Graphical abstract
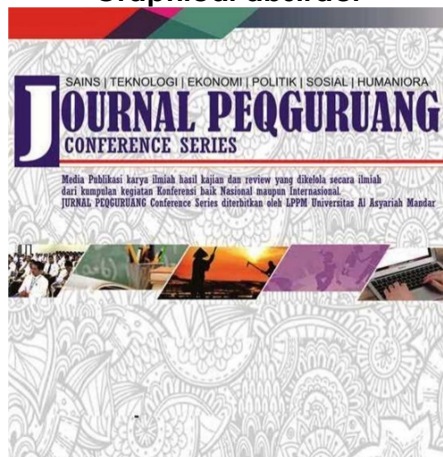

USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) MODEL WITH ALDIKO BOOK READER TO IMPROVE THE READING COMPREHENSION ACHIEVEMENT OF THE ELEVENT YEAR STUDENTS OF SMA 2 PAREPARE

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Abstract

This thesis studies about Using Cooperative Integrated Reading and Composition (CIRC) Model with Aldiko Book Reader to Improve the Reading Comprehension Achivement of the Elevent Year Students of SMA Negeri 2 Parepare. There are two problem statements in this research, these are 1) Is the use of coperative integrated reading and composition (CIRC) model with Aldiko book reader efective to improve the reading comprehension achivement of the eleventh year students of SMA Negeri 2 Parepare? and 2) Are the student interested in learning reading using cooperative integrated reading and composition (CIRC) model with Aldiko book reader? This research used quasi-experimental method, that applied one experimental group and one control group in this research. The researcher used cluster random sampling technique which takes IPA 2 class as an experimental group and IPA 3 class as a control group. The total sample are 74 students. The data colled through pretest and posttest. The data analysis by using t-test. The result of this research finally showed that the students comprehension in reading text was 68.38 in their pretest, but increase in the posttest with mean score was 82.16. It means that the alternative hypothesis is accepted, which the t-test value was greater than t-table value. In the posttest, the t-test value is 6.589 while t-table value is 2.021. Based on the result of data analysis, the writer concludes that using cooperative integrated reading and composition (CIRC) model with Aldiko book reader effective to improve the reading comprehension achievement of the student in reading text.

Keywords: *Aldiko book reader, CIRC and reading.*

1. INTRODUCATION

In Indonesia the goal of teaching English is to enable the student to use English for communication and in development of education, economy, polities, tourism, and daily relationship. Learning English is not easy, because we must master several skills and one of them is reading. Reading is a process where by one look at and understand that the written. With reading we get information and knowledge. But today, many student have lack interest to read and comprehend reading text.

Many factors can cause the problem of the student's reading skills namely the students interest, the material and the media among others including the technique in teaching English. That is why the appropriate technique in delivering the lesson in the classroom should be considerers., which is also able to cover all the above problems. Based on the reason above, teacher should not only concern on linguistics ability of the students but also on their communicative ability. That is why the teachers have a challenge to enable their students to master English well, especially reading English in class or out of the class. In order to develop the learners communicative ability, the teacher need create a scenario to teach the target language in active and interesting manner. Among the four English skills (listening, speaking, reading and writing), which is low particular at SMA Negeri 2 Parepare is reading skill. Based on the researcher's observation in teaching English at SMA Negeri 2 Parepare, especially in reading, Based on the data got the researcher in the free observation of SMA Negeri 2 Parepare, there are three aspect make a less motivation of the students to learn in English are media, process and material.

The observation result showed that the factors cause the low ability of students' reading comprehension is insufficient strategy or technique used by the teacher in teaching reading. It is proved by the result of questionnaire with the 74 students. According to the respondent, 45 respondent (60.81%) answer the media as the first factor make the students low in speaking, 25 respondent (33.78) answer the process, 4 respondent (5.40) answer the material.

From that problem, researcher is trying to solve with a solution, in which the importance of motivation in the learning. One way to improve reading comprehension of the students is using new teaching technique, namely Cooperative Integrated Reading and Composition (CIRC). The purpose of implementing cooperative learning method especially Cooperative Integrated Reading and Composition is to generate opportunities for the students to become more active in learning. With this method, students will have much deeper understanding on the reading text they have read.

CIRC is a technique where the student's work in their teams on a variety of cooperaive activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach.

Based on the background of study above, the problem of the study is as follows:

a. was the use of coperative integrated reading and composition (CIRC) model with Aldiko book reader efective to improve the reading comprehension achivement of the eleventh year students of SMA Negeri 2 Parepare?

b. were the student interested in learning reading using cooperative integrated reading and composition (CIRC) model with Aldiko book reader?

a. Whether or not the use of CIRC is effective to improve The reading comprehension achivement of the eleventh year students of SMA Negeri 2 Parepare.

b. Whether or not the student are interested in learning reading using coperative integrated reading and composition (CIRC) model with Aldiko book reader.

The scope of the research is restricted by discipline, content, and activity, such as: By discipline, this research, this research is limited to the field of linguistic which talks about reading comprehension.

1. By content, this research will focused on reading comprehension achivement.

   The researcher teach about text of paragraf.The undertaking of the present study was substantially based on the fact that the subjects under study still had low reading comprehension ability in English. Thus, Aldiko book reader aplication through CIRC technique which used to improve and progressively enhance their reading comprehension. It was strongly anticipated that this technique would be effective and efficient in helping the subjects to overcome their reading comprehension problems with using Aldiko book reader as an aplication.

2. By activity, the researcher planned the instructional activities by doing the following.

   a) Prepared a series of reading texts and writing exercise which could be appropriately used in teaching reading comprehension that could solve the problem faced students of SMA Negeri 2 Parepare. The researcher selected and prepared some book on Aldiko book reader as a reading texts which presumably were regarded suitable for teaching reading comprehension students who still had rather low pre-existing reading comprehension ability in English. The reading texts were completed with exercises from a teacher and tests to make sure that the study was effective and efficient.

   b) Designed lesson plans or set up the teaching scenarios of the present classroom action study. The researcher designed and planned four lesson plans because the research designed four sessions. Thus, each lesson plan was used to teach reading once. There are many book have download in Aldiko book reader as a reading text

for all students. It was necessary to note that the teaching scenarios for teaching reading comprehension. The researcher tried her best to create classroom activities in such way in order to help the students under study to improve and enhance their reading comprehension.

c) Constructed reflection or post-test at the end each session on the basis of the reading text which was being taught at that time. The result of the reflection was scored by counting the right answers for each item of the test.

1. The Concept of Reading

According to Heinemann (2009: 10) reading is a process very much determined by what the reader"s brain, emotions and beliefs bring to the reading the knowledge or information strategies for processing text, moods, fears and joys all of it. The strategies one may vary according to one"s purpose, including whether one is reading for oneself only or for somebody else, such as reading to answer comprehension questions, reading to perform for listeners (including the teacher and classmates), and much more. Of course these social factors may generate confidence, fear, anger, defiance, or other emotions it just depends.

Eskey (2002:14) writes reading is a complex process, because it involves both conscious and subconscious by the reader. The actions that occur subconsciously cannot be seen by anyone. They suggest that reading is a process of obtaining information from a written text that does not involve "converting written language into spoken".

Reading is a process, and then most of the researcher have different idea for looking at reading. Define reading as perception of the written symbols as meaningful, involving, recognition of word, fluency and comprehension.

Reading is high complex, purposeful, thinking process engaged in by entire organism in while acquiring knowledge, involving new ideas, solving problem, or relaxing and reputation through the inter predation of printed symbol. Reading is process of putting a reader of primary a cognitive process, which mean that the brain does most of the work it is also skill that must be developed by practicing extensively and continually.

Based on the definition above, the researcher comes to a conclusion that reading is the combination of some component that results in one action that is known as reading.

2. The Concept of CIRC

Agarwal (2011:73) states that cooperative integrated reading and composition (CIRC) focused on using cooperative learning as the vehicles by which to introduce practices identified in research on reading and writing into routine 17 classroom practices, and to embed cooperative learning within the fabric of the elementary reading and program.

CIRC technique is developed to support traditionally used "skill-based reading groups" approach. According to

Slavin (1995, pp. 105-106) one major focus of the CIRC activities prescribed for basal stories is on making more effectiveness use of follow-up time: Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling.

CIRC consists of three principal elements: story-related activities, direct instructions in reading comprehension, and integrated writing/language arts. In all of these activities, students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, testing, and team recognition (Slavin, 1983:2).

Rachmad Widodo describes the steps of CIRC are:
a. Make groups consist of 4 members heterogeneously
b. Teacher give text with of topic learning
c. Students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper.
d. Make presentation or read to the result from group's discussion
e. Teacher and Students make summary together
f. Closing

Steps of CIRC in learning process. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level. They have equal opportunities for success. CIRC provide a structure for teacher to teach and students to learn which help all students become more effective readers and researchers.

The Adventages of CIRC are Increase students' opportunities to read aloud and receive feedback on their reading, Train the students to respond to one another's reading, The students learn broadly applicable reading comprehension skill, Increase reading comprehension of low-achieving students.

Beside that, CIRC only able to apply in the lesson that use a language, so it's can't apply in the lesson like mathematic and other lesson that use a count principle.

3. The Concept of Aldiko Book Reader

There are many aplication can be used in learning process, Aldiko book reader is one of them. Aldiko book reader is Seamlessly browse and download thousands of books to your Smartphone or tablets right from the app. No computer, no cable, no subscription. Tens of thousands of titles available for free. In learning process. This aplication is most suitable for Senior High School. Beside for help the student to read more book, this aplication make a student enjoyable and active in learning process. Aldiko book reader is one of many aplication than can make a student active in learning process.

Aldiko Book Reader, a free android eBook reader to make you read eBooks happily. Aldiko Book Reader is not strange to most ebook enthusiasts, especially to those who incline to read ebooks on android tablets or

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How to install Aldiko Book Reader?
1) Step 1. Tap on the settings icon located at the top right corner of the home screen, select "More…"/"Device". This makes Kindle Fire accept the installation of apps outside of the Amazon Appstore.
2) Step 2. Set "Allow installation of Application From Unknown Sources" to "On".
3) Step 3. Lauch browser on Kindle Fire and search for "Aldiko Download" to download the APK file to Kindle Fire.
4) Step4. Tap on the APK file to install Aldiko.

The APK file you downloaded from the web might not be version 2.1.0 and the display will be a bit different. Anyway, the primary functions of various versions are nearly the same and it's easy to get started.

3. The Concept of Interest

Interest is relatively nature permanent in one self. Interest is having very big influence toward someone activity influence factor out of child self among other parent attention is less toward their children reading interest rising. Other factors to influence are limited as printing work number, especially published book both its exemplar number and title in according to child need. Beside that, it also much factors to support and impede child reading interest.

There are two types of interest, there are situational and personal interests are related to learning in three important ways. One way is that interest increases motivation, engagement, and persistence. Situational interest has a positive effect on extrinsic motivation, whereas personal interest has a positive long-term effect on intrinsic motivation. Presumably, external factors such as teachers and interesting textbooks provide external motivation to learn more about a domain. Once situational interest develops into well-developed individual interest, external factors likely play a smaller role in motivation, whereas intrinsic motivation and enjoyment play larger roles.

A second way that interest is related to learning is through strategy use Students who are interested in a topic report using more strategies are more likely to monitor their performance and shift strategies when necessary and are better able to self-regulate their learning. Increased strategy use, metacognitive monitoring, and self-regulation improve the efficiency of skill and knowledge acquisition as well as the amount of information learned.

2. METHOD OF RESEARCH

The design of this research is a quasi-experimental, a type of research design which includes experimental and control groups. According to Gay (1981:231) quasi experimental design is used when it is just not possible to randomly assign subjects to groups.

There were two variables involved in this research, namely independent variable and dependent variable.
a. The Independent variable was the use of Cooperative Integrated Reading and Composition (CIRC) model with Aldiko Book Reader.
b. Dependent variable or variables to be used in the study presumed to be caused or influenced by the independent treatment conditions. The dependent variable in this research was the reading comprehension of SMA Negeri 2 Parepare.

The population of the researchs are the eleventh years of SMA Negeri 2 Parepare the academic year 2016/2017. Total population of the research students consists of eleven classes with two manners IPA and IPS. The researcher used two kinds of instrument in collecting data, namely reading test and questionnaire. All of them

are important to answer the problems stated in the research.

3. FINDINGS AND DISCUSSION

The mean score of pre-test of experimental group and control group were categorized in average level, therefore, the researcher concluded that the students' mean score of experimental group was different the control group. Its mean that there were significance between the students' reading achievement between experimental group and control group before treatment.

And the mean score of both groups are different between given treatment. The mean score for experimental group in post-test was increased from 68.38 to 82.16. The mean score in post-test was classified into good level, was increased one level from average to good level.

On the other hand, in control group the mean score of post-test was increased fom 65 to 68. Both of the mean score balance were classified into average level. Even thought it was increased, but the score was not significantly different. It proved that reading achievement by using Cooperative Integrated Reading and Composition model with aldiko book reader is better than did not use.

It is concluded that there was significantly different between the students' pre-test and post-test scores.

After calculating the students' score of the two groups after treatment, The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test. The researcher used t-test in inferential statistic through SPSS 21.0 program for windows evaluation version, The purpose is to know whether or not difference between the result of the students' mean score on experimental group and control group is statically significant at the level of significant $\alpha = +0.05$ or non independent sample, degree of freedom $(N1 + N2 - 2) = 42$.

The researcher found that t-test value was higher than t-table $(2.026 > 2.021)$. While in relation to the finding of post-test, the t-test values is higher than t-table $(6.589 > 2.021)$.

The students reading achievement had been improved after they were taught by using Cooperative Integrated Reading and Composition model with aldiko book reader.

Based on the data previous section, the students' reading achievement in experimental group and control group after the treatment is significally different, where the students who used Cooperative Integrated Reading and Composition model with aldiko book reader had higher score than the students in control group who did not used Cooperative Integrated Reading and Composition model with aldiko book reader in reading comprehension.

The result of the findings showed that the eleventh year students of SMA Negeri 2 Parepare mostly showed their interested in learning reading by using CIRC model with Aldiko Book Reader. It was proved by the data of questionnaire. Most of the student's answer from the

questions of questionnaire in interval score 69-84. 37 (100%) students was into interested category, and 0 (0%) students were classified into strongly interested, moderate, uninterested, and Strongly uninterested. It's point out that the students were interested learning reading by using CIRC with Aldiko book reader (see table 4.6), It's mean that the students are interested in learning reading by using CIRC with Aldiko book reader..

4. CONCLUSION

Based on the research finding and discussion, it can be concluded that using cooperative integrated reading and composition (CIRC) model with Aldiko book reader helpful for student to improve the reading comprehension achivement in learning process of the eleventh year students of SMA Negeri 2 Parepare. It was proven by seeing the significant difference between pretest and posttest. The result of this research finally showed that the students comprehension achivement in reading text was 68.38 in their pretest, but increase in the posttest with mean score was 82.16. And in the posttest, the t-test value is 6.589 while t-table value is 2.021. Based on the result of data analysis, the writer concludes that using cooperative integrated reading and composition (CIRC) model with Aldiko book reader effective to improve reading comprehension achivement of the student in reading text.

This strategy make the students interested in learning reading. Increases motivation, engagement, and persistence. Situational interest has a positive effect on extrinsic motivation, whereas personal interest has a positive long-term effect on intrinsic motivation. External factors such as teachers and interesting media provide external motivation to learn more. And most of the answer of students from the questions of questionnaire point out that the students were interested learning reading by using CIRC with Aldiko book reader. This matter be able to see from the students answer in the result table of the questionnaire. Almost of students be able to experience absorbed and joyful in learning reading by using CIRC with Aldiko book reader.

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