. Why did Snow White run away?
   a. Because her uncle and aunt wanted to leave her in the castle
   b. Because her parents were dead
   c. Because she didn’t have enough money
   d. Because she didn’t want to go to America with her aunt and uncle

14. What is the character of 7 dwarfs? Except……
   a. Strong
   b. Nice
   c. Friendly
   d. Kind

15. What is the complication part of the story?
   a. Snow White saw this little cottage
   b. The seven dwarfs were coming home
   c. Snow White ran away into the woods
   d. Snow White heard her uncle and aunt talking about leaving her in the castle

Text for no.16 to 20

Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken. We got a general briefing. It included adscription about how to take pictures under waiter

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

16. Where does the writer of this text come from?
   A. Bunaken island     C. Marine life
   B. Australia          D. New Zealand

17. The word “arrival” in paragraph two, has the antonym of……
   A. Nature             C. going
   B. Receiver           D. departure
APPENDIX IV

18. The following sentences are true based on the text above, except…..
   A. To reach Bunaken was not easy
   B. The writer will go to Bunaken for diving
   C. The divers saw small fishes
   D. The trip was enjoyable for divers

19. Which one the following word is included in linking items to do with the time?
   A. There C. Then
   B. Tiny D. To take

20. How many events can we find in the text above?
   A. One C. Two
   B. Three D. Four

Be Success!!!
Multiple Choices : 20 Questions

Choose the best answer to each question from the alternatives given.

Text for no.1-5

The Fly and The Bull

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went on chewing grass.

The fly then buzzed right inside the bull’s ear. The bull continued chewing grass. The fly thought, “What a stupid animal!”

Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quite.

The fly then shouted angrily, “Oh, Bull, if you find that I am too heavy for you, let me know and I’ll fly away!”

The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quite and leave me alone.”

1. Which one is true according to the passage?
   a. The little fly is a kind animal
   b. The bull is a stupid animal
   c. The bull felt proud of the little fly
   d. The fly thought that he was a heavy animal
   e. The bull did not pay any attention to the fly

2. What problem did the fly have?
   a. He was very important
   b. He was very proud of himself
   c. The bull didn’t pay any attention to him
   d. He thought he was heavier than the bull
   e. All the answer are true

3. What is the complication part of the story?
   a. The fly waited for the bull to say something, but the bull kept quite
b. The fly flew around looking for someone to talk to

c. The bull was grazing in a field

d. The little fly felt proud of himself

e. The little fly flew down

4. The word ‘him’ in line 7 refers to...

a. The bull
b. The fly
c. The rabbit
d. The monkey
e. The ant

5. What is the message of the story?

a. Don’t be selfish
b. Be friendly
c. Don’t be arrogant
d. Be a good friend
e. Be cool

Text for no-6-10

One Thousand Temples

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called Bandung. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Lorojonggrang. He wanted to marry her but she was not interested in him. Lorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Lorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At four o’clock in the morning, Bandung Bondowoso had only five more temples to build. Loro Jonggrang got panic because she knew he would complete the task.
Suddenly, Lorojonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Lorojonggrang had done to him. He cursed Lorojonggrang and turned into a statue.

6. Who is the major character of the story?
   a. Genies
   b. Lorojonggrang
   c. Bandung Bondowoso
   d. Spirits

7. Where did the event happen?
   a. West Java
   b. South Jakarta
   c. South Sumatra
   d. West Sumatra

8. What the requirement is given by Lorojonggrang to Bondowoso?
   a. He asked the women in the kingdom to pound rice.
   b. He took away his powerful weapon.
   c. He built one thousand temples within one night.
   d. He helped genies and spirits to build temples.

9. What time Bondowoso did have only five more temples to build?
   a. Five o’clock in the afternoon
   b. Four o’clock in the morning
   c. Four o’clock in the afternoon
   d. Five o’clock in the morning

10. The word “her” in line 7 refers to…..
    a. Bondowoso
    b. Lorojonggrang
    c. Bandung
    d. Bondowoso and Lorojonggrang
Text for no 11-15

**Beauty and the Beast**

Once upon a time, there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn’t like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him.

After some time, Maurice’s daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him, the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

11. Based on the text, the major character of the story is ….
   a. Belle  
   b. Fairy  
   c. Maurice  
   d. The prince

12. Why the prince did not like the woman at the first time?
   a. She was angry with the prince.  
   b. She was old and ugly.  
   c. She was a mean woman.  
   d. She mocked the prince.

13. The character of the prince before being into the Beast is ….
   a. Strong-willed  
   b. Mean  
   c. lazy  
   d. Greedy
14. “The Beast was not mean anymore.” This event is included into schematic structure of ….
   a. Orientation  
   b. Complication  
   c. Coda  
   d. Resolution

15. The word “his” in line 5 refers to….
   a. Woman  
   b. Prince  
   c. Fairy  
   d. Belle

Text for no 16-20

The House

There were many beautiful plants and flowers in Bobo’s garden and he was very proud of them, and he loves watering them every afternoon. Today Bobo was watering his plants when suddenly the water from the house stopped flowing. Bobo was surprised, and when he looked around he saw Giga standing on the house.

‘Accidentally’ Giga had stooped on the house and it broke. Bobo was upset and Giga felt sorry. Then she went to a small pond near the garden. Filled her trunk with water, and came back. She prayed Bobo’s garden with water from her trunk. Bobo was happy and he forgave Giga. Giga promised to get bobo a new watering house.

16. Who are the main characters in this story?
   a. Bobo  
   b. Giga  
   c. Bobo and Giga  
   d. Woman

17. Where did Bobo plant his flowers?
   a. In the park  
   b. In the house  
   c. In the kitchen  
   d. In the garden
18. What is the complication part of the story?
   a. There were many beautiful plants and flower
   b. Bobo was happy
   c. Giga felt sorry to him
   d. Suddenly, the water stopped flowing

19. What is the kind of the text?
   a. Narrative
   b. Recount
   c. descriptive
   d. Exposition

20. What is the character of Bobo?
   a. Kind
   b. Crime
   c. Strong
   d. Selfish
THE SMARTEST PARROT

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He couldn’t bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” said the man angrily. Then he continued to humble; “You know, I will cut the chickens for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens in the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

1. What is the story about?
   a. A stupid bird
   b. A strong man
   c. A smartest bird
   d. A stupid chickens

2. Who are the main characters in this story?
   a. Man
   b. Parrot
   c. Chickens
   d. Parrot and chickens

3. What was a word that the parrot could not say?
   a. Castanyo
   b. I’ll kill you
c. Stupid
d. Catano

4. Where did the man throw the parrot?
   a. To the house chickens
   b. To the stable
   c. To the cage
   d. To the stall

5. What did the man feel when the parrot could not say Catano?
   a. Sad
   b. Angry
   c. Happy
   d. Arrogant

6. How many chickens were there in the chicken house?
   a. Five
   b. Six
   c. Three
   d. Four

7. How many death chickens were there on the floor in the chicken house?
   a. Three
   b. Four
   c. Five
   d. Six

8. Could the parrot say Catano?
   a. Yes, it can
   b. Yes, it could
   c. No, it can not
   d. No, it could not

9. What was Catano?
   a. The name of the place where the bird was born
   b. The name of the chicken house
   c. The name of the man
   d. The name of the bird
APPENDIX VI

10. The word “it” in line 10 refers to…..
   a. The man
   b. Parrot
   c. Old chicken
   d. Catano

Text for 11-15

MONKEY AND CROCODILE

One day, a monkey wanted to cross a river. He saw crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river. Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again.”

The monkey thought for a while. Then he told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey. “Because I didn’t bring my heart with me”, said the monkey. “I left it under the tree near some coconuts. So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of the tree. “Where’s your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.” The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

11. What is the story about?
   a. A crocodile and a monkey’s friendship
   b. A smart monkey and a foolish crocodile
   c. A crocodile’s father
   d. A monkey and a crocodile life

12. Which one is the orientation part in this story?
   a. The monkey told the crocodile to swim back to the river bank
   b. The monkey wanted to cross a river then asked the crocodile to take him across
   c. The crocodile turned around and swam back to the bank of the river
   d. The crocodile swam away, hungry.

13. The generic structure of the text is..
   a. orientation>resolution>conflict
   b. orientation>conflict>reorientation
   c. orientation>complication>resolution
   d. introduction>conflict>reorientation

14. Why did the monkey ask the crocodile to help him when he saw the crocodile for the first time?
   a. Because the monkey couldn’t cross the river
b. Because the crocodile was very kind  
c. Because the monkey wanted to look for the food  
d. Because the monkey wanted to escape  

15. The crocodile tried to fool the monkey because he was..  
a. Smart  
b. Hungry  
c. Lazy  
d. Lonely  

Text for 16-20  

One upon a time in West Java there was a widow. Her name is Nyimas Inten. She was very rich but she never gave anything to the poor. So, all of her neighbors hate her.  
One day there was a beggar to ask something but Nyimas did not gives anything. The beggar was dissapointed and he prayed to God to punish her. Finally, Nyimas Inten drown in a lake with all her properties. Now, The Lake is called “Situ Bagendit”. People believe Nyimas Inten is still alive as a leech.  

16. What is the story about?  
a. A stingy widow  
b. A leech  
c. The rich and the poor  
d. A rude beggar  

17. Who is called the leech?  
a. The beggar  
b. The widow  
c. The poor  
d. Situ Bagendit  

18. What was the beggar fell when she did not give anything to him?  
a. He was arrogant  
b. He was happy  
c. He was dissapointed  
d. He was angry  

19. Why all of her neighbors hate Nyimas Inten?  
a. Because she was very rich  
b. Because she was a widow  
c. Because she was a stingy woman  
d. Because she always give anything to the poor  

20. What is the genre of the text?  
a. Description  
b. Exposition  
c. Narrative  
d. Recount  

Good luck!
REVISI SOAL

Pre-Test

8. Where did they set up the tent?
   a. In the middle of field near a small river
   b. In the camping ground
   c. Near of campfire
   d. On the park

10. The word “our” in line 3 refers to…
   a. The writer
   b. The classmate
   c. The writer and his classmate
   d. The teacher

19. When did the writer go to Bunaken Island?
   a. Last Year
   b. Last Month
   c. Two months ago
   d. Three years ago

20. What did the writer see when he dived?
   a. Groups of jelly fish
   b. Groups of coral reef
   c. Groups of star fish
   d. Groups of tiny fish

Post-Test 1

11. What is the story about?
   a. A mean prince
   b. A beautiful girl
   c. An old castle
APPENDIX VIII

d. An ugly fairy

15. Why did the beast change?
   a. Because the prince sent the woman away
   b. Because Belle stayed in the castle the beast was not mean anymore
   c. Because he was good looking and very rich
   d. Because Belle’s father could go home

Post Test 2

15. What is the characterization of the crocodile?
   a. Smart
   b. Foolish
   c. Lazy
   d. Tricky

16. Who is the main character of the story?
   a. Beggar
   b. Neighbors
   c. Nyimas Inten
   d. Situ Bagendit
## APPENDIX VII

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Pre-Test</th>
<th>Post-Test 1</th>
<th>Post-Test II</th>
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**REVISE’S ANSWER KEY**

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<td></td>
<td></td>
</tr>
<tr>
<td>20. D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pedoman Wawancara Siswa
(Sebelum PTK)

P : Peneliti
S1 : Siswa 1
S2 : Siswa 2

P : Bagaimana tanggapan kamu selama ini terhadap proses pembelajaran Bahasa Inggris di kelas?
S1 : Lumayan, gurunya baik tapi kadang agak membosankan
S2 : Gurunya baik, sering dikasih tontonan yang bagus, tapi kadang kalo nanya suka dikacangin

P : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana perolehan nilai Bahasa Inggris kamu?
S1 : 60. Hasilnya pas-pasan. Paling dapet 60.
S2 : 60/65. Hasil=73 yaa ngga terlalu bagus bu.

P : Skill Bahasa Inggris apa yang kamu anggap paling sulit?
S1 : Speaking, reading, ehmmmm sama listening
S2 : Reading dan grammar (past tense)

P : Kalau dalam materi reading, jenis teks apa yang harus kamu kuasai semester ini? Dan jenis teks apa yang telah diberikan guru?
S1 : Cerita, descriptive banyaklah..
S2 : Descriptive, Recount, Narrative juga kalo ga salah.

P : Apa kesulitan yang biasa kamu temui ketika membaca teks Bahasa Inggris?
S1 : banyak vocab yang ngga familiar, jadi rada bingung. Ga ngerti.
S2 : vocabnya ribet, jg susah diartiin. Gurunya jg ngajarnya gitu-gitu aja sama kadang berisik jadi biking ga konsen.

P : Menurut kamu, apa penyebab kesulitan tersebut?
S1 : males baca, bosen sama cara guru ngajarin reading.
S2 : kurang latihan mungkin terus lihat tulisannya yang asing Yaa sama itu
tadi, gurunya ngajarnya gitu-gitu aja, jadi ga terlalu semangat.

P : Memangnya teknik mengajar seperti apa yang digunakan guru Bahasa Inggris dalam materi reading?

S1 : Disuruh nulis, baca, terus latihan.

S2 : Hmm.. teknik biasa aja.. terangkan, kerjakan, periksa. Udah deh.

P : Apakah kamu sudah mengetahui teknik cooperative learning dalam pembelajaran reading?

S1 : Pernah denger, tapi ga paham bu.

S2 : Kayaknya belum pernah denger, bu.
Pedoman Wawancara Siswa
(Setelah PTK)

P : Peneliti
S1 : Siswa 1
S2 : Siswa 2

P : Bagaimana tanggapan kamu terhadap proses pembelajaran reading dengan menggunakan Cooperative Learning?
S1 : Menyenangkan, jadi bisa gampang ngerti cerita Bahasa Inggris

P : Bagaimana perolehan nilai Bahasa Inggris kamu, terutama pada topik narrative text?
S1 : Hasilnya bagus dan naik. Di tes yang pertama saya dapet 55, yang kedua 60, yang terakhir 70.
S2 : Lumayan memuaskan ya. Dapet 45, 50, 65.

P : Apakah nilai yang kamu dapatkan sudah melampaui KKM?
S1 : Yang pertama belum, yang kedua pas, yang ketiga sudah melampaui.
S2 : Awalnya belum, tapi di tes yang ketiga akhirnya melampaui.

P : Apa kesulitan yang kamu temui ketika menggunakan cooperative Learning dalam memahami narrative text?
S1 : Ga ada kayaknya miss. Cuma ada beberapa anak yang masih mengandalkan aja.
S2 : Paling di ceritanya aka miss. Masih ada vocab yang belum tau. Kalo cooperative learningnta si enak dan enjoy aja.
Pedoman Wawancara (Sebelum Pelaksanaan PTK)

P : Peneliti
G : Guru

P : Selama ini bagaimana tanggapan siswa Ibu dalam proses pembelajaran Bahasa Inggris di kelas?
G : Tanggapan mereka bermacam-macam. Terkadang mereka antusias sekali dalam mengikuti pelajaran namun terkadang juga tidak terlalu reaktif dengan materi yang diberikan.

P : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?

P : Berapa standar nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Ibu?
G : Standar nilai KKM disini 60. Sekitar 60% sudah memenuhi standar KKM. Namun beberapa siswa masih merasa sulit untuk memenuhi standar nilai tersebut.

P : Tadi Ibu bilang banyak siswa yang mengalami kesulitan dalam memahami bacaan Bahasa Inggris atau reading, kelas manakah yang banyak muridnya menemui kesulitan dalam hal tersebut?
G : Dari keseluruhan kelas yang saya ajar, rata-rata hampir semua kelas terdapat murid yang menganggap reading itu sulit, namun yang pemahaman reading-nya paling rendah adalah di kelas VIII D.

P : Untuk semester ini, jenis teks apa saja yang harus mereka kuasai?
G : menurut silabus, semester ini mereka harus mempelajari dan menguasai Recount Text dan Narrative Text.

P : Jenis teks apa saja yang sudah Ibu berikan sejauh ini?
G : Mereka telah mempelajari Descriptive Text dan Recount Text
APPENDIX X

P : Darimana Ibu mendapatkan sumber teks tersebut?
G : Saya mendapat teks-teks tersebut dari berbagai sumber, terutama buku dan internet.

P : Ketika membaca teks Bahasa Inggris, kesulitan apa yang kiranya dialami oleh siswa?
G : Cukup banyak kesulitan yang mereka temui dalam membaca teks Bahasa Inggris. Salah satunya adalah kurangnya kosakata Bahasa Inggris yang mereka kuasai. Selain itu, ketika saya suruh mereka membaca teks Bahasa Inggris secara keras, setelah mereka selesai membaca dan saya bertanya mengenai isi teks tersebut, banyak dari mereka yang tidak bisa menjawab. Dan juga motivasi mereka dalam belajar bahasa Inggris.

P : Sejauh pengamatan Ibu di kelas, apa saja penyebab kesulitan yang dialami oleh siswa?
G : Yaa sebetulnya banyak faktor yang bisa menjadi penyebabnya. Diantaranya mungkin kurangnya semangat dan antusiasme siswa dalam belajar Bahasa Inggris. Selain itu, kurangnya latihan dan input dalam pembelajaran Bahasa Inggris juga bisa menjadi faktor lain.

P : Untuk saat ini, apakah Ibu mempunyai rencana lain untuk mengatasi kesulitan siswa dalam hal membaca?
G : Yaa sebenarnya saya sedang mencoba mencari-cari strategi lain agar siswa lebih mudah memahami bacaan Bahasa Inggris.

P : Lalu, menurut Ibu, teks apa yang cocok digunakan dalam penelitian ini?
G : Pada dasarnya setiap teks mempunyai tujuan yang berbeda-beda, tidak ada teks yang tujuannya untuk mempermudah penguasaan Bahasa Inggris. Namun kalau boleh saya sarankan, Narrative Text saja karena mereka belum mempelajarnya. Dan saya rasa, Cooperative Learning strategy yang tadi Anda jelaskan cocok untuk dipakai dalam mengajarkan Narrative Text.
APPENDIX X

Pedoman Wawancara (Setelah Pelaksanaan PTK)

P : Peneliti
G : Guru

P : Bagaimana pendapat Ibu mengenai pembelajaran reading (membaca) setelah menggunakan Cooperative Learning Strategy?
G : It works. Setelah menggunakan strategi cooperative learning dalam pembelajaran teks naratif, respon siswa saya menjadi positif. Merekapun lebih memahami isi dari sebuah cerita. Selain itu, pemahaman reading siswa yang meningkat, cooperative learning-pun ternyata mampu membuat siswa bersosialisasi dengan sesama temannya. Tidak hanya dengan teman yang dekat melainkan dapat membantu siswa yang mempunyai nilai dibawah KKM.

P : Apakah Ibu merasa termotivasi setelah menggunakan Cooperative learning dalam pembelajaran reading di kelas?
G : Tentu saja iya.

P : Bagaimana kemampuan pemahaman membaca siswa Ibu setelah menerapkan strategi cooperative learning?
G : They have great progress.

P : Apakah Ibu mengalami kesulitan dalam menerapkan strategi cooperative learning tersebut?
G : Tidak sama sekali, strategi ini justru mempermudah saya dalam kegiatan mengajar di kelas. Mereka jadi lebih mandiri, disinipun saya hanya sebagai fasilitator bagi mereka. It’s an interesting way.
Pedoman Wawancara (Setelah Pelaksanaan PTK)

P : Peneliti
G : Guru

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## APPENDIX XI

**Observasi sebelum Pelaksanaan CAR (Siswa)**

Berilah tanda *check list* (✓) pada nilai sesuai dengan pengamatan Anda

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Masalah</th>
<th>Hasil</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SB</td>
</tr>
<tr>
<td>1.</td>
<td>Tanggapan siswa terhadap pembelajaran bahasa Inggris di kelas</td>
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<tr>
<td>2.</td>
<td>Perolehan nilai bahasa Inggris</td>
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</tr>
<tr>
<td>3.</td>
<td>Reading merupakan skill bahasa Inggris yang dianggap paling sulit</td>
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</tr>
<tr>
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<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary adalah kesulitan yang dimiliki siswa ketika membaca teks bahasa Inggris</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Motivasi adalah salah satu penyebab kesulitan siswa dalam reading activity (internal factor)</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Metode yang digunakan guru dalam pengajaran reading kurang efektif</td>
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<td>8.</td>
<td>Grammar Translation Method adalah metode yang selalu digunakan dalam setiap pertemuan</td>
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<td>9.</td>
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**Observasi sebelum Pelaksanaan CAR (Siswa)**

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The Improvement of Students’ Achievement in Pre-Test and Post-Test