



The Teachers' Perception on the Use of Cooperative Learning Model for Improving Learners' Reading Fluency

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ABSTRACT

The learners' reading fluency becomes one of the crucial problems in teaching reading. The preliminary research indicates that the students find the obstacles in understanding the structure of the sentence in reading text quickly. It is also difficult for them to understand the meaning of word in the text. To overcome these problems, the teachers have applied the use of cooperative learning model. The design of this research is descriptive qualitative. The questionnaire is used to collect the data. In addition, for the technique of data collection, the researcher used questionnaire which the researcher gave that questionnaire to the English teachers. The researcher analyzed the answers of the English teachers by using steps of qualitative data analysis. The results show that the teachers agree with the application of the cooperative learning model. The form of the teachers' view is marked by their agreeing on the cooperative learning model.

Keywords: Teachers Perception, Cooperative Learning Model, Reading Fluency

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INTRODUCTION

As one of the language skills, reading is really important for students of junior high school, especially in Indonesia. This skill is highly needed for them to deal with the growing exposure of English in daily life. In this case the role of the English reading skill is really great to ensure their ability in comprehending those references. According to Hudson (2005), Reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. According to Karma (2017) Fluent reading comprises three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression.

Cooperative learning model is the learning process in which individuals learn in a small group with the help of each other. cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning (Singh, 2011). Cooperative learning is also an educational tool in which small groups of students work together to increase individual, as well as, group member learning. Cooperative learning exist when students work together to achieve joint learning goals. Cooperative learning groups may be last for one class period to several weeks to complete

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any course requirement such as reading fluency. Johnson and F. Johnson (2016) said that groups need to be established the key components of successful cooperative learning are embedded in their structure. The first of these key components involves structuring positive interdependence within the learning situation so all group members understand that they liked together in such a way that one cannot achieve success unless they all do, and they must learn to synchronize their efforts to ensure this occurs. The second is promotive interaction or the willingness of group members to encourage and facilities each other's efforts to complete their task in order for the group to achieve its goal. Promotive interaction is characterized by students: providing each other with the help they need, sharing needed resources, providing effective feedback to group members on their performance on specific tasks, challenging other's conclusion and reasoning in order to promote clearer insight into the problem issue, and working constructively together to attain mutual goals. The third components is individual accountability or one's responsibility in ensuring that he or she completes his or her share of the work while also ensuring that others complete theirs. One of the view which constructivist believe to be the most effective way for students to acquire knowledge in authentic material in authentic learning environments which foster learning (Oguz, 2008). The source of authentic materials are infinite such as newspaper, the internet, magazine, brochures and so on.

(Gillies, 2016)Based on the explanation above, in accordance with the offer of the experts that cooperative learning model can improve students' reading fluency. However, there is no teachers' perception of using this cooperative learning model. As a result, researcher wants to know the teachers' perception on the use of cooperative learning model in teaching reading. The researcher found the teachers' perception in terms of the objective of cooperative learning model, in terms of the role of instructional media, in terms of teachers', and in terms of learners'.

Based on preliminary research on August with the English teachers' the researcher found some problems that relate to reading fluency. The problems are some students had progress and some students did not have progress in reading, some students in learning process are not active. The teacher already used the cooperative learning model in learning process, but the students did not apply. The researcher chooses this topic because the researcher got the information that the cooperative learning model already to use of the teachers'. Firstly, in learning process some students had progress in reading and some students did not have progress in reading after using of cooperative learning model. In fact, when the teacher asked the students read a newspaper or text the students still not fluent in reading, the students find the obstacles in understanding the structure of the sentence in reading text quickly. It is also difficult for them to understand the meaning of word in the text. The students also consume much time to find the main idea in paragraph and the text as a whole. Secondly, in group work, some students were not active when their teacher asked them to have discussion in a group. It could be seen only one or two students were active in a group and other students did anything else. Their activities were such as talking with their friends, drawing, bother their friends, and keep silent.

Based on literatures read by researcher, she found the study relevant with her research. The first is the study that had been by Nur Salimah Alias (2018) on the title "perception of teacher on cooperative learning". The purpose of this researcher is to identify teachers' perception on cooperative learning. This research used mix method where quantitative and qualitative methods. The instrument of quantitative method is a set of questionnaire, and the instrument of qualitative method is semi-structured interview. The findings showed teachers have a positive attitude toward cooperative learning and they are ready and feel confident to practice it. However, the constraints are classroom control, time and limited teaching aids.

The second study is the study that had been done by Funda KESKIN (2011) on the title "the effectiveness of cooperative learning on the reading comprehension skills in Turkish as a foreign language" this study was carried out in order to identify the efficiency and the effect of cooperative learning techniques on the reading skills of the students who learn

Turkish as a second language. A total of 40 students (20 subject in experimental group, 20 subject in control group), who learn Turkish as a second language at Istanbul University Language Center, participated in this study which was done in accordance with the pre-test post-test control group model as one of the experimental research designs. In experimental group, cooperative learning technique was used for reading comprehension activities, while traditional teaching model was followed in the control group.

In conclusion there are differences between review of related studies and the researcher. In review of related studies, the first researcher was to identify teachers' perception on cooperative learning, the second researcher was to identify the efficiency and the effect of cooperative learning techniques on the reading skills of the students who learn Turkish as a second language but the researcher to know what is the teachers' perception on the use cooperative learning model for improving learners reading fluency. Based on the view above, it is scientific reason to conduct a research about the teachers' perception on the use of cooperative learning model for improving learners' reading fluency. The researcher interested to find teachers perception on the use of cooperative learning model. Based on the statement above, the researcher conducted this research entitle: "The Teachers' Perception on the Use of Cooperative Learning Model for Improving Learners' Reading Fluency".

METHOD

In designing this research, the researcher conducted descriptive qualitative research design. According to (Sukmadinata, 2009) said that one of the characteristic of qualitative research is naturalistic investigation. It means that qualitative research is real can change naturally without controlling variables. In addition, (Arikunto, 2013) said that in descriptive research there is no need for administration or control the treatment, because in general, the goal of this research is not to prove any hypothesis, but only for describing the real thing about a variable, phenomenon or condition.

The researcher used descriptive qualitative method of analysed and describe the teachers' perception on the use of cooperative learning model for improving learners' reading fluency. The informants of this research were the teachers who teach English in SMPN 1 Sungai Pua. Data collecting technique is the principle of the way in research because the main goal of the research is to get the data. Without knowing the technique in the collection, the researcher will not get the one studied. After collecting the data, the researcher analysed the data from the questioner. The researcher analysed it by using steps of qualitative and analysis. They are data collection, data reduction and data display.

FINDINGS AND DISCUSSION

Related to the aspects of cooperative learning model that are the objective of the cooperative learning model, the role of the instructional media, (Fatma et al, 2011) the roles of the teachers and the roles of learners. From the 9 categories of cooperative learning model, the 2 categories were described as the objective of cooperative learning model, the 1 category of instructional media, the 4 categories of the role of teacher, the 2 categories of the role of learner.

The objective of cooperative learning model

The result of this research finds that the teachers agree of apply the cooperative learning model. The point of view of the teachers' is marked by the teachers' agree on the cooperative learning especially the objective of cooperative learning model. The teachers agree that the objective of the cooperative learning model can improve learners' thinking skill, such as the students collecting the information from the resource. Cooperative learning also can help students on responsibility. According to Gomleksiz in Fatma et al (2011)"cooperative learning is an in-class learning approach which is used to help learners develop a positive image both for themselves and their peers, and to improve problem

solving and critical thinking skills in order to encourage learners in terms of social skills based on cooperation". Base on the theory, the researcher argued that cooperative learning is a learning method in which learners helped each other in terms of their learning process by making up small homogenous groups to achieve a common goal and also could improve students reading fluency. With the purpose of the cooperative learning model which is to improve students' thinking skill, the researcher also agreed relate to the application of cooperative learning models in students' reading fluency.

The role of instructional media

The teachers' also agree that the role of instructional media suggest in cooperative learning such as magazine/newspaper. In the role of the instructional media, there is one category, it include using authentic material for the learning source such as magazine/newspaper. The teachers agree that the role of instructional media is the authentic material such as magazine/newspaper. According to Tanti Sukmahidayatnti (2015) "instructional media has several benefits in teaching English, especially in teaching English to young learners. There are several benefits in utilizing instructional media, such as: (1) attracting attention; (2) developing interest; (3) adjusting the learning environment and (4) promoting the acceptance of an idea". The researcher argue that the students are allow to choose a topic base on magazine/newspaper also comic. Usually, if the students chose the topic by their self the students know about the topic and read the topic fluently. With the topic that make students' happy to read like comic, magazine/newspaper they can read fluently because in comic, magazine/newspaper there are some pictures that make them not bored and can read fluently.

The roles of the teacher

In the roles of the teachers there are four categories, it includes teacher as controller, teacher as observer, teacher as participants, teacher as evaluator. The teachers strongly agree that the role of the teacher as a controller, in pre-teaching phase, the teacher provides direction and instruction to students on the task that they must do. The teacher agree that the teachers as observer, in whilst phase, the teacher observer systematically students' activities from group to group. The teacher' strongly agree that the teacher as participants, the teacher explain the task, teach any concepts or procedures the students need in order to complete the assignment, and structures the cooperation among students. According to Mili Saha (2019) "teachers' roles have been transforming from teaching to facilitating, helping, coordinating, counseling, consulting, advising, knowing and resourcing in classroom teaching." The researcher argue that the roles of teachers can be use in the classroom. In usually, if the teacher helped students in reading so the students can read fluently. Basically, if the teacher plays a role in teaching especially in teaching reading, the teacher can help and direct the students' so that students' can read fluently.

The roles of the learners

The teacher also agreed relate to the roles of the learner such as group worker and participants. In the roles of the learners there are two categories it includes, learners as the group members, learner as participants. The teachers agree that the role of the learners as the group members, the students work on the assignment until (Sukmahidayanti, 2015) all group members have successfully understood and completed it. The teachers also agree that the role of the learners as participants, the students providing effective feedback to group members on their performance on specific tasks, the students providing each other with help they need and the students working constructively together to attain mutual goals. The reaseacrher argued that the roles of the learners could be used in classroom. Usually, if the students learned in group work so the students can interact with their friends and it made students read fluently.

The data showed that the teachers' perception of cooperative learning model. From the four aspects above, the cooperative learning model can makes students improve their reading fluency. The result of this research finds that the teachers agreed of apply the cooperative learning model. The point of view of the teachers' is mark by the teachers' agree on the cooperative learning especially the objective of cooperative learning model. Next, the teachers' also agreed that the role of instructional media suggest in cooperative learning such as magazine/newspaper. Than, the teachers also agreed relate to the roles of the teacher such controller, observer, participants, and evaluator. Last, the teacher also agree relate to the roles of the learner such as group worker and pasticpants. It was conclude that the teacher agree that the cooperative learning model shoul be apply in teaching reading. To make clear the researcher explains by table below:

Table 1. Description of the teachers' perception towards cooperative learning.

Categories	Agreed/ Disagreed
The objective of cooperative learning model	Agreed
The role of instructional media	Agreed
The roles of the teachers	Agreed
The roles of the learners	Agreed

CONCLUSIONS

There are several components of cooperative learning model. The components are the objective of cooperative learning model, the role of instructional media, the role of teacher, the role of learner. Based on the questionnaire, the teacher believes that the cooperative learning model can make student learn about the responsibility. The teachers agreed that the cooperative learning model can improve the students' thinking skill. The teachers agreed that the authentic material as the learning source on learning process. The teachers agreed that the teacher as controller, observer, participant and evaluator. The teacher also agreed that the learner as group members and participants.

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