

AN UNDERGRADUATE THESIS

**THE USE OF COOPERATIVE LEARNING METHOD TO INCREASE
READING COMPREHENSION ABILITY AT THE TENTH
GRADERS OF SMA MUHAMMADIYAH 1 METRO
IN THE ACADEMIC YEAR OF 2013/2014**



**BY :
NUR INTAN MUSLIMAH
STUDENT NUMBER. 1065257**

**TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1435 H / 2014**

**THE USE OF COOPERATIVE LEARNING METHOD TO INCREASE
READING COMPREHENSION ABILITY AT THE TENTH
GRADERS OF SMA MUHAMMADIYAH 1 METRO
IN THE ACADEMIC YEAR OF 2013/2014**

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program

By:

**NUR INTAN MUSLIMAH
STUDENT NUMBER. 1065257**

**TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM**

Sponsor : Dr. Mahrus As'ad, M. Ag
Co-Sponsor : Syahreni Siregar, M.Hum

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1435 H / 2014 M**



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp. (0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

APPROVAL PAGE

Title : THE USE OF COOPERATIVE LEARNING METHOD TO INCREASE READING COMPREHENSION ABILITY AT THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2013/2014

Name : NUR INTAN MUSLIMAH

Student Number : 1065257

Study Program : English Education Study Program (PBI)

Department : Tarbiyah

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Department of State Islamic College (STAIN) of Jurai Siwo Metro.

Metro, September 2014

Sponsor

Co- Sponsor

Dr. Mahrus As'ad, M. Ag
NIP: 196112211996031001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

Dean

Drs. M. Hariplish, M.A
NIP: 19661009 199703 1 002



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 Alring Mulyo Kota Metro Lampung 34111 Telp.
(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munaqosah

Kepada Yth.
Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro
Di- Tempat

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	: NUR INTAN MUSLIMAH
NPM	: 1065257
Jurusan	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	: THE USE OF COOPERATIVE LEARNING METHOD TO INCREASE READING COMPREHENSION ABILITY AT THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2013/2014

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Metro, September 2014

Pembimbing I

Pembimbing II

Dr. Mahrus As'ad, M. Ag
NIP: 196112211996031001

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

**THE USE OF COOPERATIVE LEARNING METHOD TO INCREASE
READING COMPREHENSION ABILITY AT THE TENTH
GRADERS OF SMA MUHAMMADIYAH 1 METRO**

ABSTRACT

**By:
NUR INTAN MUSLIMAH**

Reading is one of the abilities which must be mastered by the students in learning English. The students who have the ability in English language must be able to identify the text faster. The students also were in the difficulty in identifying reading text effeciently. This was caused by the students in ability to associate method in reading texts well. Therefore, the researcher used the right to method overcome the weakness. The researcher tried to implement the cooperative learning method to make the students easier in understanding and indentifying the text faster and more effeciently

The purpose of this research was to implement the cooperative learning and using the method in the student comprehending reading texts at the tenth graders of SMA Muhammadiyah 1 Metro. In this research the researcher gave pretest to know the students' ability in understanding reading texts and post test to know the result of the students's ability in reading text after giving the cooperative learning.

This research is classroom action research design, where the people who want using this research must be seeing processing of teaching and learning directly, then taking the conclusion of the research was done. The classroom action research was conducted by 2 cycles. There are four steps in each cycle; they are planning, acting, observing and reflecting. The researcher gave one pre test before treatment, two treatments, and one post test. The subjects of this action research are the tenth graders of SMA Muhammadiyah 1 Metro in the Academic Year of 2013/2014.

Based on the research that was done, there is the researcher known that by using cooperative learning as method of teaching reading comprehension can increase their ability. In fact, it can be seen from their average score in pre-test 69.3 become 83,7in post-test. It means that the students could achieve the target; the target was 85% students gained score 60 or more.

**PENGGUNAAN METODE PEMBELAJARAN KOPERATIF UNTUK
MEMPENGARUHI KEMAMPUAN PEMAHAMAN MEMBACA SISWA
KELAS X SMA MUHAMMADIYAH 1 METRO**

ABSTRAK

**Oleh:
NUR INTAN MUSLIMAH**

Membaca merupakan salah satu kemampuan yang harus dikuasai oleh siswa dalam mempelajari Bahasa Inggris. Siswa yang memiliki kemampuan dalam Bahasa Inggris harus mampu mengidentifikasi teks bacaan dengan benar dan cepat. Pada kenyataannya tidak sedikit siswa yang mengalami kesulitan dalam mengidentifikasi teks bacaan dalam Bahasa Inggris secara cepat, hal tersebut disebabkan oleh kurangnya kemampuan siswa dalam menerapkan metode membaca ke dalam teks bacaan. Oleh karena itu, peneliti perlu menerapkan metode yang tepat untuk mengatasi kelemahan tersebut. Peneliti mencoba untuk menerapkan metode pembelajaran koperatif untuk memudahkan siswa dalam memahami dan mengidentifikasi teks.

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan metode pembelajaran koperatif dapat mempengaruhi kemampuan siswa dalam memahami teks bacaan pada kelas X SMA 1 Metro. Dalam penelitian ini peneliti memberikan test berupa pretest untuk mengetahui kemampuan siswa dalam memahami teks bacaan dan post test untuk mengetahui hasil siswa dalam mengerjakan teks bacaan setelah menggunakan metode pembelajaran koperatif.

Penelitian ini adalah sebuah penelitian tindakan kelas, dimana seseorang yang ingin melakukan penelitian ini harus secara langsung mengamati proses terjadinya kegiatan belajar mengajar di dalam kelas, kemudian mengambil kesimpulan dari apa yang telah diteliti. Penelitian tindakan kelas ini dilakukan dalam 2 siklus. Ada 4 tahap dalam setiap siklus yaitu perencanaan, tindakan, observasi, dan refleksi. Peneliti memberikan pre test sebelum tindakan, 2 kali tindakan, dan post test. Penelitian ini diadakan di SMA Muhammadiyah 1 Metro pada tahun akademik 2013/2014

Berdasarkan penelitian yang telah dilakukan, peneliti dapat mengetahui bahwa dengan menggunakan pembelajaran koperatif sebagai metode pembelajaran pemahaman membaca dapat meningkatkan kemampuan mereka. Faktanya, hal ini dapat terlihat dari nilai rata-rata mereka dalam pre-test 69,3 menjadi 83,7 di post-test. Ini menunjukkan bahwa siswa dapat mencapai standar 85% atau siswa yang mendapatkan nilai 60 atau lebih.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nur Intan Muslimah

Student Number : 1065257

Study Programme : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, March 04th, 2014
The Writer

NUR INTAN MUSLIMAH
NPM. 1065257

MOTTO

خَيْرُ الْمُحَادِثِ وَالْجَلِيسِ كِتَابٌ تَخْلُوبِهِ إِنْ
مَلَكَ الْأَصْحَابُ
لَا مُفْشِيًّا سِرًّا إِذَا اسْتَوْدَعْتَهُ وَتُنَالُ مِنْهُ حِكْمَةٌ
وَصَوَابٌ
(شِعَارُ عَرَبِيٍّ) *

*The only best friend to talk and share is book,
when other going out on you, books never leak
the secrets. If you put it into practice, you will
.truly attain a wisdom and a truth*

When we study human language, we are approaching what some might call the

“human essence,” the distinctive qualities of mind that are,

so far as we know, unique to man

(Noam Chomsky)

Life is not only process but giving benefit

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved parents
(Drs. Saparudin and Dra. Sakwanah)*

*My beloved younger brothers
(Jalul Kholis Al- Azhari)*

*My beloved lectures of English Education Study Program
of State Islamic College (STAIN) of Jurai Siwo Metro*

All of the teachers and officer SMA Muhammadiyah 1 Metro

*My beloved candidate husband
(Firman Kurniawan. S kom)*

*All my beloved Friends of mine in the Educational Study Program of English
Language especially diamond class in the academic year 2010/2011*

My almamater

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious merciful, who always gives all what we need and has taught of what they don't know. All praises to Allah for strengths and His blessing to the researcher that she could accomplish her undergraduate thesis. May peace will not stop to be upon our prophet, Muhammad SAW, who has led us from the darkness to the lightness.

This undergraduate thesis entitled "The Use Of Cooperative Learning Method To Increase Reading Comprehension Ability At The Tenth Graders Of SMA Muhammadiyah 1 Metro." The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing the research. Her big thanks to both of advisor, Dr. Mahrus As'ad, M. Ag and Syahreni Siregar, M.Hum may Allah SWT gives them His better reward for their spending time to support and guide during the research writing process. Equally important, her compassion and gratitude addressed to her parents and all family who always pray and provide the support in completing education.

The researcher also appreciates all helps and support from the principal of STAIN Jurai Siwo Metro, the lecturer of English Study Program, Staff of Tarbiyah Department, and also the teacher and students of the tenth graders of SMA Muhammadiyah 1 Metro.

The researcher do apologizes for all mistakes she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, September 08 , 2014

The Writer

NUR INTAN MUSLIMAH
NPM. 1065257

TABLE OF CONTENTS

COVER	i
ABSTRACT.....	iii
NOTA DINAS.....	v
APPROVAL PAGE.....	vi
RATIFICATION PAGE.....	vii
STATEMENT OF RESEARCH ORIGINALITY.....	viii
MOTTO.....	ix
DEDICATION PAGE.....	x
ACKNOWLEDGMENT.....	xi
TABLE OF CONTENT.....	xiii
LIST OF TABLE	xv
LIST OF FIGURE	xvi

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Problem Formulation.....	4
C. Problem Solving	4
D. Objectives and benefits of study.....	5

CHAPTER II REVIEW OF RELATED THEORIES

A. Theoretical Review	6
1. The Concept of Reading Comprehension Ability.....	6
2. The Concept of Cooperative Learning Method	16
3. The Use of Cooperative Learning Method to Increase Reading Comprehension Ability	23
B. Action hypothesis	23

CHAPTER III RESEARCH METHODOLOGY

A. Setting and Subject of the Study.....	24
B. Action Object	24
C. Classroom Action Research.....	25
D. Data Collection Technique.....	29
E. Data Analysis Method	30
F. Indicator of Success	31

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of Data.....	32
B. Interpretation.....	38
1. Cycle I.....	38
2. Cycle II.....	47

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	58
B. Suggestion.....	59

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ

مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning:

"Read in the name of your Lord who created.

He has created man from a clot. Read it, and Your Lord is the Most Generous. Who teach Qalam. He who teaches man not everything known "(Q.S Al-'Alaq 1-5).

الْحَتُّ عَلَى التَّعْلُمِ

العَالِمُ كَبِيرٌ وَإِنْ كَانَ حَدَّثَنَا
وَالْجَاهِلُ صَغِيرٌ وَإِنْ كَانَ شَيْخًا
تَعْلَمُ فَلَيْسَ الْمَرْءُ يُوَلَّدُ # وَلَيْسَ أَحُو عِلْمٍ كَمَنْ هُوَ جَاهِلٌ
عَالِمًا
وَإِنَّ كَبِيرَ الْقَوْمِ لَا عِلْمَ لَهُ إِذَا التَّقْتُ عَلَيْهِ
عِنْدَهُ
الْمَحَافِلُ

(المحفوظات)

**“Science is the key for
success”**

CHAPTER I

INTRODUCTION

A. Background of the Study

As we know English is one of the foreign languages learned and used by many Indonesian people. Nowadays more people in our country have realized that only Indonesia language acquisition is not sufficient to face globalization era, which globalization era is universal phenomenon in the world.

Therefore Indonesian government wisely decided to place English as the first foreign language. As a foreign language learning this language is not as easy as learning Indonesia language, because it has different structure, pronunciation from Indonesian language, and others. The four skills of the language that must be mastered by all language learners are listening, speaking, reading, and writing. For many students, reading is by far the most important of these four skills, particularly in English as a second or foreign, and reading as one of the four skills has always been as a part of the syllabus in teaching of English language. And one of the goals of teaching reading is the student can read appropriately and effectively in many kinds of text.

One of the problems in reading is comprehension without comprehension, reading is a pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of reading comprehension instruction, therefore, it

is help the students to develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. The purpose of reading is comprehension getting meaning from written text. Find out what else research tells us about the active process of constructing meaning, and how good readers consciously employing comprehension strategies.

Comprehension was viewed as the mastery of these skills. In the field of reading, they focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. So, good learner mastery in reading comprehension becomes necessary in order to be able to follow the remarkable today's world.

One of learning method which can be applied in teaching learning process is cooperative learning method. Cooperative learning has been developed through scientific research in ever country in the world, so that systematically it can be applied in all kind of educational level, materials and every class activities including English activities. Cooperative learning is a method when the students learn and work in small group which collaborate their members that consist of four or six student, by the group structure having the teacher of heterogenic. And the four or six students have different ability in English, it is certainly in each groups have some student who good at reading. The good students are expected to help their friends who are weak in the reading. To solve their problems, the teacher has to assist the student to recognize the word and apprehending the text cooperatively among them.

This study aims to measure the improvement of student reading comprehension ability by using cooperative learning method, and this study is conducted at the tenth graders of SMA Muhammadiyah 1 Metro.

Based on the result of pre-survey that was conducted at the tenth graders of SMA Muhammadiyah 1 Metro on 13 January 15, 2014 in the process of learning the teacher does not use the interesting method, and the student got bored in learning reading so they can not understand better, the students low motivate, and difficult to make a nice condition. The result from pre- survey, that was conducted on Sunday, January 13, 2014, shown that there are 23 students based on the result from the daily test and 68% of student failed with the data, based on the pra- survey result there is 68% who failed and 32% of the students passed. Its means that the method that used by the teacher does not be congruent yet with the material and the situation of students. It is the reasons why I am interested to used cooperative learning method.

The researcher assume that to motivate the students in learning English especially reading comprehension, the researcher interested to use the cooperative learning method for helping students reading comprehension. Because of cooperative learning method many kinds the researcher choose the cooperative learning method types STAD at the tenth graders have studied about reading comprehension and they need a method for study it and they must be read to get the main ideas quickly. So the researcher uses cooperative as method types STAD for teaching learning English, it should be more effective and interesting to encourage students to learn English. In

this research, the researchers want to investigate whether cooperative learning gives the positive effect on the reading comprehension ability.

B. Problem Formulation

Regarding to the background of study above, the researcher formulates the problem in this research is “the use of cooperative learning method can increase the students’ reading comprehension ability?”

C. Problem Solving

Based on the problem formulation above, the researcher extends to use cooperative learning method to solve the problem of students’ reading comprehension ability at the tenth graders of SMA Muhammadiyah 1 Metro.

D. Objective and Benefit of the Study

1. Object of the Study

The objective of this research is to find out whether there is any positive and significant in cooperative learning method to increase the students’ reading comprehension ability at the tenth graders of SMA Muhammadiyah 1 Metro.

2. Benefits of the study

1) For the Students:

1. They can use an effective and efficiency method in order they can comprehend an English text easily.
2. To give motivation for the students to learning reading comprehension ability.

2) For the Teachers:

1. To enable the teacher to know the advantages of reading activities in order they teach good method to their students in comprehending texts that written in English.
2. To improve the quality of teaching learning reading.

3) For the further writer

This research can be used as a reference and as a contribution for the further writer.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. The Concept of Reading Comprehension Ability

Etymologically, the word “comprehension” in oxfords advanced learner’s dictionary is derived from word comprehend that can be defined as to understand something fully.¹

Moreover, Gerald G. Duffy explains that comprehension is an active cycle of mental activity. It starts when readers anticipate meaning by predicting ahead of time what they will find in a passage.² It means predicting is only the beginning of the process of seeking meaning. As readers move into the text, they monitor and question, when necessary they abandon the prediction they made earlier and make prediction.

So the conclude of comprehension is the understanding and interpretation of what is read. And able to accurately understand written material, children need to be able to decode what they read, make connections between what they read and what they already know and think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.

¹ Oxford University. *Op.Cit*, P.235

² Gerald G. Duffy, *Explaining Reading*. United States of America, A Division of Guilford Publications, Inc, 2009.p: 107

Reading is one of English skill that we must learn. The information is gotten from reading is a consolation like comic and other. "Reading" is the process of looking at a series of written symbols and getting meaning from them.³ Furthermore, Aebersold and Field define reading as "what happens when people look at a text and assign meaning to the written symbols in the text".⁴

Based on the quotation above, the writer concludes that reading is complex activity process which is very important involving the language and thought, in order to get meaningful message, science, or information sent by the writer thought printed language such as symbols, written verbal symbols.

Jean Wallace Gillet states that reading comprehension is the search for meaning actively using our knowledge of the world and of texts to understand each new thing we read activities that require the readers to read meticulously in order to understand the total meaning.⁵

Moreover, G. Woolley, explain that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text to obtain meaning from isolated words or sentences.⁶ The meanings in understanding read text information

³ <https://www.englishclub.com/reading/what.htm>

⁴ Thomas S.C. Farrell, *Planning Lesson for Reading Class*, Singapore Seameo Regional language Center , 2002 , P.11

⁵ Jean Wallace gillet, and Charles Temple, *Understanding Reading Problem*, United States of America, Harper Collins college Publisher, 1994 ,P.40

⁶ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science Business Media B.V. 2011. P: 15

children develop mental models, or representations of meaning of the text ideas during the reading process.

Based on the quotations above, it can be inferred that reading comprehension is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer through printed language such as graphic symbol, written verbal symbol.

Etymologically the word “ability” in Oxford Advanced Learner’s Dictionary is defined as skill or power.⁷ It means that the students should have a power or skill in reading ability to comprehend the text. Not only they just read but also they can remember and save in their mind with their power. And their ability in reading comprehension is the placement of children in one classroom into groups based on their ability. This grouping allows the needs of children to be better met.

a. The Factors Influencing Reading Comprehension

Reading comprehension refers to the ability of a reader to construct meaning from text. When children first learn to read, the emphasis is on understanding the meaning of words and how they form sentences to

⁷ AS. Hornby. *Oxford Collocations Dictionary for Students of English*. London: Oxford Univ. press.2002. p. 1

communicate simple ideas. The factors that influence reading comprehension are :

1. Vocabulary

Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

2. Decoding and Word Recognition Speed

This can affect reading comprehension is the speed at which the reader decodes and recognizes words. Decoding refers to the reader's ability to make sense of letter sound relationships, including proper word pronunciation and noticing common letter combinations, in order to quickly recognize familiar words.

3. Attention and Motivation

A reader whose attention is only partly on the reading passage may read the same paragraph several times without understanding what they are reading. Readers who lack motivation to comprehend the text may do the bare minimum of reading and understanding necessary for their assignment or class discussion without fully absorbing or interpreting the meaning.

4. Quality of Reading Material

The quality of writing can also affect reading comprehension. Text that is poorly organized and difficult to understand can slow reading speed and significantly hinder reading comprehension. Low quality reading material can also cause readers to lose motivation while reading, which negatively affects the reader's comprehension of the text.⁸

5. Background Knowledge

Perhaps the most well known effect of background knowledge is its ability to directly influence the understanding of what is read. It makes perfect sense the more you know about a topic, the more likely it will be that you can comprehend what is written about it. The more extensive a reader's background knowledge is, the easier it is to acquire new information offered by the text. Background knowledge also acts indirectly on reading comprehension. Fluency, an important contributor to overall reading comprehension, is heavily impacted by the level of background knowledge one possesses about a topic. The ability to infer meaning in social studies texts is positively influenced by the level of background knowledge the learner has.⁹

⁸ Jannett K. Klingner, *Teaching Reading Comprehension to Students With Learning Difficulties*, New York: The Guildford Press, 2007. P: 34

⁹ Doug Fisher and Nancy Frey., *Background Knowledge: The Overlooked Factor in Reading Comprehension*, Mc. Graw Hill, 2004. P: 3

b. The Importance of Learning Reading Comprehension

Reading comprehension is important for the students in the class, because reading has been taken information from the text. Reading comprehension ability can increase the pleasure and effectiveness of reading. And reading comprehension help in other subjects, in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension. In short, building reading comprehension require a long term strategy in which all the reading skills areas fluency and vocabulary will contribute to success.

c. The Objectives of Reading Comprehension

According to Jackson Stenner there are three objectives of reading comprehension. The first to increasing vocabulary, the students will found new vocabulary, it means that the more reading the more new vocabulary which got. The second, to developing literal and inferential comprehension and the third having critical and creative reading.¹⁰ From the above quotation can be concluded that if the student have a good comprehension in reading text, the student will find a new vocabulary and having critical and creative reading.

¹⁰.<http://www.amazonaws.com>. Objective measurement reading comprehension pdf (3 January1997)

In general, the objectives of reading are classified into various kinds, such as getting the general information of a text, getting the specific information of the text, and reading for pleasure. Furthermore, reading helps the student take any kinds of texts and also helps the student read without any assistance. It enables the student to get the reading skill in such as flexible speed needed by a competence reader. It also helps the student gain competence in silent reading skill because this skill can improve the student's comprehension. There are various objectives of reading. It means that the student read because of different purposes, such as to get the general information of the text, to recognize the meaning of words, to get specific information of the text.

d. The Difficulties in Reading comprehension

Students with learning disabilities can experience comprehension problems for a range of reasons which can generally be conceptualized as a lack of mastery of the component knowledge and skills that make up effective reading comprehension. Students' difficulties with reading comprehension can be ameliorated by focused and effective instruction. The next sections each of these difficulties that may be experienced by students with learning disabilities.

1. Vocabulary Knowledge

A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties. Also that vocabulary differences make an important contribution to reading. Reading comprehension improves when a child understands vocabulary words in their context Help your child look up the meaning of the word in the dictionary or glossary and talk about its meaning in the context of the sentence.¹¹

2. Decoding Skills

Decoding skills are implicated in comprehension difficulties. When students do not decode quickly and accurately, their available cognitive resources and limited working memory capacity are used for identifying words and not for constructing meaning at the sentence and text level. Some readers labor so much over decoding by the time they struggle to the end of a sentence, they have forgotten what happened at the beginning. In order they must first be able to read words on the page. They must be aware of letters and the sounds they make and understand that they must blend these sounds to make words.¹²

¹¹ Lorraine Graham and Anne Bellert., *Difficulties in Reading Comprehension for Students with Learning Disabilities Third Edition.*, University of New England., Copyright 2004. P: 253

¹²http://www.superduperinc.com/handouts_.pdf (2007)

3. Attention

Children must be able to focus their attention in order to decode words, maintain reading fluency, and understand what they read. Children's attention problems can range from mild trouble focusing to severe difficulty maintaining or focusing attention. Some attention problems may involve a high degree of activity or impulsivity. The characteristics most common for students with difficulty with reading are: often failing to give close attention to details, often does not seem to listen when spoken to directly, often has difficulty organizing tasks and activities.

4. Metacognition

Metacognition is knowledge about oneself as a learner, knowledge about the task, and knowledge about the skills and strategies needed to perform the task. Executive control is the process of selecting, monitoring and overseeing the effectiveness of learning based on feedback, and regulating learning by activating appropriate strategies. Metacognitive functioning also involves coordinating the processes and strategies involved in learning. An important aspect of this coordination is the activation of processes to maximize generalization. Generalization involves recognizing that a strategy, information, or behavior found useful in a familiar situation can be applied to a new situation.

5. Memory

In order to read, children must be able to place information into their memories and retrieve it when needed. What helps children understand vocabulary and comprehend what they read is being able to efficiently move back and forth between what they see in print and what is stored in their memories. There are different types of memory, including short-term memory, working memory, and long-term memory. Short-term memory allows you to store small amounts of information for brief periods of time.¹³

Based on the point about difficulties in reading comprehension can be conclude that A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties, Decoding skills are implicated in comprehension difficulties. When students do not decode quickly and accurately, and then the Children must be able to focus their attention in order to decode words, maintain reading fluency, and understand what they read. Children's attention problems can range from mild trouble focusing to severe difficulty maintaining or focusing attention. The students able to know the knowledge about oneself as a learner, knowledge about the task, and knowledge about the skills and strategies needed to perform the task.

¹³Lynne Wawryk- Epp., *Teaching Students with Reading Difficulties and Disabilities.*, Saskatchewan., Supporting Students Diversity Copyright 2004. P: 19

In order to read, children must be able to place information into their memories and retrieve it when needed

2. The Concept of Cooperative Learning Method

In teaching English as a foreign language, teachers have to employ a method in order to achieve a good result in teaching learning process. Method is different in concept but have close relation. It is very important in teaching language because the arrangement of them is hierarchical.

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tend to be concerned primarily with teacher and students rules and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials.¹⁴

Cooperative learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible.

Cooperative learning is students work together in pairs and group; they share information and come to each others aid.¹⁵ It means that they are a team whose players must work together in order to achieve goals successfully.

¹⁴ *Ibid.*, p.16.

¹⁵ H. Douglas Brown, *Teaching by Principles: Op.Cit*, p:47

a. The Elements Of Cooperative Learning

True cooperative learning has 5 elements that prevent such problems:

1. Positive Interdependence

The task must be structured so that members of the group sink or swim together one member cannot succeed at the expense of others.

2. Face to Face Interaction

This exists when students assist and support one another's efforts to learn. This occurs as students actively teach one another to solve problems and understand concepts.

3. Individual Accountability

This prevents a member from getting a free ride on the work of others and prevents low quality of work being accepted from an individual by peers in the group.

4. Social Skills

Groups improve as members learn to contribute positively, acquire trust and manage conflict. These skills are not innate; they must be learned by the teacher and taught to the students.

5. Group Processing

Processing time is usually the most neglected aspect of classroom teaching. Processing is essential to insure understanding. Talented

students often have learned to do this effectively on their own; average students can be taught to be more effective.¹⁶

b. The Principles of Cooperative Learning

1. Heterogeneous Grouping.

This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency and diligence.

2. Collaborative Skills.

Collaborative skills, such giving reason, are those needed to work with others. Students may lack these skills, the language involved in using the skills or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time.

3. Group Autonomy.

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either

¹⁶ Jhonson, D.W., R., & Smith, K. Active Learning in the College Classroom. Edina, MN: Interaction Book Company. (1998).

in a particular group or with the entire class. We may sometimes want to resist this temptation.

4. Individual Accountability.

When we encourage equal participation in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others.

5. Positive Interdependence.

They feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is the “All for one, one for all” feeling that leads group members want to help each other, to see they share a common goal.¹⁷

It means that the principle rather than cooperation being only a way to learn, cooperation also becomes part of the content to be learned. And expanding it beyond the small classroom group to encompass the whole class, bringing in increasingly greater numbers of people and other beings into students circle of ones with whom to cooperate.

c. The Techniques of Cooperative Learning

There are techniques for cooperative learning, are is:

1. Circle of Speakers

¹⁷ <http://georgejacobs.net> (26 september 2011)

- a. In groups of 2-4, students take turns to speak. Several such rotating turns can be taken.
- b. Students listen as their partner read and perhaps take notes, ask questions, or give feedback.
- c. The teacher randomly chooses some students and asks them to tell the class what their partner said.
- d. This technique can also be done with students taking turns to write, or they can write and speak at each turn.

2. Write-Pair-Switch

- a. Each student works alone to write answers.
- b. In pairs, students share answers.
- c. Students switch partners and share their former partner's ideas with their new partner.

3. Question-and-Answer Pairs

- a. Students work alone to write one or more questions.
- b. They write answers to the questions on a separate sheet of paper.
- c. Students exchange questions but not answers.
- b. After students have answered their partner's questions, they compare answers.¹⁸

¹⁸ <http://.georgejacobs.net> (26 september 2011)

d. The Steps Of Cooperative Learning

The method that used by the researcher is group investigation. In the group investigation method, the students released the form of the group, every group consist of 2-6 members.¹⁹

It means that the students in the group investigation the right to decide with whom they will work together in accordance with their desire to from a group in a comfortable and fun. The steps and components of the application of cooperative learning type group investigation are:

1. Identify topics and organize students in the group
 - b. The students researched several sources, propose a topic, and categorize suggestions.
 - c. The students joined the group to learn the topic that chosen .
 - d. Group composition based on the students interest and should be heterogeneous Planning task you be studied.
 - e. Teachers help in gathering information an facilitating the setting.
2. Planning tasks to be studied
 - b. The students plan together regarding
 - c. What did we learn?
 - d. How do we learn? Anyone do anything? (Division of Labor)
 - e. For what purpose or interest we investigate this topic.

¹⁹ Slavin E. Robert, *Cooperative Learning: Theory, Reserch, and Practice*, London: Allymond Bacon, 2005.p.24

3. Carry out investigation
 - a. The student gather information,analyze data,and make inferences.
 - b. Each member of the group contributed to the efforts made group
 - c. The students exchange, discuss, and clarify all ideas.
4. Prepare a final report
 - a. Group members determine the messages of their project
 - b. Planning group members what they report, and how they will make their presentations
 - c. Representatives of the group formed a steering committee to coordinate the plan- the presentation.
5. Presenting the final report
 - a. Presentation were made to the entire class in a variety of forms
 - b. Part of the presentation must involve the audience actively
 - c. The listeners evaluated the clarity and presentation of appearances based on criteria predetermined by all members of the class.
6. Evaluation
 - c. The students give each other feedback on the topic, the task they have done, about the effectiveness of their experiences
 - d. Teachers and students collaborate in evaluating student learning
 - e. Assessment of learning should evaluate the highest thinking.²⁰

²⁰ *Ibid*, p.218

3. The Use of Cooperative Learning Method to Increase The Reading Comprehension Ability

From the statements above can be concluded that cooperative learning can improve the reading comprehension, because cooperative learning activities engage the students in the learning process and seek to improve the critical thinking, reasoning and problem solving skill of learners specifically, and active engagement of students.

The importance of using cooperative learning activities in reading lessons was emphasized by giving examples studies from reading text. And the activities exhibited by students in the cooperative learning class may also be explained, at least in part by the fact that interaction among students in cooperative learning groups is intense and prolonged. In classes where cooperative learning method is used for teaching reading, students gradually take responsibility for each other's learning.

It means that cooperative learning method can increase in reading comprehension how to knowing cooperative will make the student be better reader.

B. Action Hypothesis

Based on the frame of theories and assumption, the writer formulates the hypothesis is ” by using cooperative learning method the students will be

able to increase reading comprehension ability at the tenth grade of SMA Muhammadiyah 1 Metro”

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of the Study

The setting of this research is at the tenth graders of SMA Muhammadiyah 1 Metro, which is located Jl. Khairbras No. 65 Ganjar Agung Kec. Metro Barat, Kota Metro. It is one of school which has not been implemented the cooperative learning method.

This research was conducted at the tenth graders of SMA Muhammadiyah 1 Metro. The total of teacher here are 53 and the principal is 1 (one). The total of the students are 23.

The writer asks the teacher as the collaborator in this research that is factions as the controller in teaching learning process. So, the writer is easy to know the development of the students who is the diligent and lazy students in teaching learning process.

B. Action Object

The object of the study is reading. There are two variables in this research those are cooperative learning method as independent variable and reading as

dependent variable. Therefore, the object will be given is reading of the students. In this research the writer select cooperative learning method as a kinds of method. In cooperative learning the students work together in a group and the students can maximize their own and each other's learning.

The object of classroom action research was conducted at the tenth graders of SMA Muhammadiyah 1 Metro. The researcher chosen this class because most of the students in this class were low in reading.

Table 2
The Objective of The Research

No	Grade	Sex		Total
		Male	Female	
1	10 th	10	13	23

C. Classroom Action Research (CAR)

This research is classroom action research. According to Suharsimi Arikunto, that action research is a precision about teaching and learning process in actions that is intentionally done and occurred together in the classroom²¹. Moreover McNiff said that action research is a name given to particular way of researching us own learning.²² It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process.

²¹SuharsimiArikunto,*PenelitianTindakanKelas*,Jakarta: BumiAksara, 2007 p.3

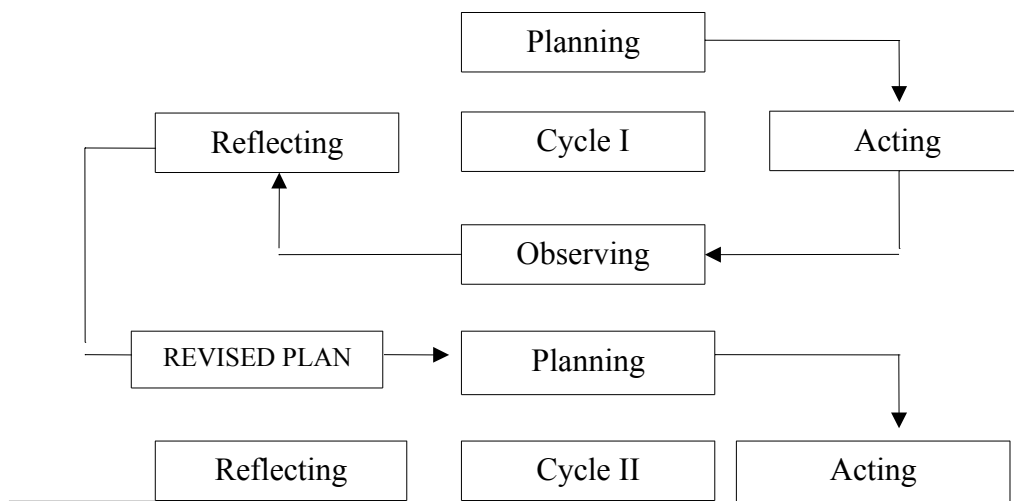
²²McNiff, Jean Whitehead, *Action Research: Principles and Practice*,(London and New York, 2002), Second Edition, P. 15

From the explanation above, it can be inferred that Classroom Action Research (CAR) is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

In this research the writer needs a collaborator to help her in this action research it is caused as a new researcher. Arikunto defines collaboration research is a research which be done together by helping a friend.²³ The writer asks the English teacher as a collaborator.

The goal of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and of the teaching culture.²⁴In addition, the main goal of CAR is to repair of fact problem and practice to increase quality of teaching learning in classroom that had been around in interaction between the teacher and students are learning.²⁵

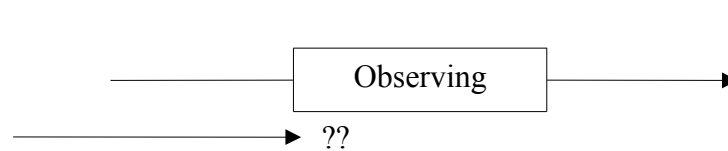
Here is step of classroom action research design:



²³Arikunto, Suharsimi, *Op.cit* p. 22.

²⁴Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introductionto Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning. p.513.

²⁵Arikunto, Suharsimi *Op.cit*. p. 60



Picture 1. Sequence of action-Reflection cycle

Classroom Action research (CAR) Cycles are:

1. Planning

In order to get the optimal result to solve the problems, the writer tries to make planning in the cycles based on the problems that are faced by the students in reading class especially in comprehending the text in the classroom. Here, the writer exposed the plans for the research as follows:

- a. preparing and selecting the materials
- b. making the lesson plans which would be taught to the students using discussion technique, and designing the steps in doing the action
- c. preparing teaching aids/media
- d. Preparing observation instruments that would be brought into classroom and used to know the situation of teaching and learning process when the method is applied, and to know whether the students' activeness in reading class especially in comprehending the English text using the cooperative leaning method is improving well or not.

2. Acting

The activity is done based on the planned material, lesson plan and planned steps. The steps in action: when the problems are found in action one

(cycle I), the problem must be solved in action two (cycle II). While in teaching learning process, the researcher presents to monitor and evaluate the process and observe whether the teaching learning process is done as it is planned. Observation is very important to do, because it is done to know the student's improvement in learning. Observation is done during the implementation of the action while the students are doing the activities.

3. Observing

Meanwhile the writer as a teacher does the actions, the collaborators observe the process during the lesson. The writer whenever as a teacher or observer keeps on making records. Moreover, the observers or collaborators are surely having observation checklists on their hands to be filled up during the process.

4. Reflecting

It is the last step. All the actions are evaluated and reflected in the end of each cycle. The writer as a teacher and the collaborators try to analyze the result of the observation to know the effect of using cooperative learning method in reading class especially in comprehending the English text. In this step, the researcher evaluates the teaching based on the observation during the class. The reflecting can be in the format of progress or improvement, weakness, etc during the teaching process. The result of reflection is considered to do in the next cycle. This research has two cycles. Having done the reflection, next, the researcher revised the plan that has been implemented

before. The revised planning is used to conduct the action in the cycle II, and the reflection at the second cycle is used to compare the result of cycle I with the cycle II, whether there is students' activeness improvement during learning and teaching process or not. If there is no students' activeness improvement, so the second cycle can be repeated once more.

D. Data Collection Technique

There are four techniques of data collecting applied in this research, they are observation, interview, test, and documentation in order to support the data of teaching and learning process.

1. Observation

In this case, the writer uses the method to get the data about the process of learning activity using cooperative learning method, and students' comprehend in question reading comprehension. The teacher and students' activities are observed and noticed by the observer.

2. Test

Test is amount of question or statement that is used to measure the skill, knowledge, intelligence or talent that is by individual or group.²⁶

a. Pretest

²⁶ Edi Kusnadi, *Methodhlogi Penelitian Aplikasi Praktis*, Ramayama Press, Jakarta dan STAIN Metro, 2008 p. 90

The researcher will give the students pretest at the first meeting. The kind of test is multiple choices. The total numbers of items are 30 items, so the totals score 100.

b. Posttest

The posttest will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the posttest are the same as pretest.

The posttest was given in the last meeting after treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

3. Documentation

In getting the information, the researcher was got three kinds of source such us: paper, place and people. The researcher use the documentation to get detail information about lesson plan and syllabus and the condition of school in SMA Muhammadiyah 1 Metro.

E. Data Analysis Method

In this case, the writer collected the entire data which have gained. In analyzing the numerical data, and tries to get the average of students' reading

score per action within one cycle. It is the sum of all the scores in a distribution divided by the number of cases. In terms of a formula, it is:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = Mean

\sum = Some of

X = Raw score

N = Number of cases²⁷

Then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 60 (sixty). If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

F. Indicator of Success

The indicator of success of this study will be pressured on the reading process and the result. The students are called success if 85% students get referring to MCM 70. Indicators of students' comprehend that will be observe if students success in getting the point or the meaning of the text. They called success if they fulfill these criteria.

1. The students can read well in good comprehends the text.
2. The students understand with the text.
3. The students can master vocabularies

²⁷Donald, Jacobs, Sorensen, and Razavieh, *Op.cit*, p.107.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. General Description of SMA Muhammadiyah 1 Metro

History of SMA MUHAMMADIYAH 1 Metro is located on Khairbras street no.65, the village of Ganjar Asri, Metro Barat Kota Metro. It was established on 1983. SMA MUHAMMADIYAH 1 Metro has accreditation by SK. No. 2197/I.12.B1/V/91, on July 13 1991. Moreover, SMA 1 MUHAMMADIYAH 1 Metro has accreditation status of A and had led by the following principals.

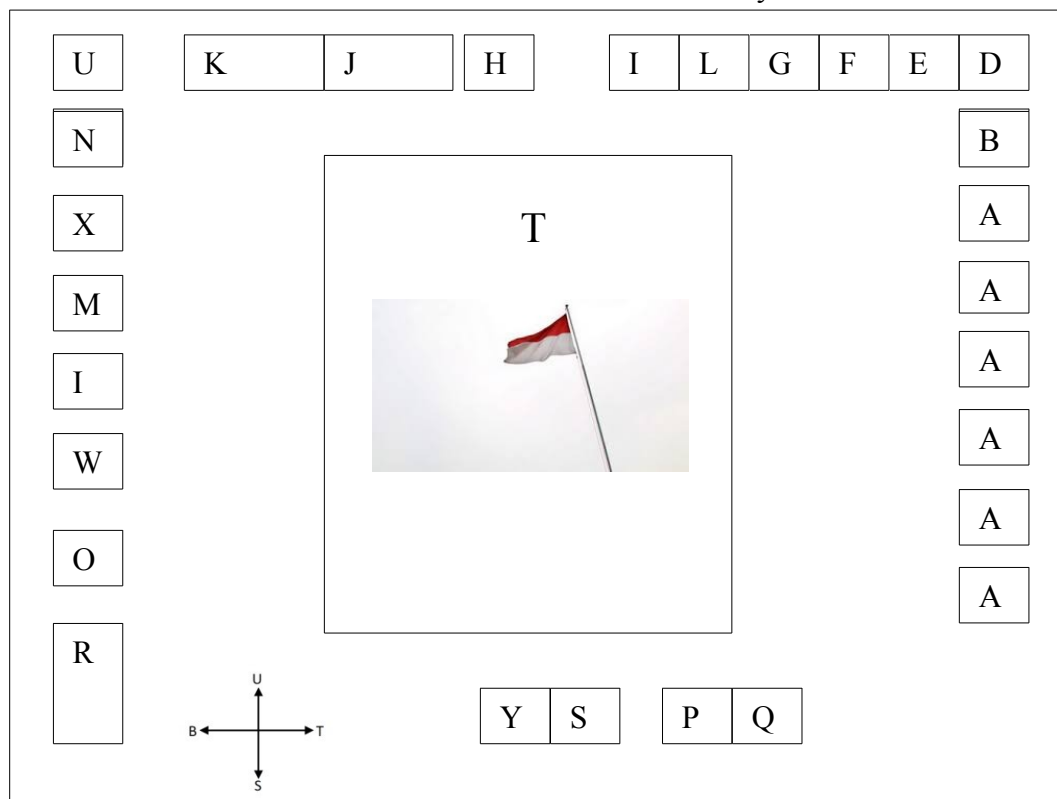
- a. Bapak Tauhid 1964
- b. Bapak Sirajudin Jahidin 1966
- c. Bapak Alimudin Hasan 1971
- d. Bapak Suparno, BA. 1979
- e. Bapak Sutoyo, BA. 1985
- f. Bapak Sardjono,BA. Pada tahun 1987

g. Bapak Drs. Ruslani 2014

2. The Building Condition of SMA Muhammadiyah 1 Metro

SMA Muhammadiyah 1 Metro consist of thirty six units of building they are: twenty one of classroom, one head master and vice officer, administration room, one teacher's room, one library room, one computer laboratory, one Physics Laboratory, one Biology Laboratory, one school health unit (UKS), one warehouse, one ceremony yard, mosque, one canteen, one BP room, one council chamber room, one guard room, one toilet rooms for teacher and 4 toilet rooms for students.

Figure 1
The Location Sketch of SMA Muhammadiyah 1 Metro



Note:

A: Classroom X1- X6	L : Library
B: Classroom XI IPA	M: Computer Laboratory
C: Classroom XI IPS	N: School Health Unit (UKS)
D: Classroom XI IPB	O: Warehouse
E: Classroom XII IPA	P: Toilet
F: Classroom XII IPS	Q: Toilet
G: Classroom XII IPB	R: Canteen
H: Headmaster room	S: Mosque
I: Vice headmaster room	T: Ceremony Yard
J: Teacher room	U: Biology Laboratory
K: Administration room	V: Physics Laboratory
W: Council chamber room	X: BP room
Y: Guard room	

3. The Condition of SMA Muhammadiyah 1 Metro

- School's Name : SMA Muhammadiyah 1 Metro
- School's Address : Khairbras Street of Ganjar Asri
- The Status : Creditation A
- The Quantity of Students

Table 1
The Quantity of Students at Muhammadiyah Senior High School
in the Academic Year of 2013/2014

No	Class	Gender		Total
		Male	Female	
1.	X1-X6	62	80	142
2.	XI IPA	21	26	47
3.	XI IPS	28	35	63
4.	XI IPB	15	19	34
5.	X11 IPA	33	35	68
6.	XII IPS	29	37	66

7	XII IPB	12	18	30
	Total	200	250	450

Source: Observation Result at Muhammadiyah Senior High School in the Academic Year of 2013/2014 on June 5, 2014

4. Teacher and Staff Names of SMA Muhammadiyah 1 Metro

The numbers of teachers and staff names in academic year of 2013/2014 are 64 that can be identified as follows:

Table 2
The Condition of Teachers at SMA Muhammadiyah 1 Metro

NO	Name	The Subject	Sex
1	Ruslani M. Ro'i, Drs.	Kepala Sekolah	Male
2	Badrun, BA.	Geografi	Male
3	Eko Suwarno, S.Pd	BK	Male
4	Ristuning, Dra	Geografi	Female
5	Alfiati, Dra.	Sejarah	Female
6	Mardiyati, Dra.	Bahasa Indonesia	Female
7	Wastamah, Dra	Al Islam	Female
8	Asnawilis, Dra.	Matematika	Female
9	Bulan Purwandari	Biologi	Female
10	Tengku Mismawati, S.Pd	Fisika	Female
11	Mukhisban, Drs.	Al Islam	Male
12	Ngaderi, S.Pd	Bahasa Inggris	Male
13	Nurhasim, S.Ag	Al Islam	Male
14	Heni Widiyarti, S.Pd.	Kimia	Female
15	Ahkaf Fikri, S.E	Ekonomi	Male
16	Arsi Herawati, S.Pd	Fisika	Female
17	Iwan Suparli, S.Pd	Ekonomi	Male
18	Desna Iriani, S.Pd	Biologi	Female
19	Dwi Rahayu Supratiwi, Dra	Kimia	Female
20	Neni Agustia Pakti, S.Pd	Ekonomi	Female
21	M. Nurissalam, S.Si	Kimia	Male
22	Heru Munawaroh, S.Pd.	Biologi	Male
23	Baiturrahman, S.Pd.I	Bahasa Arab	Male
24	Diah Indriyani, S.Psi	BK	Female
25	Edi Turpuji Astono, Drs.	Bahasa Indonesia	Male
26	Fitri Ayu Arum Sari, S.S	Bahasa Jepang	Female
27	Fitria Nurul Fatimah, S.Sos	Sosiologi	Female
28	Iskandar	TIK	Male

29	Jamal Al Fajri, S.Pd.I	Bahasa Arab	Male
30	Karmana, S.E	Ekonomi	Male
31	Maman Sudirman, S.Pd	Penjasorkes	Male
32	Muslihudin, S.Kom.I	Al Islam	Male
33	Ngatini, Dra.	Bahasa Indonesia	Female
34	Nopa Asiska Sari	Bahasa Inggris	Female
35	Resesi Darmawati, S.Pd	BK	Female
36	Rifa'I, S.Pd, M.Pd	Bahasa Inggris	Male
37	Ridwan Awaludin, S.Pd	Penjasorkes	Male
38	Roni Faslah, S.Pd	Matematika	Male
39	Rudion, S.Pd.I	PKn	Male
40	Samsul Hadi, S.Pd.I	KMD	Male
41	Sari Yunis, S.Pd	Bahasa Indonesia	Female
42	Siti Maisaroh, S.Ag.	PKn	Female
43	Siti Suwarni, Dra.	Biologi	Female
44	Sri Haridayati, Dra.	Sejarah	Female
45	Sriyanto, S.Si	TIK	Male
46	Suyadi, BA.	Ekonomi	Male
47	Wariyanti, S.S	Bahasa Indonesia	Female
48	Waryoto, S.Pd	Matematika	Male
49	Siti Fatimah, S.Pd.I	Seni Budaya	Female
50	Dra. Sri Hananing Hartati	Sosiologi	Female
51	Ristuning Waluyati, S.Pd	Bahasa Inggris	Female
52	Burhan Isro'i, S.Pd.I	Al Islam	Male
53	Agus Pramono	Kesenian	Male

Table 3

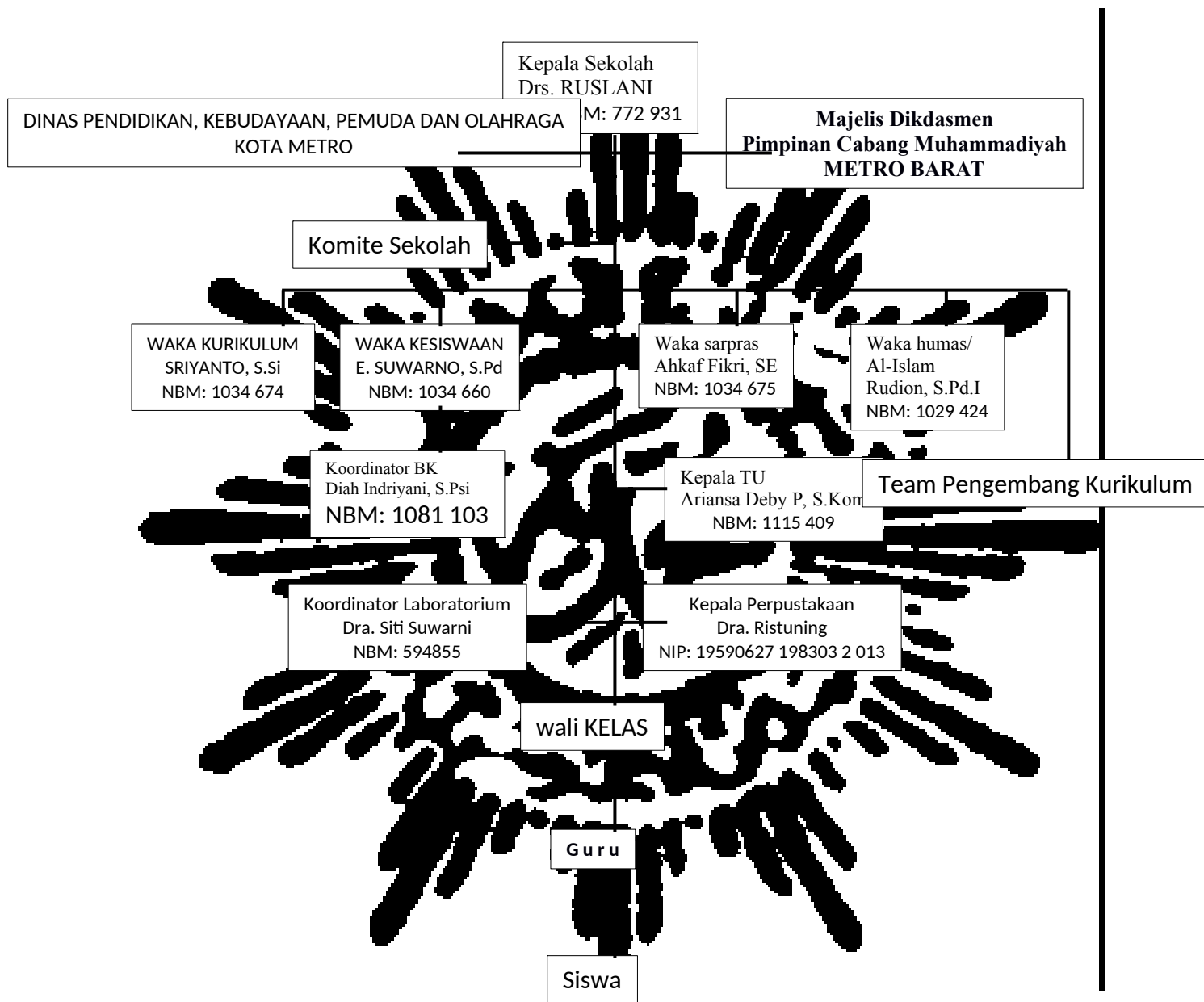
The Condition of Staff Official at SMA Muhammadiyah 1 Metro

Ariansa Deby Preasetiyo, S.Kom	Kepala TU	Male
Sony	TU	Male
Marwiyono	TU	Male
Ani Rosa	Keuangan	Female
Dewi Yuliana	TU	Female
P. Mayangsari, SN	TU	Female
Helmi Novitasari, S.E	Pustakawati	Female
Junaidi	Satpam	Male
Rahmadi	Bendahara	Male
Sumarjo	Penjaga Sekolah	Male
Slamet	Kebersihan	Male

Source: Observation Result at SMA Muhammadiyah 1 Metro on June 5, 2014

5. The Organization Structure of SMA Muhammadiyah 1 Metro

Figure 2
 Organization Structure of SMA Muhammadiyah 1 Metro in the Academic Year of 2013/2014



Source: Observation Result at SMA Muhammadiyah 1 Metro on June 5, 2014

B. Interpretation

This research was conducted in two cycles. Action in cycle I and cycle II was conducted about tree meetings in each cycle and each meeting in these cycles took 2 x 35 minutes. It was mentioned before each cycle consists of planning, acting, observing, and reflecting. In planning, the writer made lesson plan and would teach the students by using these lesson plan. The materials of this research were descriptive and narrative text and announcement

1. Cycle I

a. Planning

The first step is planning, the writer and collaborator play to give apperception, give the material that are *descriptive and narrative text* that relate to the material, in the second meeting even and third meeting.

Next, the writer prepares the lesson plan, the material descriptive text as media, prepared the items test of pre-test and post-test and observation sheet. The observation sheet was used to make some notes of the important thing that happens between teacher and students' activities on situation and condition of class while teaching learning process.

b. Acting

The implementation of the action was conducted in tree meetings related the schedule. Classroom action research in cycle I it was begun on Monday, June 09th, 2014 at 09.00 until 10.20, the writer told them that would

do research in their class. Here the writer wants to increase their ability in reading comprehension based on the text was given. To know the students' ability before giving the action, in the first meeting all of the students giving pre-test must be done individually. The test answer the multiple choice questions based on the text consists of 30 items. The material in cycle I was narrative and descriptive.

1) The Students' Pre-test Result

Table 4
The Students' Result at Pre-test

No	Name	Students' Score
1.	AP	50
2.	AJR	62
3.	AF	68
4.	AD	44
5.	AN	52
6.	ATN	76
7.	AN	65
8.	AL	46
9.	BKN	67
10.	DA	48
11.	ES	52
12.	ECN	65
13.	KP	44
14.	KAW	75
15.	MR	48
16.	NV	46
17.	PY	72
18.	PA	63
19.	PP	42
20.	SAH	32
21.	SMA	54
22.	SR	48
23.	VY	56
	Total	1275

	Average	55,4
--	----------------	-------------

Table 5
Distribution of Students' Score at Pre-test

Students' Score	Frequency	Percentage
32-38	1	4,3%
39-45	3	13,0%
46-52	8	34,7%
53-59	2	39,1%
60-66	4	17,3%
67-73	3	13,0%
74-80	2	39,1%
Total	23	100

Based on the table above, we can see that nine students (39,1%) were success and fourteen students (60,8%) were not success. The complete of the students which fulfill the minimum standard at SMA Muhammadiyah 1 Metro at least 60. So, we can compare students' score and from the result pre-test that success students were more be less than not success students. From the result pre-test, we got average 55,4%. So, the result was unsatisfactory. It was the reason why the researcher uses cooperative learning as an alternative method to increase the students' reading comprehension ability.

2) The Students and Teacher Activities Result

In classroom action research, every meeting in cycle I was done by researcher and collaborator, she is Mr. Syamsul Hadi, S.Pd.I as English

teacher at SMA Muhammadiyah 1 Metro. The researcher is conducted the learning process and collaborator observed the situation of teaching and learning that happen in the classroom.

a) The Second Meeting

In the second meeting was done on Wednesday, June 11th, 2014. This meeting is opening by greeting, praying, asking the condition of students, checking the attendance list and motivating the students. Before doing the next action, the writer gives question “What is cooperative learning?”, only a few students that could answer the question using Indonesia. Then the writer explains about cooperative learning. And the students more understand about what is cooperative learning. Next, the writer asks to the other students to identify descriptive text using cooperative learning make a small group consist fourth students.

In this meeting, the writer tells to the students that we want study about describe a story through picture in cooperative learning. Here the writer gives an example about descriptive text that related to the topic about two sisters and paint. After that the writer reads these texts and the students imitate every sentence that the writer say, and correct the students’ pronunciation. After that, at the last step, the writer gives exercise based on the book about descriptive story. Then they do exercise and we check it together. The writer asks the students whether they have some questions or

not. After 60 minutes, the bell ring then the writer close the lesson, remind the students to study hard and say it will be continue in the next meeting.

Based on the analysis data of students' activities in the second meeting showed that the active students good than the first meeting. In this meeting, the active students were 61,5% (thirteen students) from 23 students and only 38,5% (nine students) was not active.

b) The Third Meeting

In the third meeting was done on Friday, June 13th, 2014 at 10.00 a.m. As usual, the writer greets students, praying, asking the condition of the students, check attendance list, and remembering the students about the lesson yesterday. In this meeting, the writer presents pictures and the topic about *announcement*.

Here the writer shows the text to the students, than the writer gives explanation and example about the material. Next, the writer asks the students to make small group to discuss their activities and describe their information that the teacher was given, it was about *announcement* and mention the word. At the end of this meeting, the writer and collaborator give post-test at the cycle I with similar task on pre-test, but the writer upset the number of the test. Time to finish the test is 30 minutes.

The result of students' activities in the tree meeting was 60,8% or fourteen students were said active and 39,2% or nine students were not active yet. The teacher activities were same with the second meeting.

Table 6
The Students Activities Result at the Cycle I

No	Students' Name	Second Meeting		Third Meeting	
		Activities	Percentage	Activities	Percentage
1	AP	6	60%	7	70%
2	AJR	6	60%	6	60%
3	AF	5	50%	6	60%
4	AD	4	40%	4	40%
5	AN	6	60%	7	70%
6	ATN	6	60%	6	60%
7	AN	7	70%	8	80%
8	AL	7	70%	6	60%
9	BKN	4	40%	7	70%
10	DA	6	60%	5	50%
11	ES	3	30%	6	60%
12	ECN	7	70%	3	30%
13	KP	5	50%	7	70%
14	KAW	4	40%	5	50%
15	MR	6	60%	7	70%
16	NV	4	40%	3	30%
17	PY	4	40%	4	40%
18	PA	5	50%	6	60%
19	PP	7	70%	5	50%
20	SAH	4	40%	4	40%
21	SMA	4	40%	5	50%
22	SR	2	20%	6	60%
23	VY	6	60%	7	70%

Note: < 50% not active
> 50% active

Table 7
Distribution of Students' Activities Result at the Cycle I

Meeting	Activities >50% (students)	Percentage
2 nd	11	47,8%

3 rd	14	60,8%
Average		7,14%

3) The Students' Result in Post-test

Table 8
The Students' Result at Post-test

No	Students' Names	Students' Score
1.	AP	67
2.	AJR	56
3.	AF	46
4.	AD	54
5.	AN	58
6.	ATN	78
7.	AN	42
8.	AL	80
9.	BKN	48
10.	DA	67
11.	ES	65
12.	ECN	76
13.	KP	62
14.	KAW	48
15.	MR	75
16.	NV	76
17.	PY	65
18.	PA	86
19.	PP	46
20.	SAH	75
21.	SMA	48
22.	SR	68
23.	VY	65
	Total	1451
	Average	63,0

Table 9
Distribution of Students' Score in Post-test

Students' Score	Frequency	Percentage
42-48	6	26%
49-55	1	4,3%

56-61	3	13%
62-68	7	30,4%
69-75	2	8,9%
76-82	3	13%
83-89	1	4,3%
Total	23	100%

Based on the table above, we can see that 43,3% (ten students) were not success and 56,7% (thirteen students) were success. It was higher than the result of pre-test. The criteria of students who was successful in mastering the material was the students who got minimum score of 60, while the class can be said successful in achieving the material if 85% of the students in that class got score at least 60. The fact showed that the result was unsatisfactory.

a) Observing

In observing of the researcher action, the writer presented third meetings in cycle I of learning reading descriptive and narrative text in simple paragraph through cooperative learning. The first meeting, the writer gave pre-test for the students that have to do individually. In second meeting the writer gave the material about *descriptive text and narrative text*. In the third meeting the writer gave the material about *announcement* and the post-test of all the material that was the writer gave.

b) Reflection

Based on the result of the first meeting, it can be said that the most of the students got difficulty teaching learning process. It is happened because the students have not used cooperative learning as method yet. Occasionally in doing the task they did not understand to describe a paragraph. They were also confused because they had to imagine first. In this meeting, most of the students were also in active and felt bored following the class.

After the researcher give treatment in second and third meeting, it can be said that cooperative learning has positive effect to the result of the first and the last meeting in cycle I. Although the students who got score more that 60 only a few, there is increase in it.

Although there was in creasing of the result from the first meeting and the fast meeting in cycle I, but the teaching learning process using cooperative learning as method has achieved minimal competence standard of the research yet. This failure can be seen that students who got score more that 60 less than 56,7%.

Table 10
The Increasing of Students' Score at Pre-test and Post-test

No	Subject	Pre-test Score	Post-test Score	Increasing	Explanation
1.	AP	50	67	17	Increased
2.	AJR	68	56	-12	Decreased
3.	AF	44	46	2	Increased
4.	AD	52	54	2	Increased
5.	AN	76	58	-18	Decreased
6.	ATN	65	78	13	Increased
7.	AN	46	42	-4	Decreased

8.	AL	67	80	13	Increased
9.	BKN	48	48	0	Constant
10.	DA	52	67	15	Increased
11.	ES	65	65	0	Constant
12.	ECN	44	76	32	Increased
13.	KP	75	62	-13	Decreased
14.	KAW	48	48	0	Constant
15.	MR	46	75	29	Increased
16.	NV	42	54	12	Increased
17.	PY	32	65	33	Increased
18.	PA	54	86	32	Increased
19.	PP	48	46	-2	Decreased
20.	SAH	56	75	19	Increased
21.	SMA	40	48	8	Increased
22.	SR	36	68	32	Increased
23.	VY	66	65	-1	Decreased
Total		1275	1451	209	-
Average		55,4	63,0	9,08	-

Based on the table students' score pre-test and post test-test above, there are six students (23%) get score that not improved and there are two students (8%). There are 14 students (54%) get score improved. It shows that there is increasing score of pre-test to post-test, but there is improvement not yet fulfilled the complete standard assess that is 85%. So, the researcher must be done the second cycles to know students' ability in reading comprehension through cooperative learning in order that students' score reach the complete standard.

2. Cycle II

a. Planning

In the planning, the writer and collaborator play to give apperception, give the material that are *narrative and descriptive* in different text that related to the material. The writer prepares the lesson plan, the material and the picture as media, identifies the problem and finding the cause of the problem and plan to give the test and evaluation.

b. Acting

Classroom action research in cycle II was begun at Monday, July 14th, 2014 at 09.00 until 10.20. In the first meeting in cycle II all of the students were given a test that has to do individually.

1) The Students at the Test Result

Table 11
The Students' Result at the Test

No	Students' Names	Students' Score
1.	AP	68
2.	AJR	72
3.	AF	56
4.	AD	80
5.	AN	52
6.	ATN	72
7.	AN	88
8.	AL	76
9.	BKN	76
10.	DA	52
11.	ES	48
12.	ECN	52
13.	KP	92
14.	KAW	68
15.	MR	76
16.	NV	56
17.	PY	86
18.	PA	48
19.	PP	56

20.	SAH	92
21.	SMA	80
22.	SR	76
23.	VY	72
Total		0
Average		69.3

Table 12
Distribution of Students' Score in Test of Cycle II

Students' Score	Frequency	Percentage
48-54	5	23%
55-61	3	19%
62-68	2	8%
69-75	3	11,5%
76-82	6	23%
83-89	2	8%
90-96	2	8%
Total	23	100%

The table above showed the mastering that the most students fifteen (15 students) scored higher than >60 . The highest score of beginning test in cycle II was 92 and the lowest score was 48. The average score of beginning test was 69,3. The success students were 58,5% (fifteen students) and not success were 42% (eight students). It showed that the result of students' test was enough good. Because the class can be said successful in achieving the material if 85% of the students in that class got score at least 60 is minimum score.

2) The Students' and Teachers' Activity Result

a) The Second Meeting

In the second meeting was done on Wednesday, June 18th, 2014. This meeting is opening by greeting, praying, asking the students' condition, checking the attendance list and motivating the students. Before doing the next action, the writer asks the students are they remember the lesson yesterday? Only a few students that could answer the question.

Here the writer give the texts about pollution to the students. After that the writer reads these paragraph and the students imitate every sentence that the writer say, and correct the students' pronunciation. After that the writer gives exercise based on the book and describe a story using descriptive text with small group consist fourth students. Then they read a story one student one line and we check it together. The writer asks the students whether they have some questions or not. After 60 minutes, the bell ring then the writer close the lesson, remind the students to study hard and say it will be continue in the next meeting.

Moreover, in this meeting the collaborator observed the class. There were two tables of observation, the first table was for observing students' activities and the second was for observing teachers' activities. From the table of class observation, we can see that percentage of the active students was 73,9% (seventeen students) from 23 students and only 26% (six students) was not active yet.

b) The Third Meeting

In the third meeting was done on Friday, June 20th, 2014 at 10.00-11.20 a.m. As usual, the writer greets students, praying, asking the condition of the students, check attendance list, and remembering the students about lesson yesterday. In this meeting, the writer presents pictures and the topic about *announcement*. Here the writer shows example the information to the students, then the writer write the vocabulary about the information on the whiteboard. Next, the writer asks the students to make simple announcement about job with a small group consist fourth students. After that, the students describe what the information in announcement.

The end of this meeting, the writer and collaborator give post-test at the cycle I with similar task on post-test, but the writer upset the number of the test. Time to finish the test is 30 minutes. The result of student activities in the third meeting was 86,9% or twenty students were said active and 13,1% or three students were not active yet. The teacher activities were same with the third meeting.

Table 13
The Students' Activities Result in Cycle II

No	Students' Name	Second Meeting		Third Meeting	
		Activities	Percentage	Activities	Percentage
1.	AP	7	70%	8	80%
2.	AJR	6	60%	6	60%
3.	AF	6	60%	6	60%

4.	AD	7	70%	6	60%
5.	AN	7	70%	7	70%
6.	ATN	6	60%	6	60%
7.	AN	8	80%	8	80%
8.	AL	8	80%	7	70%
9.	BKN	5	50%	7	70%
10.	DA	7	70%	6	60%
11.	ES	5	50%	7	70%
12.	ECN	6	60%	6	60%
13.	KP	6	60%	5	50%
14.	KAW	7	70%	6	60%
15.	MR	6	60%	6	60%
16.	NV	6	60%	4	40%
17.	PY	7	70%	6	60%
18.	PA	6	60%	6	60%
19.	PP	5	50%	5	50%
20.	SAH	4	40%	7	70%
21.	SMA	5	50%	8	80%
22.	SR	6	60%	6	60%
23.	VY	5	50%	7	70%

Note: < 50 % = active
>50% = not active

Table 16
Distribution of Students' Activities Result in Cycle II

Meeting	Activities > 50% (students)	Percentage
2 nd	17	73,9%
3 rd	20	86,9%
Average		8,57%

3) The Students' Result in Post-test

Table 15
The Students' Result at Post-test

No	Students' Names	Students' Score
----	-----------------	-----------------

1.	AP	76
2.	AJR	84
3.	AF	92
4.	AD	68
5.	AN	76
6.	ATN	72
7.	AN	74
8.	AL	67
9.	BKN	86
10.	DA	52
11.	ES	76
12.	ECN	92
13.	KP	76
14.	KAW	88
15.	MR	68
16.	NV	84
17.	PY	72
18.	PA	58
19.	PP	84
20.	SAH	76
21.	SMA	68
22.	SR	56
23.	VY	72
Total		0
Average		83,7

Table 16
Distribution of Students' Score in Post-test

Students' Score	Frequency	Percentage
52-58	3	13%
59-65	0	0%
66-72	7	30,4%
73-79	6	26%
80-86	4	17,3%
87-93	3	13%
Total	23	100

Based on the table above showed that the result of post-test can fulfill the criteria of KKM where 85% of students (twenty students) who can get score > 60 , and only three students who were not success. The result of post-test showed that the lowest score was 52 and the highest score was 92. The average score of post-test is 83,7. It showed that they were successful in teaching learning activities, because 85% all of the students got > 60 .

c. Observing

From the observation of researcher' action, the writer presented three meeting in cycle II, and applies cooperative learning as method in teaching English. Those expected able to help the students to understand the meaning of sentence. Most of the students said that learn in a group can help the students to understand the meaning of word in sentence. Most of the students also very active and enjoy in teaching and learning process especially in teaching reading comprehension through cooperative learning method.

d. Reflecting

The use of cooperative learning in teaching reading comprehension at the cycle II was better than cycle I. It can be seen by students' activities and the teachers' activities increased from the first meeting until the last meeting.

The students score also increased in cycle II, in beginning test of cycle II was gotten average 69,3 and the students who were success 58,5% (fifteen students) and not success 42% (eight students). In post-test was gotten average 83,7 and the students who were success <85% (20 students) and not success 15% (3 students). So, it was fulfill KKM that 85% of the students in that class got score at least 60. The increasing result in cycle II can be seen in the following table:

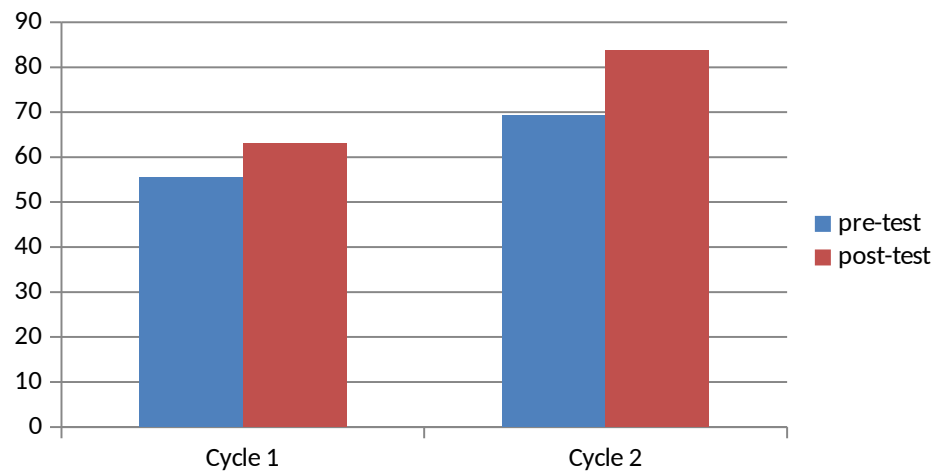
Table 17
The Increasing of Students' Score at Pre-test and Post-test

No	Subject	Test 2 Score	Pos-test Score	Increasing	Explanation
1.	AP	68	76	8	Increased
2.	AJR	56	84	28	Increased
3.	AF	88	92	4	Increased
4.	AD	76	68	-8	Decreased
5.	AN	72	76	4	Increased
6.	ATN	68	72	4	Increased
7.	AN	92	74	-18	Decreased
8.	AL	92	67	-25	Decreased
9.	BKN	72	86	14	Increased
10.	DA	60	52	-8	Decreased
11.	ES	56	76	20	Increased
12.	ECN	44	92	48	Increased
13.	KP	52	76	24	Increased
14.	KAW	76	88	12	Increased
15.	MR	52	68	16	Increased
16.	NV	78	84	6	Increased
17.	PY	56	72	16	Increased
18.	PA	76	58	-18	Decreased
19.	PP	46	84	38	Increased
20.	SAH	60	76	16	Increased
21.	SMA	76	68	-8	Decreased
22.	SR	76	56	-20	Decreased
23.	VY	62	72	10	Increased

Total	1594	0	210	
Average	69,3	83,7	9,13	

From the increasing of pre-test to the post-test cycle I, it can be known that cooperative learning as method of teaching and learning could increase the students' ability in reading comprehension. The students were enthusiastic during the learning process. All of the students attended the class during the presentation of the material by using cooperative learning as method. They were able to understand the meaning through small group more easily. But, because of the result of the students score could not achieve the target; we decided to give a test to the students using the same way in cycle I. Because of the students' score had increase, it can be seen from their average score in pre-test 69,3 become 83,7 in post-test. It meant that the students could achieve the target; the target was 85% students gained score 60 or more. Furthermore, the increasing score in each cycle can be seen in the graph below.

Figure 3
The Increasing Score in Each Cycle



Based on the graph above, we can see that the students' score had increased from pre-test 55,4 became 63,0 in post-test cycle 1 and 69,3 became 83,7 in post-test cycle 2. In Fact, by using cooperative learning as method of teaching and learning can be increased students' in learning reading comprehension ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The writer would like to sum up this research. This research uses the Classroom Action Research (CAR) in which to identify the problem on students' reading comprehension ability, it is initiated through the observation in the tenth grades of SMA Muhammadiyah 1 metro which is considered as the class whose reading test score are very low. The amount of students of the class is 23 students. In this research, First the result of pre-test, there were 55,4 who passed the minimum requirement (KKM). Then in the result of post-test in the first cycle, there are 63,0 in the class who passed the minimum requirement (KKM) considering their mean score of the test is 63, 28. Next in the result of post-test in the second cycle, there are 83,7 who passed the minimum requirement (KKM) in

which their mean score of reading test derived 69, 48. It means that the result of the second cycle has already achieved the indicator of success that is 60%.

Moreover, the observation result showed that the students were more active and interested in learning reading activity in the classroom. It is caused by they could work together and have equal opportunity to learn. It is approved by the result of the students' observation sheet that is increase from 40% at the first cycle and 65% at the second cycle. It means that is increased to be 25% (65% - 40%) from the first cycle to the second cycle.

Based on the research conducted in the tenth grades of SMA muhammadiyah 1 Metro in academic year 2013/2014, it could be inferred that the cooperative learning method could increase their reading comprehension ability.

B. Suggestion

After the researcher had done the research at the tenth graders of in SMA Muhammadiyah 1 Metro, the researcher would like to give some suggestions, as follows:

1. By applying cooperative learning method in senior high school to generate the students interest. So can increase the students' in teaching English learning process, especially to understand of reading comprehension.
2. As an English teacher can use cooperative learning method in English learning in the class because those strategies are effective to increase the students' reading comprehension in learning, and the teacher gives motivation to the students to be active in teaching and learning process.

3. And also the suggests for the headmaster to persuade the teachers to use this method it can be enjoyed by the students and efficient in teaching English. And it is suggested in supporting the English learning process by preparing the facilitation and instrument completely.
4. For the other researcher who want conduct a replication of this study, this research is not perfect yet. Future the researcher is suggested to find out the other method in teaching reading comprehension ability.

Processing

Successful reading and writing requires that a student is able to process several types of information. Some students may have difficulty with auditory, phonological, and/or language processing. Processing difficulties may co-exist with other difficulties, such as dyslexia and attention deficit disorders.

Auditory processing

Auditory processing refers to a set of skills related to how the brain recognizes and interprets information presented orally. This includes not just speech, but also the processing of non-speech auditory stimuli like music and environmental noise. Some people say auditory processing is "what we do with what we hear." Humans hear sounds through the ear and then sounds are changed into electrical information that is interpreted by the brain.

Some children (approximately 2-3 percent) are diagnosed with an auditory processing disorder (APD), sometimes called Central Auditory Processing Disorder. It means something is affecting the processing or interpretation of the information a child hears. Some reading experts believe that APD is closely related to disorders of attention, general phonological processing, and language-based difficulties, and does not reflect a separate disorder.

Children with auditory processing disorder can have difficulty reading. They often find it difficult to pay attention, listen to, and remember information presented orally. They may need more time to process information. Children with an auditory processing disorder often do not recognize subtle differences between sounds in words, even though the sounds themselves are loud and clear. For more about this, see the [Phonological and Phonemic Awareness](#) section.

More information:

- [How Now Brown Cow: Phoneme Awareness Activities](#)

- [What are Central Auditory Processing Problems in Children?](#) (LD OnLine)
- [Auditory Processing Disorders](#) (National Center for Learning Disabilities)
- [Central Auditory Processing Disorder](#) (Kids Health)

Phonological processing

Phonological processing refers specifically to the processing of speech sounds (phonemes). Many poor readers have a specific weakness in phonological processing even though their other processing skills (auditory and language processing) are strong. This is often the case for students with reading disabilities. Readers with phonological processing difficulties usually have problems decoding words.

More information:

- [Knowledge and Skills for Teaching Reading](#)
- [Identifying Risk Factors to Prevent Difficulties](#)
- [Outstanding Questions about Phonological Processing in Dyslexia](#) (Cogprints)
- [Neuroscience, Phonology, and Reading: The Oral to Written Language Continuum](#) (Children of the Code)

Language processing

Language processing includes a variety of language abilities including reading and writing. It is a broader term than phonological processing. The research on language processing clearly shows us how important it is for parents and early caregivers to provide stimulating environments full of interesting experiences and new vocabulary words. The daily joys of reading to and talking with babies and toddlers do much to develop later language skills. Children with fewer language-based experiences are typically behind their classmates when they start school in terms of vocabulary and ability to process language. Children with a broad language processing deficit may have problems with comprehension even when they can decode words accurately. Children with severe language disorders will almost certainly have difficulty reading and writing.

More information:

- [General Information About Speech and Language Disorders](#) (LD OnLine)
- [Thinking With Language, Images, and Strategies](#) (LD OnLine)
- [Information Processing Disorders Fact Sheet](#) (National Center for Learning Disabilities)
- [Language-Based Learning Disabilities](#) (American Speech-Language Hearing Association)
- [Speech and Language Disorders](#) (International Psychology Services)

Memory

In order to read, children must be able to place information into their memories and retrieve it when needed. What helps children understand vocabulary and comprehend what they read is being able to efficiently move back and forth between what they see in print and what is stored in their memories. There are different types of memory, including short-term memory, working memory, and long-term memory.

Short-term memory allows you to store small amounts of information for brief periods of time. One example is a telephone number that you remember only until it has been dialed. Working memory allows you to hold intermediate results in your head during thinking. For instance, when you multiply 45 by 4 in your head, you have to keep a series of simple calculations in mind for a short period of time to get to the final answer. Working memory also refers to how you process new information to put it in long-term memory and how you search and retrieve the information when it needs to be remembered again. An important aspect of phonological processing is phonological working memory, shown to be a factor in reading comprehension, written expression, spelling, and retention of information. Long-term memory is where you store a virtually unlimited amount of information about the world. The knowledge we store in our long-term memory affects our perceptions of the world, and what influences in the environment we attend to.

More information:

- [Enhancing School Success With Mnemonic Strategies](#) (LD OnLine)
- [Memory Strategies for Students](#) (LD OnLine)
- [Learning About Memory for Permanent Memory Improvement](#) (Memory-Key.com)
- [Human Memory: Can Short-Term Memory and Long-Term Memory Be Improved?](#)(Audiblox.com)
- [Memory Deficits](#) (About.com)

Attention

Children must be able to focus their attention in order to decode words, maintain reading fluency, and understand what they read. Children's attention problems can range from mild trouble focusing to severe difficulty maintaining or focusing attention. Some attention problems may involve a high degree of activity or impulsivity. The characteristics most common for students with difficulty with reading are: often failing to give close attention to details, often does not seem to listen when spoken to directly, often has difficulty organizing tasks and activities.

More information:

- [Strategies to Improve Access to the General Education Curriculum](#) (440K PDF)*
- [Attention Deficit Disorder Association](#)
- [The Attention Deficit Information Network, Inc.](#)
- [CHADD](#)
- [Identifying and Treating Attention Deficit Hyperactivity Disorder: A Resource for School and Home](#) (424K PDF)*
- [Attention-Deficit/Hyperactivity Disorder](#) (National Dissemination Center for Children with Disabilities)
- [Attention-Deficit/ Hyperactivity Disorder Fact Sheet](#) (National Center for Learning Disabilities)

BIBLIOGRAPHY

AS. Hornby. *Oxford Collocations Dictionary for Students of English*. London: Oxford Univ. press.2002

Denver, CO., *Nutshell Notes: Newsletter for Teaching Excellence*,2(1). University of Colorado, (1993)

Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introduction to Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning

Doug Fisher and Nancy Frey., *Background Knowledge: The Overlooked Factor in Reading Comprehension.*, Mc. Graw hill net works 1-800-334-7344. 2004

Edi Kusnadi, *Metodologi Penelitian*, Ramayana Press, dan STAIN Metro

Gerald G. Duffy, *Explaining Reading*. United States of America, A Division of Guilford Publications, Inc, 2009

G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science Business Media B.V. 2011

H.Douglas Brown, *Teaching By Principles*, San Francisco State University

[http://en.wikipedia.org/wiki/Reading_\(process\)](http://en.wikipedia.org/wiki/Reading_(process)).(20 Apr 2014)

<http://www.amazonaws.com>. Objective measurement reading comprehension pdf

[http://education.seattlepi.com/cognitive factors affect reading comprehension.html](http://education.seattlepi.com/cognitive-factors-affect-reading-comprehension.html)

<https://www.englishclub.com/reading/what.htm>

[http://www.slideshare.net/jeanecarlaong/cognitive-factors-that-affecting-reading comprehension](http://www.slideshare.net/jeanecarlaong/cognitive-factors-that-affecting-reading-comprehension)

<http://voices.yahoo.com/factors-affect-reading-comprehension>

Jannett K. Klingner, *Teaching Reading Comprehension to Students With Learning Difficulties*, new york london @the Guilford Press 2007

Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, Harper Collins College Publisher, New York, 1994.

Jhonson, D.W., R., & Smith, K. *Active Learning in the College Classroom*.
Edina, MN: Interaction Book Company. (1998).

Lorraine Graham and Anne Bellert., *Difficulties in Reading Comprehension for Students with Learning Disabilities Third Edition.*, University of New England,.Copyright 2004.

Lynee Wawryk- Epp., *Teaching Students with Reading Difficulties and Disabilities.*, Saskatchewan., Supporting Students Diversity Copyright 2004.

McNiff, Jean Whitehead, *Action Research: Principles and Practice*,(London and New York, 2002), Second Edition

Oxford University, *Oxford Advanced Learner 's Dictionary*, New York, Oxford University Express, 1995

SanjayaWina, 2009, *PenelitianTindakanKelas*, Bandung: Kencana

Slavin E. Robert, *Cooperative Learning: Theory, Resecrh, and Practice*, London: Allymond Bacon, 2005

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT Rineka Cipta, Jakarta, : 2006

Thomas S.C. Farell, *Planning Lesson for Reading Class*, Singapore Seameo Regional language Center , 2002 , P.11

Winarno Surahmad, *Pengantar Penelitian Ilmiah*, (Bandung: Tarsito,1990)

www.georgejacobs.net (*Cooperative learning: Theory, principles, techniques*). 2004

CURRICULUM VITAE



The name of the writer is Nur Intan Muslimah. She was born in Metro, on September 23th 1991. She is the first daughter of out two children of one young brother is Jalul Kholois Al- azhari from happy couple, Mr. Drs. Saparudin and Mrs. Dra. Sakwanah.

She was graduated from SDN1 Purung Raharjo in 2003. At the time 2006, she graduated from Mts Al- Muhsin Metro. Then, she continued her study in MA Al- Muhsin Metro and graduated in 2009. She continued her study as an S-1 student of English Education Program at State Islamic College in 2010. Besides getting the formal education above, the writer active in extra and intra campus organizations, as LDK Metro, BEM and DLM STAIN.