



Improving Students Reading Skill of Eight Grade at SMP Negeri 9 Pematangsiantar Using Cooperative Based Learning Approach

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Abstrak

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Cooperative Based Learning Approach dapat meningkatkan keterampilan membaca siswa. Subjek penelitian ini adalah siswa SMP Negeri 9 Pematangsiantar yang terdiri dari 17 siswa. Dalam penelitian ini, peneliti menggunakan siklus 1 dan siklus 2. Pada siklus 1 siswa yang menjawab benar hanya terdapat 7 siswa yang memperoleh hasil di atas kriteria ketuntasan minimal (KKM) yaitu dengan persentase 41,1%. Dengan mendapati hasil yang rendah pada siklus 1, maka peneliti merancang RPP atau Silabus untuk melakukan siklus 2. Pada siklus 2, terjadi peningkatan yang sangat baik. Siswa yang mempunyai nilai di atas kriteria ketuntasan minimal (KKM) sebanyak 15 orang yaitu 70 poin. Hal ini menunjukkan bahwa telah terjadi peningkatan yang sangat drastis dalam penggunaan pendekatan pembelajaran ini bagi siswa dalam meningkatkan pemahaman membaca dan kosa kata siswa. Hasil ini dapat dinyatakan sebesar 88,2%. Namun di sisi lain, terjadi peningkatan drastis pada siswa yang mempunyai nilai di bawah nilai minimal 70 (KKM). Artinya penggunaan pendekatan pembelajaran kooperatif mempunyai dampak atau pengaruh dalam meningkatkan atau memperbaiki keterampilan membaca, khususnya dalam pemahaman bacaan dan kosa kata, dengan memberikan pengajaran yang konkrit dan tes yang baik bagi siswa.

Kata Kunci: Pemahaman Membaca, Kosa Kata, Pendekatan Pembelajaran Berbasis Kooperatif

Abstract

In this research, researchers used classroom action research. The purpose of this research is to find out how the Cooperative Based Learning Approach can improve students' reading skills. The subjects of this research were students at SMP Negeri 9 Pematangsiantar, consisting of 17 students. In this study, researchers used cycle 1 and cycle 2. In cycle 1, only 7 students answered correctly, there were only 7 students who obtained results above the minimum completeness criteria (KKM), namely with a percentage of 41.1%. By finding low results in cycle 1, the researchers designed a lesson plan or syllabus to carry out cycle 2. In cycle 2, there was a very good improvement. There were 15 students who had scores above the minimum completeness criteria (KKM), namely 70 points. This shows that there has been a very drastic increase in the use of this learning approach for students in improving students' reading comprehension and vocabulary. This result can be stated as 88.2%. However, on the other hand, there has been a drastic increase in students who have scores below the minimum score of 70 (KKM). This means that the use of a cooperative learning approach has an impact or influence in increasing or improving reading skills, especially in reading comprehension and vocabulary, by providing concrete teaching and good tests for students.

Key Words: Reading Comprehension, Vocabulary, Cooperative Based Learning Approach

A. Introduction

The Background of the Study

English is one of the most widely spoken languages in the world. It is an international language used in global communication, business, education, and entertainment. English has a rich history and has developed into various dialects and variations in different countries. Mastering English provides advantages in various aspects of life. According to Crystal (2000; 1) English is a global language. This statement represents the meaning that English is used by various countries to communicate with countries in the world. So, English is an international language as well as a global language. This global language can help everyone both in direct communication and in writing.

In Indonesia, English is the second language studied at every school level and age level. English is very important because it can help users to communicate with other people who speak different languages from us. According to Ratmaningsih (2019) English learning in Indonesia aims to enable language learners to be able to communicate with speakers of that language and also learn English spoken by non-English speakers and as a second language in certain regional countries which is used as a means of communication. bridges, such as trade and education. So, English is an international language as well as a global language. Learning and understanding English is a necessity that cannot be avoided. By learning English, a person's international horizons and knowledge will be opened.

On the other hand, in teaching English in Indonesia, where the majority of the population only knows their mother tongue and local traditional languages, teaching and learning English is a specter of issues that are always new, so that teaching English is very difficult to do. In the concept of language teaching, there are four abilities that a person must have. According to Zaim (2016) in the concept of language learning, there are four language skills that must be mastered by a language learner, namely speaking skills, listening skills, reading skills and writing skills. A language learner can master these four language skills supported by the ability to master language components, namely mastery of grammar, vocabulary and comprehension.

Of these four skills, one that is often encountered is reading skills. Reading is a very important skill because by reading we can find out and conclude the message contained in a text. According to Ratminingsih (2019) reading is a receptive skill in an effort to formulate the meaning of information conveyed in a text. Reading is a very complex activity, where this activity does not only mean pronouncing a word with the correct sound, but this activity involves two related processes, namely word recognition (such as pronouncing letters or words correctly, and vocabulary) and comprehension. Comprehension and word recognition or what is often encountered is vocabulary in reading skills which is very important for students because without understanding and vocabulary in reading students can only imitate someone's language without understanding the meaning and cannot choose the right word choices from the test

given. Apart from that, these two components can help students analyze the available information so that students can be wiser in sorting and responding to existing information.

According to Silliman and Wilkinson (2007) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the reading comprehension process, readers gain an understanding of the text they read regarding information and new vocabulary. According to Hafner and Jolly (2007) stated that comprehension is a person's ability to comprehend, understand, and absorb with reason. Comprehension is divided into three categories, namely literal understanding, interpretation, and critical reaction. The goal is for readers to understand the content of the reading text. While vocabulary is the knowledge of words and word meanings. Namely how someone uses these words so that they can respond or give the right answer, according to the test given.

However unfortunately, in reading activities, students are very weak in read the text given. This is because, generally the text given is too complex and long, so it makes students feel confused, bored and don't understand what message is contained in the text. This problem often arises due to several obstacles that are behind the student's difficulties, generally such as lack of concentration, lack of vocabulary mastery and lack of reading mastery techniques (skimming and scanning).

Therefore, to improve students' reading skills, especially comprehension and vocabulary, an interesting method or approach is needed both in delivering material and giving assignments to students in class. Because the main aim of this reading skill is to train students to read texts, understand the contents of the texts and be able to draw conclusions from the contents/messages of the texts and increase vocabulary and foster students' interest in reading.

Cooperative-based learning in teaching English reading skills has been proven to be beneficial for students. It promotes active engagement, peer interaction, and shared learning experiences, leading to improved reading comprehension, motivation, and attitudes towards learning English. Cooperative learning methods are particularly advantageous for medium- and low-proficiency students, as it enhances their reading skills and overall language development.

According to Smith (2018), cooperative learning strategies provide students with opportunities to engage in meaningful interactions, collaborative problem-solving, and critical thinking, which are crucial for developing English reading skills. This approach fosters a positive learning environment and encourages students to actively participate in the learning process. Previous studies had shown that cooperative learning approach could have a positive impact on students' reading skills. In a study conducted by Johnson and Johnson (2020), it was found that cooperative learning not only improves reading comprehension but also enhances students' communication skills, such as listening and speaking. In the study conduct by Chandra Gusta Wisnuwardana et al (2013) found that students' reading comprehension improved through the use of cooperative learning. Students experience good improvements such as learning becomes active, well-organized groups can encourage student activity, encourage students and make the learning process comfortable and effective. In the study conduct by Caposey et al (2002) found that there was an increase of 10% from pretest to posttest. Although some individual students' scores did not improve by at least 10%, the cumulative scores at Site A increased from 79% on the pretest to -94% on the posttest, a -15% increase. Scores on Site B increased from 42% on the pretest to 74% on the posttest, an impressive increase of 22%.

Based on the results of previous research studies that have been carried out, it can be concluded that the collaborative nature of cooperative learning promotes effective language use and helps students develop confidence in their reading abilities. By implementing a cooperative based learning approach in the classroom on the "text recount" subject matter for junior high school students, it can help students improve their reading comprehension and vocabulary skills.

Theoretical Studies

Definition of Reading

Reading is the ability to recognize and understand the contents of something written (written symbols) by reciting or digesting it silently. In essence, reading is a communication process between readers and writers through the texts they write. So there is a direct cognitive relationship between spoken and written language. Reading is also a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words or written language.

Reading skills include two things, namely recognizing written symbols and understanding their contents. For Indonesian students who have a reading background, the ability to read

English is a problem. He also explained that reading itself involves three elements, namely meaning as an element of the content of reading, words as an element carrying meaning, and written symbols as a visual element. Reading skills are very important to improve communication fluency and understand writing effectively. In the reading skill there are several type in it such as:

- 1) Close reading is reading where the emphasis is directed on the skills of understanding and mastering the content of the reading.
- 2) Reading comprehension is reading where the emphasis is directed on the skills of understanding and mastering the content of the reading.
- 3) Reading ideas is reading with the intention of searching for, obtaining and utilizing the ideas found in the reading.
- 4) Critical reading is reading that is done wisely, full of tension, in-depth, evaluative and analytical, not just looking for mistakes.
- 5) Read language studies.

In the reading comprehension is one thing that is often encountered when reading, namely where someone can find out and get the information contained in the text. Reading comprehension is the ability to understand the meaning of written text. It involves the reader's active engagement with the text to extract and construct meaning. Reading comprehension is a complex cognitive process that plays a crucial role in literacy development.

Definition of Vocabulary

Vocabulary is one of important elements of teaching learning language. According to Nation and Coady (1990: 116) vocabulary is clearly an important factor in reading, as readability studies show, but it is only one of a range of factor. According to Nunan (1999:101) vocabulary is more than list of target language words. As part of language system, vocabulary is interrelated with grammar. In fact it possible to dived the lexical system of most languages into grammatical words. Teaching vocabulary has some general guidelines that can help teachers in teaching and learning vocabulary systematically and might be help students to understand and acquire vocabulary easily. It is helpful to keep in mind several general principles that facilitate acquisition of new vocabulary. According to William and Mary (2019) , there are some general guidelines ini teaching vocabulary:

- a) Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new words.
- b) Ensure that students hear the correct pronunciation of the word and practice saying it aloud.
- c) Teach word parts-root words, base words, prefixes, and suffixes that students will encounter frequently.
- d) Teach in related clusters to help students understand how words are related and interrelated.
- e) Identify examples/ application and non-examples/ non-applications related to the meaning of the word.
- f) Help students connect new vocabulary to something with which they are already familiar.
- g) Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea.
- h) Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Cooperative Based Learning

In teaching reading, teachers must use appropriate techniques and create interesting class activities so that students can engage actively in order to achieve learning goals. By applying appropriate reading techniques, teachers will help students to read more effectively and more easily handle various types of texts and make the teaching and learning process run effectively and efficiently.

The techniques needed to improve students' reading comprehension can be found in cooperative learning. Cooperative is one of the teaching techniques that is commonly used in the teaching and learning process. According to Brown (2001:47) cooperative learning is a technique that involves students working together in pairs or groups and they share information. Johnson & Smith (1991) state that cooperative learning is the use of small group learning so that students work together to maximize their own learning and the learning of

others. According to Richard and Rogers (2001:192), cooperative learning is a teaching approach that maximizes the use of active activities involving pairs of students in class. By implementing cooperative learning, small groups with different ability levels can use various learning activities to improve their understanding of a particular subject. Slavin (1995) states that in cooperative learning strategies, teachers divide students into small groups or teams. In other words, cooperative learning is a learning strategy that includes individual and small group learning in heterogeneous teams. In the process, learning activities are designed to increase student cooperation and independence in understanding the material.

Recount Text

Recount text is a type of text that is used to retell past events or experiences chronologically. The purpose of recount text is to inform readers about what happened and to involve them in the story. According to Purwanti (2013), recount text is a type of text that functions to inform readers, listeners or viewers about events or experiences in the past. Recount text expresses or tells experiences that have been experienced in English. The text focuses on describing the series of events, without adding any personal opinions or reflections. The language used in recount texts is usually simple and straightforward, making it easy for readers to understand and follow.

According to Derewianka (1990) in Fairuza, the generic structure of recount text is as follows (Fairuza, 2020):

- a. Orientation : Introducing the participants, place and time
- b. Events : Describing series of event that happened in the past
- c. Reorientation : It is optional. Stating personal comment of the writer to the story.

Language features of recount text:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc
- c. Using linking verb; was, were, etc
- d. Using action verb; look, go, change, etc
- e. Using simple past tense: last week, last Monday, etc

B. Methodology

Research Design

This research use the Classroom Action Research (CAR) design that involves systematic steps carried out by educators or other individuals in the educational environment. CAR aims to collect data and improve teaching and learning methods in educational environments. The pioneer of Classroom Action Research (CAR) was Kurt Lewin, who first expressed the CAR concept in 1944. According to Anne Burns (2010 p.2) CAR involves taking a self-reflective, critical, and systematic approach to exploring our own teaching contexts. According to Eileen Ferrance (2000, p.1) CAR or Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In CAR there is several cycle or stages, the cycle is consist planning, acting, observation and reflection.

1. Planning

In this phase, identify the problem or issue and develop an action plan to produce improvements in specific areas of the research context.

2. Action

A plan is a carefully considered plan that involves some deliberate intervention into the teaching situation at hand.

3. Observation

This phase involves systematically observing the effects of actions and documenting the context, actions and opinions of those involved.

4. Reflection

At this point, reflect, evaluate, and describe the impact of the action to understand what has happened and understand the issues that have been explored more clearly.

(Adapted from Kemmis & McTaggart, 1988, pp. 11–14)

Setting of the Research

1. Place of The Research

The researchers held the research in SMP Negeri 9 Pematangsiantar which was located in Jl. KM.4,5 Pematangsiantar, Sumber Jaya, Kec. Siantar Martoba.

2. Time of The Research

This research was implemented to improve students reading skill in comprehension and vocabulary. The activity of the lesson is using cooperative based learning approach in two meetings and one meeting for post-test in each cycle. The research was started from April 7-28 2024.

Subject and Object of the Research

This research was conducted at Pematangsiantar State Junior High School (SMP) 9 using the Classroom Action Research method. The details of the research subject and object as follow:

1. Research subject

The subject of this research will be conduct in class VIII at SMP N 9 Pematangsiantar in North Sumatera, Pematangsiantar.

2. Research object

The object of this research is Cooperative Based Learning approach in improving students' vocabulary and comprehension in the teaching-learning process especially in the reading skill at SMP Negeri 9 Pematangsiantar

Research Instrument

Research instruments are the tools needed or used to collect data. This means using tools to collect data. In collecting data, researchers used tests as instruments. The type of test used is multiple choice and true false which is an instrument for obtaining data from students. Tests with multiple choice and true or false formats have certain advantages that make them popular in a variety of evaluation contexts.

Stages of Action Intervention

Classroom action research uses Kemmis and McTaggart's design as follows: plan, acting, observe, revise and reflect. If the first cycle has been completed but problems are still visible, the second cycle must be continued in the same way as the first cycle, namely moving from the planning stage to the review stage.

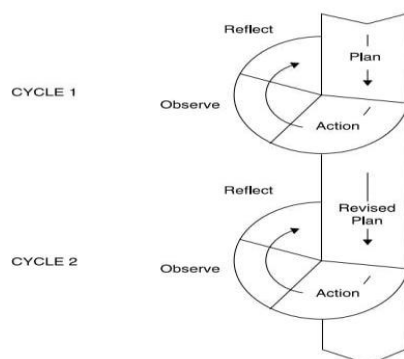
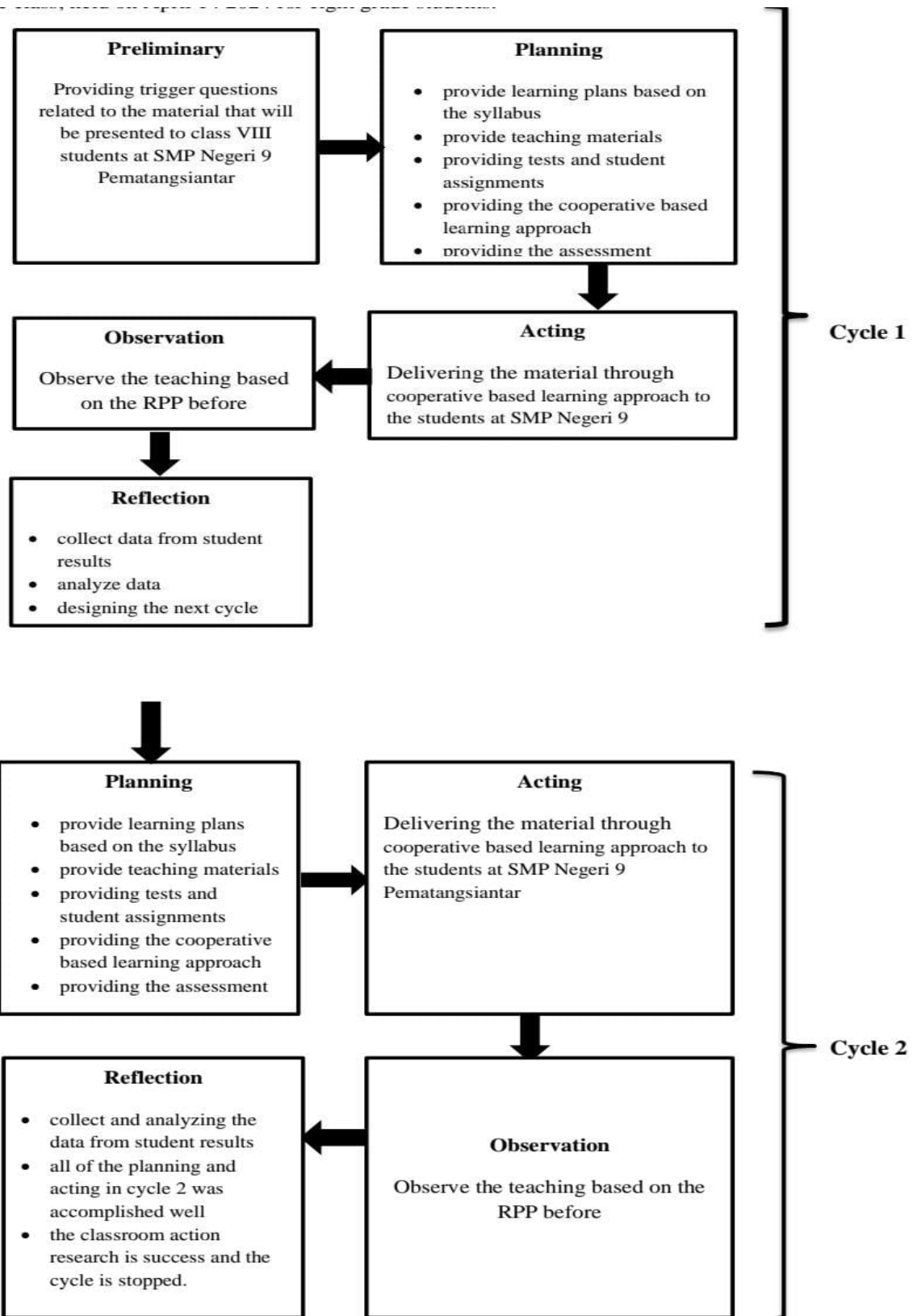


Figure 3.5 by Kemmis and McTaggart action research design

Kemmis and McTaggart's classroom action research design includes the following stages: Plan, Acting, Observe, Revise, and Reflect. If the first cycle has been completed but problems are still visible, the second cycle must be continued in the same way as the first cycle, namely moving from the planning stage to the review stage. The first step in gathering information is to take time to think about your beliefs and understand the overall nature and context of your thoughts. The aim is to obtain data on problems faced by teachers and students and complete the teaching and learning process. The researcher observed the class; held on April 14 2024 for eight grade students.



1. Planning Phase

In this phase, researchers make several activity plans based on preliminary study findings. These activities include:

1. provide a learning plan based on the syllabus
2. plan learning topics
3. provide teaching materials
4. provide ppt according to teaching materials
5. Determine and prepare an assessment rubric
6. giving tests and student assignments
7. convey learning objectives
8. Study the material

2. Acting Phase

In this phase the researcher provided several activities related to the lesson plans and syllabus with the topic of recount text using a cooperative-based learning approach. These activities include:

1. Implement the contents of the lesson plan in class
 2. Carry out teaching activities in class using a cooperative-based learning approach
 3. Provide assignment instructions to students in the form of group and individual tests
- Implementation of this action only requires one meeting for every cycle. The action implementation will be viewed in the following table:

Name Activity	Date & Time	Ket
Preliminary study	April 7/ 2024 13.00 – 14.00	Experience
Cycle 1	April 14/ 2024 13.00 – 14.00	Experience
Cycle 2	April 28/ 2024 13.00 – 14.00	Science Experience

In cycle 1 the researcher provided recount text learning material to students, explained assignments based on instructions, divided students into several groups, used a cooperative learning approach to students in the learning process, provided limited discussion time, namely 10 minutes to answer the assignments given, monitored every step taken. has been planned, monitors the time allocation for all activities carried out, collects the results of student assignments.

In cycle 2, the researcher prepared the class and greeted them when opening the material, instructed students to analyze the recount text with topics based on true or false and fill in the blanks given by the researcher. Then the researcher monitors student activities, monitors the time allocation for all activities carried out, collects student answers.

3. Observation Phase

In this phase, researchers observed all activities that occurred in the classroom. Researchers Observe the implementation of students' assignments or worksheets regarding recount text, Observe students' reading comprehension and vocabulary skills, Observe problems in the learning process and provide solutions. Aspects in observation are data sources, instruments used in data collection, and data collection techniques. So this stage discusses the observation process to observe actions that have been carried out previously. And collect all relevant data that occurs during the implementation of the action. Researchers use field notes or taking notes as a guide in observing.

4. Reflecting Phase

The "cooperative based learning" approach in learning in cycle 1 is suitable for use, but not optimal. The learning objective in cycle 1 is that students can know what recount text is, its generic structure, and linguistic rules. However, it's just that students still have difficulty in improving their reading comprehension skills and the vocabulary skills of students who are not yet competent, which causes students to have difficulty understanding and answering the questions provided in the test. Apart from that, the language used by teachers in front of the class is too difficult for students to understand. So, to achieve the research objectives, improvements will be made in cycle 2.

Technique of Collecting Data

In this phase, researchers observed all activities that occurred in the classroom. Researchers Observe the implementation of students' assignments or worksheets regarding recount text, Observe students' reading comprehension and vocabulary skills, Observe problems in the learning process and provide solutions. Aspects in observation are data sources, instruments used in data collection, and data collection techniques. So this stage discusses the observation process to observe actions that have been carried out previously. And collect all relevant data that occurs during the implementation of the action. Researchers use taking notes as a guide in observing and to collect the data from student researchers use the test to get result.

- a. According Creswell, (2014) p. 14, observation is the process of collecting data through direct and honest observation of the object, phenomenon or situation being studied, with the aim of collecting accurate and reliable data.
- b. According to Djaman Satori and Aan Komariah, (2011) taking notes in the data collecting technique is a systematic procedure for obtaining data needed in scientific research.

- c. According to Purwanto (2014: 63-64) a test is a measuring instrument for collecting data where in providing responses to questions in the instrument, participants are encouraged to show their maximum performance. So, a test is a tool or procedure used to find out or measure something using predetermined methods and rules.

Technique of Data Analysis

In the process of analyzing data, researchers group data into two, namely qualitative data and quantitative data. This means that all data obtained from observations during the teaching and learning process in the form of planning, action, observation and reflection are analyzed qualitatively. Meanwhile, in collecting data that was analyzed from reading comprehension and vocabulary skills, researchers obtained it from tests given to students and analyzed quantitatively.

C. Research Findings And Discussion

Research Findings

The Result of Observation

Before carrying out Classroom Action Research (CAR), it was carried out through observation to find out more about the teaching and learning process. The first thing to do is plan learning activities in class. The teacher provides a syllabus and lesson plans for cycle by using a cooperative based approach in learning. After making a good lesson plan, the researcher do the acting, that deliver the material dan the task that has provide based on the syllabus. Based on researchers' notes on Wednesday, April 14 2024, it is known that the use of cooperative learning approaches in the student learning process by using example questions that are too ambiguous will result in less than optimal answer choices. This makes giving assignments a challenge for students both in understanding and answering them. After knowing the result from the lesson plan from the cycle 1, the researcher make a new lesson plan for the cycle 2.

Before carrying out Classroom Action Research (CAR) for cycle 2, it was carried out observations were carried out to find out more about the teaching and learning process. The researcher design the new lesson plan, by revising the example and the test instruction that related to the student. Based on the researcher's notes on Wednesday 28 April 2024, it is known that the teacher uses a cooperative based learning approach, but by providing examples and instructions on questions that are relevant and simple, students can easily understand and work on them so that students get improved and optimal results.

The Result of Test

The test was conducted April 14, 2024 to measure students' reading ability especially in comprehension and vocabulary by Classroom Action Research. At pre-test, the students' reading ability was not good. It could be seen from the table list here :

NO	Students Names	Scores
1	Cindy	60
2	Rohanna	70
3	Ginna	40
4	Shinta	70
5	Lukas	40
6	Tri Putri	60
7	Dinda	60
8	Ribka	60
9	Sri	70
10	Ezra	70
11	Fhingki	70
12	Grazela	50
13	Nandito	70
14	Arni	40
15	Risma	40
16	Vera	70
17	Novia	60

NO	Students Names	Scores
	Total	1.000
	Mean	58.8
	High Score	70
	Low score	40

Based on the pre-test results, the data shows that the average pre-test score is **58.8** with the lowest score of **40** and the highest score of **70**. For more details, the pre-test data of students' scores in reading comprehension and vocabulary can be seen in the table below:

Frequency of Students' Score at test cycle 1

Score	Frequency	Percentage	Category
≥ 70	7	41,1 %	PASSED
≤ 70	10	58,9 %	FAILED
TOTAL	17	100 %	

Referring to the data above, the Minimum Completeness Criteria (KKM) for English subjects is 70. There are only 7 students (41,1%) who get scores above the Minimum Completeness Criteria (KKM) while 10 students (58,9%) others are below the KKM. From this analysis, it can be seen that almost most of the VIII grade students at SMP Negeri 9 Pematangsiantar ability to reading comprehension and vocabulary is still very low. That is the reason why researchers use cooperative based learning as an approach to improve students' skills in reading comprehension and vocabulary at SMP Negeri 9 Pematangsiantar. The researchers realized that students' reading comprehension and vocabulary were poor based on the data presented above. So that the students may become better at comprehension and have good vocabulary in improve their reading skill's.

1. Cycle I

Cycle I was carried out with the Kemmis and McTaggart model. This stage consists of several stages starting from the planning, the action, the observation, and reflection.

a. Planning

At this stage the researchers design an action plan that would be carried out in the research process. The researchers attempted to improve students' reading comprehension and vocabulary through cooperative learning approach. The lesson plan for cycle I consisted of the following points.

- Search and provide the curriculum to determine the Core Competencies and Basic Competencies and Indicators that will be delivered to students.
- Designing the Learning Implementation Plan according to the learning topic that will be applied in the learning process to students.
- Preparing the example for students and exercises in each session to improve students' ability in reading comprehension and vocabulary
- Arranging and giving post-test that will be given at the end of each cycle.
- Preparing tools and materials needed during the learning process such as in-focus, ppt, learning media, and so on.

b. Action

After preparing the plan, the researcher entered the class and began providing treatment to students by teaching recount text about traveling for the first time using cooperative learning approach. Cycle I actions will be implemented on April 17 2024. This meeting lasts 2 x 40 minutes. The activity begins with class preparation and welcoming, followed by pre-class prayer and attendance checking to ensure student attendance. Next, ask trigger questions and ask students to prepare stationery and books to use in learning activities. Perception and Motivation aims to broaden students' thinking about daily activities by using topics that are appropriate to the content being studied. The teacher then communicates the learning objectives to be achieved. The core activity then begins with the teacher's explanation of the learning material and the use of learning media which aims to help students understand the learning material. Following the teacher's instructions, students were divided into six groups, and each group was given discussion and teaching materials by the teacher. After the students have finished discussing in their groups, the teacher appoints one group to present the results of their discussion, and the other groups are asked to provide responses to the groups presented. The teacher asks the students to return to their seats. In the final activity, the teacher and students discuss, summarize the learning, and record important points from the learning. Complete the lesson by repeating the observations at home and giving assignments to students.

c. Observation

Based on observations of the learning process in cycle I, the results showed that there were several improvements compared to learning in the pre-action stage (pre-cycle). This can be seen from the percentage of students who passed the minimum completion criteria (KKM) of 70 points.

Frequency of Students' Score at test cycle 1

Score	Frequency	Percentage	Category
≥ 70	7	41,1 %	PASSED
≤ 70	10	58,9 %	FAILED
TOTAL	17	100	%

The results of the data that have been presented show that of the 17 students in the class, there were only 7 students who got results above the minimum completeness criteria (KKM), namely with a 41.1% percentage. Meanwhile, of the remaining 17 students in the class, there were 10 students who got results below the minimum completeness criteria (KKM) that had been determined, namely with a 58.9% percentage. This shows that the number of students who got low scores was greater than the number of students with results above the minimum completeness criteria (KKM).

d. Reflection

Based on the research conducted, researchers used a cooperative learning approach for class VIII students at SMP Negeri 9 Pematangsiantar. The findings presented are based on the results of student responses in Cycle 1. When the learning process takes place in groups, there are still many students who do not actively participate in the learning process. At this meeting there were also several students who had not been able to fully demonstrate the results of their discussions so that discussion time was limited. Task instructions contained ambiguous language. According to researchers, the collaborative learning approach has not been successful. Second, based on the results of the final test of the action cycle, data was collected on students who achieved a KKM score of 70, so that the majority of students (41.1%) achieved the criteria for learning success meeting the standards set in the action. From the description and analysis above, researchers can conclude that Action Learning I has not reached the specified standards, namely the percentage of completeness of learning outcomes using collaborative learning methods. Based on the results of these considerations, it should be continued to Cycle II.

2. Cycle II

After the researcher analyzed and reflected on the first cycle, the second cycle stage was carried out. The aim of implementing Cycle II is to continue Cycle I, which was considered less successful, marked by the fact that there were still students who had not reached the KKM. The implementation of Cycle II was improved based on the deficiencies identified in Cycle I.

a. Planning

In the planning stage in cycle 2, it contains learning objectives that will be carried out in the action stage in improving students' reading skills in their comprehension and vocabulary. The learning implementation plan for cycle II is as follows: Starting the lesson by preparing the class, giving greetings followed by praying before starting the teaching and learning process then taking attendance to check student attendance. Furthermore, giving the trigger question and asking students to prepare their tool and books that will be used in learning activities. After all of these has done, the teacher will deliver the material to the student.

b. Acting

The acting stage for cycle 2 is not much different from the action in cycle 1. The researcher only changed a little from cycle 1 to improve students' reading skills. To improve students' reading comprehension skills, researchers present relevant examples using clear words that do not leave students ambiguous. and to improve students' vocabulary skills, researchers present complex texts and have words that are easy to understand but have new meaning for students. The learning activities are not much different from cycle 1, where the teacher delivers teaching material, then conveys assignment instructions to students and collects them.

c. Observing

At the observation stage, the researcher has collected the results of the students' answers which were carried out in cycle 2. The data obtained will be displayed based on the results of the following means and percentages:

Finding mean for Cycle 2:

NO	Students Names	Scores
1	Cindy	100
2	Rohanna	90
3	Ginna	50
4	Shinta	90
5	Lukas	40
6	Tri Putri	100
7	Dinda	100
8	Ribka	90
9	Sri	80
10	Ezra	80
11	Fhingki	80
12	Grazela	90
13	Nandito	80
14	Arni	90
15	Risma	90
16	Vera	80
17	Novia	90
	Total	1420
	Mean	83,5
	High score	100
	Low score	40

Finding the percentage for Cycle 2 :

Score	Frequency	Percentage	Category
≥ 70	15	88,2 %	PASSED
≤ 70	2	11,7 %	FAILED
TOTAL	17	100 %	

From the data that has been presented based on the mean and percentage. there was a very good increase in cycle 2 of the number of students in the class is 17 people. There were 15 students who had scores above the minimum completion criteria (KKM) of 70 points. This shows that there has been a very drastic increase in the use of this learning approach for students in increasing students' reading comprehension and vocabulary. This result can be expressed as 88.2%. But on the other hand, there is a drastic increase in students who have grades below a minimum score of 70 (KKM). The number of students in the class is 17 people. There were 15 students who. And for the low score is consist of 2 people. It means that, the use of cooperative based learning approach has the impact or effect in increasing or improving the reading skill especially in reading comprehension and vocabulary, by providing the concrete instruction and the good test for the student.

d. Reflecting

At the end of cycle II, researchers reflected on the implementation of actions taken in cycle II, namely at the beginning of learning, the learning process and the end of learning.

From the percentage of results during teaching and learning, researchers have carried out all learning well. Even though there are several aspects that are not perfect, the percentage of each aspect has increased and reached the very good category with a percentage of 70% meeting the minimum completeness criteria (KKM). From the data above, it can be seen that the average score of students in cycle I and cycle II has increased. Then for students who have not yet finished, the teacher must provide a separate evaluation so that they can follow and learn well. From the results that have been provided, it can be concluded that the use of a cooperative based learning approach in improving students' reading comprehension and vocabulary skills is very effective.

Discussion

Based on the results of the test in cycle 1 that was carried out, it can be concluded that the ability of class VIII students at SMP N 9 Pematangsiantar in reading texts with comprehension and vocabulary is still low. It was found that only 7 out of 17 students achieved the Minimum Completion Criteria (KKM), namely 70 with a percentage frequency of 41.1%, while the number of students who did not reach the KKM criteria limit was 10 students with a percentage frequency of 58.9%. Average score on the test in cycle 1 it was 58.8 with the lowest score being 40 and the highest score being 70. The results of the analysis of students' reading abilities in the texts presented also show that students still have weaknesses in the reading aspect which focuses on grammatical aspects and comprehension. The nature of this condition shows the need for efforts to improve reading ability in class VIII students of SMP N 9 Pematangsiantar.

After implementing the cooperative learning method in cycle I and cycle II, there was a significant increase in students' reading abilities. In cycle I the average score obtained from students was 41.1%. In cycle II, the average student score increased to 88.2% with a completion percentage of 70%. This increase occurred because the use of a cooperative learning approach was able to create a more active, collaborative and enjoyable learning atmosphere for students. Through group work, students can exchange ideas, share information, and help each other in completing writing assignments. Apart from that, the use of interesting learning media also supports improving students' abilities. Thus, it can be concluded that the cooperative learning approach is effective in improving the reading ability of class VIII students at SMP N 9 Pematangsiantar. The results of this research are in line with learning theory which emphasizes the importance of collaboration and social interaction in the learning process.

D. Conclusion

Based on the results of research conducted on class VIII students of SMP N 9 Pematangsiantar, in improving their reading skills, especially in the comprehension and vocabulary components contained in the text. by using a cooperative based learning approach as applied to classroom learning for students. Data was found that in test cycle 1, improving students' reading skills was still not optimal. The data generated from the average student answers is 58.8. with the number of students who got a score above kkm 70, there were 7 people out of a total of 17 students. then the percentage obtained from the test in cycle 1 is 41.1%. This happens because many students have difficulty in reading comprehension and have little vocabulary mastery, as well as applying inappropriate learning approaches such as example questions and question instructions that contain ambiguous words. Therefore, it is necessary to create lesson plans for cycle 2 by presenting a cooperative based learning approach as an application of learning in improving students' reading skills, especially their comprehension and vocabulary. It was found that after giving this application and giving assignments in cycle 2, it was found that the average score of students who got a score above kkm 70 was 83.5. It was found that 15 students passed with a passing percentage of 88.2%. This shows that the use of a cooperative based learning approach in learning can help students improve the reading skills of class VIII students at SMP N 9 Pematangsiantar.

Suggestion

Based on the research results that have been found, it can be concluded that the use of a cooperative based learning approach in improving students' reading skills, especially in the aspects of comprehension and vocabulary, is very effective. Therefore, English teachers can use this as a reference or guide in forming or designing a good learning plan, especially in improving junior high school students' reading comprehension and vocabulary. This is because we have a strong foundation in mastering or enriching English, starting from how we can understand a reading text and can improve our vocabulary skills through the reading text provided.

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