

## UTILIZING OF STUDENTS TEAM WORK CORNER TECHNIQUE IN IMPROVING STUDENTS READING COMPREHENSION

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### **ABSTRACT**

The purpose of making this research was to know Utilizing of Students Team Work Corner (STWC) technique in Improving Students Reading Comprehension. Related to the problems that have found out taken from the observation time, such: They have lack of understand or poor in their vocabulary and feel bored while reading text, and students still confused how to get the information from content to definite main idea and so on reading text. The place for research was taken from Unsika at the first semester students in 2018. There are 60 students both of Experimental and control class students. The researcher tried out the method to cope the problems with STWC technique that is the simplest method of cooperative learning method. The main idea of STWC is to motivate the students in order to they can support and help each other. As regard the data interpretation and discussion in the previous chapter, the overall results of this research can be conducted by the researcher actually, that STWC technique could improve students reading comprehension going to high level.

Keywords: Utilizing, Students Team Work Corner, Reading Comprehension

### **ABSTRAK**

*Maksud dari penelitian ini adalah untuk mengetahui penggunaan [Students Team Work Corner] STWC teknik dalam meningkatkan Pemahaman Bacaan siswa. Terkait dengan masalah-masalah yang telah ditemukan dari hasil saar penelitian, seperti: Mereka lemah dari pemahaman atau lemahnya Kosa-kata, merasa bosan ketika membaca tek, dan mereka masih kebingungan bagaimana mendapatkan informasi dari isi tek untuk menentukan Ide Pokok Gagasan, dan semuanya dalam membaca. Tempat lokasi penelitian dari Unsika mahasiswa semester satu tahun 2018. Terdapat 60 mahasiswa berikut keduanya dari kelas percobaan dan kelas pengendali. Penelitian ini menggunakan metode unuk mengatasi masalah STWC teknik bahwasanya dengan metode yang sederhana dari metode belajar bersama. Ide pokok dari STWC ini adalah untuk mendukung mahasiswa dengan kata lain mereka saling mendukung satu sama lain. Memandang data interpretasi dan diskusi dalam halaman sebelumnya, STWC teknik dapat meningkatkan pemahaman mahasiswa dalam bacaan menuju level yang lebih tinggi.*

*Kata Kunci: Penggunaan, Kelompok Kerja Mahasiswa, Pemahaman Bacaan*

## **INTRODUCTION**

This study concerns the "Utilizing of Students Team Work Corner (STWC) Technique in Improving Students Reading Comprehension." Therefore, this research especially would be focused on how far is the students' ability in reading comprehension in teaching and learning process by utilizing STWC technique.

Based on the above phenomenon, this research aims to provide answers to the following problem: "Does the STWC technique use to improve student reading comprehension?"

The benefits of research in order in improving students' reading comprehension and STWC technique some benefits for study as follows:

1. The technique of STWC makes students more interested and motivated in teaching reading.
2. The teacher may use the technique of STWC as a solution for teaching student learning process reading.
3. Students can also enjoy English learning processes and feel interested in learning English reading comprehension by applying STWC as a technique in teaching English.
4. The research provides additional research information and is motivated for the next study.
5. The research result is able to use reference to further research in the development of English reading comprehension teaching.

Understanding what happens from the moment our eyes meet the "click of understanding" page (Samuels and Kamil, 1984: 185) has only been researched for the past 50 years. The models can be divided into three categories: Top-Up Models, Top-Down Models, and Interactive Models.

Some linguists have proposed many ways of reading, Grellet (1998: 40) summarized the way of reading including as follows:

1. Skimming, the readers go through the text extremely quickly, the purpose of skimming is simply to see what a text is about. The reader skims to satisfy a very general curiosity about a text.
2. Scanning, William (1996:100) states that scanning occurs when a reader goes through a text very quickly to find a particular point of information.
3. Extensive Reading, it can be contrasted with intense reading. Extensive reading means reading many books (or longer text segments) without focusing on classroom exercise that can test comprehension skills.

4. Intensive Reading, within the bottom-up approach to reading, the most typical focus of the classroom. Intensive reading involves a short reading passage followed by textbook activities to develop understanding of a particular reading skill.

According to Alexander and Jetton (2000: 17), reading literacy is directly related to the reasons people read. Broadly speaking, these reasons include reading for personal interest and pleasure, reading to participate in society, and reading to learn. In literary reading, the reader engages with the text to engage in imagined events, setting, actions, consequences, characters, atmosphere, feelings, and ideas, and to enjoy language itself.

Through information texts, one can understand how the world is and has been, and why things work as they do. Readers can go beyond acquiring information and use it in reasoning and in action. Information texts ordered chronologically present their ideas as a sequence. According to Kruidenier (2003: 76), understanding is an active process and the reader must interact and engage with the text so that it works well. It is also a strategic process that can be taught. Reading comprehension that emphasizes both what the author has written and readers' ability to use their background knowledge and thinking ability to make sense of what they read.

STWC is one of the cooperative learning techniques that students work in groups of four or five. The groups consist of students from different academic levels, gender and ethnic backgrounds. The teacher present a lesson, and then students work within their team to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, STWC at which time they may not help one another. STWC is to motivate students, to encourage, and to improve each other's skill presented by the teacher.

According to Slavin (1995: 72), STWC type cooperative learning consists of five major components. They are: presentation of class, study of teams, quizzes, individual scores, and recognition of teams.

1. Class Presentation, in the STWC is different from the usual teaching; it must be clearly focused in the STWC unit.

2. Team Study, after the teacher presents the material, students are assigned to four or five member learning each team. The team members should represent a cross section of the class in term of academic performance, gender, and ethnicity. Then help each student in group learn the material on the team discussion. After the teacher present the material, the team meets to study worksheet or other materials.
3. Quizzes, students take individual quizzes after studying the material or worksheet and they cannot help each other.
4. Individual Improvement Scores, the idea behind the individual improvement score is to give each student a performance goal that can be achieved if he or she works harder and performs better than in the past.
5. Team Recognition, certificates or reward are given to groups whose average score on the test are higher than their base score.

Certificates or rewards are given to groups whose average test score is higher than their base score. Team reward is given based on their team's performance as a "good," "great," or "super" team. Such:

1. Material, the teacher can make material by adapting it from textbook or other publishing sources. It covers a lesson plan, a worksheet, a response sheet, and a quiz from each lesson plan unit.
2. Assigning students to team, students are designed for four or five members of each team. Four-person teams in a class represent different backgrounds, such as sex, performance (high performer, average performer, and low performer).
3. Determining initial base score, it can be done by using the student's average scores on past quizzes, or by using the student's final garden from the previous year's test.
4. Team building, it is a good idea to start with one or more team building exercises before starting any cooperative program just to give a change to a team member to create a team logo, banner and song.

According to Slavin (1995: 75) states that STWC consist of a regular cycle of instructional activities, as follows:

1. Teach, the teaching learning process in the STWC begins with a teacher class presentation. The presentation should be the material whose component of the total lesson will be learning in the student or guided practice.
2. Team Study, after the presentation, the students divide each team into four or five students for work on and work sheet in their teams to master the material presented by the teacher.
3. Test, Students take individual quizzes or other assessments. The teacher give students adequate time to complete it. Do not let the students work together on the quiz; at this point they must show what they have learned as individual.
4. Figuring Individual and Team Score, as soon possible after each quiz the teacher should compute individual improvement scores and team score team.
5. Improvement Points, students earn points for their teams based on the degree to which their quiz scores exceed their base score in Table 1.

Table 1. Criteria of Improvment Points

<b>Quiz Score</b>	<b>Improvement Score</b>
More than 10 pons below base score	5 points
10 points below to 1 pint below base score	10 points
Base score to 10 pons above base score	20 points
More than 10 points above base score	30 points
Perfect paper (regardless of base score)	30 points

6. Recognizing Team of Performance, there are three levels of reward in STWC. All three of them are based on team score average, such as Tabel 2.

Table 2. The Criteria Team Average

<b>Criteria (Team Average)</b>	<b>Award</b>
15 – 19	Good Team
20 – 24	Great Team
25 – 30	Super Team

In learning English, reading comprehension is important for students. Students can understand information in a text, interpret it properly, correctly, and are more active in learning activity and also responsible for their group. Thus, students can improve their understanding of reading by using the STWC technique.

## METHODOLOGY

The research approach employed in this study is quantitative. The method of research used in this study is an experimental method. In the experimental method, which is also called experimental studies, there is a wide range of possible studies that investigate and compare groups under controlled conditions in experimental studies to compare groups, and the experimental group members receive the treatment, while the control group members receive the treatment.

The researcher will use quasi experimental design in this research. A quasi-experimental study includes a pre-post-test design with both a treatment group and a control group, and quasi-experimental studies are often an impact assessment that assigns members to the treatment group and control group by a method other than random assignment.

1. One group of students learn to utilize STWC as a group or class experiment.
2. Other group of students who learn without utilizing STWC as control class.
3. Then both classes are given the same pretest posttest. Pretest and posttest results of the second class compared to determine whether or not the influence of STWC in learning reading comprehension on narrative text. Differences in results between control class and experimental classes are assumed to be the effect of treatment.

Table 3. The Schematic of the Quasy Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental Class	Y <sub>1</sub>	X	Y <sub>2</sub>
Cotrol Class	Y <sub>1</sub>	-	Y <sub>2</sub>

*Explanation:*

Y<sub>1</sub> : the result of pre-test

- : learning process with convensional method (without treatment)

X : learning process with treatment (STWC)

Y<sub>2</sub> : the result of post-test

Population of this research is Unsika at the first grade students, consisting of 60 participants in both of the experimental and control class group. Selected two classes, the first PBI.A class as an experimental class group consists of 30 students and the second PBI.B class as the control class group consists of 30 students. It

means that each subject is taken from a population based on purpose and deliberate consideration.

In this research experimental and control group will be given pre-test to know the first reality or ability to know that there is no significant difference in the different ability between control class and experiment class, then the result of that pre-test can be said good. The researcher will do this research with the following steps:

1. Formulate problem and research objective, research hypothesis, determine the population and sample, make the research instrument, use the instrument to non sample, give the pre-test to sample class with use STWC. Give to post-test to control class and experiment class, collecting the data and analysis the data.
2. Make the conclusion.

## **RESULT AND DISCUSSION**

Based on the data analysis, STWC improved students' reading comprehension. From the analysis of the pre-test data of the experimental and control groups, it could be seen that the scores were normally distributed and homogeneous.

Therefore, the statistical test used to test a hypothesis was independent t-test. The result of the mean of both group also were not significantly different. The mean of the experimental group was 60.14 while the control group was 59.57. The result showed that the mean in both groups for equal independent t-test assumed was 0.772. It was more than the level of significance 0.05 ( $0.772 > 0.05$ ). It means that the null hypothesis was accepted.

So, there was no significant difference between the experimental and control means. It means STWC technique is to motivate students, to encourage, and to improve each other's skill presented by the teacher. Students are encouraged to participate actively through discussion and make students fun.

The theory supports the result of pretest and posttest in experimental group. STWC improving students reading comprehension scores in experimental group.

In addition, N-Gain of experimental group describes the average score of reading comprehension of each students improve after treatment.

## CONCLUSION

STWC type cooperative learning consists of five major components. They are: presentation of class, study of teams, quizzes, individual scores, and recognition of teams. There are two variables in this study: STWC as the independent variable (X) and reading comprehension as a dependent variable (Y). In this research experimental and control group will be given pre- test to know the first reality or ability to know that there is no significant difference in the different ability between control class and experiment class, then the result of that pre-test can be said good. Data collection technique in this research using quantitative data. The pilot test, pre-test and post-test quantitative data trough. Before an instrument can be used for formal research purpose, its reliability and validity must be asses in the population of interest.

The researcher will clarify the question as “*Does the STWC technique use to improve student reading comprehension?*” Based on the data interpretation and discussion in the previous chapter, the overall results of this study can be conducted by the writer choose quantitative approach because the writer knows actually, that STWC technique could improve students reading comprehension going to high level.

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