THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF MAN 2 MODEL MAKASSAR

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Abstract

This study is aimed to improve the reading comprehension of eleventh grade students at MAN 2 Model Makassar by using CIRC Method. CIRC Method is chosen to practice the communication in the target language. The research problems are: (1). Does the use of CIRC method improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar? (2). Are the students interested in teaching Narrative text through CIRC method of the eleventh grade students of MAN 2 Model Makassar?. The objectives of the research were (1) to find out whether or not the use of CIRC method can improve reading comprehension of the eleventh grade students of MAN 2 Model Makassar. (2) to find out the students' interest toward teaching Narrative text through CIRC method. The research applied *Quasi-experimental Design*. The population of the research was the Eleventh Grade students of MAN 2 Model Makassar in academic year 2013/2014. The sample was IPS 2 as Experimental Group consisting of 33 students and IPA 2 as Control Group consisting of 37 students, with the total sample 70 students. The researcher used *Cluster Random Sampling*, two classes of the eleventh grade of MAN 2 Model Makassar were took as the experimental class and the control class. The experimental class taught by using CIRC Method while the control class taught by conventional learning method. The data were collected through reading tests namely Pre test and Post test, that were analyzed by using SPSS 20.0 version. The result of the data showed that there was significant difference between the students' score who were taught CIRC method and non CIRC method. It proven by the mean score of the experimental group that was higher than control group in the post test. The result of the test indicated that using CIRC method significantly improved the students' reading comprehension. Then, the questionnaires were analyzed by using Likert Scale that showed the students were interested in learning English through CIRC Method. The findings of this study indicated that the implementation of CIRC Method has improved the students' reading comprehension.

It is revealed through the students active participation, the increasing self-confidence and their ability to practice the discussion in the classroom. It is also revealed that the students' achievement of the post test with mean score 72.59 is better than the mean score of the pre test 52.39. The questionnaire also proves that the students are interested in learning English after the implementation of the CIRC Method. The students' active involvement has also improved. Due to these results, is suggested to the teachers to use the CIRC Method not only as an alternative for teaching reading comprehension, but also for students to be more motivated in increasing their reading comprehension by discussing in CIRC Method.

Key words: reading comprehension, narrative text, circ method, interest.

Abstrak

Penelitian ini dimaksudkan untuk meningkatkan pemahaman membaca pada siswa kelas sebelas MAN 2 Model Makassar dengan menggunakan metode CIRC. Metode CIRC dipilih untuk latihan komunikasi untuk mencapai sasaran bahasa. Rumusan masalah penelitian ini adalah (1). Apakah dengan menggunakan metode CIRC dapat meningkatkan pemahaman membaca pada siswa kelas sebelas MAN 2 Model Makassar? (2). Apakah siswa tertarik pada pengajaran teks naratif melalui metode CIRC pada siswa kelas sebelas MAN 2 Model Makassar?. Tujuan penelitian ini adalah (1). Untuk mengetahui apakah penggunaan metode CIRC dapat meningkatkan pemahan membaca pada siswa kelas sebelas MAN 2 Model Makassar. (2). Untuk mengetahui minat siswa terhadap pengajaran teks naratif melalui metode CIRC. Penelitian ini menggunakan metode Quasi-experimental Design. Populasi penelitian ini adalah siswa kelas sebelas MAN 2 Model Makassar tahun pelajaran 2013/2014. Sampel penelitian ini adalah siswa IPS 2 sebagai kelas eksperimen yang terdiri atas 33 siswa dan IPA 2 sebagai kelas control yang terdiri atas 37 siswa, dengan total sampel sebanyak 70 siswa. Penelitian ini menggunakan Cluster Random Sampling. dua kelas dari kelas sebelas MAN 2 Model Makassar, dipilih sebagai kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar dengan menggunakan metode CIRC sementara kelas control diajar dengan menggunakan metode konvensional. Data dikumpulkan melalui tes bacaan yaitu Pre test dan Post test. Data dikumpulkan melalui tes bacaan yang kemudian dianalisa dan dikalkulasikan dengan menggunakan SPSS versi 20.0. Hasil data menunjukkan bahwa ada perbedaan yang signifikan antara nilai siswa yang diajar dengan metode CIRC, yang dibuktikan dengan mean score dari kelas eksperimen yang lebih tinggi dari pada kelas kontrol pada tes post test. Selain itu hasil uji signifikan menunjukkan bahwa penggunaan metode CIRC dapat meningkatkan pemahaman

membaca siswa. Kemudian Angket dianalisa dengan menggunakan Likert Scale yang menunjukkan bahwa siswa tertarik dalam belajar bahasa inggris melalui metode CIRC. Hasil dari penelitian ini menunjukkan bahwa implementasi dari metode CIRC adalah meningkatnya pemahaman membaca siswa dan minat siswa terhadap metode tersebut, yang ditunjukkan melalui keaktifan partisipasi siswa dalam belajar, percaya diri, dan kemampuan mereka dalam berdiskusi, juga dibuktikan pada prestasi siswa dalam tes kedua yaitu post test dengan nilai mean score 72.59 lebih baik dari nilai tes pertama yaitu pre test 52.39. dari Angket juga dibuktikan bahwa siswa tertarik dalam belajar bahasa inggris setelah dilakukan pengajaran melalui metode CIRC yang ditunjukkan dengan meningkatnya keterlibatan siswa dalam proses belajar mengajar. Dari hasil ini, disarankan kepada guru untuk menggunakan metode CIRC yang bukan hanya sebagai salah satu alternatif pengajaran reading comprehension tapi juga bagi siswa agar termotivasi dalam meningkatkan pemahaman membaca melalui metode CIRC.

Kata kunci*:   pemahaman membaca, teks naratif, metode komposisi terpadu membaca dan menulis secara koperatif-kelompok, minat*

Introduction

Reading is an essential skill that affects academic achievement in all areas, as a basic skill that needs to be owned by everyone, many educators consider reading as a cornerstone for success in school and throughout life. It is particular importance in people's life that becomes an important activity in any language class, not only an activity to search for information and pleasurable activity, but also as a consolidating and extending one's knowledge of the language. According to Israel (2007:3) the behaviors that good reader use help them to construct meaning while reading make evaluations of text, and make connections with prior knowledge and experiences. Harmer (1991:190) states that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.

While, comprehension is the main purpose of reading. Read does not only mean to interpret the script but also to understand the message of the script. The RAND Reading Study Group, (2002:11) states that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

Based on the definition above, it can be said that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

In MAN 2 Model Makassar, narrative text did at the first semester. The researcher decided to choose narrative text in this study because it is one popular and common form of reading. Narrative texts can be used to improve students' motivation in reading, while one purpose of narrative text is to entertain, Besides it contain morals and themes. Therefore, it can be used to teach moral lessons. As Alderson (2000: 63-65) explains, what causes difficulty in texts is the way the text is written; its styles or features that make one text different from another. Furthermore, narrative is one of the text that can be used in teaching reading, it is useful for the teacher to achieves the instructional goals of teaching learning process because is necessary in order to help students succeed in their English reading.

Narrative text can be used to improve students' reading ability. Students are excited to know what will happen next. According to Bruder and Henderson (1998) explain, the ability to read can be affected by some factors, such as linguistic aspect, prior knowledge, and reading technique.

Interest occurs when people are interested in something as it is compatible with their needs or because they feel that what they learn is important for them. In other words, if students are interested in learning English they will study it easily and seriously. By this way, their abilities will be likely to increase. Interest also influences the process of learning result. Hidi and Dawey (2007) in Nadirah (2012:36) explained that interest is one of the primary factors that will determine that whether or not reading will occur at all and how long it will persist is the level of interest.

Good teaching method is also still rare among the teachers. Learning and teaching method can be considered to be a good method if it is systematic procedure created by teacher that is based on the teachers' learning and teaching experience. In this case, the method is applicable, enjoyable and the most

important is that the method determines the teacher and the students' roles in class properly.

Using appropriate method in teaching process, the teacher can make the students active because it is one of the elements or factors that should be considered by the teacher to increase the students' outcome or to make them successful in their English.

CIRC is a cooperative method that introduces the latest techniques of practical training curriculum on teaching reading. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts. It has three principle elements: story-related activities, direct instruction in reading comprehension, and integrated language arts/writing. Program developers include *Robert Slavin, Robert Stevens, Nancy Madden, and Anna Marie Farnish.*

Cooperative integrated reading and composition (CIRC) technique is 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 (Açıkgöz, 1992; Yaman, 1999).

In CIRC students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing.

Methodology

The researcher had gathered data and information about the students' difficulties faced by the students in reading by implementing Cooperative Integrated Reading and Composition (CIRC) method. The researcher applied *quasi-experimental design*, with nonequivalent control group design. In this research, the researcher used cluster random sampling, two classes randomly to

represent the experimental and control group. The total number of sample was 70 students.

The researcher used pre test score as a guidance to group the students heterogeneously during the treatment. After giving pre test and knowing the students proficiency and prior knowledge in reading comprehension, the researcher gave them treatment in reading narrative text by implementing Cooperative Integrated Reading and Composition (CIRC) method. The steps activities of implementing the method in experimental group were drawn as follows:

This step, the researcher began from pre-reading activity, while-reading activity, and post-reading activity. Pre-reading activity is the activity of students and teacher prepare them for the task and make them familiar with the topic. The researcher did while-reading activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the reading tasks in groups, each group that consists of four or five students. The last step is post-reading activity. In this activity the students must present the report of group work in front of class. Then the researcher gave conclusion and test (distributing students' worksheets).

a. Before reading

1. Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave some questions.
2. Teacher (Researcher) explained the objectives of learning.
3. Teacher introduces CIRC method and explain about narrative text.
4. Teacher asked the students some questions to motivated them to guess the story talking about.
5. Teacher enlightens students to predict the main content of the story.

b. During reading (applying CIRC method)

1. Forming groups. Teacher formed groups of heterogeneous students.
2. Teacher displayed a narrative video which related to reading material that will be taught and learnt for the students.
3. Teacher distributed the script of reading materials.

4. Teacher asked the students from each group to read the text, or story with peer group.

5. Presentation. Retelling story about the sequences and other important parts of the story in written forms, then each group presented their findings or report.

6. Responses. Where students have to provide feedback from the discussions that have been read by other groups, their responses were in oral or written (composition) form.

7. Making conclusion. The students were summarized the story.

c. After reading

1. teacher asked the students to give their comments related to reading material.

2. teacher gave a summary explanation in comprehending the reading material.

3. Closing. After all the process had finished, the teacher evaluated students by giving a test.

4. Feedback (Learning Log).

5. The last, the teacher gave suggestions to the students to study hard. Then, the teacher say *salam* to closed the meeting.

Findings and Discussion

1. Students' reading comprehension achievement in pre test and post test.

Table 1. Frequency and Percentage of Students' Pre test of experimental and Control Group

Classification	Range of score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	0	0	0	0
Good	76 – 85	2	6.06	1	2.70
Fairly Good	66 – 75	7	21.21	4	10.82
Fair	56 – 65	3	9.09	15	40.54
Poor	36 – 55	19	57.58	14	37.84
Very Poor	0 - 35	2	6.06	3	8.10
Total		33	100	37	100

Table 1 reveals that before giving the treatment most of the students' pretest results for experimental group was in poor classification. The aggregate percentage of experimental group, categorized as low achiever was 100 percent

(33 students) indicated that, 19 students (57.58 percent) were in poor classification, 2 students (6.06 percent) were in very poor classification, 3 students (9.09) were in fair classification, 7 students (21.21 percent) was in fairly good classification, and only 2 students (6.06) were in good classification and there was no student in very good and excellent classification.

In control group, table 1 indicates that most of the students were in fair classification where the percentage of pretest in control group categorized as good achiever were 15 students (40.54 percent) in fair classification, 14 students (37.84 percent) were in poor classification, 3 students (8.10 percent) were in very poor classification, 4 students (10.82 percent) in fairly good classification, and 1 student (2.70 percent) was classified as good classification, and in control group there were no students in two classifications very good and excellent. Based on aggregate percentage both experimental and control group showed that low achievers were bigger than high achievers. Both of them are dominantly in fair and poor classification.

Table 2. Frequency and Percentage of Students' Post test of Experimental Group and Control Group

Classification	Range of score	Experimental Group		Control Group	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
Very Good	86 – 95	3	9.09	0	0
Good	76 – 85	12	36.36	3	8.10
Fairly Good	66 – 75	12	36.36	19	51.35
Fair	56 – 65	3	9.09	11	29.73
Poor	36 – 55	3	9.09	2	5.41
Very Poor	0 - 35	0	0	2	5.41
Total		33	100	37	100

Table 2 illustrates that most of the students in experimental group after the treatment were in categorized in good and fairly good classification, while in control group were in fairly good classification. Where the percentage of post test in experimental group categorized as good achiever was 3 students (9.09 percent) in very good classification, 12 students (36.36 percent) in good classification, 12 students (36.36 percent) were in fairly good classification, 3 students (9.09 percent) in fair classification and only 3 students (9.09 percent) were classified as

poor classification, and none of them were in very poor classification. While in control group based on aggregate percentage shows that, the students' score tend to spread evenly in fairly good, fair, poor and very poor. Where only 3 students were categorized in good classification (8.10 percent), 19 students belong to fairly good classification (51.35 percent), 11 students were categorized as fair classification (29.73 percent), 2 students in poor classification (5.41 percent) and 2 students in very poor classification (5.41 percent), and none of them were categorized in very good and excellent classification.

Table 3. The Mean Score and the Standard Deviation of Students' Pretest of experimental and control group.

Group	N	Mean	Standard Deviation
Experimental Group	33	52.39	14.195
Control Group	37	54.21	11.617

Table 3 shows that the mean score of students' pretest of experimental group is 52.39 and control group is 54.21. Based on the table 3 shown above, it was concluded that the students mean score of experimental group was statistically same with control group. Gay (2006: 124) states that the difference between close score is essentially the same to the students mean score between experimental and control group was relatively the same when the variables have equal intervals. Those experimental and control group had the same or relatively the same baseline knowledge in reading comprehension before the treatment.

Table 4. The t- test of the Students' Pretest of experimental and Control Group.

Experimental & Control Group	N	Alpha (α)	Probability Value
Pretest of experimental and control group	70	0.05	.558

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) of independent samples tests (t-test for Equality of Means), that is, a test to know the significance of difference

between the result of students' mean scores in all mean score of pre test and post test.

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha (0.558 > 0.05). It means that there is no a statistically significant difference between the average scores of the students of experimental and control group in pre test. In other words, the students' reading comprehension achievement of both groups before conducting the treatments were almost the same.

Table 5. The Mean Score and the Standard Deviation of Students' Post test of experimental and control group.

Group	Mean	Standard Deviation
Experimental Group	72.59	10.628
Control Group	64.93	10.501

Table 5 shows that the mean score of students' post test of experimental group was 72.59 and control group was 64.93. The mean score of experimental group was higher than control group (72.59 > 64.93) and the standard deviation for experimental group was 10.628 and control group was 10.501.

It shows that after the treatment, the result of experimental group on the mean score is higher than the control group. It proves that the treatment with CIRC method gives more improvement to students' reading comprehension achievement than treatment with non CIRC method.

Table 6. The t-test of the Students' Post test of experimental and Control Group

Experimental & Control Group	N	Alpha (α)	Probability Value
Post test of experimental and control group	70	0.05	.003

Table 6 indicates that the statistical hypothesis is based on statistics test in probability value (significant 2-tailed). The probability value was lower than alpha (.003 < 0.05). It means that H_1 was accepted and H_0 was rejected. Because of that condition, the treatment was conducted to both groups. It was concluded

that after giving the treatment to the both groups, using CIRC method in experimental group and non CIRC method in control group, the students' reading comprehension achievement of both groups were significantly different.

From the description of the students' reading comprehension achievement in the pre test and post test result as shown in table 1 to 6 above, it also described in the following table of the students' improvement on their reading comprehension of experimental group and control group.

2. The students' interest in learning reading.

Based on the data analysis the researcher found that the students' interest in learning reading narrative text of the eleventh year students of MAN 2 Model Makassar by using CIRC method was positive. After analyzing the score, it was found that the mean score was 80.82 with standard deviation 8.826. This is classified as High Interest.

The data of students' interest toward the application of CIRC method in teaching reading comprehension also was described in the following figure.
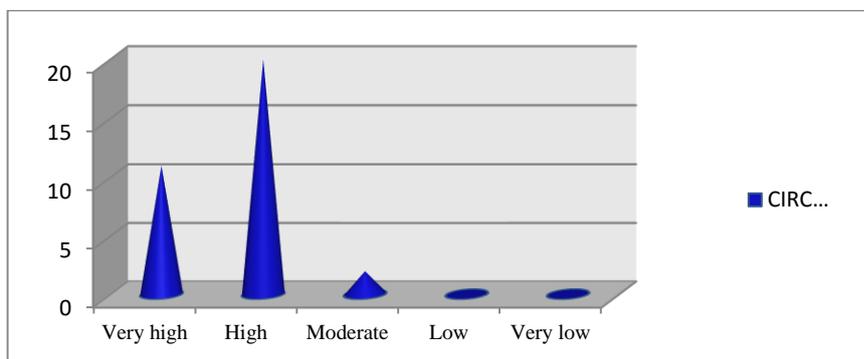
This classification indicated that using CIRC method in teaching reading narrative text can motivated the students, so this method was very effective in improving the reading comprehension achievement of the students and enhancing the students interest in learning English, especially in reading narrative text.

Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes:

The use of CIRC method in teaching Narrative text has significant effect on students' reading comprehension in eleventh grade student of MAN 2 Model Makassar. It can be seen from the students' mean score of post test was 72.59 for experimental group, while control group was 64.93, The final score of probability value (significant 2 tailed) in reading comprehension was lower than alpha (.003 < 0.05). In other words, H_1 was accepted and H_0 was rejected. It can be concluded that, CIRC method was gave improvement on students' reading comprehension, it can be proved by analyzing the students' pre test and post test in experimental group. The students mean score after treatment by using CIRC method was 72.59 and the standard deviation was 10.628. The improvement rate of the experimental group was significantly higher than of the control group.

The students of eleventh grade students of MAN 2 Model Makassar were interested in learning reading narrative text through CIRC method. The mean score of students' interest was (80.82). It was classified as high interest.

Suggestions

Based on the conclusions above, the researcher put forwards some suggestions and recommendations as follows:

1. The teachers are recommended to apply CIRC method as one of alternative method to be successfully improving the students' reading comprehension the teacher should be creative and innovative in creating the teaching materials and the activities in using this kind of teaching method. Moreover, CIRC contains many activities which vary in type in each steps. Every activity needs sufficient time allocation to gain the goal.
2. The English teacher should be a good facilitator in order to the students can comprehend about the material well and the students easier in identifying and explaining the topic of the story.

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