

# The Effect of Collaborative Teaching Technique and Literacy Interest on the Literacy Skills of Eighth Grade Students on Recount Text at SMP Negeri 1 Sembawa

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## ABSTRACT

The aim of this study is to look at how cooperative learning strategies and literacy interest affect 8th students' reading comprehension at SMP Negeri 1 Sembawa. 68 eighth-grade students from SMP Negeri 1 Sembawa are chosen as respondents for this analysis using a two-stage random sampling method. In this analysis, the factorial research design was used. A questionnaire and a test were used to collect the data. These interviews were transcribed using the Combined Sample t-test, Independent T, and Two Ways ANOVA. The results showed that when students were taught using the collaborative student learning, there was a significant difference in their literacy skills. Second, when students were taught using the conventional approach, there was a significant improvement in their reading comprehension. Third, when the cooperative learning approach and the traditional method were used, there was a significant difference in reading comprehension between students with lower and higher reading interest. Finally, there was a significant association impact of cooperative learning method and literacy interest on eighth grader students' reading comprehension at SMP Negeri 1 Sembawa. In conclusion, the cooperative learning approach worked well for pupils whom were enthusiastic about literacy.

**Keywords:** Cooperative Learning Method, Reading Interest, Reading Comprehension

## 1. INTRODUCTION

Read is an essential practice in the process of learning a language. Media literacy, according to Ahmadi and Pourhosein [1], is an important element of learning English since it acts as the basis for a large number of knowledges in EFL learners. Media literacy, as per Oakhill et al [2], is a dynamic process that requires the integration of many multiple learning talents and capabilities.

According to Patel and Jain [3], there are three steps in the reading process: (1) a first step is the acknowledgment stage. The students simply recognize the graphical equivalents of the phonemic artifacts at this stage. He supports voiced terms in paper document, as obvious reasons; (2) that formulating step was its second phase. The individuals realize the linguistic connection between the objects and understand the structural nature of the linguistic structures throughout the third level.

That's the final stage of the text comprehension. A student recognizes the significance of a particular word, expression, or paragraph within sense of both the disregards as a whole. By reading, the teacher assists

their students in opening a window into the world is related to developing information in many fields of area, the roles of the teacher to educate the learners who have self-confidence, self-esteem, give spirits, and advice to make learners have inner power to study hard to get better future by digging up their ability to read to get more information and a lot of knowledge and skills [5].

Brassell and Timothy [5] stated that Educators will allow kids gain insight into source texts by asking them for complete activities while learning.

Reading comprehension, on the other hand, is also affected by the student's interest. A lack of interest may be the cause of poor reading or reading failure. Reading interest is an emotion that goes along with or draws special attention to reading. If the students are interested in reading, they may read actively. Becker, et al [4] asserted that reading interest has a long-term positive impact on reading achievement. According to Guthrie, [6] it is critical that students have an interest in reading while comprehending the text. The authors regarded reading interest as the most important aspect of text comprehension because it encourages students to read for pleasure. Finally, reading interest denotes a strong desire to read something accompanied by an attempt to

do so. Someone who has a strong interest in reading will demonstrate it through a desire to obtain reading material and read as a result of self-awareness or external encouragement.

According to the source, the eighth-grade reading test results showed which the majority of students received scores below the passing grade. The pass mark is 72. The scores of the students got from written test which was done by the teacher. KEMENDIKBUD stated that a written test is a test used for measuring cognitive skills. The writer found students' reading assessment in the preliminary study who got score more than 81 were only 5 students. Those who got between 72 and 80 were 10 students, and the other students got less than 72 from totally 34 students in that class. It means many students got under the minimum mastering criteria (KKM) of reading.

Based on the data above, it was also noticed that the eighth graders at SMP Negeri 1 Sembawa with respect to the preliminary observation, most students still struggled to comprehend the substance of the reading passage, where the percentage of kids fail still struggled to deal with reading text written in English as their foreign language.

In reality, there must be a suitable method for teaching reading in which students can explore their ideas in order to achieve reading comprehension. It is not easy to achieve good reading comprehension. It necessitates the use of a technique. One of the approaches that can be used is the Collaborative Process Of learning. Collaborative learning, according to Chu [7], is a realistic process that can be used to increase motivation and progress in classes. It also boosts self-esteem, enhances communication skills, and encourages active participation in the educational process.

Based on the previous study, some research show that implementing a cooperative learning strategy improves students' reading comprehension significantly. Hadyan [8] study's results revealed that cooperative learning methods (STAD and jigsaw) increase students' descriptive text reading comprehension.

Collaborative education is a form of method of teaching commonly used in schools. Wichadee and Orawiatnakul [17] claim that "collaborative learning is a teaching technique in which smaller clubs of children with varying skills use a number of educational process to better understand a topic." Collaborative learning, as per Lombardi[17], involves students engaging together through similar objectives and encourages members of the community to help and encourage each other. This is this sense of interdependence. A variety of learning exercises will be used by small teams with different levels of ability to improve their comprehension of the subject through group work.

According to Erbil and Kocabas [18], cooperative learning is a participatory, democratic method of learning. The efficiency of collaborative learning can be

mediated by (a) a positive interdependency, enabling students to realize that they are connected to each other so that they can't succeed until everyone is successful; (b) individual responsibilities that give each member of the group a sense of personal responsibility for the achievement of their objective, (c) promotive interaction, (d) the interpersonal and small group skills that enable students to develop relational abilities in order to successfully collaborate; and (e) the way to gather that happens as team members address the extent about which mutual objectives are achieved or their professional relationships maintained [19].

In summary, collaborative learning is an approach that uses small group learning to increase student involvement, participation, and cooperative activities. It urges students in the community to take charge of their own and each other's studies. It also assists teachers in creating a learning environment that involves students as individuals and as a group achievement at the same time. Furthermore, the cooperative learning system is helpful during the lesson to counteract the dominance of individual learners and the teacher-centric approach.

In relation to the above description, the author conducted a study titled " The Effect of Collaborative Teaching Technique and Literacy Interest on the Literacy Skills of Eighth Grade Students on Recount Text at SMP Negeri 1 Sembawa".

## 2. METHODS

This study uses experimental method. The factorial design was used. According to Creswell [20] the potential cause and effect association between independent and dependent variables is determined by experimental research. The author separates the pupils into two classes in this report. They are (1) the class of experiments; the class of cooperation and (2) the course of regulation.

Within that analysis, 68 students from SMP Negeri 1 Sembawa were chosen from two stage random samples in the academic year 2020/2021. In which the sample was categorized into high and low reading interest. The research data were obtained utilizing a questionnaire to ascertain students' reading interests, as well as a reading test to ascertain students' learning outcomes.

The instrument used had been validated through content validity. To assess the test's validity, the author employed the correlation product moment (person's correlation) with the assistance of SPSS 25. To determine whether or not the test items were legitimate.

The instrument's reliability in this study was obtained from Cronbach's alpha testing on interest and learning outcomes data. Students' interest and learning outcomes data were analyzed through descriptive analysis and hypothesis testing were analyzed through t test and Two Way Anova

### 3. RESULTS AND DISCUSSION

#### 1) Prerequisite Analysis

The writer used for statistical in analyze the data collected. They were follows: (1) the statistical analyses

on measuring normality of the data, (2) the statistical on measuring homogeneity of the data.

##### 1. Normality test

**Table 1. Normality Test**

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Student Pretest in Experimental Group - Student Posttest in Experimental Group	-20.588	4.837	.830	-22.276	-18.900	-24.817	33	.000	

According to the statistical calculation in table 1 using the normality test of the Kolmogorov-Smirnov test, before the test and post-test students were of 0.129 and 0.192 in the experimental community. The pupils were 0.124 and 0.079 in the control group before and after tests. The p-value was also higher than the

important at the 0.05 level, all data were classified as normal distribution. As a result, the study data are normally distributed.

##### 2. Homogeneity Test

**Table 2. Homogeneity Test**

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Student Pretest in Control Group - Student Posttest in Control Group	8.588	3.430	.588	-9.785	-7.391	14.600	33	.000	

According to Levene Statistic calculation table 2, the p-value is 0.208. This value is greater than 0.05. As a result, the study data are homogeneous.

#### 2) Hypothesis Testing

**Table 3. Paired Sample T Test Hypothesis 1**

Levene's Test for Equality of Variances									
t-test for Equality of Means									
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.618	0.208	8.230	66	0.000	13.176	1.601	9.980	16.373
Equal variances not assumed			8.230	62.382	0.000	13.176	1.601	9.976	16.377

Table 3. the sample t test paired matches the statistical estimate. It has been found that the p-value is negative. This means that the reading understanding gap between high-reading students and those with poor reading interests who have been instructed by the cooperative learning approach is significant. It is important if the p-value is smaller than the significance level of 0.05.

The researcher makes the following interpretation based on the study's findings:

First, the significance value for both high and low reading interest using the cooperative learning method was 0,000, which is less than  $= 0.05$  When compared to low reading interest, there was a substantial increase in high reading interest. It was possible to conclude that the approach used to improve students' reading comprehension achievement was effective low and strong reading interest of both classes of students. Furthermore, students with a strong interest in reading preferred the cooperative learning method the most.

Second, there was no significant gap in reading understanding between high reading and low-reading students who were educated using conventional methods. The traditional approach yielded a significance value of 0,000 for both high and low reading interest, which was less than the significance level of 0. 05. It was found that there was a substantial difference in reading understanding between eighth grader students who had a high reading interest and those who had a low reading interest and were taught using the conventional method.

Third, there had been a significant gap in the understanding of reading among high-reading students and low-reading students who were instructed through cooperative learning and the conventional method of teaching. The value for the high and low reading experimental and control classes was 0,000, which in any case was lower than the significant amount of 0,05. In other words, there was no significant gap in understanding reading between high-reading and low-reading students who were taught through co-operative learning or the conventional approach.

Fourth, the cooperative learning method and reading interest had a major interaction impact on students' reading comprehension. According to the statistical results of the interaction effect of cooperative learning and students' reading interest toward reading comprehension, the significant value was 0.036, which was lower than the significance level of 0.05.

Based on the previous related study in the previous chapter, the implementing of cooperative learning method in learning process can increased reading understanding achievement.

In addition, The study results, as did studies carried out by Wyk[21], have shown a rise in reading

understanding for the seventh grade student from Junior High School 3 of Sungai Lilin. The average score for the pre-test was 77,76 and 75,06, as the study sample read high and low inspiration. After being given treatment through cooperative learning technique, in the post-test, the mean score for high motivation was 81,24, which was higher than the mean score for low motivation, which was 78,41. It was possible to conclude that cooperative learning, which was used to improve students' reading comprehension performance, was effective Maximum and minimum reading engagement for all students.

Furthermore, Johnson and Johnson [19] indicated that the efficacy of learning process such as:(a) a strong interdependence encouraging students to perceive how interrelated they are so that they can't be succeeded until all succeed; (b) individual accountability, which instils a sense of personal responsibility in and member of the group for achieving their goals; and (e) team leadership happens as a group's participants evaluate very well their aims and good relations are met.

It could also be interpreted that cooperative learning method contributed Progress of understanding literacy by the pupils. In terms of reading understanding, students with high and low read interest achieved greater outcomes from the study sample. Compared to control category students. This suggested that there are other considerations in terms of reading understanding in addition to the cooperative learning process. Another factor was thought to be reading interest.

The teacher approach in the school has an important effect on the progress of the educational and learning process cannot be ignored. It can be negated. The cooperative learning approach will immediately require students to become more involved and understanding reading without ignoring their social and human interactions with other students unconsciously. The aim of teaching is not only to teach academic material, but also to encourage students to develop their social and human relationships. According to Wykyati, cooperative education [22] is a practical pursuit that enables students to study more actively, Fair and inclusive social climate access to learning.

However, interest has a significant impact on students' ability to develop their reading skills. According to Korb [23], one critical objective of literacy is to help students grow their lifelong reading desire. Osokoya [24] also argued that if the instructor is able to transmit information or abilities, the welfare of students must be taken into consideration if the learning is going to take place. If students are of high interest, all of the documents the teacher assigns to them will be interesting in reading. This strategy will foster learning freedom. The development ages and phases will decide the part played by the teacher in leading students through the collaborative enterprise.

From the explanation above, it could be concluded that the eighth graders of SMP Negeri 1 Sembawa who which was informed by cooperative learning method obtained higher reading comprehension achievement than those who were taught in a traditional manner. According to the post-treatment score the eighth grader was significantly improved in reading understanding in the study sample. They also advanced further than the placebo group. In order to enhance the reading understanding of 8 th graders at SMP Negeri 1 Sembawa, the cooperative learning approach has been found to be applied.

In summary, the cooperative learning method and reading interest were two factors that determined reading comprehension.

#### 4. CONCLUSION

The following conclusions are drawn based on the analysis of the findings of the study: 1) at the SMP Negeri 1 Sembawa the reading of high-reading students with low-reading interest was significantly different from students who were taught in cooperative learning; 2) at the SMP Negeri 1 Sembawa there was a considerable difference in the reading understanding between high-readers and low-reading students; 3) SMP Negeri 1 Sembawa showed a major difference in the understanding of reading between high-reading and low-reading students taught using collaborative learning and traditional teaching methods and (4) SMP Negeri 1 Sembawa had a major interaction effect between cooperative learning methods and read interest for the understanding of reading between learners.

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