READING INSTRUCTIONAL MODEL USING NOVEL IN COOPERATIVE LEARNING FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

English is very important to be learned by the people, because English as an international language widely used by society. This research describes the implementation and the student's response after the teacher teaching reading novel for eleventh grade students at SMA GEMA 45 Surabaya. In this research, the researcher observed when the teacher teaching reading "*Silas Marner*" novel using cooperative learning techniques. This research aims to describe the implementation and the student's responses after the teacher teaching reading for eleventh grade students at SMA GEMA 45 Surabaya. This research uses descriptive qualitative research. To collect the data, the researcher used three kinds of instruments they are: interview, observation and questionnaire. The teacher used jigsaw and number heads together to teach reading "*Silas Marner*" novel in each meeting. The results show that after the teacher teaching reading, the students have achievement in two aspects; speaking aspect and writing aspect. Besides that, through teaching reading novel using jigsaw and number heads together can help the students easy to comprehend "*Silas Marner*" novel and it can avoid student's bore. Furthermore, the teacher should apply appropriate technique for the students who need to increase critical thinking when the students studying at class.

Keywords : reading, teaching reading, jigsaw, number heads together

English as a second language has been used not only as a communication but also English as a subject learned at schools. In fact, the students learn English starting from elementary school until senior high school. Besides in curriculum, English take some hours in teaching learning process at school. It is to create competent students. However, to be competent students needs to master four English skills that are writing, reading, speaking and listening. In addition, teaching learning process needs a learning process which can be active and creative student then can create a good situation and condition at the class. It has aim to reach purpose of the learning process. Furthermore, the teacher should make a good learning strategy through interesting methods and teaching material effectively. The teacher manages a time accurately, selecting the methods; choose an approach, prepare lesson plan, teaching material and source of the study, assessment paper, etc.

Today, learning English in Indonesia is more memorizing than understanding. It cannot support to prepare the students to use English as a language for communication with the other and for academic purpose. Regarding the fact above, the researcher is interested to conduct a research on the use of novel in teaching reading in cooperative learning. At least, according to Baroness (1998), novel can improve critical thinking of the children. Furthermore, the researcher focuses on identifying teacher's techniques; it includes the implementation of the techniques and the student's response after the teacher teaching reading novel using cooperative learning techniques.

The purposes of the research are to describe the implementation of cooperative learning techniques for eleventh grade students at SMA GEMA 45 Surabaya and to describe the student's responses after the teacher teaching reading novel in cooperative learning for eleventh grade students at SMA GEMA 45 Surabaya.

Reading is one of all English skills; it has an important role in education. According to Nuttal (1989:47) reading is process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language and the context is reading situation. It means that the readers do not only see and identify the words or the symbols, but also interpret what they read and get the ideas then get conclusion of reading text. The importance of reading is to get new knowledge and everything about changing the world from all aspects. From explanation above, in teaching reading especially reading comprehension the teacher should use appropriate techniques with teaching purpose.

Review of Related Literature

In the review of related literature, there are six theories are utilized. There are three theories as minor theories; they are reading, teaching reading and cooperative learning. It used as the main theory of this research to support this research. Another theory as mayor theories. It means that they as a complete theory to support this research. The mayor theories of this research are procedure of teaching reading, jigsaw and number heads together.

Reading, according to Grabe (2011:3) reading is the ability to build a meaning on a page then interpret the meaning appropriately. It showed that when the reader is reading text happen process of combining information from the text and background knowledge of person, it has aim to get information. Based on Miculecky (1990:27) statement, reading is an active process of focusing on the language of a text such as pronunciation, grammar, vocabulary and discussing the content from the passage or text. It means that by reading a text the students can check their pronunciation, underlying vocabulary and correcting grammar. Therefore, the student learn about language rules, such as structure of sentence, find a new vocabulary to write a good sentence and good paragraph.

Teaching Reading, teaching is the concept of teaching as action. According to Harmer (1999: 58) teacher have a job to transmission their knowledge to their students. The purpose of teaching reading is the students get comprehension in reading a text. Nunan (2003: 74-77) in Sholiha divided the teaching reading principles into eight principles. They are exploit student's background knowledge, build a strong vocabulary base, teach for comprehension and work on increasing reading rate. The other principles are teaching reading strategies, encourage the reader to transform strategies into skills then build assessment and evaluation into your teaching and strive for continuous improvement as reading teacher.

Procedure of Teaching Reading, According to Grabe (2011:49) the activities in teaching reading are divided into three categories. There are pre- reading, whilst reading and post- reading.

Pre-reading refers to the activity before the students begin to read a reading text. Pre-reading has aim to prepare the students before reading. Grabe (2011:51) also stated that pre-reading has aim to build mindset which they learn about reading text. The second is whilst reading. In this activity, the teacher guides the students in an interaction with the text which the students read. The last is post-reading activity. By post-reading activity, the teacher knows about how far their student understands in reading text.

Cooperative Learning, O'Malley (1990:169) states that cooperative learning involves social strategies in which students work together in heterogeneous small groups toward a common goal. It means that the students can work together although they from different level. They discuss together to reach their goal. Through cooperative learning the students discuss with the other members in group, share their knowledge each other to get same understanding and same perception in group. Moreover, cooperative learning is unique

methods of teaching because cooperative learning uses different techniques and different tasks.

According to Pennington (in Bailey, 2005:75) using pair work and group work can improve learner's motivation and promote choice, independence, creativity, and realism". With same orientation, Slavin (1980:169) stated that,

Extensive research on cooperative learning indicates that is effective in increasing achievement on school tasks as well as fostering positive attitudes of students toward themselves and each other.

Furthermore, using pair work and group work can be effective way to teach. Also the students can reach their improvement in study through study using cooperative learning.

Cooperative learning consist of some techniques, they are number head together, jigsaw, teams games tournaments (TGT), students teams achievement division (STAD), think pair share, team accelerated instruction(TAI), etc.

Jigsaw, based on Slavin (2005:237), in jigsaw, students are assigned in teams which are consist of heterogeneous students such as in another cooperative learning techniques. It means that in jigsaw technique, the students in group have a different background and knowledge. Slavin also states that all of the students get a reading text then they read the text to find some information in the text then there is an "expert group" in implementing jigsaw. In the expert group, they discuss about reading text. From this activity, it has a purpose to make a student become a good leader and good explainer.

Number Heads Together or NHT is one of techniques of cooperative learning, Number Head Together or team or group work. Kagan (2009:141) defines that number heads together is a way to share the idea that each student had a number and all students on group put heads together to discuss their best answer.

Agus Suprijono (2011:92) stated that there are four main activities of number heads together; they are numbering, questioning, and head together and answer. First activity is numbering. It show when the teacher divides the students less than four group and before teaching, the teacher gives one number for each student in different groups. The second, about questioning activity; the teacher asks some questions for the students based on the text. Through it, it can build competent aspect for the student. Another activity is head together. Head together refers to all students think together in group. It purpose to describe and believe that each student knowing and finding the answer. The last activity is answering; the teacher call one number of student then one number which are called by the teacher read the result of their discussion.

Method

This research uses descriptive qualitative method. In descriptive qualitative, the researcher will observe and describe the event, the situation and social activity in the classroom during teaching learning process. Subject of the study is the eleventh grade students of social class in SMA GEMA 45 Surabaya while the object is the main data of this research. The main data is all information related to research problem. There are three kinds instruments, they are in the form of observation, interview and questionnaire. To get the credible data, the researcher directly carried out the observation in the reading class.

Besides that, the data collections of this research are from giving interview for the teacher and the questionnaire for students.

Findings and Discussion

In this section, the researcher describes all about the findings during doing the research and the result of research. It contains the data which are expected to be able to answer the statements of the problem of the research, how is the implementation of cooperative learning techniques for eleventh grade students at SMA GEMA 45 Surabaya and how is the student's response after the teacher teaching reading for eleventh grade students at SMA GEMA 45 Surabaya.

1.1 The Result of Observation

The teacher used jigsaw technique in first meeting and in the second meeting, the teacher applied number heads together to teach reading. Most of students in SMA GEMA 45 Surabaya have a less motivation to study English especially eleventh grade students. Reading becomes uninteresting and hard activity for them. The students still difficult to comprehend text fully so that they unable to find main idea of the text. In the other side, they did not read text correctly. Those condition shows that most of eleventh grade students have a less motivation. So it could influence their English skills, especially in reading skill.

4.2 The Implementation of Jigsaw as a Technique To Teach Reading "*Silas Marner*" novel

4.2.1 The First Meeting

In the first day, the teacher applied jigsaw technique to teach reading "*Silas Marner*" novel. In pre-reading activity, the teacher gave one the copy of reading text entitled "*Silas Marner*" for one student and give pre-instructional about jigsaw technique. After doing pre-reading activity, the teacher continued to give motivation that hopefully the student can be motivated to study English. After that, the teacher giving some rules then divided all students into four groups, in each group containing four members. They had different characteristics and capability and each group has different name.

The students discuss and write intrinsic elements of "*Silas Marner*" novel. However, in jigsaw technique, there were experts from each group when applying jigsaw technique. All of the experts from fourth groups met and established an "expert group" in one table. The expert group must discuss and identify about intrinsic elements of those novel. If the time is up, an expert could back to their group. The students understood with the teacher's explanation then doing it.

4.3 The Implementation of Number Heads Together as a Technique to Teach Reading"*Silas Marner*" novel

4.3.1 The Second Meeting

In this meeting, the teacher used different technique from the previous meeting. The teacher used number heads together and still used "*Silas Marner*" novel as a topic in the second meeting but the teacher emphasized to find main idea of each chapter in "*Silas Marner*" novel. The students only search about main idea of chapter. In pre-reading activity, the teacher reviewed the lesson in the previous meeting. As usual, the teacher gave opening questions. She asked about "*Silas Marner*" novel, especially about intrinsic elements which they learn in previous meeting.

After pre-reading activity, the teacher was done another activity. First, the teacher explained about the rules of new technique, it was number heads together technique. This technique still done in group and the groups and members of group were same as in group in the previous meeting. According to the name of this technique, number refers to numbering; the teacher gave number to each student. Then heads together has meaning that the students should discuss together in their group to find out information of the text. Secondly, the teacher prepared two cards to support this technique. Then, the teacher giving two cards for each group; the cards included question and answer card.

Both of the cards have different color; it used to make the students interested in this learning process. In the other hand, the function of question and answer cards were used by the students to fill their question and answer. After giving the cards, the teacher gave clue for each group to write question as follows:

Group 1 : discuss and identify main idea of chapter 1
Group 2 : discuss and identify main idea of chapter 2
Group 3 : discuss and identify main idea of chapter 3
Group 4 : discuss and identify main idea of chapter 4

So, all of the students could discuss together to find out the answer and wrote their answer in answer card. During discussing, the teacher found something as follows; "Bryan adams" looked most serious than the other group and their member was consisted of all boys' students but they did not make any noise. They were interested to answer the question. On the other hand, "Avril lavigne" group and "Westlife" group had three members in this meeting. It caused their friends were sick, so they did not to follow the lesson in this meeting. Although their friends did not follow the lesson, they still compact to discuss in group working. The last, in "Rihanna group", the teacher observed that there were two students were serious in discussing but two students looked not serious. By seeing this condition, the teacher gave motivation to them directly.

After finishing identified the main idea of each chapter, the next activity was done by the teacher; she called one number of each group to present their answer. Moreover, there were two students who have same number present in front of the class. When two students presented, the other students had a chance to ask a question or gave comments.

In this section, the teacher asked the students to retell content of "*Silas Marner*" novel. Then the teacher added their answer and did not give conclusion at this time.

Discussion

Discussion of Applying Jigsaw   Technique
Here, the teacher had done jigsaw appropriate jigsaw's procedure. As Slavin (2005:237) defines that in jigsaw, students are assigned in teams which are consist of heterogeneous students such as in another cooperative learning techniques. There was an expert group in jigsaw technique. As cooperative learning, implementation of jigsaw technique is in group working. So, the teacher divided the students into four groups in first meeting. When they discussed about intrinsic elements of "*Silas Marner*" novel, they looked different from another group. One of the students in the expert group looked less excited when he discussed with the expert group. He told that he felt afraid in the expert group; he

taught that he had no confident and his job in expert group is a hard job. By knowing the problem, the teacher gave motivation and she guided the expert group. The teacher gave the definition of new vocabularies of difficult words in Indonesian language. Then the teacher monitored another groups while they were discussing with their members.

During implementing of jigsaw, the students have been serious to study in group working, although some of students were noisy but the teacher could handle the students. In doing activity, the students have to work cooperatively in group to find some information of the text, to discuss the answer and to share their answer.

After all of group discussing, they had to share their answer in front of class. This process was used by teacher to check their answer correct or wrong. In the first meeting, all groups were presented their answer one by one. Then they explained intrinsic elements of the " *Silas Marner*" novel. In this case, the students not only mentioned some characters but also they explained the character specifically. When they were presenting, the pronunciation used by them were mostly wrong. In this case, the teacher trained the students until they could pronounce the word correctly. After all of students could pronounce the words appropriate the teacher says, the teacher tried to remember the students whether they memorized the pronunciation of the words or not. All of groups were capable to mention and describe the intrinsic elements, especially the character.

Discussion of Applying Number Heads Together Technique

In this part**,** the teacher described all about findings in the second meeting. The teacher implemented number heads together as a technique to teach reading "*Silas Marner*" novel for eleventh grade students. Here, the teacher had done implemented number heads together regularly based on the procedure.

In the second meeting, the students could receive this technique and had spirit in studying English. So they could follow the lesson until the last activity. They were only found main idea of each chapter; they used an answer cards and question cards to fill their findings in each chapter. It could help the student easier do the task. In doing activity, the students have to work cooperatively in group to discuss main idea of each chapter and one of the other students shared their answer in class. It has an objective to check whether their answer correct or wrong.

In addition, they focused to find main idea of each chapter. Most of students still felt difficult to find main idea of each chapter. They probably did not read the whole of the text and did not concentrate reading a text. Because the copy material of "*Silas Marner*" novel probably difficult to understand by the students. The teacher has a limited time, she only allowed teaching reading novel used jigsaw and number heads together along two meeting or two days. Furthermore, the teacher emphasized to find out the main idea of each chapter; from chapter one until chapter four.

The Student's Response Through Applying Jigsaw and Number Heads Together as a Technique

Based on questionnaire's result of the students, it can be concluded if the response of the students after the teacher teaching reading novel using jigsaw and number heads together is appropriate with expected by the teacher. The fact is from the student's answer through questionnaire, they understanding and interesting when their teacher teaching reading "*Silas*

Marner" novel using jigsaw and number heads together techniques   in reading class. Moreover, it can be concluded if teaching reading novel using jigsaw and number heads together can make the student more interesting and more understanding to read the English text.

In finding, the implementation in teaching reading, the researcher knew the student's responses during teaching learning process. By knowing the fact during teaching learning process, the way of the teacher to teach reading could support the students to improve other English skills especially in writing and speaking. One skill between other skills has relation each other. After finishing teaching, it could be concluded that through applying jigsaw and number heads together, the students have some achievement in different aspect.

In speaking aspect, most of students could pronounce some vocabularies with correct pronunciation that could be seen after the teacher implemented jigsaw and number heads together techniques. Besides that, some students have been speaking English confidently.

In the first meeting, there were four students had asked question around "*Silas Marner*" novel when the other groups present. The other hand, only one student had asked in the second meeting. It was shown that most of the students were really like when discussed about intrinsic elements. They have been good comprehended about intrinsic elements so that, the level of their activities in asking are increasing. They always wanted to know about what they have learned because it is easy and interesting when studying intrinsic elements of novel. It showed that most of students interested to know the content of "*Silas Marner*" novel.

In writing aspect, the teacher observed the whole situation along teaching learning process. The teacher found a lot of improvements along first meeting until second meeting. In the first meeting, the students could answer about intrinsic elements; they wrote their answer used appropriate vocabulary in context. And at the time they worked in group, they could arrange the words to make a sentence looked more structural than they worked individually as in pre-test.

In fact, during implementing jigsaw and number heads together, the students felt enjoy studying in group working. They could work cooperatively and it made them easier to find information in reading a text. On the other hand, the students looked more enthusiastic in the second meeting than in the first meeting. It caused they have strong self-confident than before, and they have higher motivation to study English after they followed the class in the first meeting.

Conclusion

Based on analysis the data, the first meeting on March 19th,2014 applied jigsaw technique of teaching reading novel and only focus on identified intrinsic elements of "Silas Marner" novel. The second meeting on March 20th , 2014 the researcher used number heads together to discuss about main idea of each chapter of "Silas Marner" novel. Here,it can be concluded that the process teaching reading through "Silas Marner"novel was conducted by using two different techniques like as, jigsaw and number heads together in different ways.The implementation of both of techniques in teaching English for senior high school students are useful. The teacher gives pre-instructional and explaining the rule of the techniques. The other teacher activities are monitoring and giving evaluation for the students during teaching learning process. Besides that, teaching reading novel through cooperative learning could improve students activities at the class, it was looked when the students do

task seriously, cooperate with their group, enthusiastic and they felt enjoy studying English during teaching learning process.

Based on the questionnaire's results, the researcher got the result that the response of the students after the teacher teaching reading novel using jigsaw and number heads together is appropriate with expected by the teacher. The fact is from the student's answer through questionnaire, they understanding and interesting when their teacher teaching reading "*Silas Marner*" novel using jigsaw and number heads together techniques   in reading class. Moreover, it can be concluded if teaching reading novel using jigsaw and number heads together can make the student more interesting and more understanding to read the English text.

Cooperative learning techniques especially jigsaw and number heads together has important function in teaching learning process. Jigsaw and number heads together help the students easy to understand what they learn and can avoid student's bore when they study. This being the case, teacher has important roles to select and apply good technique appropriate learning objectives. Besides that, the teacher should apply technique based on student's need.

After this research ran well, the researcher describes that the results of applying jigsaw and number heads together are creates active students when they discuss at class during teaching learning process. Beside that,it can improve student's skill in reading novel through jigsaw and number heads together techniques. The student's achievement can be seen from two aspects, there are in speaking and writing aspect.

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