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THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE ON STUDENTS' READING COMPREHENSION

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Article Info

Abstract

Reading comprehension is the process of getting the main purpose of the text during reading. Students not only can read the whole passage but also comprehend and understand what the important point of the text is. However, the difficulty of comprehending text during reading is a problem for students. Cooperative Integrated Reading and Composition (CIRC) technique is the solution to solve the problem. The aim of this research is to investigate the use of Cooperative Integrated Reading and Composition (CIRC) technique on students' reading comprehension. In conducting this research, the writer applied pre-experimental method and one group pretest and posttest design. This research is conducted to the first semester students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. There were 20 students as the sample of this research by using random sampling. The result shows that based on t-table, the degree of freedom of 19 at significant level of 0.05 is 2.09. However, the value of t-test is 3.89. From the comparison between the value of t-test and the t-table, it can be concluded that the value of t-test is higher than t-table (3.89>2.09). Thus, the alternative hypotheses of this research (Ha) is accepted. Therefore, CIRC technique affects students' reading comprehension..

INTRODUCTION

Reading is a basic language skill which is very important to be learned in the college. Students can get the knowledge by reading. Habitually, the learning process of reading is like the students are asked to read the text and answer the questions based on the text. Both students and teacher only answer the question without knowing the core message of reading.

Reading comprehension is the process of getting the main purpose of the text during reading. It is also known as the important part when the students have a critical thinking. Teachers have to engage and ask the students as an active reader when teaching reading is running. Because of that, teaching reading process can be understood by students. They not only can read the whole passage but also comprehend and understand what the important point of the text is. Although reading is not hard to do but the students still face the difficulty to comprehend the text during reading.

The difficulty of comprehending text during reading actually is a problem for students. They may feel bored when teacher are teaching reading because the learning is not interesting. Then, there is no innovative of learning in the class which can engage the students' critical thinking and the students' interest of learning reading.

Applying the appropriate technique in the class can encourage students' interest and solve the students' difficulty while they are learning reading. It will encourage the students to become an active reader while teaching reading is running. They may comprehend the main purpose of the text because of their critical thinking. In this case, Cooperative Integrated Reading and Composition (CIRC) technique is the solution to solve these problems. Based on background of the study, the writer found the problem. The statement of the problem is : "Does Cooperative Integrated Reading and Composition (CIRC) technique affect students' reading comprehension?

Based on Diane Larsen- Freeman (2000) the basic thing of cooperative or collaborative learning is the student's learning process in group. Students can learn each other. To make their learning enjoyable and interesting, Cooperative Integrated Reading and Composition (CIRC) technique is a great way technique to reach the goal of learning reading.CIRC is one of cooperative method that the target is the process of getting knowledge together (Sharan, 2012). Students have to understand that process while they are learning in the class is an essential meaning

of the learning itself which can affect their reading skill. It helps students to reach the goal of learning reading. As a supported by Brown (2007) that to reach the goal of learning, students as a "team" have to work together. In the class, they are not only as an individual but also as a part of group. Students can learn and help each other at the same time with their own groups. They can face the difficulty together without hang on to their teacher when they have challenge in reading. They need to discuss and find the solution cooperatively because of each of student has a responsibility when they are in a group.

Cooperative Integrated Reading and Composition (CIRC) is one of cooperative learning techniques. According to Mubarok and Sofiana (2017 : 22) CIRC is a broad program to teach reading and writing in the middle grades. It is an appropriate technique for students comprehend reading. Based on journal of Institute of Science Education (2012) stated that by applying CIRC in a course, it encourages students' reading skill and comprehension. There is a chance to students for practicing their comprehension and reading skill with their partner.

RESEARCH METHOD

In conducting this research, the writer applied Pre-Experimental method and One Group Pretest-Posttest design. It was chosen because the method could prove the possible cause and effect between the independent and dependent variable. Then, one group pretest-protest design is used to measure the effect of the specific treatment for a single group. A statistical calculation of one group Pretest-Posttest design was based on Sumadi (2015:102) as follows:

$$\boxed{\textbf{T1 \quad X \quad T2}}$$
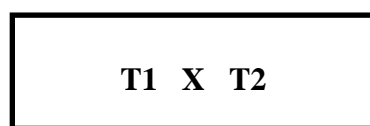
Notes:

T_1 : Pretest.

X : Treatment

T_2 : Posttest.

As one group pretest-posttest design, the pretest, treatments, and posttest were given in this research. At the first meeting when conducting this research, pretest was

administered to the sample. In this case, the writer used one class as the sample. The purpose of giving pretest at the first meeting was to find out students' prior competence in reading comprehension. After pretest was done, the result was symbolized as T_1. Then, the students were given treatments by using CIRC technique for three times. Next, to know an effect after CIRC technique was applied, the writer gave posttest to the students. Then, the result of posttest was symbolized as T_2.

The population of the research was the first semester students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. In conducting the research, the writer used random sampling by lottery system. She took one class by using lottery system, because it was the suggested system to get the sample in a small quantity. Here, 1C Class was chosen as the class which was given the treatment. The total students of 1C class were 20.

The writer used reading test to collect the data and to prove the effect of CIRC technique to first semester students on their reading comprehension on recount text. In the test, there were 20 questions about the information related to recount text. It was used to know students' reading comprehension.

In conducting this research, there were three steps in collecting the data. First, the writer administered pre-test to the sample to know their reading comprehension. The students answered 20 questions based on the information of recount text that had prepared. The questions were given at the first meeting when the writer conducted this study. Second, she gave treatment in three meetings by using CIRC technique. Third, the students were administered the posttest. For taking the data analysis, the t-test was used to analyze data of pre-test and post-test result. Calculating   t-test   is used to know whether there is the different average or not from the sample.

RESEARCH FINDING

This research was conducted from 21st November until 12nd December 2019. The population of this research was the first semester students in Pakuan University. Then, the sample of this research was students in 1C grade which were taken by using random sampling. In collecting the data, the students were given reading comprehension test as the instrument.

1. Calculating the Mean of Difference

Calculating the mean of difference is used to know the average result of the sample. To calculate the mean of difference, it is important to know the difference score at first. Because of that, the pre-test and post-test should be calculated. For getting the difference, the pre test score is decreased by post test score. Then, the result of difference is added as the total amount of difference. Furthermore, the result of calculating the difference can be used to looked for the mean of difference by using the calculation below:

$$M_d = \frac{\Sigma d}{n}$$
$$= \frac{220}{20}$$
$$= 11$$

Based on the data above, the total of d (Σd) is 220 and the total of sample is 20. So, the mean of difference is 11. This number will be used to know the deviation of difference.

2. Calculating Deviation of Difference

Calculating deviation of difference is used to know the gap score from difference and mean of difference. The calculation is as follows:

$X_d = d - M_d$

$\quad = 15\text{-}11$

$\quad = 4$

The data showed that the students get the difference of pre-test and post-test score is 15. It is calculated from the post-test result which the value is 55 meanwhile the pre-test result is 40. Because of the total of the mean of difference is 11, the deviation of difference is four for the score of the last student as the sample.

3. Calculating the t-test

The calculation of t-test is to find out the t-test value. Then, the purpose to calculate the t-test is to know whether there is the difference average score or not from the sample after they given the treatments. Thus, the writer will know the effect of CIRC technique on students' reading comprehension. The test was calculated by using t-test calculation below

$$t = \frac{Md}{\sqrt{\frac{\Sigma x2d}{n(n-1)}}}$$

$$= \frac{11}{\sqrt{\frac{3037,33}{20(19)}}}$$

$$= \frac{11}{\sqrt{\frac{3037,33}{380}}}$$

$$= 3.89$$

Based on the calculation result, it shows that the t-test value is 3.89. After that, to know whether there are the difference average or not, it will be compared with the degree of freedom to prove whether the hypotheses is accepted or rejected.

4. Testing the Hyphotheses

Before testing the hypotheses, the writer looked for the degree of freedom (df) of the data. To calculate the degree of freedom, one value of the total of sample is reduced. The calculation is presented as follows:

d.f = 20-1

   = 19

According to the result above, the degree of freedom is 19. After that, the writer looked for the degree of freedom from 19 in the t-table. Based on t-table, the degree of freedom of 19 at significant level of 0.05 is 2.09. However, the value of t-test is 3.89. From the comparison between the value of t-test and the t-table, it can be concluded that the value of t-test is higher than t-table (3.89>2.09). Thus, the alternative hypotheses of this research (Ha) is accepted. It means that Cooperative Integrated Reading and Composition (CIRC) technique affects students' reading comprehension.

DISCUSSION

In conducting this research, reading comprehension test was administered to the students twice. At the first meeting of conducting this research, the pre-test was administered to the students. It is used to know students' reading comprehension before the treatment applied. In the following meeting, the students got the treatment three times. In this treatment, the writer applied CIRC technique, because the result of the pre-test showed that the students need the alternative way to foster their reading comprehension.

The result also showed that students' score did not pass the adequate value. Because of that, by applying CIRC technique, students can learn and help each other by following the process of learning in a group as stated by Larse-Freeman (2000). After the students got the treatments, the post-test was administered to the student at the last meeting of conducting this research.

The writer administered reading comprehension test to the students in the pre-test and post test with the same total of questions. There were 20 questions of multiple choices that related with the information of factual recount text. They had to finish the question by finding the main idea, making inferences and predicting of the text. When the students did the pre-test, they looked confused. They did not understand what the question was about.

In applying CIRC technique as the series of treatments, the students were divided into five groups which consisted of four students, which is based on Durukan (2011). The students were provided the topic related to the recount text. Because there was the limited time, the treatments were done only in three meetings. However, the students still face some difficulties when they had to think critical in answering the questions.

In the first treatment, the students were informed and presented about CIRC technique and recount text. They also were informed about the main idea, inferences, and prediction. After they got the material and the example of the question type of reading comprehension, the students were asked to apply CIRC technique in the class. They were divided into five groups. After they were in their own group, they were administered the exercise about recount text. They had to answer the questions related to factual recount text by applying CIRC technique. They did not know how to make inferences and predictions from the text. They also still did not comprehend completely what the text was about.

During the treatment process, they discussed with their own group. Each student had the responsibility to answer the question and to comprehend the text. They worked together as a team. It is supported by Brown (2007). The conclusion was taken from their discussion result.

At the second treatment, the students still confused about making inferences and predictions. They could not comprehend an implied information and meaning of the factual recount text about the historical events and biography. They were asked the steps to make inferences and predictions correctly. Then, they were asked to think critical when they answered the questions. When the teacher gave the task

to the students, some groups were active when the answers were discussed together. However, there was one group which was not active and enthusiast when they were asked to discuss.

At the last treatment, after the students were administered the exercise to answer the question, the students were active when answered the question by explaining their group result based on their discussion. When there was the difference answer between the group, the students in group tried to explain their comprehension based on their critical thinking. After the treatments finished, the last step that the students were administered the post-test.

In providing the post-test, there were 20 questions related to the factual recount text. The students were asked to find the main idea, inferences and predictions. However, at the day of post test was running, the students were late. The post test did not run as it could be. They missed 15 minutes. Based on the result, the highest score of post test is 85, meanwhile the lowest score of post test is 35. It indicates that CIRC technique can affect students' reading comprehension. It can be seen from the pre-test result score before they got the treatments. Furthermore, the result of the t-test value is higher than t-table value (3.89>2.09). It proves that the alternative hypotheses is accepted.

CONCLUSION

The writer conducted the research entitled "The Use of Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Comprehension. The sample of this research was 20 students of 1C class. This technique was applied in the first semester of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University from 21st November till 12nd December 2019.

Based on the result of the data calculation, the conclusion is that Cooperative Integrated Reading and Composition (CIRC) technique affects students' reading comprehension. It is proved by the result of t-test value which is higher than t-table value. The value of t-test is 3.89. However, the value of t-table at significant level of 0.05 is 2.09 with the value of degree of freedom is 19. In addition, the alternative hypotheses (Ha) is accepted.

Briefly, Cooperative Integrated Reading and Composition (CIRC) technique is appropriate and useful technique to foster students' reading comprehension,

especially on their critical thinking in comprehending factual recount text. All in all, CIRC technique can be applied as the alternative way to facilitate students in comprehending the text.

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BIOGRAPHY

Eva Mariana was born in Cianjur, March 28th 1997. She lives in Kp. Pasir Jeruk RT02/RW05, Cisalak Hilir, Kecamatan Cibeber, Kabupaten Cianjur. She is the second daughter from Sadeli and Elly Yulia. She started her study in *SDN Mayak IV* (2003-2009). After that, she continued her study in *SMPN 1 Cibeber* (2009-2012). Then, she became a student of *SMAN 1 Cibeber* (2012-2015). Then, she continued her first degree (S1) in Pakuan University, Faculty of Teacher Training and Educational Sciences and took English Language Education Study Program as her major. On January 22nd 2020 she graduated as a Bachelor of Education.