

THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING COMPREHENSION AND WRITING SKILL AT SMAN 1 RIMBA MELINTANG

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ABSTRAK

CIRC adalah program pembelajaran kooperatif yang melibatkan serangkaian kegiatan yang berasal dari penelitian tentang pemahaman membaca dan keterampilan menulis. Siswa bekerja dalam empat anggota tim belajar heterogen. Setelah guru memperkenalkan sebuah cerita dari teks dasar atau buku perdagangan, siswa bekerja dalam tim mereka pada serangkaian kegiatan yang ditentukan yang berkaitan dengan cerita tersebut. Dalam penelitian ini, dua kelas dilibatkan; satu kelas sebagai kelompok eksperimen, yang diperlakukan dengan menggunakan metode CIRC dan satu lagi sebagai kelompok kontrol diajar tanpa menggunakan metode CIRC. Untuk kedua kelompok eksperimen dan kontrol, pre-test dan post-test diberikan kepada siswa. Data dianalisis dengan menggunakan analisis statistik. Untuk mengetahui hasil apakah signifikan secara statistik, dianalisis dengan menggunakan uji-t. Penelitian ini menyelidiki pengaruh penggunaan metode kooperatif terintegrasi membaca dan komposisi (circ) pada pemahaman membaca dan keterampilan menulis siswa. Data penelitian dikumpulkan dari 30 siswa SMAN 1 Rimba Melintang. Hasil penelitian menunjukkan Reading Comprehension bahwa nilai rata-rata pre-test adalah 50,83 dan post-test adalah 76,17. dan temuan menunjukkan Keterampilan Menulis bahwa nilai rata-rata pre-test adalah 62,63 dan post-test adalah 74,67. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Ada pengaruh yang signifikan dari penggunaan metode cooperative integrated reading and Composition (CIRC) terhadap pemahaman membaca dan keterampilan menulis siswa di SMAN 1 Rimba Melintang.

Kata kunci: *Cooperative integrated reading and komposisi (CIRC) Reading Comprehension, dan Writing Skill.*

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ABSTRACT

CIRC is a cooperative learning program that involves a series of activities derived from research on reading comprehension and writing skill. Students work in four-member heterogeneous learning teams. After the teacher introduces a story from a basal text or trade book, students work in their teams on a prescribed series of activities relating to the story. In this research, two classes were involved; one class as the experimental group, which was treated by using CIRC method and another one as control group was taught without using CIRC method. For both experimental and control

groups, pre-test and post-test were administered to the students. The data were analyzed by using statistical analysis. To know the result whether it was be statistically significant, it was analyzed by using t-test. This study investigated the effect of using cooperative integrated reading and composition (circ) method on students' reading comprehension and writing skill. Data the research were collected from 30 students of SMAN 1 Rimba Melintang. The findings showed Reading Comprehension that the average score of the pre-test was 50.83 and post-test was 76.17. and findings showed Writing Skill that the avearge score of the pre-test was 62.63 and post-test was 74.67. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. There was significant effect of using cooperative integrated reading and composition (CIRC) method on students' reading comprehension and writing skill at SMAN 1 Rimba Melintang.

Keywords: Cooperative integrated reading and composition (CIRC) Reading Comprehension, and Writing Skill.

INTRODUCTION

English is the global language which develops a special role that is recognized for each country. The English has a special place as a means of communication within the world. There are two fundamental ways in which this may be done. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such spaces as government, the law courts, the media, and the educational system. Secondly, a language can be made a need in a country's foreign-language educating, even though this language has no official status. It becomes the language which children are most likely to be instructed when they arrive in school (David, 1997:3).

English is now the language most widely taught as a foreign language in over 100 nations which is one of them is Indonesia. In Indonesia it has been included within the School Curriculum of Department of National Education and it is compulsory to be studied by the learners of Junior High School until Senior High School even up to university. The aim of teaching English as a Foreign language in indonesia to enable the students to communicate meaningfully in speaking an writing skills (Department of National Education, 2007).

In learning and teaching English as a foreing language, the students are being taught in the four basic skills of English; listening. Speaking, reading, and writing. Although English is used only as a foreign, but still most of the students mainly at the level of secondary school (junior/senior high school) find it is difficult to study, especially for reading and writing skills. Reading according to Hartmann and Stork (1972) In Zainuddin thesis is the skill of recognizing and understanding written language in the form of sequences of graphic signs and its transformation into meaningful speech, either as a silent comprehension or by reading aloud. Furthermore, in reading students do not only have the capabilities to read the materials, but also they should be able to catch the point of what is being read. Whereas writing is one way to communicate in English by expressing the ideas through organizing our thought into good arragements of written text. So in witting, students do not only put the words or thoughts together, but also organize them into a well written form.

In reality most students got difficulties in reading and writing. Based on the premilinary observation done at SMAN 1 Rimba Melintang dated on December 17, 2019; the teacher explained about teaching and learning process. In teaching English, the teacher used some different strategies, in particular for reading and writing. In teaching reading teacher used some various strategies, such as webbing technique, recognizing story structure, and generating questions. In addition, for writing teacher also used various strategies; simple picture technique, dictation method, tree diagram technique, brainstorming and quick-writing.

Furthermore, students moreover got the difficulties in writing. Most of the students were not able to arrange sentences, they moreover were not able to express ideas coherently,

they were not able to start writing what they wanted to write. These marvels made their abilities in reading and writing far from the expectation of the curriculum.

Cooperative integrated reading and composition (CIRC) Method, one of the learning strategy based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC method presents a structure that increases not only opportunities for direct teaching in reading and writing, but also the applicability of composition writing method (Yaman,1999).

RESEARCH METHOD

The type of research design used in this study is Quasi-Experimental research, which points to test an thought (or practice or procedure) to determine whether it influences an result or dependent variable(Cresswell: 2008). An test is the quantitative approach that provides the greatest degree of control over the research procedures (Gay : 2000). In this research, the writer used a quasi experimental design with a nonequivalen control group which is an appropriate one the this research in order to find out the significant effect of using the Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension and writing skill at SMAN 1 Rimba Melintang.

In this research, two classes were involved; one class as the experimental group, which was treated by using CIRC method and another one as control group was taught without using CIRC method. For both experimental and control groups, pre-test and post-test were administered to the students. Pre-test was given at begining of the teaching learning in order to identify the reading comprehension and the students' motivation. The model of the research design is illustrated as follows (Cresswell: 2008).

Table 3.I

Quasi-Experimental Research Design

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Based on the Illustration above, treatment was only given to the experimental group. The experimental group was treated by reading comprehension and writing skill by using Cooperative Integrated Reading and Composition (CIRC), while the control group did not receive any treatments yet, it was still taught by using conventional strategy.

The population of this research is the eleventh grade students of SMAN 1 Rimba Melintang in 2020/2021 Academic years. The total number of the eleventh grade students of SMAN 1 Rimba Melintang were 60 students. They were divided into two classes : XI IPA A: 30 students and XI IPA B: 30 students.

Table 3.2

The Total Population of the Eleventh Grade Students of SMAN 1 Rimba Melintang

No	Class	Number of Students
1	XI.A	30
2	XI.B	30
Total		60

The population above is smaller. Based on the design of the research, the experimental group and control group were not chosen randomly. It were strengthened by Suharsimi Arikunto states that if the population is homogeneous enough, for the population which is less than 100 persons, the sample is taken all, but if the population is more than persons, the sample is taken between 10-15% or 20-30% or more than it. So, based on the statement above the writer took all of the population as the sample of this research and the technique sampling of this research were total sampling technique. The class XI IPA A was as an experimental class and XI IPA B was as a control class and the number of sample was 60 students.

FINDINGS AND DISCUSSION

1. The Context of English Language Teaching at SMAN 1 Rimba Melintang

The data of this research was taken from the score of pre-test, post-test, and questionnaire of both experiment and control class from the students at SMAN 1 Rimba Melintang. The total of students was 435 students and the total of the teachers was 40 teachers. 4 of them was English teachers. SMAN 1 Rimba Melintang is at Jauhari Mais street, where it has complete facilities. Each class has a projector for learning media. The teacher usually uses projector for teaching and learning process. The English learning schedule at this school was twice a week, which is divided into compulsory English and English specialization. The atmosphere of learning process in this school is not so noisy, because the students were busy by using their smartphone. Sometimes, not all of the students were in class to followed teaching and learning process. Some of the students was choosed to sit in the cafeteria. Some of the students slept palying game. This school was used the curriculum 2013.

The main purpose of the research was to find out significant interaction effect between teaching method and level of participant on reading comprehension. Test scores from the students reading comprehension and questionnaire participation results were analyzed by using quantitative data analysis were included. Frequency counts, percentages, mean scores and standard deviation of the paired sample Test, a paired sample sample Statistics.

2. Findings

This section presented the finding of this study based on the research question presented in chapter I the research question therefore finding consists of three parts:

a. The Effect of Using CIRC Method on Students' Reading Comprehension

Based on result of the data analysis of the Pre-Test and Post-Test students then the the results of the data analysis using independent sample T-test, is about the influence Reading Comprehension can be concluded that there Reading Comprehension in SMAN 1 Rimba Melintang. This is supported by the data analysis that can be seen in the table below:

Table 4.1

The Statistics of Sample T-test between Pre-Test and Post-Test on Students' Reading Comprehension for an Experimental Group

Samples T-test Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	50.83	30	6.029	1.101
	Post	76.17	30	5.826	1.064

Based on the table above, it can be seen that the total number of students in experimental group consisted of 30 students. The mean of pre-test was 50.83 and the mean of post-test was 76.17. the standard deviation of pre-test was 6.029, and the post-test was 5.826. the standard error of mean of pre-test was 1.101, while the standard error mean of post-test was 1.064.

Thus, the following hypotheses:

“**H_{a1}** : There is a significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension” is accepted and.

“**H_{o2}**: There is no a significant Effect of Using Cooperative Integrated Reading Composition (CIRC) Method on students' reading comprehension” is rejected.

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre –	-25.333	8.193	1.496	-28.393	-24.018	-16.860	29	.000
	post	-27.133	8.880	1.621	-30.649	-22.274	-16.936	29	.000

From the table 4.2 above, the output of paired sample t-test showed that t-test result was 16.936, it is compared by getting the degree freedom (fd) 29 significance was 0.000, the mean difference was 8.193, while the standard error mean was 1.496, the lower difference interval was 27.133.

CONCLUSION

Based on the result of the research that had been done in analyzed in the previous chapter, it could be drawn by the conclusions that there was an improvement in teaching reading comprehension. The students' skill in understanding narrative text improved after taught by using CIRC method the implementation of CIRC method as a learning aid to improve students' ability in reading narrative text was very effective. In the other word, there is a positive influence between students taught by using CIRC method. This means that the better teaching method, the greater students' chance easily to understand the reading text. The use CIRC method in narrative text was an alternative way. The use of CIRC method was very useful in teaching and learning English. The CIRC was easy to use because it did not require any equipment. Moreover, CIRC was the method that could make students more interested in the material of reading narrative text.

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