IMPROVING STUDENTS’ READING COMPREHENSION THROUGH 
COOPERATIVE READING GROUPS TECHNIQUE 

(A Classroom Action Research in the First Year Students of the English 
Department of Unswagati Cirebon in the 2010/2011 Academic Year)

A THESIS

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Submitted as a Partial Fulfillment of the Requirements for Getting the Master Degree in English Education

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SURAKARTA
2011

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PRONOUNCEMENT

This is to certify I myself write this thesis entitled: Improving Students’ Reading Comprehension through Cooperative Reading Groups Technique (A Classroom Action Research in the First Year Students of the English Department of Unswagati Cirebon in the 2010/2011 Academic Year).

It is not plagiarized or made by others. Anything related to other’s work is written is quotation, the source of which is listed on the bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, August 2011

Aisyah

NIM S890809303

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MOTTO

➢ I must do what I say
➢ I must keep what I promise
➢ I must obey what I decide
➢ I must get what I dream
➢ I must learn what I did
DEDICATION

This thesis is dedicated to:

- Her beloved mother and father
- Her beloved husband
- Her dearest brothers and sisters
ACKNOWLEDGEMENT

Praise be Allah, the gracious, the merciful and beneficent. By Allah’s blessing, the researcher can finish this thesis. Peace be upon Prophet Muhammad SAW. who has led people from the darkness to the brightness. In accomplishing this thesis, the researcher feels indebt to a lot of people who helped her. Therefore, she would like to express her special respect and gratitude to:

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8. Her husband who always gives her attention, support, understanding, and affection. Thanks for giving her the best in her life.

Finally, this thesis is still far from being perfect and satisfactory. However, the researcher hopes that this research can be useful for developing English learning process, especially in teaching English.

Surakarta, August 2011

Aisyah

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ABSTRACT


The objectives of the research are: (1) to know whether Cooperative Reading Groups technique can improve students’ reading comprehension of the first year students of English Department of Unswagati or not; (2) To know the strengths and the weaknesses of Cooperative Reading Groups technique when it is used to teach reading in the first year students of English Department of Unswagati.

The subject of the research was the first grade students of English Department of Unswagati Cirebon in the 2010/2011 academic year. This research was conducted in two cycles. Each cycle consisted of four meetings. The procedure of the action research consisted of planning, acting, observing, and reflecting. The data were collected through questionnaire, interview, and test. To analyze the quantitative data, the researcher applied descriptive statistics. It was used to compare the scores and means of the pre-test and post-test. The pre-test was conducted in the preliminary research while the post-test was conducted at the end of cycle 1 and 2. The result of the test was used to know how well the students comprehended the text. To analyze the qualitative data, the researcher analyzed the improvement of teaching learning process based on the result of questionnaire and interview using the theory of analyzing the qualitative data written by Lynch (1997: 139-147).

The result of the research showed that: (1) cooperative reading groups technique could improve students’ reading comprehension in (a) identifying main idea of the text; (b) finding the pronoun reference; (c) recognizing the word meaning in context; (d) finding detail information from the text; and (e) making inferences of the text. The improvement of the students’ comprehension can be proved that the mean score of the pre-test is 54.3, post-test of cycle 1 is 65, and post-test of cycle 2 is 81.9. (2) The strengths of Cooperative Reading Groups technique when it was applied to teach reading comprehension are: (a) the students were more active when taught by CRG technique; and (b) the students felt more enjoyable in joining teaching learning process. Meanwhile, the weaknesses of cooperative reading groups technique when it was applied to teach reading comprehension are: The students made big noise when teaching learning process was in progress and the different opinion in every group made them difficult to work together.

Based on the result of the research, it can be concluded that Cooperative Reading Groups technique can improve the students’ reading comprehension. Therefore, it is recommended that teachers and students use Cooperative Reading Groups technique as a good alternative technique in teaching and learning reading.
CHAPTER I
INTRODUCTION

A. Background of the Study

Because English is an international language, and every country learns English. In Indonesia, there are many people learning English, and there are some universities opening English department as one of their programs. There are four basic skills that should be mastered when someone is learning language, those are listening, speaking, reading, and writing. Every skill has its own role in learning language. Students in higher education often found the sources that are written in English. They need to comprehend the text to get information from what they read.

Based on the course description in reading comprehension subject, ideally the students of reading comprehension subject are able to identify main idea of the text, find the pronoun reference, recognize the meaning of vocabulary in context, find detail information from the text, and make inferences.

Even though reading comprehension is very important for them as the students in higher education and also as the students of English Department, students’ reading comprehension in reading comprehension subject in English Department of Unswagati is still unsatisfying. It can be seen from the result of pre-test, the average was 54.30. It could be categorized into fair category.

Besides, based on the result of interview, questionnaire, and pretest of English Department students of Unswagati have problems in identifying main idea of the text, finding the pronoun reference, recognizing the word meaning in context, finding detail information from the text, and making inferences.

The problems that are caused by the students themselves are: first, the students can’t get the meaning of the text because they still lack of vocabulary, this is the biggest problem in the students of reading comprehension because they only understand the text that has been discussed in the class. If it is a new text for them, they can’t get the clear meaning because it contains new vocabularies.

Second, the students are lazy to read because they don’t have motivation to read. Although they know that reading is very important to improve their knowledge, they are still lazy to read because they do not understand the content of the text.

Third, the heterogeneity of the students. The students in one class have different level in comprehending the text, they also come from different
background knowledge. There are also students coming from science program, social program, and language program. There are also some students who have taken the course before they take English department. So, it makes the lecturer difficult to decide the technique to use in the class.

The other reasons that influence students to learn come from the teacher. First, the method that is used by the teacher is teacher-centered, so it makes them passive. Second, the teacher just reads the passage and discusses with the whole class so the students do not have time to share about the passage freely. The third cause is the teacher doesn’t care whether the students understand the material or not.

Besides, the students’ problems in comprehending the text not only came from the students and the teacher but also the condition of the class. In teaching learning process, usually two classes are combined into one class because of the limited room, so it makes them difficult to concentrate.

Based on the students’ problems and causes stated above, the researcher proposed a solution to overcome this problem. The researcher proposed Cooperative Reading Groups (CRG) technique for teaching reading in the English Department of Unswagati.

Actually there are many teaching techniques to teach reading, but based on the pre-observation and students’ problems, the researcher proposed CRG as the technique for teaching reading in English Department of Unswagati. Cooperative Reading Groups (CRG) technique is the technique for teaching reading that is developed by Merril Harmin and Melanie Toth which is adapted from Daniels 1994.

In CRG technique, students work together in small groups, usually consisting of four students, to help one another and digest the material. During the group work, each student has a distinctive role to play as the Leader, Summarizer, Connector, and Quizmaster. Each of the members has different role and job description. Learning reading comprehension by using group work will be better than individual learning because in group work they can contribute something one another. Frey, et al. (2009: 21-22) say the group tends to be wiser than the individual. The differentiation that occurs in this phase of instruction is accompanied by the scaffolding that peers are able to provide for one another; these are not individual tasks. Consider, then, that productive group work is a critical phase that occurs within a larger differentiated classroom experience.
From the discussion above, the researcher is interested in carrying out a research dealing with reading comprehension through Cooperative Reading Groups (CRG) technique. The researcher believes that CRG technique can make students more active and motivate them to learn more inside or outside the class. Due to the fact, in this research, the researcher as the teacher brings forward the way of teaching reading through CRG technique. In addition, the technique is related to the students’ level and involves them to learn actively. Hence, the researcher has courage to conduct a study entitled “Improving Students Reading Comprehension through Cooperative Reading Groups (CRG) Technique (A classroom Action Research in the first year students of the English Department of Unswagati Cirebon in the 2010/2011 Academic Year.)

B. Problem Statement

Based on the background above, the researcher is concerned with the following problems:
1. Can the use of CRG technique improve students’ reading comprehension in the first year students of English Department of Unswagati?
2. What are the strengths and the weaknesses of CRG technique when it is used to teach reading in the first year students of English Department of Unswagati?

C. Objective of the Study

Based on the problem statement above, the objectives of the study are:
1. To know whether CRG technique can improve students’ reading comprehension in the first year students of English Department of Unswagati or not.
2. To know the strengths and the weaknesses of CRG technique when it is used to teach reading in the first year students of English Department of Unswagati.

D. Benefit of the Study

The result of this research is expected to be able to give some advantages for the researcher, students, teachers, university, and other researcher.

1. For the researcher

By conducting this research, the researcher will know whether CRG technique is appropriate for teaching reading or not. Besides, the research method used in this research is classroom action research which allows the researcher to make a reflection to what she has done in the classroom. By doing so, she can evaluate and make a remedial teaching so that she can improve the way of teaching into the perfect one.

2. For the students

It can motivate the students to improve their reading comprehension. Through CRG technique, they will get better understanding in mastering reading comprehension, and then they can work cooperatively with their partners. It is also hoped that this teaching technique can solve their problem in learning reading comprehension.

3. For the teacher

This research is expected to give contribution for the teachers and lecturers in their ways of teaching. The teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers or lecturers to teach reading comprehension properly by using CRG technique. The teacher can improve their ability to make innovation, effective strategies, and scenario of teaching reading. It also enriches teacher’s technique to teach reading so that their problems in the classroom can be solved.
4. For the university

This research is expected to give contribution for the University, especially for English Department to improve their students’ quality especially in reading comprehension. By using CRG technique the researcher expects that this technique will be useful for increasing the quality of its output. Therefore, the university will get good reputation from the government and society.

5. For the other researcher

This research is expected to give creation and motivation for other researchers in conducting their research. This research is also expected to give more knowledge or understanding for other researcher, especially in conducting action research for improving the students’ reading comprehension.
CHAPTER II
LITERATURE REVIEWING

A. Theory of Reading

1. The Nature of Reading

Reading is composed of two main processes: decoding and comprehension. These two processes are independent of one another, but both are necessary for literacy. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent in order to make sense of print. Comprehension involves higher-order cognitive and linguistic reasoning, including intelligence, vocabulary, and syntax, which allow children to gain meaning from what they read. We will begin with a look at the component skills of the decoding process (http://www.sagepub.com/upm-data/7086_wolfe_ch_1.pdf).

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement (http://en.wikipedia.org/wiki/Reading(process).

Peter (2001: 20) states that reading comprehension is seen as something that begins as early as the beginning of reading and not something that children move on to after they have learned to decode print. Even before children can read, the adult usually asks children questions about stories that they have just read to them.

2. Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Bloomfield taxonomy, there is a level of cognitive domain namely comprehension that is a type of understanding such that the individual knows what is being communicated. Comprehension takes place while the person is reading and it needs a set of skills that let him find information and understand it in terms of what is already known. Comprehension is the mind act or power of understanding (Hornby, 1987: 174). Therefore, reading comprehension means understanding what has
been read. It is an active process that depends not only on comprehension skill, but also on the reader’s experiences and prior knowledge.

Natal (1996: 168-169) states that the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer, and the text all contribute to the process.

Another definition is proposed by Harris and Hodge in Fresch (2008: 83) who state that “reading comprehension is the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context”.

Klingner, et al. (2007: 2) state that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”.

Paris (2005: 20) states “subtests of reading comprehension are entities like finding main ideas, selecting details, determining word meanings, drawing conclusions, determining cause-effect relations, and distinguishing fact from opinion”.

Davis in Paris (2005: 20-21) reviewed the literature describing reading comprehension as a construct and found several hundred skills mentioned. Then, he sorted them into nine categories, such as: (1) Word meanings; (2) Word meanings in context; (3) Answer specific text-based questions; (4) Main thought; (5) Follow passage organization; (6) Text-based questions with paraphrase; (7) Draw inferences about content; (8) Author's purpose; and (9) Literary devices.

3. Levels of Reading Comprehension

Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level, and creative level.

a. Literal level

At the literal level, the basic facts are understood, for example, knowing that the lady’s name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

b. Inferential level

At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things
may not improve even if the landlord does complain. The reader also

gathers that the landlord is becoming a little frustrated or irritated by

Miss Chow’s complaints.

c. Critical level

At the critical level, the reader assesses the good sense of what he or she

is reading, its clarity, accuracy, and any apparent exaggeration or bias.

For example, when Miss Chow’s landlord offers her a different

apartment on the 18th floor and says it is the best apartment, with the

best view of the harbor, the reader knows he could be exaggerating.

Critical and inferential reading together probably make the reader feel

that moving up to the 18th floor may not suit Miss Chow and it is not a

good solution.

d. Creative level

At the creative level, the reader can take information or ideas from what

has been read and develop new ideas from them. The creative level

stimulates the reader to new and original thinking. For example, the

reader comes to understand that landlords should write a clause in their

leasing agreement to say that if the tenant makes noise and the landlord

receives complaints, the tenant will be asked to leave within one week.

The reader might also be able to suggest other ways of dealing with

Miss Chow’s problem; or might write a short story indicating what

happens next time Miss Chow is disturbed by her neighbors (Smith in


4. Microskills and Macroskills for Reading Comprehension

Brown (2001: 307) proposes microskills and macroskills the students

of English as a second or foreign language need to have in order to

become efficient readers. They are as follows:

a. Microskills

1) Discriminate among distinctive graphemes and orthographic patterns

   of English.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.
4) Recognize a core of words, and interpret word order patterns and
their significance.

5) Recognize grammatical word classes (nouns, verb etc.) systems (e.g.
tense, agreement, pluralisation), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different
grammatical forms.

7) Recognize cohesive devices in written discourse and their role in
signaling the relationship between and among clauses

8) Recognize grammatical word classes (nouns, verb etc.) systems (e.g.
tense, agreement, pluralisation), patterns, rules, and elliptical forms.

b. Macroskills

1) Recognize the rhetorical forms of written discourse and their
significance for interpretation.

2) Recognize the communicative functions of written texts, according to
form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) From described events, ideas, etc. Infer links and connections
between events, deduce causes and effects, and detect such relations
as main idea, supporting idea, new information, given information,
generalization, and exemplification.

5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

5. Factors Influencing Reading Comprehension

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read. There are some factors influencing reading comprehension, as stated by Torgesen in Peter (2001: 23) that a reader’s understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.

Some children are poor comprehenders because they lack fluency in lower order reading processes. In the case of good readers, automaticity in word recognition allows short-term cognitive capacity (working memory) to be devoted almost entirely to comprehension. Conversely, a lack of automaticity in word recognition or decoding causes short-term cognitive capacity to be overloaded or used inefficiently as the reader searches for contextual or other clues to help identify the words.

Children with limited vocabulary have comprehension difficulties for obvious reasons; they do not know the meanings of many words on the page, unless the text is very simple. Birsh in Peter (2001: 23) indicates that reading comprehension is closely related to a child’s oral language comprehension and vocabulary.

From the theories above, it can be concluded that reading comprehension is the power to interpret the meaning from written text, guess word meaning in context, identify main idea, recognize passage organization, interpret the author’s purpose, recognize the message from the text, determine cause-effect relation, recognize literary devices, and draw inferences.
In the course description that the researcher got from the university, the students of reading comprehension in the first year should be able to identify main idea of the text, find the pronoun reference, recognize word meaning in context, find detail information from the text, recognize the message from the text, and make inferences.

Based on the course description and the theories above, it can be concluded that reading comprehension is the power to identify main idea of the text, find the pronoun reference, recognize the meaning of vocabulary in context, find detail information from the text, and make inferences.

6. Teaching Reading

Klesius and Griffith in Peter (2001:53) summarize the main behaviors of the teacher during shared reading as: motivating, demonstrating, developing story structure, questioning, clarifying information, extending vocabulary, drawing attention to key features of pictures or text, scaffolding children’s thinking, praising, extending children’s responses, summarizing.

Klingner, et al. (2007: 5) states that the instructional components that contribute to improve effect sizes in reading comprehension include:
   a. Teacher and students questioning
   b. Interactive dialogue between teachers and students
   c. Controlling task difficulty and scaffolding instruction
   d. Elaboration of steps or strategies and modeling by the teacher
   e. Small group instruction
   f. Use of cues to help students remember to use and apply what they learn

7. Testing Technique for Reading Comprehension

According to Medsen (1983: 76-97) test of reading comes in a wide variety of forms and evaluate a broad spectrum of reading activities. These range from pre-reading concerns (learning the Romans alphabet, for example, or Word attack skills) to reading comprehension, reading speed, and skimming techniques. Advanced and more specialized applications
include translation, reading aloud, and reading literature. He also said that there is no need to test comprehension of an essay if students still have difficulty in understanding a sentence. Sentence comprehension must precede essay comprehension. Some sentence level comprehension items are good for beginning students. Here are the techniques for testing reading comprehension.

a. Testing sentence comprehension

1) Picture cues

We will start with question that simply asks for the right picture to be circled.

2) Phrase and sentence cues

One of the simplest forms of sentence comprehension is the true-false sentence.

b. Testing passage comprehension

1) Question techniques for beginners

There are two useful approaches for testing beginning students who can read simple passages. One of these is true-false items and the other is the matching techniques.

2) Question techniques for more advanced students

There are two useful approaches for testing advanced students the first is standard multiple-choice and the second is multiple-choice cloze.

B. Cooperative Reading Groups (CRG) Technique

1. The Nation of Technique

Technique is the way to do something that consists of some steps. Technique can also be defined as an approach or way for doing something, especially in teaching the language. When the teachers teach the language, they may use some methods or techniques. Richard and Rogers (2001: 19) propose a reformulation of these concepts, namely: approach, design, and procedure. An approach defines assumption, beliefs, and theories about
the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are the techniques and practices that are derived from one’s approach and design. Related to these different hierarchical nations about technique, it can be concluded that technique is a key to effective instructional decision because it is the real implementation of approach, method, and design.

Other definition is stated by Harmer (2001: 78), he said that in the general area of methodology, people talk about approaches, method, and techniques, procedure and models, all of which go into the practice of English teaching. These terms, though somewhat vague, are definable:

a. Approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

b. Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

c. Procedure is an ordered sequence of techniques. A procedure is a sequence which can be described in terms. It is smaller that method and bigger than a technique.

d. Technique describes as the typical procedures or sets of procedures, such as designed to guide teaching practice.

2. CRG Technique
Cooperative Reading Groups technique is the technique that is developed by Merril Hermin and Melanie Toth which is adapted from Daniels’ Literature Circle. Hermin and Toth (2006: 194) state that in this strategy, each student reads the material assigned to the class. In a process similar to Daniels’s Literature Circle, students then work together in small groups, usually fours, to help one another process and digest the material. During the group work, each student has a distinctive role to play as Leader, Summarizer, Connector, and Quizmaster. Each of the group members has their own job description as follows:

<table>
<thead>
<tr>
<th>Leader</th>
<th>Quizmaster</th>
</tr>
</thead>
</table>
| Leader: Keeps group on task. The leader is responsible for . . .
a. Starting meetings promptly.
b. Keeping track of time during meetings.
c. Calling on students, so all have a chance to play their roles.
d. Reminding students that they should support one another that criticism is out of place.
e. Improvising the role of any absent group member.
f. Making sure all know the reading and their individual roles for next time, if a long reading is involved.
g. Conducting a Like/Might Review on the group’s work when each meeting is finished, if the teacher |
| Quizmaster: Creates 5 to 10 questions based on the reading and conducts a brief oral quiz. This quiz might include . . .
a. True/false questions.
b. Multiple-choice questions.
c. Fill-in-the-blank questions.
d. Flashcards with words to define, characters to identify, or events to sequence.
e. Opinion questions that fuel a group discussion.
f. Any combination of the above. |
The purpose of this technique is to inspire students to study readings cooperatively and supportively. This technique teaches students a structure for discussing a reading in small groups, with each student taking turns playing a different role in the group’s discussion. There are also other possibilities to be considered in using this technique, such as:

a. Allow each group to work with a different reading, so students have a choice in what they read.

b. Have each group work with a different reading by the same author, which can lead to displayed reports as part of an author study.

c. After each group meeting, have students write like reviews or outcome sentences for evaluation purposes.

d. Conclude group meetings with a review test, so the teacher can highlight parts of the reading that the teacher wants to emphasize.

<table>
<thead>
<tr>
<th><strong>Summarizer</strong></th>
<th><strong>Connector</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizer: Starts the group’s work by offering a summary of the reading. This summary might include the use of . . .</td>
<td>Connector: Notes connections to other material, such as . . .</td>
</tr>
<tr>
<td>b. A chart.</td>
<td>b. The outside world.</td>
</tr>
<tr>
<td>c. Pictures.</td>
<td>c. Personal experiences, feelings, or thoughts.</td>
</tr>
<tr>
<td>d. A dramatization of part of the material.</td>
<td>d. Other people, places, events.</td>
</tr>
<tr>
<td>e. A review of important, interesting, or unusual sentences.</td>
<td>e. Any combination of the above.</td>
</tr>
<tr>
<td>f. Any combination of the above.</td>
<td></td>
</tr>
</tbody>
</table>
Hermin and Toth (2006: 193) state that there are also some tips to be successful in this strategy, as follows:

a. It’s usually advisable to use the same group at least four times, so that students have an opportunity to rotate through the roles and play all four.

b. Go over roles with students before the first round, emphasizing that all are to cooperate and assist one another in the performance of individual roles. It is to be a cooperative learning experience, not a competitive one. Inform the class that leaders are to improvise the role of any student who is absent with, of course, the assistance of other group members. If there are five students in one group, two people can be summarizers.

c. Though it is tempting to intervene, Cooperative Reading Groups often work best with minimal teacher involvement. The teacher may choose to sit in each group for a few minutes.

d. All reading assignments are to be done by students independently, in or out of class. Readings could be based on a textbook, novel, article, or handout. If reading is done in class, make sure fast readers have something to do while waiting for the slower readers to finish.

e. If a long reading is involved, specify which parts are to be read by certain deadlines and when groups will meet. Teachers report that it’s effective for Cooperative Reading Groups to meet twice a week, for 20 to 30 minutes.
f. If students are reading a novel, you might keep groups together for the time it takes to go through the whole book.

g. When it’s time to shuffle group membership, consider the playing card procedure: prepare a set of cards and then pass cards out, having, say, four jacks sit together, four 10’s sit together, and so on.

3. Teaching Steps of CRG Technique

Hermin and Toth (2006: 193) state that there are some steps in Cooperative Reading Groups, those are:

a. Engage

Teachers begin by encouraging students to talk about why working together can be helpful. Consider activities such as class meetings, community circles, and any activities that encourage Cooperative Learning. Students need to work in teams of four or five so they get to know their team members by participating in trust building activities to promote effective collaboration. It’s usually advisable to use the same group at least four times, so that students have an opportunity to rotate through the roles and play all four. Go over roles with students before the first round, emphasizing that all are to cooperate and assist one another in the performance of individual roles. It is to be a cooperative learning experience, not a competitive one. Inform the class that Leaders are to improvise the role of any student who is absent.

b. Study

In this part, the students in every group are asked to do some steps. The first is summarizing step, this step is asked the students to summarize the text, find the main idea of each paragraph of the text, and make the inference of each paragraph of the text. The second is connecting step, this step is drilled the students to find the reference of each pronoun of the text, find the meaning of some difficult words that
content on the text, and find detail information of the text. Cooperative Reading Groups often work best with minimal teacher involvement. The teacher may choose to sit on each group for a few minutes. All reading assignments are to be done by students independently, in or out of class. Readings could be based on a textbook, novel, article, or handout. After the students open the textbook and read the text, every member of the groups should do their role. The members groups do some roles like; leader, summarizer, connector, and quizmaster. The leader in a group should be responsible for Starting meetings promptly, keeping track of time during meetings, calling on students, so all have a chance to play their roles, reminding students that they should support one another that criticism is out of place, improvising the role of any absent group member, making sure all know the reading and their individual roles for next time, if a long reading is involved, conducting a review on the group’s work when each meeting is finished, if the teacher assigned it. Summarizer is responsible for making an outline, a chart, pictures, a dramatization of part of the material, a review of important, interesting, or unusual sentences. Connector is responsible for connecting the material with, previous lessons, something the outside world, personal experiences, feelings, or thoughts, other people, places, events. Quizmaster is responsible for conducting a brief oral quiz. This quiz might include true/false
questions, multiple-choice questions, fill-in-the-blank questions, flashcards with words to define, characters to identify, or events to sequence, opinion questions that fuel a group discussion. If reading is done in class, make sure fast readers have something to do while waiting for the slower readers to finish. If a long reading is involved, specify which parts are to be read by certain deadlines and when groups will meet. Teachers report that it’s effective for Cooperative Reading Groups to meet twice a week, for 20 to 30 minutes.

**c. Activate**

In this part, the quizmaster of each group presents their quiz in front of the class. In this part the students also spend time reflecting on their group processes as well as their individual reading performances. Students have the opportunity to share their responses to the text. Individually reflect on and review their reading goal, and share some of their reflections with others in the class.

**4. Strengths and Weaknesses of CRG**

There are some strengths and weaknesses of CRG as stated in [http://www.myread.org/guide_cooperative.htm](http://www.myread.org/guide_cooperative.htm) as follow:

a. The Strengths of CRG

1) The students are motivated to read by personal goals.

2) The students can make interaction one another.

3) The students have responsibility in their own duty.

4) The students can share some of their reflections with others in the class.

b. The Weaknesses of CRG

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1) It needs a lot time to work together.

2) It can’t be used for elementary learners.

C. Rationale

In this research, there are two variables; they are CRG technique as an independent variable and reading comprehension as dependent variable. Based on the pre-observation and the score of mid test, the students of English Department of Unswagati have problems in identifying main idea of the text, recognizing the meaning of vocabulary in context, finding detail information from the text, and making inferences. Those problems are caused by the students themselves, teacher, and also the condition of the class itself.

The problems that are caused by the students themselves are: the students can’t get the meaning of the text because they still lack of vocabulary, the students are lazy to read because they don’t have motivation to read, and the heterogeneity of the students.

The problems that are caused by the teacher are: the method that is used by the teacher is teacher-centered, the teacher just reads the passage and discusses with the whole class so the students do not have time to share about the passage freely, and the teacher also don’t care whether the students understand the material or not. Besides, the problems also come from the condition of the class. In teaching learning process, usually two classes are combined into one class because of the limited room, so it makes them difficult to concentrate.

Because of those problems, the researcher will use CRG technique to solve those problems. CRG technique is one of the best recommended techniques to improve reading comprehension which allows the students to work cooperatively to improve their reading comprehension by working in groups in which the members have their own job description. If the students are comfortable while being introduced to CRG technique and it is frequently used, it will be a useful technique that helps the students to reach a better understanding in reading. As a result, the new knowledge will be created and the deep and better comprehension will be achieved.

D. Action Hypothesis
Based on the theories and the rationale, the hypothesis is CRG technique is considered as one of the best techniques that is appropriate to improve students’ reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

A. Subject of the Research

The subject of the research was the first year students of the English department of Unswagati Cirebon in the 2010/2011 academic year, especially I-O. This class consisted of twenty students, and had its own characteristics. Some students were active and some others were passive. There were some students that have good background knowledge in English, so it made them could follow the teaching learning process easily. There were also some students who still have bad background knowledge in English, so it made them difficult to follow the material in teaching learning process. Class I-O consisted of 20 students. There were 9 male and 11 female students. In each room, there was one desk for teacher, whiteboard, and chairs for the students.

The researcher chose class I-O as the subject of the research because the students of this class had many different characteristics and background knowledge.

B. The Setting and Time of the Research

This classroom action research was carried out in Swadaya Gunung Jati University (Unswagati) which is located in Jl. Pemuda No.32 Cirebon, Phone (0231) 206558. Unswagati was built in December 21st, 1960. It has seven faculties and the best faculty was Teacher Training and Education Faculty and the biggest number of the students was English Department. Unswagati had 3 campuses which are located in Jl. Pemunda, Jl. Perjuangan, and Jl. Bima. It has 356 permanent lecturers for all faculties, and 20 lecturers for English department. Unswagati is categorized as the best university in three regions, and based on the information that the researcher got from the staff of Unswagati, this will become the state university in September. This classroom action research will be conducted in December 2010 up to January 2011.

C. Research Method

In order to improve students’ reading comprehension through CRG technique, the researcher used classroom action research as the method of the

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research. Language teachers all around the world want to be effective teachers who provide the best learning opportunities for their students. Action research can be a very valuable way to extend the teaching skills and gain more understanding for the teachers, classrooms, and students, as Burns (2010: 1-2) said that action research (AR) is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what it involves. Action research is also part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

Lier (1988: 47) states that second language classroom can be defined as the gathering, for a given period of time of two or more person (one of whom generally assumes the role of instructor). Nunan (1992: 3) said that language learning is a systematic process of inquiry consisting of three elements or components: (1) a question, problem or hypothesis; (2) data; and (3) analysis and interpretation. To these three components he would add that the activity should be capable of meeting test of validity and reliability and that the result should be published. Classroom research includes empirical investigations carried out in language classrooms.

Action research has emerged as a possible way of bridging the gap between research and practice and between researchers and practitioners. Action research contains similar ingredients as other forms of research specifically, question, data, and interpretation or analysis. However, what makes it unique is that it centers on questions and problems that confront teacher in their day-to-day work, and it is carried out by teachers. The research therefore:

a) Begins with and builds on the knowledge that teachers have already accumulated.

b) Focuses on immediate interests and concerns of classroom teachers.

c) Matches the subtle, organic process of classroom life.

d) Builds on natural processes of evaluation and research which teacher carry out daily.

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e) Bridges the gap between understanding and action by merging the rule of
the researcher and practitioner.

f) Sharpens teachers’ critical awareness through observation, recording and
analysis of classroom events and thus as acts as a consciousness-raising
exercise.

g) Provides teachers with better information than they already have about
what is actually happening in the classroom and why.

h) Helps teachers better articulate teaching and learning process to their
colleagues and interested family member.

Some researchers argue that while action research might lead to more reflective
practice, it is not qualified as research, that the average classroom practitioner does
not have the knowledge and skills to conduct the research in a way that would guard
it against threats to validity and reliability (Beasley and Riordan, 1981: 36).

Although interpretations and definitions of action research are still
very much under development, one of the most frequently cited is from Carr
and Kemmis (1986: 162): action research is simply a form of self-reflective
enquiry undertaken by participants in order to improve the nationality and
justice of their own practices and the situations in which the practices are
carried out.

In this case the researcher will conduct the research in the form of cycle, as
Kemmis and McTaggart’s model that cycle consists of four moments: planning,
acting, observing, and reflecting. Those procedures are reflected in the following
scheme.

```
Scheme 1
The Scheme of Action Research Steps
Planning  Reflecting  Acting  Observing
McTaggart (1991: 32)
```

The procedures of the research are as follows:
1. Plan
In this step, the researcher prepared the material, make the lesson plan, and design the steps in doing the action. In this step, the researcher also prepared students’ attendance list and space for scoring, sheet for classroom observation, and tests (to know whether the students’ reading comprehension improves or not)

2. **Action**

In this step, the researcher gave the pre-test, taught reading by using CRG technique, and gave the post-test.

3. **Observation**

In this step, the researcher observed the students by sharing with collaborator and analyzed the improvement of the students in every meeting.

4. **Reflection**

In this part, the researcher analyzed the result of observation and calculated the result of reading test.

**D. Data and Data Source**

1. **Data**

   The data of this research were obtained from the procedures and activities during teaching learning process using CRG technique and the score of reading comprehension tests. The result of the treatment was described in the scores of post-test that was compared with the scores of pre-test.

2. **Data Source**

   The sources of this research are;

   1. **Event**

      It was the activities of doing tasks and exercises in teaching learning process especially teaching reading comprehension through CRG technique in the first year students of Unswagati Cirebon.
2. Document

In this research, the documents was taken from the result of test, reading materials, and the student’s worksheets.

3. Informant

The data were taken from interview and questionnaire. Interview was done by interviewing the respondents with the purpose of getting certain information. The respondents were the teacher and the students. Meanwhile, questionnaire was one way of checking students’ opinion related the subject. It was written in short answers.

E. Technique of Collecting Data

1. Qualitative Data

To collect the accurate data, the researcher used some methods as follows:

a. Observation

In this research, the observation was used to collect the data. It was a technique of collecting the data by closely watching and noticing classroom events or happening, or interaction. In this research, the researcher made collaborative effort with collaborators.

b. Interview

The researcher interviewed the students about their personal experiences, opinions, and ideas related to the implementation of cooperative reading groups in the classroom.

c. Questionnaire

In this part, the researcher asked the students to give their comment and opinion whether CRG technique could solve their problem in comprehending the text or not.

d. Document

The document was collected in the form of lesson plans, reading materials, textbooks, reading test, and the student’s worksheets to know the improvement of students in comprehending the text.

2. Quantitative Data
To collect the quantitative data, the researcher used written tests to measure the students’ reading comprehension. The researcher also gave a pre-test and post-test in order to know the students’ reading comprehension before and after being taught using CRG technique. It was aimed to know whether the students’ reading comprehension improved or not. Before the researcher did the pre-test and post-test, the researcher also did the try out in order to find the valid and reliable test items. In order to analyze the validity and reliability of test items, the researcher used internal validity and reliability, as stated in Ngadiso (2009: 1-3):

1. Internal validity

\[ r = \frac{\bar{X}_i - \bar{X}_t}{S_t} \sqrt{\frac{p_i}{q_i}} \]

Notes:

- \( r_n \) = the validity of each item
- \( \bar{X}_i \) = sum of correct answer within the row divided by sum of correct answer within column.
- \( \bar{X}_t \) = the average of the total correct answer.
- \( S_t \) = standard deviation or the square root of the total of the square of each deviation score divided by the number of respondents.
- \( p_i \) = the total of the correct answers divided by the number of respondents.
- \( q_i \) = the total of the incorrect answer divided by the number of respondents.

2. Internal reliability

\[ r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum p q}{s_t^2} \right) \]

Notes:

- \( r_{kk} \) = the total valid item
- \( k \) = the total valid item
- \( \sum p q \) = the sum of the multiplication of the proportion of the correct answers and in the correct answer.
- \( S_t \) = standard deviation of the square root of the total of the squared of each deviation score divided by the number of respondents.

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After the researcher got the valid and reliable test items, the researcher did the pre-test and post-test for the students.

F. Technique of Analyzing Data

1. Qualitative Data

To analyze the qualitative data, the researcher used some steps. According to Lynch (1997: 139-147), there are some steps in analyzing qualitative data, such as:

1. Focusing

In this stage, the researcher concerned with the focus of the evaluation. One useful way of doing this is to develop a thematic framework that represents the most important evaluation questions to be answered.

2. Organizing the data

In this stage, the researcher collects all of the data which is systemized in some way, so that the researcher knows where everything is.

3. Coding the data

In this stage, the researcher proceeds to make several phases through the data, coding on a separate note-taking sheet.

4. Classifying and reducing the data

In this stage, the researcher classified the data based on category.

5. Interpretation and conclusion

This is the final stage, in this stage the researcher interpreted the reducing data and forming conclusion.

2. Quantitative Data

To analyze the quantitative data, the researcher used some techniques. The pre-test and post-test scores were categorized into some level as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very Good</td>
</tr>
</tbody>
</table>
After categorizing the pre-test and post-test scores of the students, the researcher analyzed the result of the pre-test and post-test to find the mean score of the students. To know the result, the researcher used the formula as follows:

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

Notes:
- \( \overline{X} \) = mean score
- \( \sum X \) = the total score
- \( n \) = numbers of students

After finding the mean, the researcher analyzed the result of pre-test and post-test by using t-test of non-independent in order to compare students’ reading comprehension before and after treatment. As stated in Ngadiso (2009: 17b), the formula of t-test of non-independent is as follows:

\[
t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n} \frac{1}{n(n-1)}}}
\]

Notes:
- \( t \) = the test in order to know whether there is a significant improvement or not between pre-test and post-test.
- \( D \) = the difference between pre-test and post-test.
- \( n \) = number of students.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION
A. The Description before Cycle I

The purposes of the research are to find out whether the use of cooperative reading group technique could improve the students’ reading comprehension or not and to know the strengths and weaknesses of cooperative reading group technique when it is applied in teaching reading comprehension subject at Unswagati Cirebon.

The students have some problems in comprehending English text. The problems were identified in preliminary study before research. According to the preliminary study, the students have difficulties in: (a) identifying main idea of the text; (b) recognizing the word meaning in context; (c) finding pronoun reference; (d) finding detail information of the text; and (e) making inferences. Based on the result of pre-test, the mean score of the students in main idea indicator was 66.8, word meaning indicator was 55, pronoun reference indicator was 46.5, detail information indicator was 41.8, and inference indicator was 50.9.

Some problems above were caused by the teacher, the students, and also the condition of the class. The problems that are caused by the students themselves are: (1) the students couldn’t get the meaning of the text because they still lack of vocabulary; (2) the students are lazy to read because they don’t have motivation to read; and (3) the heterogeneity of the students, the students in one class have different level in comprehending English text.

The other reasons that influence students to learn come from the teacher. (1) the method that is used by the teacher is teacher-centered; (2) the teacher just reads the passage and discusses with the whole class so the students do not have time to share about the passage freely; and (3) the teacher doesn’t care whether the students understand the material or not.

Besides, the students’ problems in comprehending the text not only came from the students and the teacher but also the condition of the class. In teaching learning process, usually two classes are combined into one class because of the limited room, so it makes them difficult to concentrate.

CRG technique is one of the best recommended techniques to improve reading comprehension which allows the students to work cooperatively to improve their reading comprehension by working in groups in which the members have their own job description. It means that cooperative reading groups technique provide more opportunity for students to contribute their ideas in discussion and take chance in the process. By doing all the steps in CRG technique, the students could overcome their problems in reading comprehension. In summarizing step, the students tried to find main idea and make inference of each paragraph of the text. In connecting step, the students tried to find the reference of every pronoun, find some difficult vocabularies
from the text and the meaning of those vocabularies. In connecting step, the students also tried to comprehend all detail information from the text. CRG technique was also believed that it could overcome the problems in teaching learning process. In CRG technique, the students were divided into some groups based on their result of pre-test. Each group consisted of the students who got low, middle, and high score. So, the high level students could help their friends in group and the members of the group could help each other. CRG technique also used student-centered and the teacher only controlled and guided the students. So the students could be independent and had time to share with their friends. CRG technique also could make the students interested in reading the text because there was quiz mastering step. If they have read the text, they could answer the question from the quizmaster.

B. The Description of the Result of Cycle I

Because of being a classroom action research, the researcher did some steps in conducting the research, such as: planning, acting, observing, and reflecting. The researcher was not only working alone, she took considerations and ideas from the collaborator during activities in the research.

1. Planning

Planning is really important when someone wants to do something. By good planning, everything will run well. In this research, the researcher planned some activities in the first cycle.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interviewing to the collaborator</td>
<td>May 18th, 2011</td>
<td>Lecturer’s office</td>
</tr>
<tr>
<td>2</td>
<td>Pre-test</td>
<td>May 25th, 2011</td>
<td>Classroom</td>
</tr>
<tr>
<td>3</td>
<td>Interviewing and giving questionnaire to the students before treatment</td>
<td>May 25th, 2011</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
4. Treatment
   - Meeting 1
   - Meeting 2
   - Meeting 3
   - Meeting 4
   | Classroom | Classroom | Classroom |

5. Post-test
   | June 11th, 2011 | Classroom |

6. Interviewing the students after treatment
   | June 11th, 2011 | Classroom |

Table 4
Schedule of cycle 1 Materials

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Reading text “Yao Ming”</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Reading text “Esperanto as a Second Language”</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>Reading text “Mystery on Mount Everest”</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>Reading text “Danger: Asteroid Ahead?”</td>
</tr>
</tbody>
</table>

2. Action

a. Sharing idea with collaborator

The subject of the research was the first year students of English Department of Unswagati that consist of 25 students. Reading comprehension lecturer for this class was Mrs. Nunung Nurjannah, S.Pd., M.Hum. On Wednesday, 18th May 2011, the researcher and collaborator shared ideas about teaching reading. The collaborator said that students were still low in comprehending the text because they were lazy to join reading comprehension subject and they thought that reading comprehension subject was not interesting and made them bored.

Based on the result of interview with collaborator, the researcher proposed Cooperative Reading Groups (CRG) technique to the collaborator to teach reading comprehension.

b. Pretest
A pre-test was conducted on Wednesday, May 25th 2011. It was aimed to identify the student’s achievement in reading comprehension. Besides, the result of pre-test also was used to determine the students in conducting the group. The materials of pre-test were the reading text for the first year students of university. According to the result of pre-test, the score of the students in comprehending the text was low. The result of pre-test could be described into the table of system of category below:

Table 5

| Pre-test score category |
|-------------------------|------------------|
| Very Poor               | Poor             |
| -                       | 7 students (35%) |
| (0%)                    | (40%)            |
| Fair                    | Good             |
| 8 students (40%)        | 5 students (25%) |
| Good                    | Very Good        |
| -                       | (0%)             |
| Mean score              | 54.3 (Fair)      |

Based on the result of pre-test, it could be categorized that there were 7 students (35%) who were categorized into poor, 8 students (40%) were categorized into fair, 5 students (25%) were categorized into good, and none of them categorized into very poor and very good. In order to know the students ability in answering types of question, the researcher analyzed the result of pre-test as follows.

Table 6

<table>
<thead>
<tr>
<th>Pre-test Question Category</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea of the text.</td>
<td>13 students (65%)</td>
</tr>
<tr>
<td>Find the pronoun reference.</td>
<td>9 students (45%)</td>
</tr>
<tr>
<td>Recognize word meaning in context.</td>
<td>11 students (55%)</td>
</tr>
<tr>
<td>Find detail information from the text.</td>
<td>8 students (40%)</td>
</tr>
<tr>
<td>Make inferences.</td>
<td>10 students (55%)</td>
</tr>
</tbody>
</table>

The table shows that there were 13 students who could identify main idea, 9 students could find the pronoun reference, 11 students recognize word meaning in context, 8 students could find detail information from the text, 10 students could answer inference question. Based on this data, it could be concluded that the students still need to improve their reading comprehension.
In this research, the researcher also described the mean score of each indicator of pre-test as follows:

Table 7
Mean score of each indicator of pre-test

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>66.8</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>46.5</td>
</tr>
<tr>
<td>Word meaning</td>
<td>55</td>
</tr>
<tr>
<td>Detail information</td>
<td>41.8</td>
</tr>
<tr>
<td>Inferences</td>
<td>50.9</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that the mean score of main idea indicator was 66.8. Mean score of pronoun reference indicator was 46.5. Mean score of word meaning indicator was 55. Mean score of detail information indicator was 41.8. Mean score of inference indicator was 50.9. Based on the result of pre-test, the students reading comprehension was still low.

c. Treatment

1) Meeting 1

a) Preparation

The first meeting of cycle 1 was held on Saturday, May 28th, 2011. The researcher and the collaborator entered the classroom at 07.30, then the researcher greeted the students by saying “good morning students!” they answered “good morning mom” then the researcher continued to greet students by saying “how are you my nice students?” the researcher greeted them with great smile, the students also answered with different answers, some students answered “fine mom”, “very well mom”. Then the researcher continued by checking students’ attendance list.

b) Pre-reading activity

The researcher explained about the objective of teaching and learning process for that meeting, the researcher said that after following some steps of teaching learning process, the students are expected to be able to identify main idea of the text, find the pronoun
reference, recognize word meaning in context, find detail information from the text, make inferences.

After explaining the objectives of teaching learning process for that meeting, the researcher divided the students into some groups, each group consist of 4 students, then the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role, then the students discussed with their group to dispart their member into the four roles, they are: leader, summarizer, connector, and quizmaster.

After all members of each group have position in the group, the researcher also instructed them to write down their work. After all the instructions were understood by the students, then they begun to read the text seriously.

c) Whilst reading activity

The researcher explained about the steps of cooperative reading groups technique, the researcher also explained about the responsibility for each member in every group, the students were paying attention to the explanation seriously, but there were many students who were still asking about the steps and the responsibilities for their roles, they were still unfamiliar with cooperative reading group technique, so in the first meeting they still found some difficulties with the rule and what they should do in the next step. Then, the researcher explained it again until the students really understood about cooperative reading groups technique.

After all of the students really understood about cooperative reading groups technique, the researcher gave them the text and asked them to read seriously. The researcher also asked them to do some steps in cooperative reading such as: making a summary, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text. After that every group was asked to make five questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The students were also asked to write it down on their paper based on their role and responsibility.

d) Post reading activity
The researcher asked the groups to show their work to the researcher and the researcher checked their works. Then, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them as the appreciation.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After all the questions were answered, the researcher collected their worksheet and discussed it together with the students.

e) Closing

The researcher gave the time to the students to ask question, there were two students who asked about main idea and inference. Then, the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Some students answered that teaching learning process in the first meeting is really challenging and very interesting, but some of them didn’t say anything.

After all the questions were answered by the researcher and the researcher really knew about the students feeling after teaching learning process in first meeting, the researcher closed the meeting by saying “that’s all for today, thank you for your nice attention and participation, I really appreciate your participation, see you in the next meeting. Wassalamu’alaikum warohmatullahi wabarokatuh.”

2) Meeting 2

a) Preparation

The second meeting of cycle 1 was held on Wednesday, 1st June, 2011. The researcher entered the classroom at 07.30. Then, the researcher greeted the students by saying. “Assalamu’alaikum wr. wb. good morning everyone!” they answered “morning mom” then the researcher continued to greet students by saying “how was live?” the researcher greeted them with great smile, they answered “fine mom, and you?” the researcher answered with great smile “I’m fine too, thanks.” then, the researcher talked a little about something that could make them laugh. Then, the researcher continued by checking students’ attendance list.

commit to user
b) Pre-reading activity

In the second meeting, the researcher didn’t explain about the objective of teaching and learning process for the second meeting because the objective was the same as the previous meeting. After that the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connecter, connecter became quizmaster, and quizmaster became leader. Then, the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

c) Whilst reading activity

The researcher instructed them read the text on the text book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the first meeting such as: making a summary, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text. After that every group was asked to make five questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The students were also asked to write it down on their paper based on their role and responsibility.

d) Post reading activity

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them to make them as the appreciation. In the second meeting, the students were more enthusiast and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chosen one students who is fastest raised her/his hand to answer the question.
After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After all the questions were answered, the researcher collected their worksheet and discussed it together with the students.

e) Closing

In this section, the researcher gave the time to the students to ask question, there were three students who asked about main inference and word meaning. Then, the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the second meeting is really challenging and very interesting.

After all the questions were answered by the researcher and the researcher really knew about the students feeling after teaching learning process in second meeting, the researcher closed the meeting by saying “Alhamdulillah, the time’s up. Thank you for your nice attention and participation today. I really appreciate with your participation, see you in the next meeting. Wassalamu’alaikum warohmatullahi wabarokatuh.”

3) Meeting 3

a) Preparation

The third meeting of cycle 1 was held on Saturday, 4th June, 2011. The researcher entered to the classroom at 07.30 with collaborator, then the researcher greeted the students by saying “good morning class!” they answered “good morning mom” then the researcher continued to greet students by saying “how was live?” they answered “fine mom, and you?” the researcher answered with great smile “I’m fine too, thanks. You look so happy today, isn’t it?” then there was one student answered “yes mom, cause tomorrow is Sunday it’s time for us to take holiday” the researcher answered “Good, hopefully it will be the nice weekend”. After that, the researcher continued by checking students’ attendance list.

b) Pre-reading activity
In the third meeting, the researcher didn’t explain about the objective of teaching and learning process for the third meeting because the objective was the same with the previous meeting.

After that the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connector, connector became quizmaster, and quizmaster became leader. Then, the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

c) Whilst reading activity

The researcher instructed them to read the text on the text book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the previous meeting such as: making a summary, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text. After that every group were asked to make five questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The students were also asked to write it down on their paper based on their role and responsibility.

d) Post reading activity

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them to make them as the appreciation. In the third meeting, the students were more enthusiast and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chosen one students who is fastest raised her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After all the questions were answered, the researcher collected their worksheet and discussed it together with the students.

e) Closing
In this section, the researcher gave the time to the students to ask question, there were no student who asked question. Then the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the third meeting made them happy and enjoy.

After the researcher really knew about the students feeling after teaching learning process in first meeting, the researcher closed the meeting by saying “that’s all for today, thank you for your nice attention and participation. I really appreciate with your participation, see you in the next meeting. Wassalamu ‘alaikum warahmatullahi wabarokatuh.”

4) **Meeting 4**

a) **Preparation**

The fourth meeting of cycle 1 was held on Wednesday, 8th June, 2011. The researcher entered to the classroom at 07.30, then the researcher greeted the students by saying “good morning everyone!” they answered “morning mom” then the researcher continued by saying “nice to meet you again in this occasion” they answered “nice to meet you too mom!” they answered with great smile. After that, the researcher continued by checking students’ attendance list.

b) **Pre-reading activity**

In the fourth meeting, the researcher didn’t explain about the objective of teaching and learning process for the fourth meeting because the objective was the same as the previous meeting.

After the researcher explained the objectives of teaching learning process for the second meeting, the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connecter, connecter became quizmaster, and quizmaster became leader. Then the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

c) **Whilst reading activity**

The researcher instructed them to read the text on the text book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the previous meeting such as: making a summery, finding the main idea of each
paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they found from the text, and comprehending detail information from the text. After that every group were asked to make five questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The students were also asked to write it down on their paper based on their role and responsibility.

d) Post reading activity

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them as the appreciation. In the fourth meeting, the students were more enthusiastic and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chosen one student who was the fastest raised her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After all the questions answered, the researcher collected their worksheet and discussed it together with the students.

e) Closing

In this section, the researcher gave the time to the students to ask question, there were no students asked about the question. Then the researcher also asked them about their feeling during teaching and learning process using CRG technique. All the students answered that teaching learning process in the fourth meeting was really challenging and very interesting.

After all the questions were answered by the researcher and the researcher really knew about the students feeling after teaching learning process in the fourth meeting, the researcher closed the meeting by saying “that’s all for today, thank you for your nice attention and participation, see you on saturday. Wassalamu’alaikum warohmatullahi wabarokatuh.”

d. Post-test
Post test of cycle 1 was held on June 11th, 2011. From the result of post-test, the researcher categorized the students’ achievement as the table below:

Table 8
Post-test Score Category

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>- (0%)</td>
<td>1 student (5%)</td>
<td>5 students (25%)</td>
<td>14 students (70%)</td>
<td>- (0%)</td>
<td>65 (Good)</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that there were 14 students (70%) who got the highest score that was in good category, 5 students (25%) who got middle score that was in fair category, 1 student (5%) who got lowest score that was in poor category, and none of them was in very good category and very poor category. The researcher also categorized the students’ score based on questions category as follow:

Table 9
Post-test of Cycle 1 Based on Questions Category

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea of the text.</td>
<td>15 students (75%)</td>
</tr>
<tr>
<td>Find the pronoun reference.</td>
<td>12 students (60%)</td>
</tr>
<tr>
<td>Recognize word meaning in context.</td>
<td>13 students (65%)</td>
</tr>
<tr>
<td>Find detail information from the text.</td>
<td>12 students (60%)</td>
</tr>
<tr>
<td>Make inferences.</td>
<td>14 students (65%)</td>
</tr>
</tbody>
</table>

Note: 
R: the number of students who gave the right answers.

Based on the table above, it could be seen that there were 15 students that could answer main idea question, 12 students could answer about pronoun reference questions, 13 question could answer about word meaning questions, 12 students could answer about detail information questions, and 14 students could answer inference questions. Actually the result of post-test cycle 1 showed the improvement but it still not too satisfy because the score average of cycle 1 was 65 and it still got “C”
when it is converted into alphabet mark. So, the researcher wanted to get better achievement in the next cycle.

Based on the result of post-test, the mean score of each indicator could be seen as follows:

Table 10
Mean score of each indicator of post-test cycle 1

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>77</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>60</td>
</tr>
<tr>
<td>Word meaning</td>
<td>66</td>
</tr>
<tr>
<td>Detail information</td>
<td>59</td>
</tr>
<tr>
<td>Inferences</td>
<td>67</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that the mean score of main idea indicator was 77.6. The mean score of pronoun reference indicator was 60.8. The mean score of word meaning indicator was 66. The mean score of detail information indicator was 59.3. The mean score of inference indicator was 67.6.

e. Interviewing and giving questionnaire to the students after treatment

Based on the result of interview, it could be concluded that CRG technique could make them enjoy following teaching learning process. The students were also easier to find main idea of the text, find pronoun reference, recognize word meaning in context, find detail information of the text, and make the inference.

There were also some difficulties that they found during teaching learning process using CRG technique, there were some students that still had difficulty to work in group, they prefer working individually, some students also said that the different opinion made them difficult to work together. The students also expected to get more practices and more difficult texts for the materials in the next step.
According the result of the questionnaire, there were 16 students who answered agree and 4 students answered strongly agree that Cooperative Reading group technique made the classroom’s atmosphere more interesting. 14 students answered agree and 6 students answered strongly agree that Cooperative Reading group technique created an enjoyable situation in the classroom. 13 students answered agree and 7 students answered strongly agree that Cooperative Reading group technique made students more active in the teaching and learning process. 1 student answered disagree, 16 students answered agree, and 3 students answered strongly agree that Cooperative Reading group technique gave more opportunities to the students to participate in discussing a reading text. 18 students answered agree and 2 students answered strongly agree that Cooperative Reading group technique made the students easy to identify main idea of the text. 2 students answered disagree, 12 students answered agree, and 6 students answered strongly agree that Cooperative Reading group technique made the students easy to find the pronoun reference. 2 students answered disagree, 12 students answered agree, and 6 students answered strongly agree Cooperative Reading group technique made the students easy to recognize word meaning in context. 18 students answered agree and 2 students answered strongly agree that Cooperative Reading group technique made the students easy to find detail information of the text. 2 students answered disagree, 14 answered agree, and 4 students answered strongly agree that Cooperative Reading group technique made the students easy to answer inference question. 3 students answered disagree, 14 students answered agree, and 3 students answered strongly agree that Cooperative Reading group technique could give better understanding for the students in comprehending the text after finishing all the steps in Cooperative Reading group technique. 2 students answered disagree, 7 students answered agree, and 11 students answered strongly agree that Cooperative Reading group technique could help the students enjoying the process of understanding a reading text.

3. Observation

In observing the action, the researcher was helped by the collaborator. In the first meeting, the researcher wanted to make enjoyable teaching learning process and give clear explanation about the role and way of using Cooperative Reading Group technique but the students were still confused about the way of using CRG technique. There were also some students who asked about the role in CRG technique. The
condition of the class in the first meeting didn’t look so enthusiastic. When the students began to work together they only kept silent and did what they could do. In summarizing step, the students still found the problem in finding main idea. In connecting step, they also found the problem in finding pronoun reference and detail information of the text. In questioning step, the student did not find the problem. They could answer the question that was give by the quizmaster but they tried to answer many times to get best answer.

In the second meeting, the students looked more enthusiastic in joining teaching learning process. The condition of the class also looked warm. When the students began to work together, they had better understanding of using CRG technique. They worked based on the role. In summarizing step, there were only some students that still found the problem in finding main idea. In connecting step, there were also some students that were still found the problem in finding pronoun reference and detail information of the text. In questioning step, the student did not find the problem and looked more enthusiastic in answering the question.

In the third meeting, the students looked so enthusiastic in joining teaching learning process. The condition of the class also looked warmer. When the students began to work together, they had better understanding of using CRG technique. They worked based on the role. In summarizing step, there were only few students that still found the problem in finding main idea. In connecting step, there were no students asking about finding pronoun reference and detail information of the text. In questioning step, the students did not find the problem and looked more enthusiastic in answering the question. The students also looked so fun in following the technique.

In the last meeting of cycle 1, all steps of CRG technique could be done by the students briefly. They could follow every step by themselves. They worked as usual and there were no students asking question during they were working.

The improvement of the research in cycle one could be seen from the result of assessment in every meeting as follows:

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>Meeting 1</th>
<th>Meeting 2</th>
<th>Meeting 3</th>
<th>Meeting 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>5 students (25%)</td>
<td>6 students (30%)</td>
<td>8 students (40%)</td>
<td>10 students (50%)</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>8 students (40%)</td>
<td>9 students (45%)</td>
<td>11 students (55%)</td>
<td>12 students (60%)</td>
</tr>
<tr>
<td>Word meaning</td>
<td>4 students (20%)</td>
<td>6 students (30%)</td>
<td>7 students (35%)</td>
<td>10 students (50%)</td>
</tr>
<tr>
<td>Detail information</td>
<td>5 students (25%)</td>
<td>5 students (25%)</td>
<td>11 students (55%)</td>
<td>14 students (70%)</td>
</tr>
</tbody>
</table>
Inference 3 students (15%) 3 students (15%) 6 students (30%) 9 students (45%)  

\[ R = \text{the number of students who gave the right answer} \]

Based on the table above, it could be seen the improvement of the students in every meeting. In meeting 1, there were 5 students (25%) who could answer main idea question, 8 students (40%) who could answer pronoun reference question. 4 students (20%) who could answer word meaning question. 5 students (25%) who could answer detail information question. 3 students (15%) who could answer inference question.

In meeting 2, there were 6 students (30%) who could answer main idea question, 9 students (45%) who could answer pronoun reference question. 6 students (30%) who could answer word meaning question. 5 students (25%) who could answer detail information question. 3 students (15%) who could answer inference question.

In meeting 3, there were 8 students (40%) who could answer main idea question, 11 students (55%) who could answer pronoun reference question. 7 students (35%) who could answer word meaning question. 11 students (55%) who could answer detail information question. 6 students (30%) who could answer inference question.

In meeting 4, there were 10 students (50%) who could answer main idea question, 12 students (60%) who could answer pronoun reference question. 10 students (50%) who could answer word meaning question. 14 students (70%) who could answer detail information question. 9 students (45%) who could answer inference question. It could be concluded that in cycle 1, the highest improvement was in the fourth meeting.

4. Reflection

In this research, the researcher would show the improvement for each indicator between the result of pre-test and post-test as follows:

Table 12
Score of Pre-test and Post-test of Cycle 1 Based on Question Category

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>R (%) Pre-test</th>
<th>R (%) Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>13 students (65%)</td>
<td>15 students (75%)</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>9 students (45%)</td>
<td>12 students (60%)</td>
</tr>
<tr>
<td>Word meaning</td>
<td>11 students (55%)</td>
<td>13 students (65%)</td>
</tr>
<tr>
<td>Detail information</td>
<td>8 students (40%)</td>
<td>12 students (60%)</td>
</tr>
<tr>
<td>Inference</td>
<td>10 students (55%)</td>
<td>14 students (65%)</td>
</tr>
</tbody>
</table>

\[ R = \text{the number of students who gave the right answer} \]
From the table above, it could be seen that there was improvement in every indicator between the result of pre-test and post-test. In main idea category, there were 13 students (65%) in pre-test and 15 students (75%) in post-test that could answer the main idea question. In pronoun reference category, there were 9 students (45%) in pre-test and 12 students (60%) in post-test that could answer the pronoun reference question. In word meaning category, there were 11 students (55%) in pre-test and 13 students (65%) in post-test that could answer word meaning question. In detail information category, there were 8 students (40%) in pre-test and 12 students (60%) in post-test that could answer detail information question. In inference category, there were 10 students (50%) in pre-test and 14 students (65%) in post-test that could answer inference question.

In this part, the researcher also showed the improvement of the mean score of each indicator. It could be seen as follows:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean Score of Pre-test</th>
<th>Mean Score of Post-test</th>
<th>Improvement of the mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>66.8</td>
<td>77</td>
<td>10.2</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>45.5</td>
<td>60</td>
<td>13.5</td>
</tr>
<tr>
<td>Word meaning</td>
<td>55</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Detail information</td>
<td>41.8</td>
<td>59</td>
<td>17.2</td>
</tr>
<tr>
<td>Inference</td>
<td>50.9</td>
<td>67</td>
<td>16.1</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that the improvement of mean score of main idea indicator was 10.2. The improvement of mean score of pronoun reference indicator was 13.5. The improvement of mean score of word meaning indicator was 11. The improvement of mean score of detail information indicator was 17.2. The improvement of mean score of inference indicator was 16.1.

In this research, the researcher also calculated the result of pretest and post test of cycle 1 by using t-test of non-independent. The result of calculation between pre-test and post-test by using t-test of non-independent with level of significance $\alpha$ 0.05, $t_0 (0.82)$ is lower than $t_1 (2.086)$. So, it could be concluded that there is no significant difference between the result of pre-test and post-test of cycle 1.

a. The Strength

In this research, the researcher also found some strengths of using CRG technique in the first cycle. Based on the result of post-test of cycle 1, it can be seen that there was improvement between the result of pre-test and post-test, especially in main idea indicator. It can be concluded that the students’ comprehension in main
idea indicator had been solved by using this technique. Besides, the teaching learning process was better than before. By using this technique, the students were more active in joining reading comprehension lecture. The students were also more enthusiastic and enjoyed in joining teaching learning process.

b. The Weakness

During teaching learning process by using CRG technique, the researcher also found some weaknesses. The weaknesses of using this technique in the first cycle, there were some indicators which couldn’t get the score 70. In the first cycle, pronoun reference, word meaning, detail information, and inference indicator still got the score under 70. Besides, the researcher also still found some weaknesses in teaching learning process in the first cycle. In the first cycle, the students always made big noise when teaching learning process ran. The different opinion of every member in group made them difficult to work together. Those are the problems that the researcher found during teaching learning process in cycle 1.

Based on the weaknesses of using CRG technique in cycle 1, the researcher and the collaborator recommended that during teaching learning process in the next cycle the researcher should ask the quizmaster of every group to make more questions. The students were asked to make 10 questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The 10 questions here consisted of 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. The researcher and the collaborator also recommended that the researcher should give more control to the students in order to get better result of their work. The researcher should also forbid the students to chat with other group to avoid the leakage of question from quizmaster. The researcher would also give appreciation to the group as winner if they could answer more questions than the other group.

C. Description of the Result of Cycle 2

1. Planning

There were some activities that had been done in the second cycle, the focus of the activity of cycle 2 was in the summarizing and connecting step. In summarizing step, the researcher focused on the student in making inference. In connecting step, the researcher focused on the students in the process of finding pronoun reference, recognizing word meaning, and finding detail information of the text. In this cycle, the researcher also gave more control to the students to avoid the leakage of question from the quizmaster. The second cycle was arranged and done as the table below: Table 14
The Schedule of Cycle 2 Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing with collaborator</td>
<td>June 13(^{th}), 2011</td>
<td>Lecturer’s office</td>
</tr>
<tr>
<td>2</td>
<td>Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting 1</td>
<td>June 15(^{th}), 2011</td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
<td>June 18(^{st}), 2011</td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Meeting 3</td>
<td>June 22(^{nd}), 2011</td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Meeting 4</td>
<td>June 25(^{th}), 2011</td>
<td>Classroom</td>
</tr>
<tr>
<td>3</td>
<td>Post-test</td>
<td>June 29(^{th}), 2011</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

The researcher and the collaborator had discussed and prepared some materials which were suitable with the students’ grade. The materials could be described in the following table:

Table 15
The Schedule of Cycle 2 Materials

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Reading text “A Brief History of Coffee”</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Reading text “The Amazing Mr. Tesla”</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>Reading text “Doctors Without Borders”</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>Reading text “Sister Act: Venus and Serena Williams”</td>
</tr>
</tbody>
</table>

2. Action

a. Sharing idea with collaborator

In the second cycle, the researcher also shared the result of the research with collaborator. As in first cycle, the collaborator gave her ideas and suggestion for the better achievement and so she did in the second cycle. On Monday, June 13\(^{th}\), 2011, the researcher and the collaborator...
collaborator shared their ideas about what the researcher should do in the second cycle in order to get better achievement.

As the result of sharing between the researcher and the collaborator, there were some steps that should be revised in the second cycle. First, the students always made noise and the noise disturbed the other class when the quizmaster gave the questions. Sometime the quizmasters also talk their questions to the other students who closed with them, so the other students from other group knew the questions before the quizmaster gave the questions to the audience. In this case, the researcher should pay attention more to the students when they do their work. Second, based on the researcher view, the students was not able to find pronoun reference, recognize word meaning, find detail information, and answer inference question easily, it could be seen from the result of post-test of cycle 1. Based on the result of post-test of cycle 1, the mean score of pronoun reference indicator was 60.8. The mean score of word meaning indicator was 66. The mean score of detail information indicator was 59.3. The mean score of inference indicator was 67.6. It can be concluded that the students still found the problems in those indicators. Because of those problems, the researcher should give more control when the students worked, especially in connecting step. The researcher also should ask the students who played as the quizmaster to make more questions for pronoun reference, word meaning, detail information, and inference indicator.

b. Treatment

a. Meeting 1

a) Preparation

The first meeting of cycle 2 was held on Wednesday, 15th June, 2011. The researcher entered to the classroom at 07.30 without collaborator, then the researcher greeted the students by saying “good morning everyone!” they answered “morning mom” then the researcher continued to greet students by saying “how was live?” then the students answered “fine mom, and you?” the researcher answered with great smile “I’m fine too” then the researcher continued by saying “nice to meet you again in this occasion” they answered “nice to meet you too mom!” then the researcher continued speaking “hopefully you are not bored meeting me again here” then there was
one student answering “No mom, I like it.” after that, the researcher continued by checking students’ attendance list.

b) Pre-reading activity

As in the first meeting of cycle 2, the researcher explained about the objective of teaching and learning process for the first meeting, the researcher said that after following some steps of teaching learning process, the students were expected to be able to identify main idea of the text, find the pronoun reference, recognize word meaning in context, find detail information from the text, make inferences.

After explaining the objectives of teaching learning process for that meeting, the researcher divided the students into some groups, each group consisted of 4 or 5 students; then the researcher gave the chart to all groups and ask them to write down their members on the chart based on their role, then the students discussed with their group to dispart their member into the four roles, they are; leader, summarizer, connector, and quizmaster. Then, the researcher also asked the students who played as quizmaster to make more question about pronoun reference, word meaning, detail information, and inference indicator.

c) Whilst reading activity

The researcher instructed them read the text on the text book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique such as: making a summery, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text. After that every group was asked to make more questions than in cycle 1. The students were asked to make 10 questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The 10 questions here consisted of 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. Then, the students were also asked to write it down on their paper based on their role and responsibility. In the second cycle, the researcher gave more control to the students in order to get better result of their work. The researcher also forbade the students to cheat with other group to avoid the leakage of question
from quizmaster. The researcher also gave appreciation to the group as winner if they could answer more questions than the other group.

d) Post reading activity

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group could answer the question from the quizmaster and the researcher gave smile card to them to make them as the appreciation. In the first meeting, the students were enthusiastic and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chose one student who was the fastest raising her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After the all the questions answered, the researcher collected their worksheet and discussed it together with the students.

e) Closing

In this section, the researcher gave the time to the students to ask question, there were four students who were still confused about main idea and inference. They asked about main idea and inference. Then the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the first meeting is really fun and challenging.

After all the questions were answered and the researcher really knew about the students feeling after teaching learning process in first meeting, the researcher closed the meeting by saying “that’s all for today, thank you for your nice attention and participation, don’t forget to come to my class on saturday, see you in the next meeting. Wassalamu’alaikum warohmatullahi wabarokatuh.”

b. Meeting 2

i. Preparation

The second meeting of cycle 2 was held on Saturday, 18th June, 2011. The researcher entered to the classroom at 07.30 with collaborator, then the researcher began to greet the students by saying “Assalamu’alaikum wr. wb., good morning everyone!” they answered “morning mom” then the researcher continued to greet students by
saying “good morning students!” they answered “good morning mom” then the researcher continued to greet students by saying “how are you my nice students?” the researcher greeted them with great smile, the students also answered with different answers, some students answered “fine mom”, “very well mom”. Then, the researcher continued by checking students’ attendance list. After that, the researcher continued by checking students’ attendance list.

ii. Pre-reading activity

The researcher didn’t explain about the objective of teaching and learning process for the second meeting because the objective was the same as the previous meeting.

After that the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connector, connector became quizmaster, and quizmaster became leader. Then, the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

iii. Whilst reading activity

The researcher instructed them to read the text on the book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the first meeting such as: making a summery, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text.

After that every group was asked to make more question than in cycle 1. The students were asked to make 10 questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The 10 questions here consisted of 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. Then, the students were also asked to write it down on their paper based on their role and responsibility. In the second cycle, the researcher gave more control to the students in order to get better result of their work. The researcher also forbade the students to cheat with other group to avoid the leakage of question from quizmaster. The researcher also gave
appreciation to the group as winner if they could answer more questions than the other group.

**iv. Post reading activity**

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them as the appreciation. In the second meeting, the students were more enthusiastic and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chose one student who was the fastest raising her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After the all the questions were answered, the researcher collected their worksheet and discussed it together with the students.

**v. Closing**

In this section, the researcher gave the time to the students to ask question, there were no students asking question. Then, the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the second meeting was very interesting and they felt comfortable joining the class.

After all the questions were answered and the researcher really knew about the students feeling after teaching learning process in first meeting, the researcher closed the meeting by saying “*Ok. Thanks a lot for your participation today, and thank you for coming to my class, thank you so much. That’s all for today., see you in the next meeting. Wassalamu ’alaikum warohmatullahi wabarokatuh.*”

**c. Meeting 3**

**i. Preparation**

The third meeting of cycle 2 was held on Wednesday, 22nd June, 2011. The researcher entered to the classroom at 07.30 without collaborator, then the researcher greeted the students by saying "*good commit to user*"
morning everyone!” they answered “morning mom” then the researcher continued to greet students by saying “how was live?” they answered “very fine mom, and you?” the researcher answered with great smile “I’m fine too”. After that, the researcher continued by checking students’ attendance list.

ii. Pre-reading activity

The researcher didn’t explain about the objective of teaching and learning process for the third meeting because the objective was the same as the previous meeting.

After that the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connector, connector became quizmaster, and quizmaster became leader. Then, the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

iii. Whilst reading activity

The researcher instructed them read the text on the book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the previous meeting such as: making a summery, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text.

After that every group was asked to make more questions in cycle 2. The students were asked to make 10 questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The 10 questions here consisted of 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. Then, the students were also asked to write down them on their paper based on their role and responsibility. In the second cycle, the researcher gave more control to the students in order to get better result of their work. The researcher also forbade the students to cheat with other group to avoid the leakage of question from quizmaster. The researcher also gave appreciation to the group as winner if they could answer more questions than the other group.

iv. Post reading activity
After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them to make them as the appreciation. In the third meeting, the students were more enthusiastic and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chose one student who the fastest was raising her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After all the questions were answered, the researcher collected their worksheet and discussed it together with the students.

v. Closing

In this section, the researcher gave the time to the students to ask question, there were two students who asked about main idea and inference. Then, the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the third meeting was really challenging and very interesting.

After all the questions were answered and the researcher really knew the answer of the students about their feeling after teaching learning process in third meeting, the researcher closed the meeting by saying “that’s all for today, thank you for your nice attention and participation, I really appreciate your participation, see you in the next meeting. Wassalamu’alaikum warohmatullahi wabarokatuh.”

d. Meeting 4

i. Preparation

The fourth meeting of cycle 2 was held on Saturday, 25th June, 2011. The researcher entered to the classroom at 07.30 without collaborator, then the researcher greeted the students by saying “good morning everyone!” they answered “morning mom” then the researcher continued to greet students by saying “how was live?” the researcher greeted them with great smile, but students looked different and they didn’t say anything. Then the researcher repeat her greeting commit to user
in the second time by saying "hello students.... how was live?" the students still kept silent and looked. Then the researcher repeat her greeting again in the third time by saying "how are you students?" then the students answered “fine mom, and you?" the researcher answered with great smile “I’m fine too" then the researcher gave a little explanation about “how are you?” and “how was live?”. After that, the researcher continued by checking students’ attendance list.

ii. Pre-reading activity

In the fourth meeting, the researcher didn’t explain about the objective of teaching and learning process for the fourth meeting because the objective was the same with the previous meeting.

After that the researcher asked the students to change their position in their group. The student who was in the previous meeting became leader, in the second meeting they should become summarizer, summarizer became connecter, connecter became quizmaster, and quizmaster became leader. Then, the researcher gave the chart to all groups and asked them to write down their members on the chart based on their role.

iii. Whilst reading activity

The researcher instructed them read the text on the book and read it seriously. The researcher also asked them to do some steps in cooperative reading groups technique the same as the previous meeting such as; making a summary, finding the main idea of each paragraph, making inference of each paragraph, connecting the text from the first paragraph up to the last paragraph, find the reference for each pronoun, finding the right meaning for some difficult vocabularies that they find from the text, and comprehending detail information from the text.

After that every group was asked to make more question than in cycle 1. The students were asked to make 10 questions that covered about main idea of the text, pronoun reference, word meaning in context, detail information from the text, and inference. The 10 questions here consisted of 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. Then, the students were also asked to write down them on their paper based on their role and responsibility. In the second cycle, the researcher gave more control to the students in order to get better result of their work.
The researcher also forbade the students to cheat with other group to avoid the leakage of question from quizmaster. The researcher also gave appreciation to the group as winner if they could answer more questions than the other group.

iv. Post reading activity

After all groups showed their works and the researcher checked it, the researcher asked two quizmasters from two groups to present their quiz in front of the class. There were some students from the other group who could answer the question from the quizmaster and the researcher gave smile card to them to make them as the appreciation. In the fourth meeting, the students were more enthusiastic and active when the quizmaster gave the questions. The students answered the questions competitively. The students who wanted to answer the question should raise her/his hand first then the quizmaster chose one students who was the fastest raising her/his hand to answer the question.

After the quizmasters gave all the questions to the other groups, the researcher gave written question to every group and asked them to answer. After the all the questions answered, the researcher collected their worksheet and discussed it together with the students.

v. Closing

In this section, the researcher gave the time to the students to ask question, there were no students asking question. Then, the researcher answered their questions and gave conclusion for the material. The researcher also asked them about their feeling during teaching and learning process using CRG technique. Most of the students answered that teaching learning process in the fourth meeting was really challenging and very interesting.

After all the questions were answered and the researcher really knew about the students feeling after teaching learning process in first meeting, the researcher closed the meeting by saying “ok. This is the last meeting for my class. thank you so much for your participation. Hopefully it could be useful for you. See you in other occasion. Wassalamu’alaikum warohmatullahi wabarokatuh.”

c. Post test

Post test of cycle 2 was held on June, 29th, 2011. From the result of post-test, the researcher categorized the students’ achievement as the table below:

Table 16

| commit to user |
Post-test Score Category

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0%)</td>
<td>(0%)</td>
<td>1 students (5%)</td>
<td>6 students (30%)</td>
<td>13 students (65%)</td>
<td>81.9 (Very Good)</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that there were 13 students (65%) who got the high score that was in very good category, 6 students (30%) who got middle score that was in good category, 1 student (5%) who got low score that was in the fair category, and none of them was in poor and very poor category. The researcher also categorized the students’ score based on questions category as follows:

**Table 17**

Post-test of Cycle 2 Based on Questions Category

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea of the text</td>
<td>17 students (85%)</td>
</tr>
<tr>
<td>Find the pronoun reference</td>
<td>17 students (85%)</td>
</tr>
<tr>
<td>Recognize word meaning in context</td>
<td>14 students (70%)</td>
</tr>
<tr>
<td>Find detail information from the text</td>
<td>15 students (75%)</td>
</tr>
<tr>
<td>Make inferences</td>
<td>17 students (85%)</td>
</tr>
</tbody>
</table>

*Note: R: the number of students who gave the right answers.*

Based on the table above, it could be seen that there were 17 students (85%) that could answer main idea question, 17 students (85%) could answer about pronoun reference questions, 14 students (70%) could answer about word meaning questions, 15 students (75%) could answer about detail information questions, and 17 students (85%) could answer inference questions. The result of post test in cycle 2 was more satisfied than the first cycle.

In this part, the researcher also described the mean score of each indicator of the post-test. It could be seen as follows:

**Table 18**

Mean score of each indicator of post-test cycle 2

*commit to user*
Based on the table above, it could be seen that the mean score of main idea indicator was 88.51. Pronoun reference indicator was 87.95. Word meaning indicator was 70. Detail information indicator was 74.3. Inference indicator was 87.7. Based on those results, the most difficult indicator was word meaning, it because of the students only looked the meaning of vocabulary as in dictionary without matching with the context.

3. **Observation**

In observing the action, the researcher was helped by the collaborator. In the first meeting, the researcher wanted to make enjoyable teaching learning process and the researcher only gave little explanation about the role and way of using Cooperative Reading Group technique. The students also were asked to make 10 questions that covered 1 question about main idea, 2 questions about pronoun reference, 2 questions about word meaning, 3 questions about detail information, and 2 questions about inference. In the second cycle, the researcher also gave more control to the students in order to get better result of their work. The researcher also forbade the students to chat with other group to avoid the leakage of question from quizmaster. The researcher also gave appreciation to the group as the winner if they could answer more questions than the other groups.

The condition of the class in the first meeting of cycle 2 also looked enthusiastic. When the students began to work together they did their work seriously. In summarizing step, they only found little problem in finding main idea. In connecting step, they only found the problem in finding detail information of the text. In questioning step, the students did not find the problem. They could answer all the questions that were given by the quizmaster briefly.

In the second meeting, the students looked more enthusiastic in joining teaching learning process. The condition of the class also looked warmer than the first meeting. When the students began to work together, they had better understanding in comprehending the text. In summarizing step, there were no students who found a problem. In connecting step, they also didn’t ask question to the researcher. In questioning step, the students did not find any problem and the quizmaster didn’t cheat another group, it means that the quizmaster didn’t tell about the questions that would be presented.
In the third meeting, the students looked so enthusiastic in joining teaching learning process. The condition of the class also looked warmer. They worked based on the role seriously. In summarizing step, there were no students who found the problem. In connecting step, they also didn’t ask questions. In questioning step, the students did not find any problem and looked more enthusiastic in answering the question. The students also seemed more fun in following all the steps of this technique.

In the last meeting of cycle 2, all the steps of CRG technique could be done by the students briefly. They could follow every step by themselves. They worked as usual and there were no students who asked question.

The improvement of the research in cycle 2 could be seen from the result of assessment in every meeting as follows:

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>Meeting 1</th>
<th>Meeting 2</th>
<th>Meeting 3</th>
<th>Meeting 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R (%)</td>
<td>R (%)</td>
<td>R (%)</td>
<td>R (%)</td>
</tr>
<tr>
<td>Main idea</td>
<td>8 students (40%)</td>
<td>8 students (40%)</td>
<td>13 students (65%)</td>
<td>16 students (80%)</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>9 students (45%)</td>
<td>10 students (50%)</td>
<td>15 students (75%)</td>
<td>18 students (90%)</td>
</tr>
<tr>
<td>Word meaning</td>
<td>7 students (35%)</td>
<td>9 students (45%)</td>
<td>12 students (60%)</td>
<td>14 students (70%)</td>
</tr>
<tr>
<td>Detail information</td>
<td>11 students (55%)</td>
<td>14 students (70%)</td>
<td>17 students (85%)</td>
<td>18 students (90%)</td>
</tr>
<tr>
<td>Inference</td>
<td>8 students (40%)</td>
<td>7 students (35%)</td>
<td>12 students (60%)</td>
<td>14 students (70%)</td>
</tr>
</tbody>
</table>

*R = the number of students who gave the right answer*

Based on the table above, it could be seen the improvement of the students in every meeting. In meeting 1, there were 8 students (40%) who could answer main idea question, 9 students (45%) who could answer pronoun reference question, 7 students (35%) who could answer word meaning question, 11 students (55%) who could answer detail information question, 8 students (40%) who could answer inference question.

In meeting 2, there were 8 students (40%) who could answer main idea question, 10 students (50%) who could answer pronoun reference question, 9 students (45%) who could answer word meaning question, 14 students (70%) who could answer detail information question, and 7 students (35%) who could answer inference question.

In meeting 3, there were 13 students (65%) who could answer main idea question, 15 students (75%) who could answer pronoun reference question, 12 students (60%) who could answer word meaning question, 17 students (85%) who could answer detail information question, 12 students (60%) who could answer inference question.
In meeting 4, there were 16 students (80%) who could answer main idea question, 18 students (90%) who could answer pronoun reference question, 14 students (70%) who could answer word meaning question, 18 students (90%) who could answer detail information question. 14 students (70%) who could answer inference question. It could be concluded that in cycle 2, the highest improvement was in the fourth meeting.

4. Reflection

In this research, the researcher also showed the comparison of improvement for each indicator between the result of the pre-test, post-test cycle 1, and post-test cycle 2 as follows:

<table>
<thead>
<tr>
<th>Questions Category</th>
<th>R (%)</th>
<th>R (%)</th>
<th>R (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test cycle 1</td>
<td>Post-test cycle 2</td>
</tr>
<tr>
<td>Main idea</td>
<td>14 students (70%)</td>
<td>15 students (75%)</td>
<td>17 students (85%)</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>11 students (55%)</td>
<td>12 students (60%)</td>
<td>17 students (85%)</td>
</tr>
<tr>
<td>Word meaning</td>
<td>11 students (55%)</td>
<td>13 students (65%)</td>
<td>14 students (70%)</td>
</tr>
<tr>
<td>Detail information</td>
<td>8 students (40%)</td>
<td>12 students (60%)</td>
<td>17 students (85%)</td>
</tr>
<tr>
<td>Inference</td>
<td>10 students (55%)</td>
<td>14 students (65%)</td>
<td>15 students (75%)</td>
</tr>
</tbody>
</table>

*R = the number of students who gave the right answer*

From the table above, it could be seen that there was improvement in every indicator between the result of the pre-test, the post-test of cycle 1, and the post-test of cycle 2. In main idea category, the improvement between the pretest and post-test of cycle 1 was 5%, post-test of cycle 1 and 2 was 10%, and the improvement between the pre-test and post-test of cycle 2 was 15%. In pronoun reference category, the improvement between the pretest and posttest of cycle 1 was 5%, post-test of cycle 1 and 2 was 15%, and the improvement between the pre-test and post-test of cycle 2 was 20%. In word meaning category, the improvement between the pretest and posttest of cycle 1 was 10%, post-test of cycle 1 and 2 was 5%, and the improvement between the pre-test and post-test of cycle 2 was 15%. In detail information category, the improvement between the pretest and posttest of cycle 1 was 20%, post-test of cycle 1 and 2 was 15%, and the improvement between the pre-test and post-test of cycle 2
was 35%. In inference category, the improvement between the pretest and posttest of cycle 1 was 10%, post-test of cycle 1 and 2 was 10%, and the improvement between pre-test and post-test of cycle 2 was 20%.

In this part, the researcher also showed the improvement of the mean score of each indicator between the pre-test, post-test of cycle 1, and post-test of cycle 2. It could be seen as follows:

Table 21
Improvement of mean score of each indicator of the pre-test, post-test of cycle 1, and post-test of cycle 2

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean Score of Pre-test</th>
<th>Mean Score of Post-test 1</th>
<th>Mean Score of Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>66.8</td>
<td>77</td>
<td>88.51</td>
</tr>
<tr>
<td>Pronoun reference</td>
<td>46.5</td>
<td>60</td>
<td>87.95</td>
</tr>
<tr>
<td>Word meaning</td>
<td>55</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Detail information</td>
<td>41.8</td>
<td>59</td>
<td>74.3</td>
</tr>
<tr>
<td>Inference</td>
<td>50.9</td>
<td>67</td>
<td>87.7</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that there is improvement between the result of the pre-test, post-test of cycle 1 and post-test of cycle 2. In this part, the researcher also compared the mean score between the result of the pre-test, post-test of cycle 1, and post-test of cycle 2. It could be seen in the table below:

Table 22
The mean score of the pre-test, post-test of cycle 1 and post-test of cycle 2

<table>
<thead>
<tr>
<th>Mean score</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54.3 (Fair)</td>
<td>65 (Good)</td>
<td>81.9 (Very Good)</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that there is significant improvement in mean score between the result of the pre-test, post-test of cycle 1 and post-test of cycle 2.

In this research, the researcher also calculated the result of pretest and post test of cycle 2 by using t-test of non-independent. The result of calculation between pre-test and post-test of cycle 2 by using t-test of non-independent with level of significance $\alpha$ 0.05, $t_o(7.19)$ is higher than $t_{t(20, 0.05)}(2.086)$ or $t_o > t_t$. So it can be concluded that there is a significant difference between the results of pre-test and post-test of cycle 2.

a. The Strength

Based on the result of interview and post test, there were some strengths of using CRG technique to teach reading comprehension in the first grade students of English
department of Unswagati in the academic year 2010/2011. The researcher viewed that the students were more active and enjoy when thought by CRG technique. The students also got better understanding in finding main idea, making inference, finding the reference of pronoun, recognizing word meaning in context, and finding detail information of the text.

b. The weakness

After doing the research in English department of Unswagati, the researcher also found some weaknesses of using CRG technique. The students still made noise when teaching learning process ran, because they wanted try to answer the question from the quizmaster. That was problem that the researcher found during the research in teaching reading comprehension through CRG technique in English department of Unswagati Cirebon in the academic year 2010/2011.

D. Research Findings

After doing the research, the researcher found some research findings. Based on the result of pre-test and post-test, there was significant improvement of the students’ reading comprehension after they were taught using CRG technique. Based on the result of pre-test, post-test of cycle 1, and post-test of cycle 2, the mean score of the students in main idea indicator was 66.8 in pre-test, 77 in post-test of cycle 1, and 88.51 in post-test of cycle 2. In pronoun reference indicator, the mean score was 46.5 in pre-test, 60 in post-test of cycle 1, and 87.95 in post-test of cycle 2. In word meaning indicator, the mean score was 55 in pre-test, 66 in post-test of cycle 1, and 70 in post-test of cycle 2. In detail information indicator, the mean score was 41.8 in pre-test, 59 in post-test of cycle 1, and 74.3 in post-test of cycle 2. In inference indicator, the mean score was 50.9 in pre-test, 67 in post-test of cycle 1, and 87.7 in post-test of cycle 2. Based on those results, it could be concluded that teaching reading comprehension through CRG technique could improve the students’ reading comprehension in English Department of Unswagati Cirebon.

The researcher also found some strengths and weaknesses during teaching learning process using CRG technique. The strengths of using CRG technique are: the students were more active when taught by using CRG technique, they felt more enjoyable in joining teaching learning process, and they also got better understanding in comprehending the text. The weaknesses are: The students always made big noise when teaching learning process was in progress. The different opinion in every group made them difficult to work together.

E. Discussion

After doing the research, the researcher could conclude that teaching reading comprehension through CRG technique could improve the students’ reading comprehension. Cooperative reading groups technique has some steps that could help the students to overcome their problems in comprehending the text.
Students’ problem in finding main idea and making inference could be solved in summarizing step. In summarizing step, the students were drilled to find main idea and make inference of each paragraph of the text cooperatively with their group. By doing this activity, from time to time the students could improve their understanding in finding main idea of the text and making inference.

The students’ problem in finding pronoun reference, finding detail information of the text, and recognizing word meaning in context could be solved in connecting step. In connecting step, the students were also drilled to find the reference of each pronoun in the text together with their group. In this step, the students also were drilled to find detail information of each paragraph together with their group after they read the text, so the students could overcome their problem in finding detail information of the text. Students’ problem in recognizing word meaning in context could also be overcome in connecting step. In this step, the students were also asked to find the difficult words that content on the text and drilled to find the meaning in that context, so the students would be familiar in interpreting the meaning of the word based on the context. In finding the meaning of the difficult words of the text the students did in the discussion with their group, so they could give contribution one another.

It is stated by Broughton, et. al. (2003: 189-190), one effective technique for the heterogeneous students in the class is group work, where the good students are asked to be group leaders and given the task of helping along and getting the best out of the others. In general terms, the teacher’s task is to provide each student with a learning experience at his own level and a challenge to improve, so that the initially heterogeneous class becomes over time a more homogeneous unit.

The successes of using this technique in the English Department of Unswagati could also be proved by the result of pre-test, post-test of cycle 1, and post-test of cycle 2, the students can achieve the mean score of main idea indicator that was 66.8 in pre-test, 77 in post-test of cycle 1, and 88.51 in post-test of cycle 2. In pronoun reference indicator, the mean score was 46.5 in pre-test, 60 in post-test of cycle 1, and 87.95 in post-test of cycle 2. In word meaning indicator, the mean score was 55 in pre-test, 66 in post-test of cycle 1, and 70 in post-test of cycle 2. In detail information indicator, the mean score was 41.8 in pre-test, 59 in post-test of cycle 1, and 74.3 in post-test of cycle 2. In inference indicator, the mean score was 50.9 in pre-test, 67 in post-test of cycle 1, and 87.7 in post-test of cycle 2. Based on the result of the pre-test, post-test of cycle 1, and post-test of cycle 2, cooperative reading groups technique could improve the students’ reading comprehension.

Besides, the researcher also found CRG technique could overcome the problems in classroom. Because CRG technique was the technique that the center of teaching learning process was the students, it could make the students became more active in the classroom and interested in following the teaching learning process. As Gillies and Ashman (2005: 4-5) said that the students in the cooperative condition were rated by the observers as having a stronger sense of group-centeredness or group feeling than their peers in the competitive groups. Students in the cooperative groups
worked together more frequently, were more highly coordinated, and ensured that tasks were divided up so that there was no duplication of labor. They were also more attentive to what others had to say, communicated more effectively, were more motivated to achieve, and were more productive in their achievements than were their peers in the competitive groups.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

E. Conclusion

In this research, the researcher conducted classroom action research related to attempt to improve students’ reading comprehension through cooperative reading groups technique. After the researcher did the action, the researcher concluded that there was improvement in the students’ reading comprehension achievement before and after the students was taught by CRG technique. Therefore, the previous hypothesis which stated that CRG technique can improve students’ reading comprehension is true.

The researcher also found the strengths and weaknesses of using CRG technique to improve students’ reading comprehension. The strengths of using CRG technique are: the students were more active when taught by using CRG technique, they felt more enjoyable in joining teaching learning process, and they also got better understanding in comprehending the text. The weaknesses are: The students always made big noise when teaching learning process ran. The different opinion in every group made them difficult to work together. Based on the result of the research, CRG technique was recommended to teach reading comprehension for the adult learners because it needs cooperation between one and other members of the group.

Based on the explanation above, it can be concluded that cooperative reading groups technique can improve the students’ reading comprehension of English department of Unswagati in the 2010/2011 academic year.

F. Implication

By looking at the fact that there was significant achieved by the students’ reading comprehension through CRG technique, it implies that three main stages in teaching reading, they are pre-reading, whilst reading, and post-reading activities are interrelated each other.

G. Suggestions

After conducting the research, the researcher would like to give some suggestions as follow:

a. For the researcher

Cooperative reading groups technique was really appropriate to improve the students’ reading comprehension. There were also the significant
improvements of the students’ achievement before and after thought by CRG.

b. For the students

In order to get better understanding in comprehending the text, the students should pay attention to the teacher’s instruction and explanation. The students also should follow all the steps in CRG technique.

c. For the teacher

Cooperative reading groups technique was recommended to teach reading comprehension, especially for adult learner. Cooperative reading groups technique can also make the students more active in the classroom.

d. For the university

Cooperative reading group technique can be used to teach reading comprehension for the students in the university level. It can also improve the students’ achievement in comprehending the text.

e. For the other researcher

The researcher also gives suggestions to the other researcher to conduct the classroom action research related to attempt to improve students’ reading comprehension by using different technique and media. However, the researcher hopes that this research can be used as the references for the other researchers to conduct a different research from the other perspective.