

EVALUATION OF THE APPLICATION OF THE COOPERATIVE LEARNING MODEL READING INTEREST OF RECIPROCAL TEACHING TYPE STUDENTS

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui minat baca adalah suatu kegiatan yang dilakukan oleh seseorang melalui niat tanpa paksaan dari siapapun untuk mengetahui isi dari sebuah hasil bacaan. kegiatan ini juga dapat dilakukan oleh siapa pun dan kapanpun dilakukan baik itu diluar kelas maupun di tempat yang lain. Tujuan penelitian ini adalah untuk mengetahui Evaluasi Penerapan Model Pembelajaran Koomperatif Minat Baca Siswa Tipe Reciprocal Teaching. Penelitian ini menggunakan metode kualitatif dengan menggunakan teknik pengumpulan data observasi, dan wawancara. Instrumen penelitian yang digunakan adalah menyampaikan tujuan pembelajaran dan memotivasi siswa, tahap kedua menyajikan informasi, tahap ketiga mengorganisasikan siswa ke dalam beberapa kelompok belajar, tahap keempat membimbing siswa untuk belajar kelompok, tahap kelima melakukan evaluasi dan tahap keenam memberikan penghargaan. Hasil penelitian menunjukkan adanya peningkatan minat baca siswa di sekolah tingkat SMP. Dalam hal ini guru lebih memperhatikan siswa dalam belajar dan dapat memberi suatu dorongan untuk siswa agar mempunyai motivasi dalam belajar.

Kata Kunci: Model Pembelajaran Reciprocal Teaching, Minat Belajar

Abstract: *Evaluation of the Application of the Cooperative Learning Model Reading Interest of Reciprocal Teaching Type Students.* Interest in reading is an activity carried out by someone through intention without coercion from anyone to find out the contents of a reading result. This activity can also be done by anyone at any time, whether outside the classroom or in another place. The purpose of this research is to determine the evaluation of the application of the cooperative learning model for students' reading interest in the reciprocal teaching type. This research uses qualitative methods using observation and interview data collection techniques. The research instrument used is conveying learning objectives and motivating students, the second stage is presenting information, the third stage is organizing students into several study groups, the fourth stage is guiding students to study in groups, the fifth stage is conducting evaluations and the sixth stage is giving awards. The research results show an increase in students' interest in reading at junior high schools. In this case the teacher pays more attention to students in learning and can provide encouragement for students to have motivation in learning.

Keywords: Reciprocal Teaching Type learning model, Reading Interest

INTRODUCTION

Currently, students are not reading enough, even haltingly saying one word and not even intending to correct it when the teacher corrects the student's reading. One of the most important components in learning a language is reading, which primarily requires interest, passion, creativity and imagination. Reading doesn't seem like a perfect skill, but because personal preference makes it difficult to do, it makes it difficult. In the field of scientific advancement, the act of reading is very important because reading is the main way to disseminate information (Syamsia, 2024). Reading is the process of understanding what is written in literature, books, or texts to understand a concept (Prihartini et al., 2023). Education is an important component in character formation and developing student potential. Students' interest in reading is one component that can help the learning process at school run well (Zendrato et al., 2024).

One of the things that cannot be separated from the world of education is reading. An interest in reading is an important means for learning, both at school, at home and outside the classroom. Education can be used as a measure of a nation's progress because factors related to the quality of education influence the nation's progress (Adilah et al., 2023). Students' success in the educational process depends on their understanding of reading. Most students gain knowledge through reading activities. This knowledge is obtained through the learning process at school but also through the reading activities they do every day (Wahyudi & Lakidende, n.d.). Students are given the opportunity to connect new ideas with ideas they have previously had, which consist of facts, ideas and experiences that form new ideas (Wuryaningtyas & Irsadi, 2023). Apart from that, reading comprehension means reading text and carrying out activities related to the text and the reason someone reads it (Saptarina et al., 2024).

Book reading practice is very important for students. This is because reading books can help students improve their thinking, their ability to adapt, and their creativity to achieve sustainable progress (Fauziyah, 2023). Because they are lazy, students prefer to search for information via the internet rather than reading books. This can encourage students to do so because they think searching the internet is simpler than books which may not be easy to carry everywhere (Ni Kadek Yuli Cahyani et al., 2022). To overcome this problem, teachers use various reading techniques, including reading aloud by asking students to read one of the books related to the current lesson each time they enter (Hikmah & Zainil, 2024).

Education is a set of learning procedures that aim to provide students with better experience and understanding. This procedure helps students gain a broader understanding and increase their resources (Ritonga et al., 2024). However, we may not be very interested in reading at the moment because of laziness, which makes us not want to read, not knowing the full benefits of reading, and not having activities that can make us interested in reading (Murobby, 2023). According to the National Education System, reading is the process of understanding written texts and seeking understanding in reading texts (Gulo et al., 2023). Interest in learning refers to a state of desire and readiness, accompanied by deliberate attention and involvement, which gives rise to satisfaction related to acquiring knowledge, developing attitudes and skills (Hidayat et al., 2024). The most important skill that students must master is that reading can improve students' critical, creative and spiritual thinking abilities, which makes it very possible for them to be successful at school and in the future (Nazara et al., 2023). Education has a big impact on life because it gives the ability to follow developments and changes that occur in society (Ulfa et al., 2023).

Reading is the process of seeing what is written and understanding the contents of the text aloud or silently. Reading is expressing ideas about what the general public likes and is understood by someone (Hiko et al., 2022). However, Indonesians are considered not to understand and use reading materials. Politically, supporting "correct" reading practices is always important (Hamzah et al., 2023). (Wati et al., 2023)

Thus, one way to improve the quality of education is to enable students to develop their ability to read as best as possible (Setiawan et al., 2023). Interest in reading is a strong desire or tendency (Elendiana, 2020). Reading is not only understanding the content of the text but also understanding other things such as revealing the author's purpose, assessing the accuracy of information, distinguishing facts from opinions, prejudices, propaganda, assessing argument errors, assessing arguments that are illogical or unreasonable, and assessing the relevance of information (Kinasih & Mariana, 2021).

Reading is part of almost all aspects of human life, but interest in reading is very low, especially among Indonesian students. Those who are interested in something usually have a strong urge to actively participate in activities that interest them (Ramadhan, 2021). Interest in learning is defined as a state of desire and readiness accompanied by focused attention and deliberate involvement, which produces a sense of pleasure associated with acquiring knowledge, developing attitudes, and skills (Rejeki, n.d.). Education in a country is an investment for one generation for the next generation (Mulyono & Elly S., 2020). Reading ability is one of the most important language skills because reading allows ordinary people to learn about the world they want, have fun, and discover written messages contained in reading materials. Nevertheless, reading is not an easy task (Kadhafi et al., n.d.).

One very important factor in improving student learning outcomes is the teacher, because they are the first people to interact directly with students during the learning process (Bawamenewi, 2021). By reading, a person can gain new knowledge, expand their understanding, increase their intelligence, and prepare themselves to face the challenges that will come in life (Azhari et al., 2023). Reading comprehension ability consists of two main abilities: mastery of word meanings and the ability to think about verbal concepts (Halawa, 2020). Students have an interest in lessons, which makes it important for the learning process (Oktarilla & Atmazaki, 2019). Teachers have a very important role in fostering students' interest in reading (Khoiriah et al., 2020). Students can be directly involved physically and mentally in the learning process, get more information, and interact with other people by using the library (Nopitasari et al., 2021).

Interest in reading is a strong and deep concern accompanied by satisfaction with reading activities, which encourages people to read according to their wishes (Sari, 2020). One of the problems that often occurs in the world of learning is that students do not understand the material. This is due to the fact that students find it difficult to understand what the teacher explains when they present the material. As a result, students fail to understand the concepts explained by the teacher (Rustimah et al., 2023). Routine reading is an action carried out during the reasoning process to understand concepts and information through symbols, both written and unwritten (Oktafiani et al., 2023). Changes in behavior experienced by students as a result of practice, experience and development. Learning effects cannot be observed directly (Kinasih & Mariana, 2021).

The identification of the problem in this research is that students do not want to read, because they think that reading is the most ancient thing for them at this time, students feel that their time is disturbed in their daily activities by reading, students' motivation is reduced in reading activities due to learning difficulties and lack of student interaction. The aim of the research is evaluation of the application of the cooperative learning model of reciprocal teaching type students' reading interest.

METHOD

Data collection carried out by researchers was a qualitative method with a descriptive approach. The research subjects were Indonesian language teachers and students at junior high schools with the object of evaluating the implementation of the cooperative learning model for students' reading interest. To obtain data, researchers used research instruments with the first stage conveying learning objectives and motivating students, the second stage presenting information, the third stage organizing students into several study groups, the fourth stage guiding students to group study, the fifth stage conducting evaluations and the sixth stage giving awards. The data collection techniques used by researchers are observation, interviews, using data reduction analysis which has been

categorized in the problem formulation, namely students do not want to read, because they think that reading is the most ancient thing for them at the moment, students feel that their time is disturbed in their daily activities. with reading, student motivation decreases in reading activities due to learning difficulties and lack of student interaction (Moleong, 2004).

RESULTS AND DISCUSSION

Of course based on the data collection techniques mentioned in the outline, of course based on data collection techniques in tables which provide a more structured picture. The following is a table with the appropriate sequence of data results.

Table 1. Data result

Data collection			
No	technique	Observed Aspects	Findings/Data
1	Interview	Benefits of using the Reciprocal Teaching Type Cooperative Learning Model in students' reading interest	Some students (90%) felt that the use of Reciprocal Teaching Type Cooperative Learning helped them increase their interest in reading
2	Interview	Increasing students' reading interest with the use of Reciprocal Teaching Type Cooperative Learning	Almost all students (90%) said that the use of Reciprocal Teaching Type Cooperative Learning increased their interest in reading
3	Interview	Barriers to the use of Reciprocal Teaching Type Cooperative Learning	Almost a small number (10%) of students experienced technical problems using Reciprocal Teaching Type Cooperative Learning
4	Observation	Student learning motivation using Reciprocal Teaching Type Cooperative Learning	Students tend to increase their interest in reading by using Reciprocal Teaching Type Cooperative Learning
5	Observation	The level of ability and involvement of students in learning activities, Reciprocal Teaching Type Cooperative Learning	Students are more enthusiastic about learning in student reading activities using Reciprocal Teaching Type Cooperative Learning
6	Observation	Student involvement in learning activities	The use of Cooperative Learning Type Reciprocal Teaching students are more likely to increase their interest in reading

Data collected by research regarding students' reading interest at junior high schools. Students are only asked to read textbooks independently, students do not seem interested in reading lessons. During reading lessons, teachers do not help students enough. As a result, students prefer to do other things rather than listening to what the teacher reads. They also don't have many opportunities to ask questions during reading lessons. Apart from that, the media used by teachers to teach reading is not much different.

The use of the Reciprocal Teaching Type Cooperative Learning Model so that students are active in reading and have a strong interest in continuing to find out information through reading books. Students are expected to better understand the discussion topic by reading and studying

material from various literature first. After that, they were asked to create one question for each student and answer that question, then they summarized the topic. The teacher gives students the opportunity to ask questions about the topics discussed. Students are actively involved in group activities during the group discussion phase and have the opportunity to ask questions about the lesson material while reading. Apart from that, the media used by teachers to teach reading is not much different.

Students' interest increased after being given the test, as shown by their correct answers. 90% of students at junior high schools are very interested in learning using the cooperative learning model. they pay attention to the material and practice all instructions in the learning process. Evidence (in treatment): At the first meeting, students still felt embarrassed to answer and express their reading abilities. However, at the next meeting, students' interest increased, and they began to answer and express their reading skills in predictions, explanations, questions, and conclusions. Students enjoyed the lesson at the previous meeting; they are very active in answering questions and participating in their groups.

Students have more activity and more desire to attend lessons 95% of the time, which results in better learning outcomes. This is caused by a mutually supportive learning process between students when participating in learning activities in class and completing assignments given by the teacher. Students interact with each other in these learning activities as colleagues to achieve optimal learning outcomes. Reciprocal learning using the drill method can increase student motivation, student activity and optimal results.

A small number of students said they used the Reciprocal Teaching Type Cooperative Learning Model 10% In this learning activity, the reciprocal learning model was applied. Students are asked to guide and understand individual material, supported by the material presented by the teacher. Students are also given the task of solving problems given by their group.

By using this type of reciprocal teaching cooperative learning model, it can increase students' interest in reading texts and let them know that reading is very important for preserving. By reading, we can gain information and recognize experiences word by word, expand our vocabulary, and discover new things that we can learn. When students are actively involved in discussions, they indirectly build their own understanding. Teachers help by guiding students and providing clarification if they misunderstand information. During teaching and learning activities, students perform their tasks well and are supported by good group activities. Assignments are carried out in groups and students talk to each other about problems related to the material provided by the teacher.

The results of students' reading interest have a great influence on students' learning motivation. Student learning motivation influences various student activities ranging from understanding material, writing, listening, speaking and reading. Reading this book is very minimal and rarely done by today's students for various reasons that make them not interested in reading. Interest in reading greatly influences students' learning activities, starting from understanding material, information to involvement in the learning process, by reading students can obtain various information about learning and obtain various results that will be achieved.

This can be seen from students who are not interested in class, talking to their friends, or sitting quietly without hearing what is being taught. In addition, the findings above prove Palinscar and Brown's statement. They found that reciprocal learning strategies could improve students' reading comprehension, but post-test results only slightly improved. Therefore, it can be concluded that

shared learning is more effective than lectures and questions and answers in teaching class VIII students to read and understand.

Teachers' teaching and learning activities must continue to provide encouragement and motivation for students to study harder, especially in reading activities. Reading this is very important for the future of students and being able to understand the goals they will pursue, with motivation from a teacher, students gain extraordinary enthusiasm within themselves by paying attention to students. In learning activities, teachers also need to give awards to students who have the ability to learn so that other students can be motivated themselves without any coercion to encourage them to learn, but with the teacher providing direction and students joining in small groups to interact with other students

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion, it can be concluded that some students (90%) felt that the use of the Reciprocal Teaching Type Cooperative Learning model helped them increase their interest in reading. The use of Reciprocal Teaching Type Cooperative Learning for students has a 10% obstacle. Data collected through the results of data collection techniques and research instruments used by researchers through interviews and observations. Students have more activity and more desire to attend lessons 95% of the time, which results in better learning outcomes. This is caused by a mutually supportive learning process between students when participating in learning activities in class and completing assignments given by the teacher

Hopefully the results and research can be an encouragement to increase the insight and knowledge of researchers, both from the results of observational research and interviews conducted by researchers.

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