Modified Cooperative Integrated Reading Comprehension (CIRC) through Genre-Based Approach to Promote Students' Reading Achievement

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Abstract

This research investigated whether there is any significant difference in students' reading comprehension between students who taught by using Genre-Based Cooperative Integrated Reading Comprehension (GBCIRC) and those who taught by using Cooperative Integrated Reading Comprehension (CIRC), and their perceptions towards GBCIRC. This study applied the true experimental design. There were 32 experimental students and 32 control students as the sample chosen randomly at SMAN 1 Seputih Mataram. To collect the data, test, and questionnaire were employed. Data from the test were analyzed with SPSS resulting significance value that was lower than Sig level (0.00 0.05) meaning that there is a significant difference in students' reading achievement between GBCIRC and CIRC. Furthermore, data from the questionnaire resulting that the students perceived positively towards the implementation of GBCIRC. Hence, GBCIRC is preferable to use and can promote students' comprehension achievement.

Keywords: *Cooperative Integrated Reading Comprehension (CIRC), Genre-Based Cooperative Integrated Reading Comprehension (GBCIRC), Reading Comprehension, perception*

Abstrak

Penelitian ini menyelidiki apakah ada perbedaan yang signifikan dalam pemahaman membaca siswa antara siswa yang diajar dengan menggunakan *Genre –Based Cooperative Integrated Reading Comprehension (GBCIRC)* dan mereka yang menggunakan *Cooperative Integrated Reading Comprehension (CIRC)*, dan persepsi mereka terhadap GBCIRC. Penelitian ini menerapkan desain eksperimen yang sebenarnya. Terdapat 32 siswa dalam kelompok eksperimental dan 32 siswa dalam kontrol sebagai sampel yang dipilih secara acak di SMAN 1 Seputih Mataram. Untuk mengumpulkan data, tes, dan kuesioner digunakan. Data dari tes dianalisis dengan SPSS menghasilkan nilai signifikansi yang lebih rendah dari taraf signifikansi (0,00<0,05) yang berarti bahwa ada perbedaan yang signifikan pada kemampuan membaca siswa antara *Genre –Based Cooperative Integrated Reading Comprehension (GBCIRC)* dan *Cooperative Integrated Reading Comprehension (CIRC)*. Selanjutnya, data dari kuesioner menghasilkan siswa memberikan persepsi positif terhadap implementasi GBCIRC. Oleh karena itu, GBCIRC lebih baik untuk digunakan dan dapat meningkatkan pencapaian pemahaman siswa.

Kata kunci: Cooperative Integrated Reading Comprehension (CIRC), Genre –Based Cooperative Integrated Reading Comprehension (GBCIRC), Pemahaman Membaca, Persepsi

INTRODUCTION

Reading comprehension is the ability to read the text, process it and understand its meaning. Therefore to gain the aim of reading comprehension is not only done by students but also by the teacher, because it is impossible for students to master this skill without helping from teacher, and this is the only reason to teacher to provide the right strategy, method, and technique in teaching English especially on reading subject. However, many problems that faced by students when they want to achieve the purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation and reading interest. Maximal reading skill cannot be achieved if there is still any bad habit when they are reading. Interpret word by word of the text is one of the readers' bad habit. The different ways in which students tackle learning also affect their success. What is happening in the class is not equally productive for all the students because their minds work in different ways(Ahmadi: 2008, p 8).

Due to the difficulties faced by the students, the researcher attempted to overcome the students' problem by applying the appropriate of innovative approach which is developed by Slavin (1995) Cooperative Learning. Cooperative learning requires that students work together to achieve goals which they could not achieve individually. Cooperative learning is a methodology that employs a variety of learning activities to improve student's understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990). Slavin (1989: 25) stated that in CIRC, many of the activities within the teams are done in pairs, while others involve the whole team. However, students are assigned to teams composed of pairs of students from two different reading groups. By working together with their partner, CIRC learning is expected to enhance the way students think critically, creatively and foster a sense of high social peers, hence will help the students' reading comprehension.

Additionally, several previous related research has been conducted by the previous researchers. First, the study about CIRC technique carried out by Durukan (2011:102-109). He applied the research in the seventh grade of students primary school at the center of Giresun Province. Second, Zainudin (2015:11) carried out an experimental research using CIRC technique to find out the effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Achievement in Reading Descriptive Text. Third, Hadiwinarto and Novianti (2015: 107-124) did an experimental research. Their research was aimed at describing the effects of Cooperative Integrated Reading and Composition (CIRC) learning model on the reading and writing skills of junior high school students in learning.

The teaching methods applied by the teachers are an important role in determining student's success in learning English. There are several methods have been applied in the teaching and learning process, however, the purposes of this study have not been fully achieved. To succeed in learning English, especially in reading, Genre-based Approach is a learning process which is quite adequate. The nature of interactivity and discovery in this learning form of encouragement is useful for students who are studying passive and help learners develop their ability to read their second language which is still in the exploration.

Genre-Based Approach helps English teachers to produce materials and to facilitate students in their English language reading process. According to Lin (2006:2) in Genre-Based Approach, teaching and learning focus on the understanding and production of selected genres of texts. This approach is used to master all of the language skills (Reading, speaking, listening and writing). Those skills are taught through several kinds of reading texts (genre). Nowadays, the curriculum KTSP has changed to be the Curriculum 2013 which advocates the use of the scientific approach to teaching English. These genres are taught from year seven until twelve; each grade studies a different number of the texts. Although the curriculum has changed the steps of Genre-Based Approach that are BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text) can be accommodated in the Scientific Approach (Hammond et al as cited in Irawansyah, 2016:77).

Based on those related previous research, unfortunately, no previous study combines CIRC with Genre-Based Approach. There are some steps in the genre-based approach; one of them is Building Knowledge of Field (BKOF). BKOF is needed for the students to explore features of the general cultural context in which the text type used and the social purposes the text type achieves. (Wahyuningsih,2005; An,2013; Mohamed and Gumma, 2013). Therefore, in the current research, the researcher incorporates the genre-based approach into the implementation of CIRC technique. The assumption is since the students need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text. Furthermore, the study with

modifying CIRC through Genre-Based Approach (GBCIRC) needs to be done. Teachers should not only teach reading but also build up students' prior knowledge while they are reading to make sense of new experiences and also enable them to make predictions about what they might expect to experience in a given context. Magsoudi (2012) investigated the impact of schema activation on reading comprehension of cultural texts among Iranian EFL learners. The result is schema activation has an effect on reading comprehension of culturally-loaded texts. Furthermore, Zhu and Zhao (2012) investigated Schema Theory and College English Reading Teaching. By activating schema testifies the assumption that its application is beneficial to cultivate students' reading interest, quicken their reading speed and make proper judgments.

Therefore, based on the explanation above, the researcher proposed two research questions as follows.

1. Is there any significant difference in students' reading comprehension between CIRC and GBCIRC?
2. How is the students' perception after being taught by using GBCIRC?

RESEARCH METHODS

This was quantitative research with the true-experimental design. There were two groups taken randomly from 6 classes of the second-grade students of SMAN 1 Seputih Mataram; they were 32 students in the experimental group and 32 students in the control group (Cresswell: 2014). The experimental class got treatment of Genre-Based Cooperative Integrated Reading and Comprehension (GBCIRC) in which the students work in group discussion and activate their prior knowledge to make their reading comprehension improve, while the control class was taught by using Cooperative Integrated Reading Comprehension (CIRC).

Moreover, the instruments used were reading test and questionnaire. The same test instruction was designed for both pre-test and post-test and made based on the syllabus applied at SMAN 1 Seputh Mataram. Before the test given to the students, it was consulted to the reading expert who later suggested to use 60 minutes for the students to do the task of reading test. Then, students did the reading test with 35 multiple choice questions.

Furthermore, In administering the questionnaire, the researcher used a questionnaire adapted from Farzaneh and Nejadansari (2014:292) and Richard (2001:244). The questionnaire was aimed to see the students' perception about the implementation of GBCIRC. The items consist of 20 items for identifying the students' reading comprehension on a five-point scales ranging from strongly agree as "SA", agree as "A", uncertain as "UC", disagree as "DA", and strongly disagree as "SDA". Besides consulted to the expert, this questionnaire was measured also for the reliability with the result of Alpha Cronbach 0.753. Due to the reliability result was higher than 0.06, it means that the questionnaire was reliable.

RESULTS AND DISCUSSION

The following explanations are results and discussion of the two research questions in this research.

1. There is a significant difference between students taught by using GBCIRC and by using CIRC.

To answer the first research question, the researcher obtained the data from pre-test and post-test. Before answering it, we need to know the students' result of pre-test and post-test in reading comprehension achievement both in the experimental and control class as the explanations below.
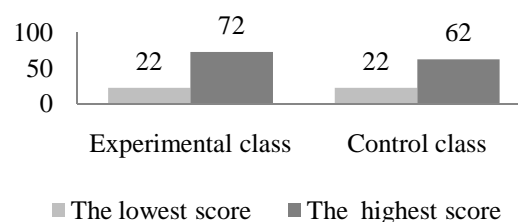
Graph 1. The students' reading achievement in the pre-test

The graph above shows that in the experimental class, the highest score of the students' reading achievement in pre-test was 72, and the lowest score was 22. Furthermore, in the control class, the highest score of the students' reading achievement in pre-test was 62, and the lowest score was 22.
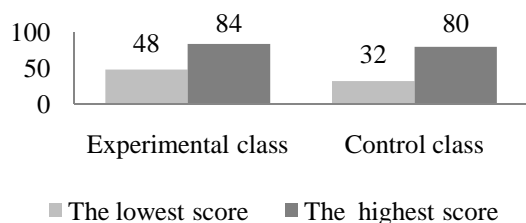
Graph 2. The students' reading achievement in post-test

The graph above shows that in the experimental class, the highest score of the students' reading achievement in post-test was 84, and the lowest score was 48. Furthermore, in the control class, the highest score of the students' reading achievement in pre-test was 80, and the lowest score was 32.

Furthermore, to know the increase in students' reading comprehension achievement, the result can be seen in the table below.

Table 1.
The increase in the students' reading achievement

Groups	Pre-test mean	Post-test mean	Increase
Experimental class	44.3	66.8	22.5
Control class	43.2	54.5	11.3

The table above shows that in the experimental class, the increase of the mean scores was 66.8. It clearly indicates that after having the treatments through GBCIRC, the students got better reading comprehension achievement. Meanwhile, in the control class, the increase of the mean scores was 11.3.

In addition, to answer the research question 1, the researcher used the SPSS program. The use of this formula in order to know the difference of certain treatment effect given to a sample (as our experimental group) compared with another group (as our control group) which uses another thing besides our treatment. As we know that the experimental class of this research was taught by using GBCIRC, but the control class used CIRC. The following table is the result to answer the following hypothesis of research question 1.

a. Hi1: There is any significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC

b. Ho1: There is no significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC.

Table 2.
The hypothesis test of the students' reading achievement

Variable	Mean	Difference	t-ratio	Sig. (2-Tailed)	T-table (df=31)	
					0.05	0.01
Control	54.5	12.3	3.98	0.00	2.03	1.69

The table above shows that the mean of the students' achievement in the control group is 54.5 and the mean of the experimental group is 66.8 with the difference 12.3. We can see that t-ratio is 3.985 while the critical value for t-table (df=31) is 2.039 at the level of significance 0.05 and 1.69 for 0.01. Thus, t-ratio is bigger than t-table, that is, 2.039< 3.985 > 1.695 (See Appendix.4). The students' scores significantly differ between the control group and the experimental group. Thus, it clearly shows that the proposed alternative hypothesis (H$_i$1) is accepted that there is a significant difference between students' students' reading achievement between control and experimental group.

The difference between CIRC and GBCIRC was in the steps. In CIRC, there was no Building Knowledge of Field (BKOF) step. BKOF was used only in GBCIRC. In BKOF, the researcher activated students' prior knowledge (schemata) before reading. The importance of BKOF was to bring out what students already know about the topic. The researcher activated students' prior knowledge by giving some questions to the students before they read the text. In the first treatment for the experimental class, the researcher asked the students to give their prior knowledge related to the material.

In the first treatment, the researcher started to implement GBCIRC in reading class. The treatment was done until the seventh meeting. In pre-activity, the researcher divided the students into groups of four which consist of heterogeneous ability. The students then sit in a group of four. The lesson started by activating students' prior knowledge or schemata. The researcher asked something which leads the students to focus on the material. The researcher asked the students about their prior knowledge related to the topic of reading which was going to discuss. The researcher asked the students, "have you ever heard about the tsunami?". " What did you know about the tsunami?". Then the students in the group had to share their prior knowledge about the tsunami. Each group shared their knowledge about tsunami to the other group. After hearing students' answer about it, the researcher explained briefly about the tsunami. The researcher shared the topic to each group, the group members had to read the reading material about the tsunami.

The next activity was making a prediction. In this stage, the researcher asked the students to find out the difficult word of each paragraph. This activity was expected to lead them to be more critically in finding the meaning of the unfamiliar word. When they found unfamiliar words, the researcher allowed them to open the dictionary. The students were enthusiastic to discuss with their group members and connecting their prior knowledge with the topic. Unconsciously, this activity could enrich their vocabulary mastery. Then, the main activity of this technique was a group reading activity. In this part, they worked in the group of four. The researcher asked the students to comprehend the text provided by the researcher. The researcher also asked them to find out the main idea of each paragraph. After having comprehended the text, the next activity was partner checking. The partners should make sure that all the members in their group complete their work correctly. Finally, at the end of the activities, the researcher conducted a test or evaluation to measure the students' progress after being taught by this technique. The treatments were applied in six meetings. Further, the processes of the treatments were approximately just the same.

This is in line with Mohamed and Gumma (2013) activating prior knowledge refers to the activities and strategies that used to bring out what students already know about a topic. The students have many problems in comprehending the text. The strategy helps the students to reactive their prior knowledge or schemata when they are given the topic of the reading text.

The finding of the present study is in agreement with the findings of An (2013) stated that according to schema theory, comprehending a text is an interactive process between the reader 's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Teachers should not only teach reading but also build up students' prior knowledge while they are reading to make sense of new experiences and also enable them to make predictions about what they might expect to experience in a given context. That is why, some learners who were not able to build up their prior knowledge, will be difficult to understand the text comprehensively. Based on the findings, there were, however, a few students who were still unable to activate their prior knowledge before reading. These phenomena might be caused by the lack of students' practices through the exercises given by the teacher both in the face-to-face and group discussion. Moreover, a limited time became one of the factors to comprehend the lessons. But, this only happened to very few students. This matter again urges teachers of English to be more aware of their students' particular needs so that few students, in this case, do not feel ignored and being left.

Magsoudi (2012) investigated the impact of schema activation on reading comprehension of cultural texts among Iranian EFL learners. The result is schema activation has an effect on reading comprehension of culturally-loaded texts. Furthermore, Zhu and Zhao (2012) investigated Schema Theory and College English Reading Teaching. By activating schema testifies the assumption that its application is beneficial to cultivate students' reading interest, quicken their reading speed and make proper judgments.

In the experimental class, the researcher activated students' prior knowledge (schemata) by giving some questions related to the main topic of the text. It would be different with a control group where the researcher has only applied the original steps of CIRC, without adding Building Knowledge of Field (BKOF) in the steps of CIRC. Wahyuningsih (2005) states that "Building cultural context needed to be conducted because the function of conducting the step was to explore features of the general cultural context in which the text type used and the social purposes the text type achieves. Second, Burnes in Wahyuningsih (1991:48), stated that reading is not a mechanical passive task. It involves evaluating and using what is read. It is a thinking reasoning activity. Readers need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text. Third, Martin in Wahyuningsih (2004) stated that The field-building activities is the aimed at immersing the learners in the context of culture and social purpose of spoken text, their temporal and spatial context, the roles and relationships of the related components, and the role of the language within the activity, as well as medium chosen.

Furthermore, Al Salmi (2011) concludes schema is the prior knowledge gained through experiences stored in one's mind. It is an abstract structure of knowledge. It means that the more the students have schemata the more they are able to comprehend the reading text. The students' background knowledge or schemata can help the students to understand the text. The important role of the schema in reading, the schema can be defined as patterns which represent the way experience and knowledge are organized in the mind. Furthermore, Channey (1979:2) concludes a schema indicates the typical relations among its component parts; comprehending a thing, event, or relationship occurs when a sufficient number of slots in a schema are filled, or "instantiated" with particular examples of events. The students' background knowledge or

schemata can help the students to understand the text. The important role of the schema in reading, the schema can be defined as patterns which represent the way experience and knowledge are organized in the mind.

2. Students' perception of the implementation of GBCIRC

Furthermore, to answer the second research question, the researcher obtained the data from students' perception questionnaire the implementation of GBCIRC. Then, the results were as follows.

From the question given to 32 students, the data gathered from close-ended questions were displayed at the table (see appendix 5). The table shows that general students gave their perception towards all items. There were 5 items using Likert Scale in which 'strongly agree; was valued 4, whereas 'strongly disagree' was valued 1. Moreover, the table showed that 145 points for 'strongly agree', 302 for 'agree', 106 for 'no opinion', 64 for 'disagree' and only 23 for 'strongly disagree'. After that, we could count the total of perception points into 2 categories of agree and disagree to look at the positive and negative perceptions of the students. In addition, based on the table, the number point of agreeing was 447 or 69.9 %, point for disagreeing was 87 or 13.6 % and the rest was no opinion 106 or 16.5% (See Appendix 6). Therefore, it shows that students have positive perceptions towards Genre-Based Cooperative Integrated Reading and Composition (GBCIRC). The result is shown in the following graph.
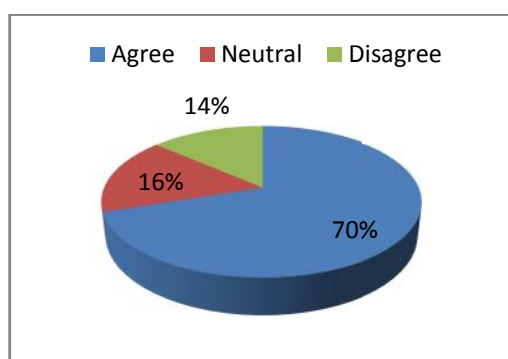
Graph 3. Students' General Perception towards GBCIRC

The graph shows that general students perceive positively towards GBCIC when they learned reading comprehension. It is proven by 70% of students giving their positive agreement towards GBCIRC. It is apparent from the finding for the

second research objective that students have positive perception towards the implementation of GBCIRC. The data got from the result of the questionnaire. The result shows that 70% of students agree or have a positive view of the implementation of GBCIRC. From the interview, the students who gave a positive view towards the implementation of GBCIRC because they like a group discussion. They were interested to work together with their group member to and discuss the material given by the teacher and share their idea with another group member. Another reason was when they did the task in a group, it would be easy to finish.

The researcher also found that during the treatments, the students were enthusiastic to follow the group discussion. It was because when the students did the group discussion, they should choose a speaker to share the result of the group discussion in front of the class. They were interested to be the first speaker in the group result presentation because the first group who shared their result would get 2 stars, the correct answer would get 3 stars. At the end of the meeting of each the treatment, the group who got many stars would get rewards from the researcher

This was in line with Janice (2007) found that most of the students have a positive view of the implementation of cooperative strategies in teaching and learning context. It is worth mentioning that successful implementation of cooperative learning techniques requires structurally planned teaching and learning activities. Also, it is recommended that this approach is employed for skills like reading comprehension because cooperative learning collects suggestions and ideas from different group members and contributes the concepts become easily clear. Generally, most of the learners in the experimental class were interested. This can be seen from the graph, general students perceive positively towards GBCIC when they learned reading comprehension. It is proven by 70% of students giving their positive. Meaning that this technique was appropriate to be implemented in the classroom to make students' reading comprehension achievement improved.
The second perception towards the implementation of GBCIRC was 16% students gave no opinion towards the implementation of GBCIRC. Because they thought that this technique had strength and weakness. They like this technique because they can work together with another friend in a group, but not all group members did the discussion seriously. Some of them did not do the task. They only make a noisy.

The third perception towards the implementation of

GBCIRC was 14% students gave a negative opinion towards the implementation of GBCIRC. Some students did not enjoy to study in the classroom. They did not like this technique because they felt that this technique was not efficient. The class would be so crowded. They could not think if the class was so crowded.

In summary, having discussed the notions of the four research questions above, it is ascertained that GBCIRC is still one of the advocated ways to enhance the students' reading comprehension. This study believes that the better results of reading achievement and perception come from the GBCIRC. By the use of GBCIRC, it could provide the way to ameliorate the study of English as a foreign language since it is the important work of education to enhance the students' motivations and make their English achievement better.

CONCLUSION AND SUGGESTION

Concerning with the significant difference between CIRC and GBCIRC in students' reading comprehension, it was found that there is a significant difference of students' reading comprehension achievement after being taught by using CIRC and GBCIRC. The significant difference can be seen in the result of students' achievement. The reason why there is a significant difference might be because the students have sufficient schemata to reactivate their prior knowledge before reading. Genre-Based Cooperative Integrated Reading Comprehension (GBCIRC) is effective for students in order to improve students reading achievement. It can be one activity that helps students to improve their reading comprehension achievement. It might be caused by two reasons; first, the stage which provides a lot of chance for students to read and practice in a group. Second, building students' prior knowledge or schemata is important to make students think critically about understanding the text. Eventually, the implementation of this technique can be used to promote students' reading achievement.

Thus, students have a positive perception towards the implementation of GBCIRC. GBCIRC is preferable to use in learning English especially in reading skill.

Since the researcher modified the technique used in this research with digital media, it was suggested for the further researcher to develop the similar area of research with something new for students by considering the learners' condition. So

that the teaching technique in education filed especially for the tertiary level is developed following the development of science and technology.

The study limits on only one step of Genre-Based Approach that is Building Knowledge of Field (BKOF) which modified in Cooperative Integrated Reading and Composition (CIRC). Therefore, it was suggested for the further researcher to put another step of GBA to find out the differences and hindrances which might happen during the implementation of GBCIRC technique.

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