

THE STUDENTS' PERCEPTION TOWARD THE USE OF COOPERATIVE INTEGRATED READING COMPOSITION IN TEACHING READING REPORT TEXT

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Abstract

Reading skill is very important for students who mostly learn English through written text. They need some models from the teacher in comprehending reading text especially report text. This condition happened in SMA Negeri 1 Gubug. They still needed some models and attractive method in comprehending report text. They also felt less motivated and noisy when they read a text without any attractive activities. Therefore, this research is focused on the analysis of students' perception using Cooperative Integrated Reading Composition in teaching reading report text. The method used in this research was descriptive qualitative one. It used questionnaire as the data collection. The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. To sum up, the use of Cooperative Integrated Reading Composition gives a good impact for the students' reading ability viewed from their perception.

Keywords: students' perception, cooperative integrated reading composition, reading, report

Introduction

Reading skill is very important for students who mostly learn English through written text. They need some models from the teacher in comprehending reading text especially report text. This condition happened in SMA Negeri 1 Gubug. They still needed some models and attractive method in comprehending report text. They had less motivation and less interested when they read some texts especially report text. As we know that by reading a lot, students can enrich their vocabularies and their understanding to create a writing product. It means that, they need some stimulus to overcome their boredom when they read every time. In this case, the researchers applied CIRC strategies to support the students' perception on reading report text.

Reading is an interactive process in which readers construct a meaningful representation of a text.

The students are cooperative in reading by using CIRC and give the responses to a text (Gupta & Ahuja, 2014, p. 39). In addition, Adeyemi (2008) found that

students exposed to cooperative learning strategies performed better than their counterparts in the other groups. It means that cooperative learning or CIRC gives learning the team ability.

Therefore, this research is focused on the analysis of students' perception using Cooperative Integrated Reading Composition in teaching reading report text because they were less interested in reading skill, so the researchers support the students in learning quickly and have the right techniques.

Methodology

The method used in this research was descriptive qualitative one. It used questionnaire as the data collection. The subject of the study was the second year of Senior High School 1 Gubug. The researchers took two classes at the second year of Senior High School 1 Gubug.

The researchers used students' perception questionnaires which distribute to the students and analyzed the questionnaires using qualitative data analysis. Then, researchers analyzed the data qualitatively.

The questionnaires consisted of 10 questions which was chosen one of the answer in number with (V).

The criteria of the questionnaires were valid if $r_{arithmetic} > r_{table}$ in the significant standard $\alpha = 5\%$. Here was the result.

Table 1. The Result of Questionnaires' Validity

Criteria of Validity	Questionnaire Number
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Invalid	-

The result of the questionnaires validity showed that all of the questionnaires could be used in the research, because $r_{arithmetic}$ was better than r_{table} .

Findings and Discussion

The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. The results were obtained using the correlation product moment, formula.

The questionnaire had four categories. There were four answered such as; bad, neutral, good, and very good. It can be seen in the diagram below.

Table 2. The Result of Students' Perception Questionnaire

Number	%	Mean	Criteria
1	3.16%	3.16	Good
2	3.29%	3.29	Very Good
3	3.10%	3.10	Good
4	3.27%	3.27	Very Good
5	3.16%	3.16	Good
6	3.27%	3.27	Very Good
7	2.73%	2.73	Good
8	3.29%	3.29	Very Good
9	3.16%	3.16	Good
10	3.16%	3.16	Good

The mean of the scale above that the qualification for scoring two were very good and eight were good. The average mean of

questionnaire in criteria good had interval $2.50 \leq x < 3.50$. The result of calculation the questionnaire score percentage.

$$\begin{aligned} \text{Percentage} &= \frac{\text{the total score} \times 100}{\text{the amount of maximum score}} \\ &= \frac{1126}{1480} \times 100 = 76.08\% \end{aligned}$$

Based on the result of computation the percentage questionnaire above, the result was 76.08%. It meant that the interval had good category. The students in the experimental used CIRC was supported and significant.

There was scale of the percentage result qualification for scoring questionnaire such as:

Interval (+)	Interval (-)	Criteria
$3.25 \leq x \leq 4.00$	$1.00 \leq x < 1.75$	Very Good
$2.50 \leq x < 3.25$	$1.75 \leq x < 2.50$	Good
$1.75 \leq x < 2.50$	$2.50 \leq x < 3.25$	Poor
$1.00 \leq x < 1.75$	$3.25 \leq x \leq 4.00$	Very Poor

It was the result of calculation the scores of students' perception questionnaire:

$$\begin{aligned} M &= \frac{\sum \text{score}}{\sum \text{questionnaire}} \\ &= \frac{30.43}{10} \\ &= 3.043 \end{aligned}$$

Based on the computation of students' questionnaire above, the result was 3.043. It counted that the interval 2.50-3.25 from the criteria was good. It showed that the students had good effect in learning English using CIRC in their reading comprehension. The result of students' responses showed that there were eight answers were good and two answers were very good. It meant that the students responded well and they could learn easily using CIRC.

In addition, the researchers distributed questionnaires which to be answered by the students. The questionnaire consisted of ten questions. Firstly, the statement was the understanding about the reading text. It had of 3.16 which was

categorized good. Most of the students answered agreed. It meant that the students understood the information of the text when doing CIRC was applied. Secondly, the statement was the students enthusiastic. It had 3.29 which was categorized very good. Most of the students answered agreed. It meant that the students enthusiastically. Thirdly, the statement was “the important in learning reading. It had 3.10 which was categorized good. Most of the students answered agreed. Fourthly, the statement was reading is applied and help the students understood. It had 3.27 which was categorized very good. Most of the students answered agreed. Fifthly, the statement was the lecturer creates fun learning atmosphere. It had 3.16 which was categorized good. Most of the students answered agreed. Sixthly, the statement was the students like the reading”. It had 3.27 which was categorized very good. Most of the students answered agreed. Seventhly, the statement was the different application the reading. It had 2.73 which was categorized good. Eighthly, the statement was the interest of the reading text. It had 3.29 which was categorized very good. Ninth, the statement was the difficulties in applying the reading. It had 3.16 which was categorized good. Lastly, the statement was the benefit of reading. It had 3.16 which was categorized good.

From the explanation above, the students were enthusiastic, not boring and enjoyed the reading activities. It could be concluded that CIRC could create good atmosphere in reading activity.

Conclusion

The results of this research showed that the students' perception in reading report text using Cooperative Integrated Reading Composition had good responses and they joined the discussion enthusiastically. To sum up, the use of Cooperative Integrated Reading Composition gives a good impact for the students' reading ability viewed from their perception.

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