

THESIS ARTICLE
**THE EFFECT OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) ON STUDENTS' READING COMPREHENSION AT
THE EIGHT GRADE OF SMPN 11 MATARAM**



*Submitted as a Partial Fulfillment of the Requirements for Sarjana Degree in
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Mataram University*

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JURNAL HASIL PENELITIAN
THE EFFECT OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) ON THE STUDENTS' READING
COMPREHENSION AT EIGHT GRADE OF SMPN 11 MATARM

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ABSTRACT

The objective of this research is to investigate whether the effect of cooperative integrated reading and composition (CIRC) can improve the student s' reading comprehension or not. The subjects of this research are the eighth grader while the samples are class A and B which consist of 34 students in every class. This research is an experimental research which is conducted at SMPN 11 Mataram. The researcher divided the sample into experimental and control group. The experimental group were treated with CIRC technique while control group with conventional technique.

The research instrument was divided into three main phases, pre test as a first test which was administered firstly, then treatment and the last was post test. The experimental group gained 46 and 63 for the lowest and the highest scores. While, in the post-test gained 49 and 81 for the lowest and the highest scores. The control group in the pre-test gained 45 and 81 for the lowest and highest scores, while in the post-test reached 46 and 80 for the lowest and highest scores. It can be concluded that there was significant improvement from data the treatment was conducted. It can be proven that the use of CIRC improved students' ability in reading comprehension at the eighth grade students of SMPN 11 Mataram.

Key words: CIRC, Reading Comprehension, Cooperative Learning.

ABSTRAK

Penelitian ini bertujuan untuk meneliti apakah Cooperative Integrated Reading and Composition (CIRC) memiliki dampak dalam meningkatkan kemampuan membaca lancar siswa. Subjek penelitian ini adalah seluruh siswa kelas delapan sedangkan sampelnya adalah kelas A dan B yang terdiri dari 34 siswa di setiap kelas. Penelitian ini termasuk penelitian eksperimental yang di lakukan di SMPN 11 Mataram. Peneliti membagi sampel menjadi kelas eksperiment dan keas kontrol. Kelas eksrimental diberikan perlakuan dengan menggunakan tehnik CIRC sedangkan kelas kontrol dengan menggunakan tehnik konvensional.

Instrument dalam penelitian ini di bagi dalam tiga tahapan, pre tes, merupakan tes pertama yang di berikan, selanjutnya treatment dan yang terakhir adalah post tes. Kelas eksperimental meraih skor 46 dan 63 untuk skor terendah dan tertinggi. Sedangkan, dalam post test meraih skor 49 dan 81 untuk skor terendah dan tertinggi. Kontrol grup mendapat 46 dan 80 untuk skor terendah dan tertinggi dalam pre test, dan mendapat 46 dan 80 untuk skor terendah dan tertinggi untuk post test. Ini dapat di katakana bahwa penggunaan CIRC meningkatkan kemampuan membaca lancar siswa pada kelas delapan di SMPN 11 Matarm.

Kata kunci: CIRC, Reading Comprehension, Cooperative learning

A. INTRODUCTION

This research was inspired by the researcher's experience when she did practicum in SMPN 11 Mataram. Based on the researcher's observation, a great number of students had difficulties in learning reading. The students in that school came from different background, thus they had different ability. Those who came from elementary schools that taught English had better ability in English than those who never received the English lesson in their previous schools. This made the teacher deliver the learning materials repeatedly because not all of the students understand them.

The researcher was of the opinion that the approach used by the teacher in the process of teaching reading skills indeed influences the students' interest in engaging in the learning process. The teacher's conventional technique in teaching reading apparently made the students unable to express their ideas and creativity to solve the reading problem. Thus they become bored during the class. Additionally, another triggering factor that adds up to this situation is student's lack of awareness about the importance of learning reading. While the role of reading comprehension was very important for the learners, especially to get prepared for the national exam, the attainment of reading skills in junior high school was still far from expectation. In this regards, Ediger (in Celce-Murcia, 2001) stated that reading was the most essential skill of all because it can increase the other English skills such as writing and speaking. Moreover,

Smith and Johnson (1980; 45) affirmed that reading comprehension was concerned with understanding, evaluating and utilizing of information and ideas through an introduction between a reader and author. From this stand point, it could be restated that the role of reading was vital in the teaching of English.

Pertaining to the importance of reading, the researcher was of opinion that the teacher should apply different techniques of teaching reading in order that the students can be better engaged in the learning process. This signifies that students should be actively involved, either individually or collectively, in the learning process through the use of various learning approaches. Such a proposition was relevant to the spirit of the newest curriculum of 2013, which emphasizes a student-centered approach. Thus, the teacher should actively seek teaching techniques that engage students to work together to solve reading problems as suggested by the curriculum.

For this reason, the researcher considers to propose the use of Cooperative Learning in this context to address the issue. Cooperative learning was defined as an approach that facilitates students work together in a team to master materials assigned by the teacher. There have been different variants of Cooperative Learning used by different authors in the literature. For example, Slavin (1990: 130) mentions a number of teaching techniques which derive from Cooperative Learning, such as Student Teams Achievement Divisions

(STAD), Teams-Games-Tournaments (TGT), Jigsaw, Group Investigation (GI), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Learning Together (LT), Group Discussion (GD). A number of authors (Gokhale, 1995, Klingner & Vaughn, 1998, Kontopoulos, Ford, & Roth, 2007) reported that Cooperative Learning techniques were proved to have positive impacts on the improvement of students' reading ability.

In this research, the researcher proposes to use of CIRC technique to investigate the problem in the teaching of reading comprehension. The use of this technique in a number of literary was claimed as a comprehensive program for the teaching of reading in the upper elementary and middle grades (Slavin, 1990). In the same vein, Robert, et al (cited in Lukman; 2010) affirm that CIRC has been successfully applied in a number of experimental studies as an effective teaching approach for reading and writing. The technique has proved to provide maximum opportunities for meaningful input and output to interactive and supported environment (Slavin, 1990). The theory of CIRC technique and its varied application were in harmony with the pedagogical implications of the input, socialization, and interactive theories of second or foreign language. This technique emphasizes that the students work in a small or medium group to engage in the learning activities pertaining to

the mastery of reading comprehension skills. The major tenet of CIRC is the use of cooperative teams to help students learn reading comprehension broadly.

For the purpose, in this study the researcher investigated the effect of CIRC on reading comprehension of the eighth grade students of SMPN 11 Mataram in academic year 2014/2015.

- **Research Problem**

Does Cooperative Integrated Reading and Composition (CIRC) have any significant impacts on the English reading comprehension of eighth graders of SMPN 11 Mataram?

- **Research Objective**

To find out whether Cooperative Integrated Reading and Composition (CIRC) have significant impacts on the English reading comprehension of eight graders of SMPN 11 Mataram.

- **Research Hypothesis**

The hypothesis of this study is formulated as follow.

1. Ha: there is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on reading comprehension.
2. Ho: there is no significant effect of Cooperative Integrated Reading and Composition (CIRC) on reading comprehension.`

- **Significance**

The significance of this research generates two outputs, i.e. theoretical and practical contributions.

Theoretically, this experimental research was expected to contribute better understanding of a theoretical input for developing effective

reading knowledge related to CIRC technique. Practically, this study was expected to contribute a positive effect to the teaching of reading to EFL teachers and students. It is expected that CIRC technique becomes an alternative in the teaching of English particularly in the reading area.

- **Scope and Limitation of the study**

1. The subject of this study was limited to the eight-grader students of SMPN 11 Mataram in the school year 2013/2014
2. The object of this study was limited to the effect of CIRC on Students' Reading Comprehension at the Eighth Grade of SMPN 11 Mataram.

B. Research Method

This study was classified as quasi-experimental design. This research design involves selecting a number of variables from groups of students without any random pre-selection processes. As the name denotes, Quasi-experimental design was often described as non-randomized, pre-post intervention. Typically, the subject in quasi-experimental was not randomly assigned to the treatment group (Ary, et.,al. 2010). This design was often used to determine whether a teaching strategy or method has the intended to effect on the participants of the study. The type of quasi-experimental design used in this research was a non-equivalent control group. This design was characterized by deliberate self-

selection of subjects into the treatment and control condition. From this explanation, it can be inferred that the design consists of two major groups, i.e. the experimental group and control group.

In this study, the quasi experimental design is formulated as follows:

Gro up	Prete st	Treatm ent	Postt est
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

(Ary, et., al. 2010)

Note:

E Experimental group

C: Control group

Y₁: Pre-test

Y₂: Post-test

X: Treatment which is given to experimental group

Sugiyono (2007:80) stated that population was defined as a research objects or subjects which certain quality and characteristic have determined by the research in order that the researcher can make conclusion and generalization about. The population in this study involved the eighth year students of SMPN 11Mataram. There were sixth classes in the eighth year and each class consisted of 34 students. While, Arikunto (2006) stated sample was the representative of the majority or the population to be studied. For this study, a cluster sampling technique was used. Cluster sampling was defined as a kind of sampling from which the members of the samples are chosen

based on the naturally formed group or a group that are naturally grouped together (Ary, et.al. 2010: 154). So here, the researcher chooses two sections that at least appear to be similar class.

The accuracy of the result of the research mostly depends on how accurate the use of instrument was. The data of the study was obtained by using a test in the form of reading test.

a. Pre-test

To collect data, the researcher administered the pre test to both of group. In this test, the researcher used the combination of essay test form and multiple choice test form.

b. Treatment

Treatment was the process or manner of behaving toward or dealing with a person or thing (oxford, 1995). The term treatment used in control group was conventional. In this group, the researcher taught the students as usual. As regards the experimental group, the researcher conducted the teaching learning process by employing CIRC teaching technique. The researcher divided the students into a small number of group; one group consists of 3 until 4 students.

c. Post test

Post test in this research was conducted after the students got the treatment. In the post test, the students got the test which had the same concept as pre test. The level of questions' difficulties was also same with the pre test.

d. Try-Out test

Before conducting the actual test, the test which was prepared and used in a post test went to a try-out on another group of students. The try out test was administered to make sure that the test was valid and reliable. In this try-out test, there were 20 items of questions.

1. Validity test

Validity was the extent to which the tests measure what they were expected to measure (Fraenkle&Wallen,1993).

Furthermore, Brown (1994: 254) stated that validity was the degree to which the test actually measures what it is intended to measure. Whereas Nitko (1996:16) stated that, validity refers to the soundness of or interpretation and uses of students' assessment result. Based on those definitions, the researcher concludes an instrument was valid if it measures what should be measured.

To know about the validity of the test which was used in this research, the researcher tried the test in the other student who was not included in experimental group or control group or the researcher had to make try out test in another class. The data which was gotten from tryout gave information to the researcher about the students' ability in reading comprehension and also the researcher can identify the variety of the question's difficulties level. There were 20

questions; 15 were multiple choices and 5 questions were essay, but in this case, only multiple choice items could be analyzed.

1 Reliability test

Reliability was the way to measure the consistency and the stability of the test (Fraenkel & Wallen, 1993). Reliability was important since a test should be reliable to obtain a valid data. Tuckman (1989) defines test reliability as a test that gives consistent measurement.

The test can be called reliable if the test which has been done in the experimental group gets score higher than t table. Although the test has been done in many times, the score of the experimental group is still higher than t table.

The formula is described as follows:

$$t = \frac{MX - MY}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{NX + NY - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where : M : Mean score of each group

N : Number of Subject

X : Deviation of X_2 and X_1

Y : Deviation of Y_2 and Y_1

Arikunto, (2006: 280-281)

Criteria :

1. If t-test (t_o) \leq t-table (tt) in significance ranks 0.05 (95%) and 0.01 (99%), H_o (Null Hypothesis) is accepted.
2. If t-test (t_o) \geq t-table (tt) in significance ranks 0.05 (95%)

and 0.01 (99%), H_o (Null Hypothesis) is rejected

C. Research Findings

In analysing the data, the researcher used t-test in order to know the effect of using Cooperative Integrated Reading and Composition (CIRC) in teaching reading.

From the test which was administered, there were 3 invalid questions and 12 were valid. While, cronbach's Alpha was .968, it was higher than 0.65 and it was indicated that the test which has been administered was reliable.

• **Hypothesis testing**

The researcher finds out that the result of t-test was 3.94 with df 66. The value of t-table at significance level 0.05 was 2.39 while at the level of 0.01 the t-table was 1.67. It indicates that H_o is rejected and the H_a is accepted. It means that CIRC has an impact in reading comprehension.

• **Discussion**

There was a significant different achievement between the experimental and the control group in terms of the means of each group. The mean score of experimental group is higher than the control group. It obviously indicated that the students of experimental group did the test better than the students of control group. The materials of the test were presented to the two groups by the same teacher and the same

length of time. The instructional activity was only distinguished by the applied technique. The experimental group was treated by using Cooperative Integrated Reading and Composition (CIRC), meanwhile the control group was treated by conventional or traditional technique. This finding showed us that the treatment given to experimental group was successful.

After distinguishing both t-test and t-table, it was gained that the value of t-test is higher than that of t-table which indicated that they were significantly different. This means that Cooperative Integrated Reading Composition (CIRC) affected the students' reading comprehension. This finding is relevant to Durukun's thesis which entitles "Effects of cooperative integrated reading and composition (CIRC) strategy on reading-writing skills". It was found that by using CIRC strategy the student can improve the English reading comprehension. In the same vein, Fachriza (2010), found that CIRC strategy could improve students' reading comprehension and made the students more active and the condition of the classroom was more alive after the researcher apply the CIRC strategy.

Regardless of such findings, the study found several weaknesses. First, it lacked time. Initially, the researcher wanted to divide the students' group from their achievement in their pre test

score. So, every member in the group had different level of ability which could complete each other. However, it was not realized because not all members wanted to join the group chosen by the researcher. This makes the time wasted.

In conclusion, the study shows that the experimental group gained higher mean score and significant effect in the two scores. Thus, it can tentatively be said that the experiment group was more successful than the control group using Cooperative Integrated Reading and Composition (CIRC) in teaching reading comprehension. The study also reveals that Cooperative Integrated Reading and Composition (CIRC) is effective in developing student's English mastery at the eighth grade of SMPN 11 Mataram in the school year 2014/2015.

D. Conclusion

Based on the Data Analysis and the Discussion in the previous chapter, the researcher finally concludes as follows:

- There was a significant impact between the students' progress before and after being taught using cooperative integrated reading and composition.
- . The result of the calculation of t-test formula with the score indicates that CIRC proved to be effective for classroom use. This was signified by higher t-test compared to the t-table value. Then the researcher concludes that the alternative

hypothesis (Ha) was accepted and obviously null hypothesis (Ho) was rejected. In other words CIRC proved to be quite effective to teach reading comprehension.

E. Suggestions

Based on the results obtained in this study and discussions in the previous chapter, there are several suggestions that the writer would like to present.

- **To the English Teachers**

Teachers of English are expected to do the following things.

Since most students said that reading comprehension is very difficult, teacher's creativity is needed to help them cope the problem. Teacher need to find a media to help students in reading. One way to do it is by using cooperative integrated reading and composition in teaching reading English text. By using a specific media, it is expected that students will get interested in reading English text.

- **To the Students**

The students are suggested to do the following things.

1. When the teacher introduces cooperative integrated reading and composition, students should focus on its importance to help them in understanding the material which is introduced by the teacher.

2. The Eighth grade of SMPN 11 Mataram should be given opportunity to express and develop their competency in reading by using Cooperative Integrated Reading and Composition (CIRC).

3. Students need to know that cooperative integrated reading and composition is good to be applied in reading English text. By using it in reading text, students are able to organize their ideas visually and connect any major ideas to the main topic; therefore, students will be able to see the relation among the ideas.

- **To Other Researchers**

Other researchers interested in Cooperative Integrated Reading and Composition technique could do similar research with wider scope and population. CIRC can be applied in other aspects of learning, not only in teaching reading. This research was executed in Junior High School, hopefully, another researcher conduct in higher education level, whether in Senior High School and university level.

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