

The Use of Cooperative Integrated Reading

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The Use of Cooperative Integrated Reading and Composition (CIRC) to Improve the Students' Reading Comprehension

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Abstract

In general, most of the students of seventh grade have difficulties in comprehending texts. The objective of this research is to investigate whether the Cooperative Integrated Reading and Composition (CIRC), can improve the students' reading comprehension at a junior high school in East Lombok Regency. The participants of this research were 25 students. This research was classroom action research which was done in two cycles. The data of this research were collected by conducting observation, test, and documentation, with the criteria of minimum mastery (KKM) of 75. There were two kinds of activities observed namely the teacher's activity and the students' activity. The students' ability was measured by using comprehension test. The result showed that the students successfully met the criteria of minimum mastery. It was indicated from the improvement of the students' mean score from 67 in Cycle 1 to 81 in Cycle 2. Moreover, the teaching activities improve from 74 in cycle 1 to 94 in cycle 2. Furthermore, the students' activity also improves from 47 in cycle 1 to 84 in cycle 2. In conclusion, CIRC method was found beneficial to improve the students' reading comprehension, and to enhance the teaching learning process of reading.

Keywords: CIRC, Improve, Reading Comprehension.

INTRODUCTION

Studying English as a foreign language in Junior High School level is getting important. It is strengthened through the government's policy that English subject has been included in the curriculum and it becomes one examined subject in the National Examination (Hakim & Saputra, 2020). Moreover, during the teaching and learning process of an English class, the learners are supposed to master the four language skills namely listening, speaking, reading and writing in order to use English well. The main goal of teaching these language skills is to enable students to interact successfully with native and non-native users of English in a variety of social and academic settings (Hotimah, 2017).

Reading is one of four language skills that has an important role for students, also known as reading comprehension. One's academic success has a strong correlation with reading. Reading can be defined as the ability to get understanding from written text. L2 reading can best be understood as a combination of skills and abilities that individuals bring to bear as they begin to read (Grabe & Stoller, 2002).

A person must be able to understand what the author writes in order to be an effective reader. It means that the readers have to catch the information which writer writes so that it can be seen the benefits in doing the reading. Besides, the importance of reading to students is quite vast. By reading, we learn things, develop new skills, improve in literature, train our brains and develop spelling, vocabulary skills, and so many things. Suggest that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this poses our first problem for teachers because reading aloud is a favorite classroom activity in their reading classes (Eskey, 2002).

Meanwhile there are some conditions of the learning especially in reading class. A study by Rahman (2020) shows a relative high use of metacognitive strategies. Therefore, the students are forced to have metacognitive strategies knowledge. Ifanti (2012) states that most EFL students do not have good reading habits though they formally learnt English at school. It can be caused by less motivation given by teacher or parents at home. Reading habit is a repeated form of reading practice which means the activity needs to be done regularly. Reading comprehension requires familiarity with the topic to motivate students in reading it. Usually people are interested in reading when they think that the reading will be useful for them. This is why the topic given in the classroom should be the one the students think they need.

Based on the preliminary observation the researcher found that the students had difficulties to understand in reading class. Most of the students show low motivation. Besides that, students feel that reading is a lesson that is boring. So the effect on the willingness of reading and learning achievement of children that itself and make the students low score in learning English especially reading comprehension question.

Cooperative learning as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and to provide students with the skill of collaborating, cooperating sharing and socializing (Gupta & Ahuja, 2014). Slavin (1995) mentioned that there are many types of cooperative learning which are easily adapted to different subjects and students. Some of the types are namely Students Teams Achievement Divisions (STAD), Teams Games Tournament (TGT), Cooperative Integrated Reading and Composition (CIRC), Team Accelerated Instruction (TAI), Learning Together, Jigsaw, Group Investigation, Structured Dyadic Method, and Complex Instruction, Cooperative Integrated Reading Comprehension (hence CIRC), one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Durukan, 2011).

CIRC technique can help to improve students ability in reading comprehension, but there is some problem the researcher is interested in solving those problems experienced by students include difficulties in the use of CIRC to develop the reading skills of the students still face problems in reading comprehension the which is required to be solved by applying CIRC. And the differences characteristic of students are some of the students are interesting to study English. The other students are still confused and difficult to understand English especially lazy to read comprehension, because they are bored with the teacher's teaching technique (Pransiska, 2016).

There are numerous study has been done that shows the effectiveness of CIRC through the teaching learning process. Saputri, et.al (2017) stated that CIRC technique with audio visual medium can be applied successfully when students learn to write news. Cooperative learning requires that students work together to achieve goal which they could not achieve individually. Gupta & Ahuja (2014) claimed that learning strategy CIRC benefited more in their reading comprehension achievement than the students who received instructions through conventional method of teaching. Adri & Haryudin (2019) also mentioned that implementation of cooperative learning based CIRC learning models is effective on students' reading abilities in English learning. Hayati (2018) stated that CIRC could improve students' reading comprehension as most of the students gave positive response to CIRC. Another study done by Dewi, et.al (2019) shows that science uno card-assisted CIRC method on solarsystem topic was effective in improving classification and scientific communication skills. Moreover, the utilization of CIRC with mobile learning as teaching strategy can enhance students' reading comprehension (Ma'ruf & Anjely, 2020).

Regardless the effectiveness of CIRC there are limited study about the use of CIRC technique in reading class in secondary level school especially in East Lombok. Therefore this study is intended to find the effectiveness of CIRC technique to improve the students' reading comprehension at a junior high school in East Lombok Regency.

METHOD

This research used a Classroom Action Research (CAR) design. Classroom action research is research conducted with the aim of improving the quality of learning in the classroom (Wiriaatmadja, 2014). This research focuses its research object on all existing things in the class, both physical and non-physical. This means that all the things that happen in the classroom when learning takes place. Classroom action research consists of four series of activities carried out in a repetitive cycle, namely planning, acting, observing and reflecting (Kunandar, 2011).

The procedure of this research consisted of two cycles. The researcher conducts pre-tests for learners before going on the cycle. Then, the first cycle and second cycle are conducted by the researcher if the two cycles can't increase the score of the students. Until the score of students can be achieved, the researcher completes the next cycle, explained as follows:

1. Planning stage

In this stage the researcher collaborated with teacher to discuss the action planning strategies for the learning activities. It is also time to decide the role of researcher and teacher during the study.

2. Acting stage

In this stage the researcher did the overall planning into action. The researcher teaches how to enhance the student's reading comprehension through the use of CIRC in the teaching and learning process.

3. Observing stage

In this stage the teacher conducts the observation of teaching learning process especially for the teacher's activity and students' activity based on CIRC technique. Both of the observations were marked and calculated to consider the rate of learning success.

4. Reflecting stage

In this stage the researcher does data analysis of the learning process by reflecting to the result of observation and test. The data obtained was analyzed to look for the weaknesses of the overall stages. These weaknesses should be the consideration in the next cycle.

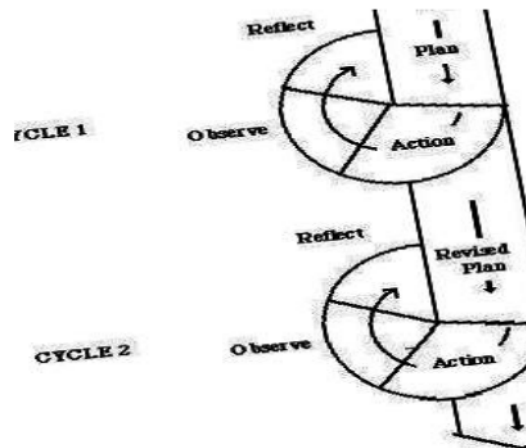


Figure 1. Classroom Action Research Design
(Kemmis & McTaggart, 1990)

There are several instruments that are used in this study in obtaining the data. They are observations, test, and documentation. Each of the instruments will be described as following. Observation was used to know the implementation of CIRC technique during teaching and learning technique especially for the teacher's activity and students' activity based on CIRC technique. Meanwhile, test used to measure the students' achievement in reading skill and this research used written is a test given to students at the end of each lesson and answered in writing.

Documentation was used to support the data in this research such as, school's profiles, books, lesson plan, schedule, and attendance list of the teacher and students. In order to analyze the data and to find out the students' progress in reading comprehension, the researcher used the following formula adopted from Hartiny (2010). This formula is used to

calculate the students' average

$$x = \frac{\sum x}{N}$$

Note:

$\sum x$ = Total of students' Score

N = Total of
Subject x =
Average

The category of students successful in this research is when they are passed the indicator of success grade (KKM). The passing grade of English lesson used at the school is 75. The research expected that were at least 80% students who passed the grade of KKM. It means this research already successful to promote students' reading comprehension

RESULT AND DISCUSSION

This Classroom Action Research was conducted in two cycles. The topic of the first and second cycle was narrative text. There are two types of data in this research namely quantitative and qualitative data. These data were obtained through two types of instruments namely observation sheet and test. To obtain the students' improvement in reading comprehension, some reading tests were conducted at the end of each cycle. Table 1 shows the comparison of students' activity observation score in each cycle.

Table 1. The Comparison of students' activity observation scores

	Cycle 1	Cycle 2
Sum	15	27
Mean	47	84
Category	Poor	Very good

In Cycle 1 the average value of student scores was 47 and it belongs to poor category. The acceptance of learning by students is still not maximized so that there are several aspects that need to be improved by students such as reading comprehension, marking important things contained in the reading text, student activity in the learning process and so on.

Meanwhile in Cycle 2 the average score of students was 84 and it belongs to very good category. This means that student activity during the teaching and learning process increased from cycle 1 and obtained a very good category which means student participation is very good and this is the last observation on the activity.

Furthermore in order to know the improvement of teaching by using CIRC technique, some observation deal with the teacher activities through CIRC teaching procedures were conducted. Table 2 shows the comparison of teacher's activity observation score in each cycle.

Table 3. The Comparison of Students' Scores

	Pre-cycle	Test in Cycle 1	Test in Cycle 2
Sum	1067	1675	2025
Mean	43	67	81
Category	Poor	Good	Very Good

The results showed the student's average score before teaching was only 43 or poor category. Then, after applying the CIRC technique in cycle 1, the students' reading ability scores were 67 or good category. Finally the score in cycle 2 was 81 or very

good category. It means that CIRC technique is able to increase students' reading abilities. At cycle 1, the researcher used CIRC technique to raise the students' awareness of CIRC technique in a passage and helps them quickly grasp the main idea and summarize the text. CIRC can help students to understand the material. At cycle 2, based on the observation sheet, it was known that students' activity in the class room was fair. It can be seen that the students' score in observation sheet which categorized as fair. In this cycle, all students paid attention toward the lesson during the class.

The result shows that CIRC technique was effective to improve students reading comprehension. This fact also proved by the real result that had got on the research. CIRC made the students interest in learning English, especially for reading material. The students felt enjoy, enthusiast with the material given, and more interest to learn English. This study is also comparable to a study by Prajogo (2021), Budiarti et al., (2020) that mentions there is a positive influence of the CIRC on students' reading comprehension.

CONCLUSION

This research has purpose to improve students' reading comprehension using CIRC technique. The result showed that the students successfully met the criteria of minimum mastery. It was indicated from the improvement of the students' mean score from 67 in Cycle 1 up to 81 in Cycle 2. Meanwhile teacher activity mean score from 84 in Cycle 1 up to 94 in Cycle 2. In conclusion, CIRC technique was found beneficial to improve the students' reading comprehension, and to enhance the learning process of reading.

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