THE ANALYSIS OF STUDENTS' TEXT IN COOPERATIVE LEARNING ON THE STUDENTS' RECOUNT TEXT MASTERY

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Abstract

This study investigated the effects of students' text in cooperative learning on students' recount text mastery, and on their perfomance in their fisrt year classes at college. Seventy first year students of English Education Department STKIP Muhammadiyah Pringsewu Lampung (STKIP-MPL) in the academic of year 2014/2015 and a lecturer in the English Education Department of STKIP-MPL participated in this study. The data of this study came from two sources: a structured questionnaire and a set of semi-structured interviews. Descriptive statistics were used for analysis of the data coming from the questionnaire. Results indicated that students' text in cooperative learning has some positive effects on students' reading comprehension and on their perfomance in their first year classes at college.

Keywords: students' text, cooperative learning, recount text, reading comprehension

1. INTRODUCTION

Nowadays, the government policy is using genre approach in teaching and learning English. Swales (1990: 33) states that genre refers to a distinctive category of discourse of any type, spoken or written, with or without literary aspiration. Because of the reason above, the main material that has to be delivered to the students is a text. As what Canale and Swan in Richards and Rodgers (1993: 71) say, there are four dimensions of communicative competence. They are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. One of the communicative competence dimensions is discourse competence. Related discourse competence, in teaching and learning English the students must be able to interpret massage element in terms of their interconnectedness and how meaning is represented in relationship to entire discourse text. Harmer (1998: 68) states that an English teacher has an important job that is teaching students to read English text. He says that it is important part of teacher's job because many of the students want to be able to read texts in English either for

their careers, study purposes, or simply pleasures. Reading texts provides good models for English writing. When a teacher teaches the writing skill, he or she will need to show students a model of what she is encouraging them to do. Reading text also provides opportunities to study language including vocabulary, grammar, and punctuation, and to study the way of constructing sentences, paragraph, and texts.

In line with the theories above, in the *buku panduan akademik* for English department of STKIP-MPL, one of the program of teaching and learning English as a Foreign Language is focused on objectives to develop students' skills in listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. The focus of learning English is to achieve the ability to communicate meaningful, purposeful within form of oral or written text. To raise the goal, the students must understand the text, its purpose and features.

The purpose of this study was to examine the effect of students' text in cooperative learning on the students recount text mastery in reading class. Students' text means that the text discussed in teaching process is coming from the students. The students are allowed to find their own favorite text to be a main discussion in the class; therefore they will be interested in the discussion. The students will have good motivation to learn if their needs are fulfilled. Maslow in Elliot and friends (2000: 335) mentions that there are five basic needs. One of them is that people in this case students need for self-actualization. Tendency (in spite of the satisfaction of lower needs) feel restless unless we are being all that we can be. Encourage students to recognize their potential and guide them into activities that will enable them to feel both competent and fulfilled.

Major problems of students in comprehending reading text were as follows: first, the students have difficulty in finding the main idea of the text. It means that the students do not understand the whole idea of the text; second, the students have difficulty in finding the supporting ideas; third, the students have

difficulty in getting meaning of the word, phrase, and sentence. It causes students' difficulty in getting the messages of the text so it is difficult for students to find the main idea of the text; fourth, the students have difficulty in understanding the text organization. Those problems caused by the texts are not interesting. Texts are only from the students' books as the source of material to find the text in teaching process. The lecturer seldom asks the students to get or to choose their own text to be discussed in teaching process. By investigating the students and lecturer perception related to the students' text in cooperative learning, this study aimed at shedding light on the effects of students' text in cooperative learning on students' recount text mastery, and on their perfomance in their fisrt year reading class at college. The study addressed the following research questions in particular:What are the perceptions of the first year students of English education department related to the effect of students' text on their recount text mastery and on their perfomance in their first year reading class at college? What are the perceptions of the lecturer teaching at English Education Department of STKIP-MPL

related to the effects of students' text on students' recount text mastery and their perfomance in the reading class they took in their first year at college?

2. RESEARCH METHOD
Participants
The participants of this study were 70 (62 females and 8 males) first year students of English education department STKIP-MPL and 1 lecturer who lecturing at reading class at English Education Department of STKIP-MPL.

Instruments and data collection
The data of this study came from two sources: a structured questionnaire and a set of semi-structured interviews. The questionnaire used in the study was developed by the researcher. In the development process of the questionnaire, to ensure the validity and reliability, first of all, the researcher review the relevant literature and examined the questionnaires designed for similar purposes. Then, the first draft was sent to two experts to be reviewed in order to ensure the content validity of the questionnaire. Following the suggestions from the experts, the first draft of the questionnaire was revised and the

necessary changes were made in the second draft. The second draft of the questionnaire was piloted on 30 students. Those 30 students who were administered the second draft of the questionnare were not included in the group of 70 who were given the final version of the questionnaire. The main purpose of piloting the second draft of the questionnaire was twofold: (a) to test the internal reliability of the instrument, (b) to foresee the possible problems that can be encountered in the administration process do to the wording of the items. For the first purpose, *Cronbach's alpha* coeficient was calculated to see the internal reliability of the questionnaire The coefficient was found to be 77, which indicates a good internal reliability for the questionnaire. For the second purpose, in order to ensure the clarity of the questionnaire items, some minor changes in the wording of the items were made considering the problems encountered during the pilot study. The final version of the questionnaire focused on the participants' opinions related to the effect of the students' text in cooperative learning on their recount text mastery and their perfomance in their first year class at college. The questions in this section were answered on a five-point scale of agreement, from 1 (Strongly Disagree) to 5 (Strongly Agree). The final version of the question is given to 70 participants. The interview questions used in this study were developed by using similar procedure with the development of the questionnaire items.

Data Analysis

Descriptive statistics were used for analysis of the data coming from the questionnaire. Namely, participants' answers to each question were calculated in term of frequency and procentages. To aid analysis of the data and interpretation of the results, points 1 and 2, and points 4 and 5 of the five-point Likert-scale were combined during the data analysis procedure. Statistical Sciences (SPSS) was used for computing all the descriptive statistics and Cronbach's alpha coefficient. Regarding the data from the interviews, all the interview sessions were audio recorded and transcribed. Transcriptions were analyzed and categories in the light of the research questions of the study. First, the main categories were defined in the transcribed data, and then, the data were read and re-

read for the further analysis and categorization (Mackey & Gass: 2005).

3. FINDINGS AND DISCUSSION

Following the order of research questions given at the end of the first section, this section of the paper presents the results of the study. Result from the questionnaire are reported in terms of frequencies and procentages. All the interview extracts used in this section were translated into English by the researcher.

Students' perceptions related to the effects of students' text in cooperative learning on them

The second research question of this study asked students' perceptions about the effects of students' text in cooperative learning on their recount text mastery, and their perfomance in the reading class they took in their first year at college. The result presented the frequencies and procentages of the answers given to the questionnaire items regarding the second research question. Being consistent with the answers given in the section on recount text mastery and areas empasized in the learning process , results in in the table appear to indicate that the majority

of the students think that their learning in their last year at high school sharpened their recount text mastery. Also, again, the majority of the students *Agree or Strongly Agree* with the idea that the learning process using students' text in cooperative learning helped them a lot with their recount text mastery in their reading class of the first year at college. Furthermore, most of the participants *Strongly Agree or Agree* with the idea that students' text in cooperative learning helped them in understanding the text in the first year at college.

Interviews with the students revealed similar result. Students generally think that the using and the learning process using students' text in cooperative learning have had some positive effects on their reading skill, especially, on recount text mastery. The following extracts from two different interviewers demonstrates how they see the effects of students' text in cooperative learning on their recount text text mastery in their first year at college:

> *I think I can say that students' text had some good effects in term of finding specific information, main idea, communicative purpose, language feature, and generic*

structure of language feature of recount text....however, The learning process using cooperative learning was a valuable learning experience in my first year at college.

The learning process using students' text in cooperative learning had a lot impact in the reading class and my social life positively in my first year at college.....reading class become very enjoyable with students' text in cooperative learning...

The result showed that most of the students do not think that using students' text in cooperative learning was a valuable learning experience for them and that it affected their reading skills, especially, in recount text positively. In addition, a great majority of the students (70,6)% *Strongly Disagree or Disagree* with the idea that students' text affected their ability in finding meaning of the word in recount text. Furthemore, 72% of the students *Strongly Disagree/Disagree* with the statement that learning process using students' text affected their social life and their perfomance in their first year at college.

Lecturer's Perception related to the effects of students' text in cooperative learning

The research question of this study also asked the perception's of the lecturer who lecturing reading of the students in the first year at English department of STKIP-MPL related to the effects of using students' text in cooperative learning on students' recount text mastery and their perfomance in their perfomance in the reading class of the first year at college. The data to answer this question collected through interviews with one lecturer who lecturing at reading class. Regarding the effects of the students' text in cooperative learning on students of the first year at English department STKIP-MPL, the lecturer stated that the students' text in cooperative learning has a positive impact on students' recount text mastery. In general, she said that since the learning process places a great emphasis on facilitating the development of interest, lecturer should structure their classroom around goals such as inviting students to participate in meaningful projects with connections to the world outside of the classroom, providing activities that involve students needs and provide them developmentally appropriate challenges,

allowing students to have a major role in evaluating their own work and in monitoring progress, facilitating the integration and use of knowledge, and learning to work cooperatively with other students. Following is an extract from the interview with the lecturer:

Generally, the activity using students' text gave great facilities of the development their interest...because it was very challenging for them. They were really enjoy in doig their projects.... students' text in cooperative learning also integrated the use of knowledge and learning...students had much time to evaluate their own work and monitoring their progress...

4. CONCLUSION

In light of what has been discussed above, the results of this study indicate that students' text in cooperative learning has some positive effects on students' recount text mastery and their perfomance in their first year reading class at college.

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