

# Using Cooperative Integrated Reading and Composition (CIRC) Method to Improve of Students' Reading Comprehension at The Second Grade Students of SMP Negeri 1 Wasile

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## Abstract

The objective this research is to find out the improvement of students' reading comprehension at the Second grade Students of SMP Negeri 1 Wasile by using cooperative integrated reading and composition (CIRC) Method. The result of observation and interview to the English teacher in SMP Negeri 1 Wasile, the researcher found that many students got difficulty when they read the texts. They cannot find the meaning and information in the texts. Therefore, researcher took since she wanted help the students to solve their problem in reading comprehension. Based on the problem above, the researcher used cooperative integrated reading and composition (CIRC) method to improve students' reading comprehension. The researcher used pre experimental design with non-equivalent control group design (Gay, 2006, p. 225). The group given pre-test, treatment and post-test. The sample of this research were 15 students. In collecting data, the researcher used one kind instrument namely reading test. The data collected will be analyze based on the scoring the students' answer and Calculating the mean score of the students' answer by used the formula. The scoring of student's posttest is higher than pretest. Researcher can concluded that there is an improvement of students' reading comprehension by using CIRC Method. Some aspects that improve students' reading comprehension is CIRC Method direct students work together in a group to comprehend reading material to answer questions based on story. There are some advantages in cooperative learning, they are: positive interdependence, face to face primitive interaction, individual accountability, interpersonal and small group skills.

**Keywords-** reading comprehension, cooperative integrated reading and composition (CIRC)

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## Introduction

English is a tool of communication in the world. By using English people can share information for each other. Realizing the important of English, our government has determined that English must be taught in school. Based on the English curriculum, the languages master four language skills. They are reading, writing, speaking to communicate



with the language. Reading as one of the language skill is very important in language teaching and learning process but, it is not easy to do. Those skills must be taught integrated as much as possible.

Reading is one of the four skills of English. It is skill that of English. It is skill that needs more attention from the student, because in reading the students have good interaction with the text in order to get meaning in the text.

Reading is a vital skill for everyone, including students. (Mikulecky, 2004) say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

There are some factors influencing the students' low reading skills, one of them is that the teachers still keep practicing the traditional methods in the teaching and learning process. In this method, the teacher still relies on the students' reading speed. There are some students who can read and understand the text quickly, but some of them need extra time to read and understand the same text. The students who can understand the text, they can find the information in the text easily. Otherwise, students who need extra time to understand the text, they get confused.

The result of observation and interview to the English teacher in SMP Negeri 1 Wasile, the researcher found that many students got difficulty when they read the texts. They cannot find the meaning and information in the texts. For example the students are very difficult to find out specific information and the main idea of texts. Therefore, researcher took since she wanted help the students to solve their problem in reading comprehension.

Based on the problem above, the researcher used cooperative integrated reading and composition (CIRC) method to improve students' reading comprehension. Cooperative Integrated Reading and Composition (CIRC) Method is comprehensive program to teach reading and writing to Elementary School on the high levels and Junior High School (Madden, 1986).

The statement of the problem in this research is: is the used of cooperative integrated reading and composition (CIRC) method can improve students' reading comprehension at the Second grade Students of SMP Negeri 1 Wasile. The objective this research is to find out the improvement of students' reading comprehension at the Second grade Students of SMP Negeri 1 Wasile by using cooperative integrated reading and composition (CIRC) Method.

## **Review of Related Literature**

### *a. Definition of Reading Comprehension*

(Smith B. Nila. & Alah, 1980) State that reading comprehension means the understanding, evaluating, and utilizing of information and going through an interaction between reader and author.

(Thinker A. Miller & Cullough, 1975) state that reading comprehension is not just read aloud but reading also establish and understand the meaning of the words, sentences, paragraph sense and relationship between ideas.

Based on explanation above we can classified that read is try or process to understand and know about the information or something guide the reader to more comprehend and active to think process and practice the comprehensions skill.

### *b. Factors Affecting Reading Comprehension*

There are many ideas of the factors affecting reading comprehension proposed by some experts. (Klingner J. K. Vaughn, 2007) State that reading comprehension involves much more than readers' response to the text. It is a complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.



(Hafner, 1874) Proposes two factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the main factors influencing reading comprehension. The second are background knowledge and experience. When the readers have good sufficient background knowledge about the theme of the text readers going to read, it will help him a lot in comprehending.

There are three interactive elements which affect comprehension: the reader, the text, and the context. The reader is doing the comprehension. The reader's capabilities, abilities, knowledge, and experiences affect the act of reading. The text is a material that is read. The context is a part of the comprehension activities.

#### *c. Cooperative Integrated Reading and Composition Method (CIRC)*

Cooperative Integrated Reading and Composition (CIRC) Method is comprehensive program to teach reading and writing to Elementary School on the high levels and Junior High School (Madden N. A. Slavin, 1986). In CIRC, the teacher use novel or reading text contain exercise and story. They may use or do not use reading group, as like in traditional reading class.

Most of activities in CIRC, students follow the series of teachers 'instructions, practice team, pre-evaluation team, and quiz. The quiz will be done when all of the members of the group have ready. Because of the students, learn with suitable material in level of their capable, so they have the some chance to success. Contributing of students in their team base on the quiz's score and make independent arrangement, it makes sure there is a responsible of every student (Palinscar A. S., 1984).

The promoter of CIRC is resulted of an analysis a traditional problems in teaching reading, writing and art of speak. One of the purposes of CIRC program is to increase the opportunity students in read aloud and get feedback from their reading activity with make the students read for their friends in their group and train them about how to make respond each other in their reading activity (Cook, 1992).

(Palinscar A. S., 1984) State that comprehension can be improved by teaches the students to embrace, ask questions, explain, and prediction. (Slavin R. E., 2005, p. 203) States that main purpose of CIRC is using cooperative team to help the students to know how to understand the reading text. CIRC consists of three important elements; they are based bound activities, direct instruction to understand reading text and art of speak and writing. In these activities, students work in heterogeneous teams. All the activities follow regular cycle that involves presentation from teacher, group exercise, and independent exercise, pre judgment of friend, additional exercises and test.

#### *d. Cooperative Learning*

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. According to (Johnson, 1999, p. 2) Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals. Each student can achieve his or her learning goal if and only if the other group members achieve theirs (Sudrajat, 2008).

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and which each learner is held accountable for his or her own learning and is motivate to increase the learning of others (Slavin O. K., 1991).

For all of statements, cooperative learning is much more than being physically near to other students or sharing material among students. So cooperative learning is not having students sit side by side at the same table to talk with each other as they do (Smith J. J., 1991) their individual assignment.

## **Research Method**





13	S13	10	4	100	40	38.5	Very Poor
14	S14	10	3	100	30	35.75	Very Poor
15	S15	10	2	100	20	33	Very Poor
<b>Total Score (<math>\Sigma X</math>)</b>					420	528	
<b>Mean Score (<math>\bar{X}</math>)</b>					28	35.2	

**Table 4.1 the students' Score of Pre-test**

The tables above reveals that most of the students were in the very poor of classification and other were and other was gaining lower than score  $\leq 40$ . Thus, researcher concluded that the students had lack of reading comprehension toward material and need more lessons to make them better. In the table, no one student reaches the classification of fairly good, good, very good and excellent. One student got the classification fair, one student got the classification poor, and thirteen students got the classification very poor. So, based on the table above, it showed that the percentage of the students score of the students' reading comprehension was still low.

*b. Treatment*

After the researcher give the pre-test and known about students' result in reading, so the next the researcher give treatment through CIRC in teaching reading. In treatment step the researcher would like conducted CIRC used some steps. They are: firstly, reading team. If used-reading team, students are divided in some groups, which were consisted of 2-4 students, or teacher directly gives lesson to the class. The activities is about story, the Students used a reading text or novel, teacher introduced a story and discuss in each team, it took 20 minutes in every meeting. In this group, teacher determined the purpose of reading, introduced new vocabularies, repeat the old vocabularies, discussed story after read it, and so on. After introducing a story, students gave stories which consist of some activities that they have to do in their team. The activities were reading from a pair. It is the students read stories by using silent reading in turns with his partner, after that they read the stories loudly. And the other students as listener and made correction, teacher gave judgment to saw all group activities. After that writing organization of story and reading. In reading activity, the students have to determine the organization and structure of the sentence. Students have to know to identify characters of the stories, background, find out the problems in the stories, and how to solve the problems in the stories. Next the students saying words loudly, Students were given a list of new vocabularies and complicated vocabularies. Students tried to read the using right pronunciation with their partner until they can read it well. The next step is meaning of word, which students have to find out the meaning of the listing vocabularies in dictionary, and tried to write the meaning of sentences. After that, the students continue with telling story. After reading the story and discussing it in their team, students made summary as main point of the story with their team. And the last steps in treatment through Use CIRC is spelling. Which students spell some difficult words with their friends and help each other to pronounce those words as well.

*c. The Students' Result of Post-test*

After analyzing the students' result of pre-test and give the treatment to the students, researcher then analyze the students' post-test, which was shown on the table below:

No	Students	The Number of Items	Correct answer	100	Score	Average	Classification
1	S1	10	9	100	90	52.25	Very Good
2	S2	10	8	100	80	49.5	Good
3	S3	10	8	100	80	49.5	Good

4	S4	10	9	100	90	52.25	Very Good
5	S5	10	7	100	70	46.75	Fairly Good
6	S6	10	7	100	70	46.75	Fairly Good
7	S7	10	8	100	80	49.5	Good
8	S8	10	5	100	50	41.25	Poor
9	S9	10	8	100	80	49.5	Good
10	S10	10	4	100	40	38.5	Very Poor
11	S11	10	8	100	80	49.5	Good
12	S12	10	8	100	80	49.5	Good
13	S13	10	8	100	80	49.5	Good
14	S14	10	7	100	70	46.75	Fairly Good
15	S15	10	7	100	70	46.75	Fairly Good
<b>Total Score (<math>\Sigma X</math>)</b>					1110	717.75	
<b>Mean Score (<math>\bar{X}</math>)</b>					74	47.85	

**Table 4.2 the students' Score of Post-test**

Based on the data of students' result in the table above, it showed that the students got higher score than result of pre-test although no one students achieve the excellent classification. In the post-test, there were two students got very good classification, seven students got good classification, and four students got fairly good classification, one student got poor classification and one student got the very poor classification.

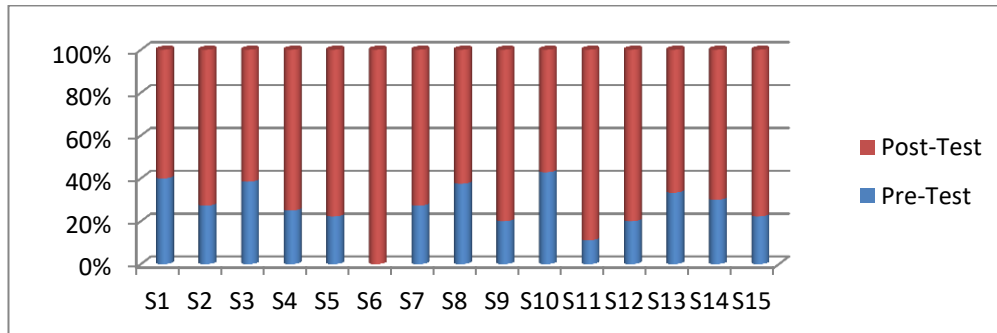
The data above showed that the students got higher score than pre-test. In the other hand the students got the best score after the researcher conducted CIRC. So the researcher concludes that using CIRC as a media are able to improve the students' reading comprehension at SMP Negeri 1 Wasile.

d. *The Result of pre-test and post-test were presented in the following*

No	Students	Score of Pre-Test ( $X^1$ )	Score Of Post-Test ( $X^2$ )	Gain (D)( $X^2 - X^1$ )	D <sup>2</sup>
1	S1	60	90	30	900
2	S2	30	80	50	2500
3	S3	50	80	30	900
4	S4	30	90	60	3600
5	S5	20	70	50	2500
6	S6	0	70	70	4900
7	S7	30	80	50	2500
8	S8	30	50	20	400
9	S9	20	80	60	3600
10	S10	30	40	10	100
11	S11	10	80	70	4900
12	S12	20	80	60	3600



13	S13	40	80	40	1600
14	S14	30	70	40	1600
15	S15	20	70	50	2500
$(\Sigma X)$		$(\Sigma X^1)420$	$(\Sigma X^2)1110$	$(\Sigma D)=690$	$(\Sigma D^2)476100$



## Discussion

### *The Improvement of Students' Reading Comprehension*

In teaching reading, the researcher used CIRC as activity to improve the students' reading comprehension. The result of the total score and the mean score of the second grade students of SMP Negeri 1 Wasile. The data above collected through test that to improve the students' reading comprehension by used CIRC. It was supported by the frequency and rate of the students' score of pre-test and post-test. After conducting the CIRC, the students' score in post-test was high than before.

In the treatment process, the researcher had done the teaching learning process more interesting by using CIRC Method. The students would do the different learning process, which the students made imaging what they were read. It indicated that the students were more active and helps them answering the question towards comprehending the text. CIRC Method in improving the students' reading comprehension can help the students to read and make the students to enjoy a lesson.

The students were also very interested in learning reading using CIRC Method as shown on the table. Based on the result of students' score the researcher found that there was a significant difference between the result of per-test and post-test. It is mean that there was a significant difference result of pre-test before and after teaching and learning process by using CIRC Method. This was because learning by using an interesting Method that could enlarge their new experience and knowledge.

The scoring of student's posttest is higher than pretest. Researcher can concluded that there is an improvement of students' reading comprehension by using CIRC Method. Some aspects that improve students' reading comprehension is CIRC Method direct students work together in a group to comprehend reading material to answer questions based on story. There are some advantages in cooperative learning, they are: positive interdependence, face to face primitive interaction, individual accountability, interpersonal and small group skills.

In teaching reading, students use reading text or novel to read. After reading story, they are writing structure or organization of the story, find out unfamiliar words and meaning of those words. After reading story and discussing it in their team students make summary as main point of the story.

## Conclusion

Based on the result of data and previous discussions of the research, it can be concluded that using CIRC Method is able and significant to improve the students' ability in reading



comprehension at the Second Year of SMP Negeri 1 Wasile. It can be seen as follow: First, CIRC Method is effective to improve students' reading comprehension. The result of the research gets the students' mean score in posttest that is higher than in pretest. It is mean that the reading comprehension ability in terms of reading at SMP Negeri 1 Wasile have improvement after using CIRC Method. Moreover, CIRC method helps students to improve their comprehension in reading. It proved that the treatment by using CIRC method could be an effective way to improve students' reading comprehension. Second, the improvement of students' reading comprehension is significant. It can be indicated through The students were like it in using Cooperative Integrated Reading and Composition (CIRC) method in their daily reading, because most of them gave positive responses toward the method.

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