



The Effect of Students Helping Students (SHS) Techniques in Improving Reading Comprehension in the New Normal Era

Muhammad Rafiq¹, Ardiansah²

¹English Education, Akademi Maritim Indonesia APII Makassar, Indonesia

Email: muhamadrafik.mr@gmail.com

²Chemical Engineering, Akademi Maritim Indonesia APII Makassar, Indonesia

Email: dedy2960@gmail.com

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Abstract. This study aims to determine the effect of the Students Helping Students (SHS) technique in improving students' reading comprehension of English texts in the New Normal Era. This research is a classroom action research in class VIIIA SMPN 3 Pitumpanua Wajo district. The data in this study are class observations, test results, and the results of distributing questionnaires. Class observations were carried out during the implementation of the action, while the tests were the results of the pre-test before the action and the results of the post-test after the action, while the distribution of the questionnaire was to see the students' attitudes towards the application of the SHS technique in learning to read. There are two ways in implementing learning in the new normal era, namely online classes and offline classes by complying with health protocols. During the implementation of the action of implementing SHS in learning, it showed an effect on increasing learning outcomes, increasing student motivation, good group cooperation, increasing vocabulary and increasing students' abilities and courage in expressing opinions. The test results showed that the post-test results were higher than the pre-test results, indicating that there was a significant increase. With the application of this SHS technique, students show their positive attitude which is indicated by responses through a questionnaire. It can be assumed that the application of the SHS technique in learning reading comprehension in junior high school is very effective and has an influence on improving student learning outcomes.

Keywords: New Normal, Reading Comprehension, SHS Technique, Students' Attitude.

INTRODUCTION

English as a global language required the Indonesian generation to be able to master it. The students need to learn English for academic purposes, for communication and future needs. The urgency of English requires teachers at schools have to introduce it to students so that they can understand and master the foreign language. On the other hand, junior high school students as English learners are the first to know academically, so they are curious about how English is used (Arshinta & Purwati, 2014). Problems in the teaching and learning process are constraining to teaching strategies that are not adaptively to students. Sometimes students assume that English is not easy to understand. As the

students of SMPN 3 Pitumpanua in the 2019/2020 and 2020/2021 academic years, their English subject scores are below the standard of learning achievement. The average student gets a final grade of C with a range of scores of 60-70 and can categorize as very low. This problem is faced also by junior high school students in other schools in Indonesia, including at the high school level (Weda, 2007; 2). On the other hand, how the teacher treats students in dealing with the subject matter in the order they have high learning motivation.

Teaching English at the high school level and junior high school level is certainly different, especially in class VIII of junior high school who is receiving English lessons for the first time. Teachers need appropriate teaching techniques so that students can receive lessons well. Atmowardoyo et al. (2021); Djumingin et al. (2021); Rijal (2016) pointed out that teachers need teaching strategies to adapt to students' conditions. So that teachers do not necessarily apply the curriculum just like that but must make adaptive learning innovations. The 2013 curriculum is a learning innovation in the 21st century with an emphasis on student-centred English learning (students centre learning). According to Imtinan, (2021) that the failure of teaching English is due to the learning method that emphasizes aspects of language rather than how to use English as a communication tool. Likewise, teaching strategies should be emphasized more on aspects of language acquisition based on the student level. Because there will be differences between teaching strategies at universities, of course very different from teaching strategies for high school and junior high school students. The problem globally today is that almost all schools and universities cannot implement learning curricula properly because of the COVID-19 pandemic situation. The problem is not only in learning achievement, but the teaching system is very different from the previous situation.

Covid-19 has changed various aspects, including in teaching (Murphy, 2020; Nurkhamidah & Itsnaini, 2020; Puspitasari et al., 2020). At this time the main thing is health and safety. While teaching activities must still be carried out, face-to-face schools with health protocols are still a threat (Murphy, 2020). The securities approach, according to Murphy, (2020) becomes very important which does not only prioritize emergency online teaching. It is a dilemma for teachers to keep teaching with various innovations and creativity. Technically, there are only two learning options, distance learning and face-to-face learning with a limited system and complying with health protocols.

One way to improve students' English competence at the junior high school level is language learning by focusing on reading comprehension. According to Arisetyawati, (2017); Arshintia & Purwati, (2014) that teaching reading comprehension can improve students' understanding well and can improve students' English vocabulary. This is supported by Betts, (1946) that reading activities can strengthen students' understanding of texts and improve students' critical thinking. Some education experts also share the same opinion that reading comprehension is closely related to one's academic success (Phiwpong & Dennis, 2016). Assuming that reading comprehension is very effective in improving English competence for novice learners. Reading comprehension can increase students' vocabulary effectively and can improve students' critical skills. However, in learning English on reading comprehension material, appropriate and effective techniques are needed in this new normal era. One of the teaching approaches that can be implemented in the current era is the cooperative learning approach. In the cooperative learning approach, one of the new techniques developed by several learning experts is the students helping students (SHS) technique, which is a technique that can be applied in teaching English at the junior high school level. This technique is a teaching technique that can be applied to offline learning and online learning.

The Students Helping Students (SHS) technique was previously applied by Rafiq & Sukmawaty, (2018) to ESP students in universities. With the Quasi-Experimental Design method, the SHS technique can significantly improve students' grammar competence. Milburn & Jones, (2019) has explored the relationship between students using the SHS strategy and students as partner initiatives in studying at Deakin. The two strategies are partner models in learning that can be applied to the theoretical concepts of social learning. Both can be a fashion in education that can help both teachers and students, so learning will be very fun.

The SHS technique is part of the cooperative learning theory which is very different from the traditional grouping method (TGM) (Rafiq & Sukmawaty, 2018). Cooperative learning with the SHS technique is more effective and efficient than TGM in learning English. Johnson & Johnson, (1999) defines cooperative learning as a form of learning that focuses on student collaboration with group learning models in the classroom. Forming groups starting from the smallest group aims to maximize

and streamline the course of learning. Cooperative learning is a theoretical innovation in learning. According to Johnson & Johnson, (1999) cooperative learning is not only a theory but also a method with various procedures so that it can be applied to various types of learning. Phiwpong & Dennis, (2016) believe that cooperative learning can build learning groups to be effective in learning together. With this approach, it can also increase positive interdependence in study groups and students can achieve learning targets well. Cooperative learning is used to develop student competencies to work in teams to achieve maximum learning outcomes (Arisetyawati, 2017). Reading learning activities with a cooperative learning approach are considered to be able to help teachers and students in overcoming problems in learning. Students will be more active in learning, they cover each other's shortcomings so that students will be more competitive.

Studies related to SHS techniques in learning are still minimal, but cooperative learning studies, in general, have been widely applied and useful in modern educational practice. Cooperative learning has been used at various levels of education as an effective strategy in improving students' language understanding comprehensively. Research conducted by Hadiwinarto and Novianti, (2015) examines the effect of Cooperative Integrated Reading and Composition (CIRC) in learning English reading and writing skills for MTSN IPUH students, Muko Regency. The application of the CIRC learning model has a significant effect on the reading and writing comprehension of English skills of junior high school students. Hadiwinarto and Novianti's (2015) research is almost the same as the research conducted by Gull & Shehzad, (2015) by describing the effect of cooperative learning methods on student achievement in Junior High Schools in Pakistan. The sample consisted of 63 female students enrolled in grade 12 of a Junior High School. Based on the scores in the pre-test, students were then divided into experimental and control groups. Cooperative learning using STAD, TGT and Jigsaw II techniques was carried out for 8 weeks with the experimental group. The results can be concluded that cooperative learning activities have a positive effect on student achievement enrolled in Education subjects.

Zhang et al., (2017) investigated whether gender affected cooperative learning in teaching English to rural junior high school students in China. The results showed that based on the cooperative learning method in teaching English to rural junior high school students, there were differences in academic achievement based on the gender of the students. Arisetyawati, (2017) has proven that learning by using cooperative learning has an impact on increasing reading comprehension for grade XII students of SMA 3 Singaraja. The results of the study showed that the students' direct reading thinking improved well. Likewise, a study conducted by Tarigan et al., (2018) found that the use of cooperative learning with the Think Pair Share technique can improve students' reading comprehension of narrative texts at SMP Santo Petru Medan. It can be assumed that cooperative learning is very effective in improving students' competence and understanding in learning English.

Previous research, in general, using cooperative learning theory and has proven to significantly improve student learning outcomes. However, the SHS technique as part of cooperative learning theory is a new strategy that has never been applied to reading comprehension material. So in this study, we will examine how the SHS method can improve student learning outcomes in reading comprehension material in class VIII of SMPN 3 Pitumpanua, Wajo District, South Sulawesi. This study aims to see how the influence of the SHS technique that is packaged with the application of new habits (new normal) in improving students' reading comprehension. This research is classroom action research that looks at students' attitudes in the application of the SHS technique.

Students Helping Students (SHS) Technique in Cooperative Learning Approach

Cooperative learning is an approach in learning that is applied to improve learning outcomes through good cooperation between students. The cooperation is shown in study groups so that the learning model with a cooperative learning approach is carried out through group work. This group work can be done by at least 2 people per group. The group was carried out randomly regardless of gender, ethnicity, level, and social strata. It can be assumed that the purpose of this learning model is to shape students' attitudes and behaviour, as well as the distribution of learning outcomes.

According to Brown, (2007; 53) that cooperative learning is often identified with collaborative learning. However, cooperative learning prioritizes student cooperation and is more structured in directing students to work in groups in achieving learning objectives. Cooperative learning is a teaching method in which students maximize their learning and other students actively participate. In this method, students must be responsible for every learning activity given to them. Students realize that they can

achieve their personal goals if they achieve group targets (Johnson & Johnson, 1999). In the cooperative process, each student has the same understanding in realizing successful learning in groups. Collaborative-based teaching is practised by making small groups and students helping each other in the Saban learning process (in Yafuz, 2018:1). This kind of process motivates students more and also empowers them socially. In other words, working in groups not only improves students' academic knowledge but also improves their social relationships (Hancock, 2004).

In the cooperative learning approach, there are several strategies and learning methods that can be applied to improve student learning outcomes. One of the techniques under the Cooperative Method in its application makes students the centre of learning (students as the centre of learning), namely the Students Helping Students (SHS) technique. The SHS technique emphasizes active student involvement using smart/fast students in learning to help weak students in pairs (peer learning) or groups (group learning). many in one class with different understandings so that it is difficult to involve all students in each stage of learning can be overcome.

These teaching strategies and methods direct students to study together with friends. Such as solving problems in reading with friends, discussing the main ideas of reading, reading flow, learning to think, learning to respect each other's ideas, to working as a team in doing homework given by teachers at school. In the learning process, of course, face to face occurs between friends. However, seeing the Covid-19 situation which is still endemic, the implementation of this learning method is carried out in small groups and of course complying with health protocols. Judging from the characteristics of the method, it can be assumed that learning with a cooperative learning approach accompanied by the SHS method can teach students to dare to think and make decisions. So that not only maximum learning outcomes are expected in the learning process, but learning attitudes and behaviour are also part of this approach.

METHODS

The effect of the Students Helping Students (SHS) technique in improving the reading comprehension of SMPN 3 Pitumpanua students in the New Normal Era is a new study. As far as the author's observations, there has been no research specifically related to the application of the SHS method that is implemented in reading classes for junior high school students. This research is action research. This classroom action research is descriptive qualitative. Creswell, (2012; 577) suggests that action research is a research design with systematic procedures. This study aims to solve the problems faced by students. Creswell added that in this research, the researcher reflects on the problem, collects data, analyzes the data and implements the changes found in teaching. According to Sukardi (2003), classroom action research aims to improve and improve teacher professional services in handling teaching and learning activities. The design of this study refers to the conception of classroom action research by Kemmis et al., (2013).

This research has been carried out at SMPN 3 Pitumpanua, Pitumpanua District, Wajo Regency, South Sulawesi Province. In the implementation of this research, the focus is on students' understanding of reading texts in English subjects and students' attitudes towards the application of learning using the SHS technique. In the implementation of this study, there were two classes with a population of 66 students, then class VIII A as a sample with a total of 23 students. There are six study groups formed together with students, the determination of the groups is done randomly. The implementation of this research was carried out for 10 months starting from January to October 2021. The procedures for this research were identification of problems, implementation of tests, preparation of teaching materials, preparation of learning media for both limited offline classes and online classes, and preparation of learning evaluation tools.

This classroom action research was carried out in 5 actions. The steps for implementing the action are; the determination of study groups is carried out together with students, teachers and students discuss the material and technical implementation of learning, the teacher provides instructions on how to operate the SHS technique in reading comprehension learning, students and their study groups carry out text reading activities and work together with each other in understanding the text and answer questions, students express main ideas and record new vocabulary obtained in the text, students in each group representative explain what they read and retell in front of the online or offline class.

There are three types of data in this study, the first is data on the implementation of the SHS technique in improving students' understanding of the English text of class VIII A SMPN 3 Pitumpanua, the second data is data on test results, and the third data is data on students' attitudes towards the implementation of the SHS technique in learning. English at the junior high school level.

Data from the actions or results of implementing the SHS technique in reading comprehension learning is carried out in various steps, namely learning planning, action and reflection. Planning is done before the implementation of teaching English with the SHS technique to students. This planning stage, among others, refers to class observations that last one semester, namely the first semester of T.A. 2020/2021 in class VIII A and class VIII B of SMPN 3 Pitumpanua, teaching plans for one semester or during the research period, formulation of teaching strategies, preparation of teaching materials, preparation of learning media both online and offline systems.

There are two types of tests, namely pre-test and post-test. The types of questions in the initial and post-tests are the same. Both are tests of students' ability to understand the reading. The number of questions is 25 of them related to questions on reading titles, reading topics, vocabulary, types and text frameworks and statements of true or false (in the form of choices). A pre-test is given before the implementation of the SHS action/implementation in improving students' reading comprehension of English texts. While the post-test is given after the action or after teaching English with the implementation of SHS in improving students' reading comprehension of English texts. According to Rijal, (2016) that to see an increase in students' understanding of the reading given, it can be seen from the difference between the post-test results and the pre-test results.

Data on student attitudes were obtained through the distribution of questionnaires. Questionnaires were distributed through WhatsApp groups of students/parents with English subject teachers. The distribution of the questionnaire was carried out after the English language learning was completed, and the distribution of this questionnaire was aimed at obtaining responses from students on the implementation of the SHS technique in improving students' reading comprehension of English texts. The questionnaire contains 18 closed questions accompanied by answer choices with the highest score rating of 5 and the lowest score rating is 1. The questions in this study are related to students' opinions on the actions of learning English with the SHS Technique in the New Normal Era, about the activities of students and teachers during the learning process. , information on the level of students' understanding of the material being taught, responses to difficulties experienced by students, as well as data about things that happened during learning that can support the objectives of this research. After the data was collected, data analysis was carried out. The theory used in this study is the cooperative learning theory of Johnson & Johnson, (1999).

RESULTS AND DISCUSSION

This study has looked at three aspects, namely the first is the effectiveness of the application of the SHS technique in improving reading comprehension of English texts in class VIII students of SMPN 3 Pitumpanua Wajo district, the second is seeing the extent to which students' reading comprehension of English texts increases and the third aspect is how attitudes students on the application of the SHS technique in learning English at the junior high school level.

Implementation of SHS Techniques in learning reading comprehension

The implementation of the SHS technique in learning reading comprehension was carried out in class VIII A of SMPN 3 Pitumpanua, Wajo District, South Sulawesi Province. In the application of the SHS technique, there are 5 actions. Learning is carried out with two learning systems, namely limited face-to-face learning with health protocols and also online learning. This classroom action research was carried out in 5 actions. The steps for implementing the action are; the determination of study groups is carried out together with students, teachers and students discuss the material and technical implementation of learning, the teacher provides instructions on how to operate the SHS technique in reading comprehension learning, students and their study groups carry out text reading activities and work together with each other in understanding the text and answer questions, students express main ideas and record new vocabulary obtained in the text, students in each group representative explain what they read and retell in front of the online or offline class.

The teaching implementation in the first, second and fifth action sessions is limited offline. Limited in the sense that students are divided into two shifts, namely morning entry at 07.30 AM – 09.30

AM for 3 groups and 3 other groups entering at 09.30 AM-11.00 AM. While the third and fourth actions are carried out online. Considering that all students of class VIII A almost come from the same village, so they can study in groups in one place and follow the teacher's instructions online.

The first action is the determination of study groups, which is carried out by the teacher and students, which is preceded by a light discussion. This discussion discusses student consent in learning together with the team. The determination of the study groups was done randomly so that no one protested against their group. There are 6 groups, namely 5 groups with 4 members and 1 group with 3 members. The group leader will be chosen by each group and in learning all participants in each group must be active and have their respective roles. From the results of discussions with teachers and students, it can be concluded that group determination has been efficient. Given that the students of SMPN 3 Pitumpanua live side by side within the Pitumpanua sub-district, Wajo district, so that accessibility between students can be easily reached if distance learning is applied at any time.

The implementation of the second action is that the teacher provides SHS material in learning reading comprehension. Next, the teacher practices with the teaching team how to implement the SHS technique in reading comprehension learning which is done in groups. The teacher simulates how to understand reading such as determining the main idea of the reading, describing the main sentence in the reading, explaining the keywords in the sentence in a paragraph and explaining the construction of the paragraph. The operational instructions from the teacher were responded to well by the students which were marked by questions and answers. In this session, each group practised learning to understand and explain related readings. Students do the role play and one of them in each group acts as a teacher while the other students act as students.

The actions of the three students together with their study groups carried out text reading activities and cooperated in understanding the text and answering questions. There are several types of texts that are chosen to be given to students and each group gets the same type of reading text. Student activities in this action are the same as role-playing as in the speech that has been exemplified by the previous teacher. This learning activity is carried out outside the school environment and is controlled online by the teacher. So that the task of students in this activity is quite heavy because they have to study in groups, play roles and also do live video broadcasts through communication technology. This activity was carried out many times up to 7 meetings until it was continued to the next action (in the fourth action). Given that this activity is online by teachers and students, the obstacles faced include network constraints.

The next action is for students to make online presentations related to learning outcomes. The activity in the fourth action was also carried out up to 7 meetings because it was a continuation of the third act. Students take turns expressing the main idea to the teacher online. Students also convey the new vocabulary obtained in the text and students learn to give example sentences using the vocabulary contextually. In the sense that the vocabulary obtained in the text is used to make sentences in everyday communication in the community and this technique is conveyed orally.

The last action was the students in each group representative re-explaining their readings and retelling them in front of the online and offline classes. This is done because this action is also a continuation of the 3rd and 4th actions but sometimes the time available is very limited, besides that students and teachers sometimes experience network problems. Given the situation and condition of the SMPN 3 Pitumpanua school, it is not in the district city centre, so there are often network problems. The teacher decides to conduct a limited online meeting considering that this action activity is the output of reading results. This activity is also one of the assessments carried out by teachers to students individually and also student collaboration with their groups.

Test Results

The test was carried out twice, namely the pre-test and the post-test. The pre-test is carried out before the action or implementation of the SHS technique in teaching reading comprehension.

The pre-test for reading comprehension material given to class VIII A students of SMPN 3 Pitumpanua in the final semester of 2020/2021 contained 24 questions. In the pre-test questions for reading comprehension material, there are various types of readings and 3 types of questions, namely multiple-choice, essay and true or false choice questions. Giving a variety of test characters to train students to face academic tests with a very easy level (basic test). Although the types of questions are relatively easy, the results of the pre-test show that student scores are quite varied. Students get a score

with an average in the low category. Of the 23 students, 2 of them got good grades, 5 had moderate grades, and the rest were in low grades (see table 1). The test results indicate that the level of student understanding is still very low.

Table 1. The Pre-Test Result

Classification	Average Score	Frequency	Percentage
Very good	80-100	-	0,0
Good	70-79	2	9
Acceptable	60-69	5	21,8
Poor	50-59	12	52
Very poor	0-49	4	17.2
		23	100, 0

Diagram 1. The pre-test of reading comprehension Diagram



The implementation of the post-test is carried out after the auction. The post-test has the same type of questions as the initial test questions. The results of this post-test show a high percentage compared to the results of the initial test. Of the 23 samples, 2 students scored very well, 4 students had good scores, 15 students had moderate scores and 2 students had low scores (table 2).

Table 2. Post-test result

Classification Students' Score	Average Score	Frequency	Percentage
Very good	80-100	2	9
Good	70-79	4	17.2
Acceptable	60-69	15	21.8
Poor	50-59	2	9
0Very poor	0-49	0	0,0
		23	100, 0

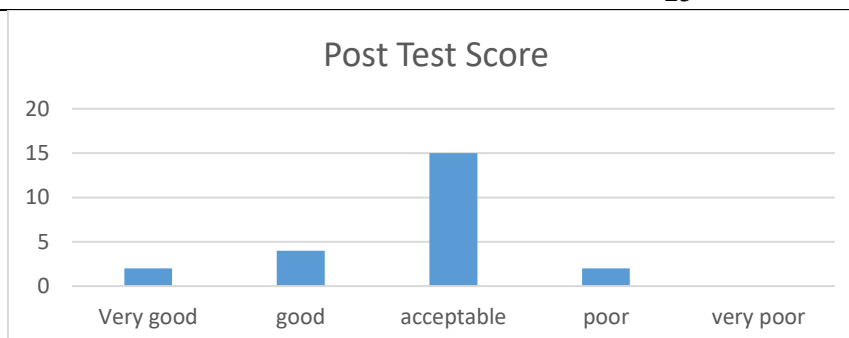


Diagram 2. post-test reading comprehension diagram

Student Attitude

The questionnaire was given to find out how the students responded. There are 18 question items, 14 general questions regarding attitudes towards English subjects and classroom situations and there are 4 items that specifically lead to the effect of the SHS technique in improving reading comprehension of English texts for class VIII A students of SMPN 3 Pitumpanua.

First, the SHS technique in reading comprehension material makes it very easy for students to accept English subject matter. Of the 12 respondents in class VIII A of SMPN 3 Pitumpanua, 4 students responded strongly agree that the SHS technique in reading comprehension material can make it easier for students to understand English subject matter.

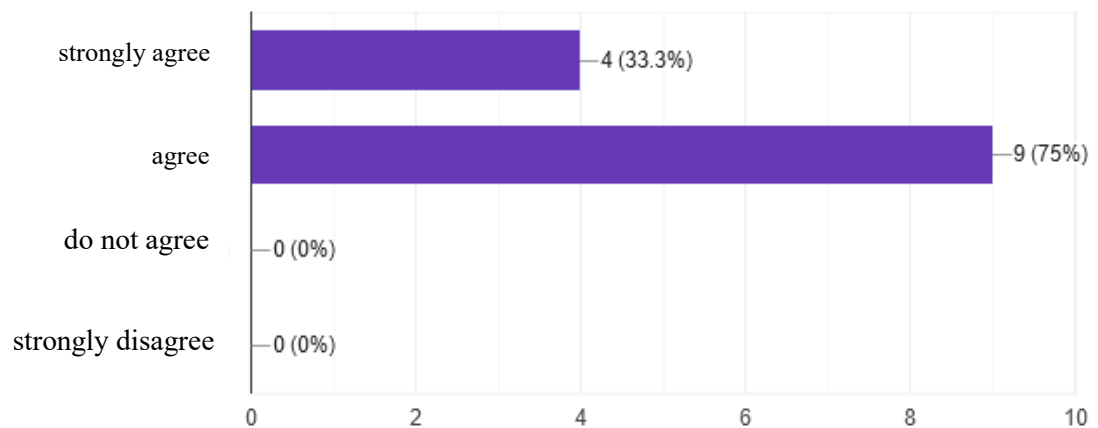


Figure 1. students' reading comprehension in understanding the subject matter

The second statement, the SHS technique is very helpful for students in understanding the main idea of reading. In this statement all respondents agree; 1 of them strongly agree and 11 respond agree.

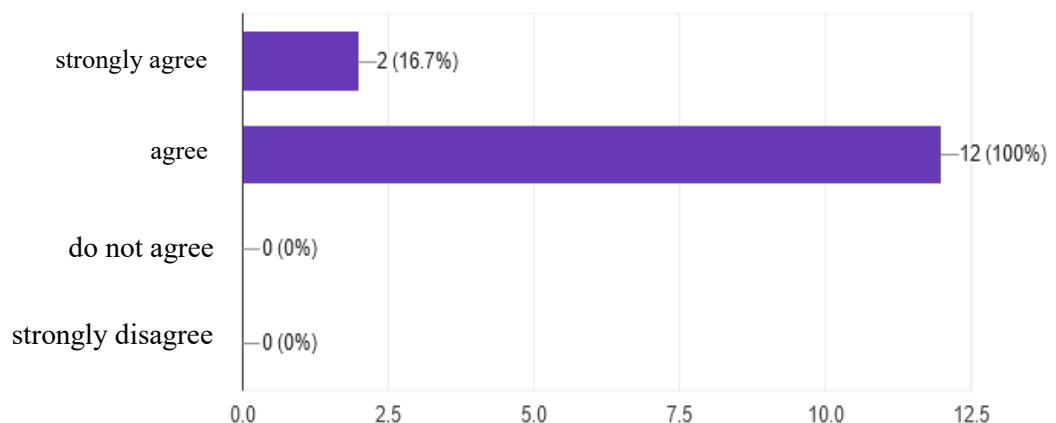


Figure 2. Students' understanding in understanding the main idea of reading

The third statement that the SHS technique is very effective in learning English in the new normal era

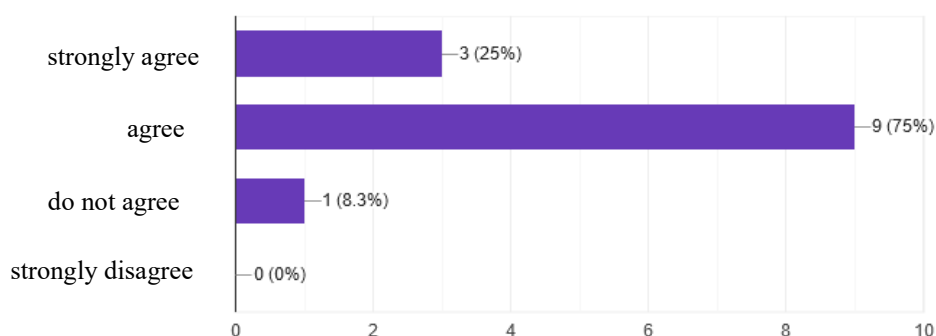


Figure 3. SHS technique effectiveness

The fourth statement is that learning together using the SHS technique is very helpful for teachers in carrying out the learning process in the new normal era

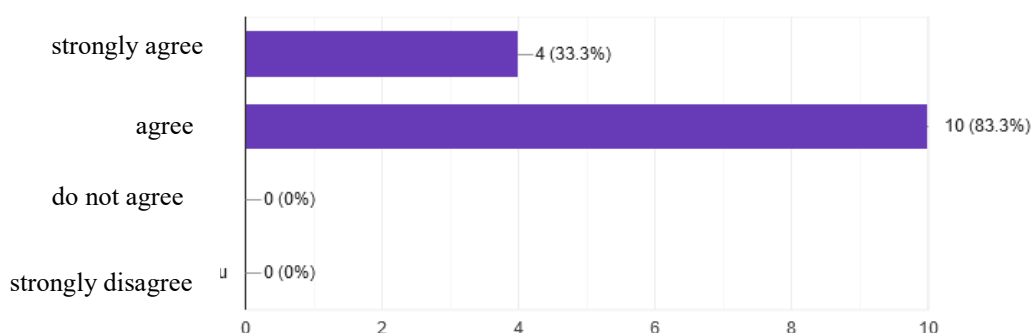


Figure 4. learn together using the SHS technique

Discussion

Learning English in class VIII of SMPN 3 Pitumpanua, Wajo district has been going well. In this study, learning English is focused on improving students' reading comprehension in English texts. The SHS technique is implemented as an effort to overcome the problem of weak student competence and students' reading comprehension in English lessons. Meanwhile, in English lessons, there are four aspects, both receptive and output. As a receptive aspect, namely reading and listening comprehension, it is the main aspect for junior high school students as beginner learners. So this aspect is the main aspect that should be a concern for teachers. Meanwhile, aspects of speaking and writing skills as output aspects will train students well if the receptive aspects have been understood. This does not mean that the skill aspect is excluded in learning English, but seeing the situation of SMPN students, especially in class VIII of SMPN 3 Pitumpanua, becomes a problem in itself with the difficulty of understanding foreign language lessons. This problem greatly affects the future of their education, including in the aspect of academic assessment in the classroom. As in the initial data exemplified in the background that the average student gets a very low learning outcome which is indicated by a C grade.

Departing from these problems, the researchers made a more effective and efficient English learning plan in this new normal era. The first step is to conduct a focus group discussion with the research team. Conduct a review of the applicable English education curriculum at the junior high school level. Making teaching materials by emphasizing improving the receptive aspect of learning English,

namely the aspect of students' reading skills. The next plan is the formation of a test class as a sample in this study, the formation of small groups in learning classes to minimize large classes in the pandemic era, making test questions both initial tests, tests and final tests, making presentation materials as motivational materials in learning English, preparation teaching materials (including material on the application of SHS techniques in reading comprehension lessons, reading materials that are relevant to the academic situation and also developing contemporary situations such as texts related to covid-19), offline and online learning planning, making group rules or class rules and other the last is learning evaluation.

The implementation of the SHS technique can improve the reading comprehension of grade VIII A students of SMPN 3 Pitumpanua. This is evidenced by the high final test results compared to the initial test results. The SHS technique affects increasing students' reading comprehension apart from high student scores on the final test, students also succeed in group work. The SHS technique developed in reading comprehension learning is very effective, this is evidenced by the implementation of the entire series of actions that went well. In each implementation of the action, students follow well and group cooperation is shown by making presentations in front of the teacher.

In addition to the teacher's observations above, the test results also showed a significant increase from pre-test to post-test. Although there are still students who get low grades, the presentation of high grades or good grades is still more than those who get low grades. The students who get low scores. It can be assumed that the application of the SHS technique has a positive effect on reading learning.

Related to the attitude of students, namely the distribution of questionnaires. In distributing the questionnaire, only 12 students responded online and the rest responded manually. Given that not all of them have personal cellphones, not all of them can provide online responses that are shared. However, students' attitudes towards the implementation of the SHS technique were very positive. Of the 12 respondents gave positive responses, both on general statements about learning English, teaching methods of English teachers and specifically on the implementation of the SHS technique in learning reading comprehension. Students assume that the SHS technique is very helpful for teachers in overcoming learning both online and offline. The application of the SHS technique has an impact on increasing students' reading comprehension and also on students' motivation in learning. It appears in the series of actions carried out as well as in student responses to the questionnaire given.

CONCLUSIONS AND SUGGESTIONS

Procedurally this research went well. Only some technical obstacles are faced by teachers and students. Teachers have difficulties both in deciding study groups and in implementing actions. Learning activities are carried out in two ways, namely online and offline. Seeing the situation and conditions in Wajo Regency, which is not a red zone for the spread of COVID-19, limited face-to-face learning can be carried out at SMPN 3 Pitumpanua. Offline learning is done by dividing shifts, namely 3 groups in the morning and 3 groups in the afternoon. In the implementation of online classes, students sometimes experience bad connections, so students have to go in and out of zoom.

In this study, there were several findings including improved student reading comprehension test results, learning English in the new normal era can run well even though there are still network constraints, students' attitudes towards learning with SHS techniques can be well received, there is an increase in student vocabulary that can be improved. evidenced in group presentation situations, students' enthusiasm for learning is shown when studying with friends and mutual respect becomes a point in learning.

The suggestions in the implementation of this research include the first to increase maximum learning outcomes, it is necessary to apply the SHS technique in learning to read with repeated cycles. The second is to see significant results, so in future studies, a large class is needed and a control class is needed. The function of the control class, in this case, is to see the significance of the difference between the action class and other classes. Third, in learning to read English texts, the teacher must prepare repeated simulations with a role-playing system. In addition, the reading material should be more varied and fun so that students do not feel bored in reading the text.

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