

THE IMPLEMENTATION OF CIRC (COOPERATIVE INTEGRATED READING COMPOSITION) TECHNIQUE TO IMPROVE STUDENTS' READING NARRATIVE TEXT IN THE SECOND GRADE OF JUNIOR HIGH SCHOOL 7 BANDAR LAMPUNG

Yuniska Murti Ayu, Ujang Suparman, Gede Eka Putrawan
FKIP University of Lampung, Jl. Prof. Dr. Soemantri Brojonegoro
No.01 Gedong Meneng, Bandar Lampung, 35141
yuniskamurtiayu@yahoo.com

Abstrak. Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan pada kemampuan siswa dalam membaca teks *narrative* setelah belajar menggunakan teknik CIRC. Pendekatan penelitian ini adalah kuantitatif. Sasaran penelitian ini adalah 34 siswa tahun kedua di SMPN 7 Bandar Lampung. Tes membaca digunakan sebagai alat untuk mengambil data. Hasil penelitian menunjukkan bahwa terdapat peningkatan pada kemampuan membaca siswa setelah implementasi teknik CIRC dengan tingkat signifikansi $p < 0.05$ ($p = 0.00$). Dapat disarankan bahwa pengajaran membaca menggunakan teknik CIRC dapat membantu siswa dalam meningkatkan kemampuan mereka dalam membaca.

Abstract. The objectives of this study were to find out whether there was a statistically significant improvement of the students' reading of narrative texts after the implementation of CIRC technique. This research was quantitative. The subjects of this research were 34 students of the second grade of SMPN 7 Bandar Lampung. The reading test was used as the research instrument to gain the data. The result showed that there was a statistically significant improvement of students' reading achievement of narrative texts after the implementation of CIRC technique with the significant level of $p < 0.05$ ($p = 0.00$). This suggests that reading through CIRC facilitates the students to improve their reading ability.

Keywords: *reading, narrative text, CIRC (cooperative integrated reading and composition)*

INTRODUCTION

There are four English skills such as listening, speaking, reading and writing. These skills should be integrated and linked to express an idea fluently. It is hoped that people can master English in Indonesia because success of the English development can give positive effect for Indonesia especially for communicative aspect.

In learning process, students also need to learn how to master all the English skills especially reading skill, because reading has an important role in the classroom where language learning is the central purpose. On the other hand, reading is an interaction between the reader and the writer through the written language in the process of exchanging information or idea from the writer to the reader. International Educational Achievement (IEA) 2000 found that reading ability of Indonesian students is in the 38th position out of 39 countries. It shows that Indonesian students have low comprehension in reading. The reality in the classroom indicates that reading is difficult skill for the students to master. It is may be due to the lack of the students practice during instructional process, the weakness may happen because of limited of vocabulary, structure, and language functions. Reading English material is a reading activity to know about the structure of reading text, it can also improve their main idea, vocabulary and inference.

Reading is important for the readers because after reading a book or other materials the readers can get some information and also increase their knowledge. Blachowicz and Ogle (2008) state that reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Nowadays, the technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading. Eskey (2002) suggests that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this process is a first problem for teachers because reading aloud is a favorite classroom activity in their reading classes.

Comprehension strategy can be defined to as specific tactics, or techniques, observable or non observable, that a comprehender uses to store, retrieve and use information to make sense of the ideas in the text (Suparman, 2001). Galloway & Labarca (1990) state that most researchers refer to three types of strategies: (1) *metacognitive* strategies for directing the learning process; (2) *cognitive* strategies for accomplishing particular learning tasks; and (3) *social affective* learning strategies for enjoying and maximizing the learning experience. The categories in the current study will be developed by looking at the data collected and supported by the literature. The strategies in the current study were classified into three major categories: (1) prediction, guessing and inference; (2) skimming, skipping, and topic priority; (3) repeating and note taking.

Based on the description and problem above, the researcher should find an appropriate method and technique to increase student's interest in reading text to overcome this problem. The method that can be used by researcher to improve students reading comprehension or understanding in teaching is cooperative learning. Cooperative learning is a learning that required the students to work together on common task, the students must coordinate their efforts to complete the task.

One of cooperative learning methods is CIRC (Cooperative Integrated Reading and Composition). Steven and Slavin (2000) state that CIRC is a technique where the students work in their teams on a variety of cooperative 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. To this study this technique is focused on the learning system where the students work together in a working group. In CIRC technique students work within cooperative teams which are coordinate with reading comprehension, vocabulary, decoding, and spelling. And students are motivated to work with one another on this activity.

Zainudin (2015) conducted research to see the significant effect on students reading on descriptive text. The findings of this research showed that significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Descriptive Text Achievement compared with the classical method (CM) of teaching is good. It is different from a previous research, the researcher applied CIRC as a teaching technique to teach a narrative text.

Another previous research conducted by Hapsari (2013) with the title Teaching Reading Comprehension by Using Cooperative Integrated Reading Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan. The students' achievement increased from the second meeting to the last. It meant that CIRC technique was effective to improve students reading achievement. Since the research used seven grade of junior high school as the subject, the researcher applied CIRC technique to teach eight grade students of junior high school.

METHOD

This research was a quantitative research. In conducting this research, the researcher applied one group pretest-posttest design. This study was conducted at the second grade of SMPN 7 Bandar Lampung. VIII A was chosen as the sample of this study which consisted of 34 students in the second semester of academic year 2016/2017. For the data collecting technique, the writer used reading test which were tryout, pretest, and posttest. The pretest was conducted before treatments, the students was given 65 minutes. The posttest was administered after the treatments were given and it also lasted for 65 minutes. This research was conducted in six meetings: a tryout, a pretest, three times treatments, and a posttest. To make sure the reliability of the data

collecting instruments, whether it was reliable or not, it was analyzed by using rank-order correlation.

RESULTS

This section attempts to answer the first research question that was “whether there was a significant improvement students’ reading narrative text after the implementation CIRC technique”. In order to answer the research questions, the researcher used a tryout, a pre-test, and a post-test. This research was conducted in order to find out whether there was a significant improvement after the implementation of CIRC technique to improved students reading narrative text. The sample of this research was the second grade of SMPN 7 Bandar Lampung. There were nine classes of the second grade there were A until I. This research employed one class that was VIII A as the subject of the research. The research was conducted in six meetings.

After conducting the tryout, the researcher conducted the pre-test in experimental class. The researcher administered the pre test in the experimental class before giving the treatments on 6th April 2017 in VIII A. This test was administered to investigate the ability of students’ reading narrative text before being taught through CIRC technique.

The researcher used statistical computation with SPSS 16.0 for Windows to analyze the score of the pre test in the experimental class. The distribution of the students pretest score in the experimental class is explained below

Table 1. Distribution Frequency of Students Pre Test Score

Statistics		
PreTest		
N	Valid	34
	Missing	0
	Mean	61.0294
	Std. Error of Mean	1.54348
	Median	63.0000
	Mode	70.00
	Std. Deviation	8.99995
	Variance	80.999
	Range	33.00
	Minimum	40.00
	Maximum	73.00
	Sum	2075.00

Table 4.1. above is the distribution of students' score of pre test that has been tested using SPSS 16.0. The total score of the pre test is 2075. The mean score of the pre test is 61.02; the highest score is 73; the lowest score is 40; the median 63; and the mode is 70. Based on the English's minimal mastery criterion (KKM) in SMPN 7 Bandar Lampung which were score 70.

Based on the specification of reading, there were five aspects of reading which were measured in this research, such as determining main idea, finding detail information, determining reference, making inference, and understanding vocabulary.

After the implementation of the treatments by using CIRC (Cooperative Integrated Reading and Composition) technique, a post test was administered on Thursday, 20th April 2017 in VIII A of SMPN 7 Bandar Lampung. This test was administered to determine whether was an increase after implementation of CIRC technique. They were 30 items conducted in 60 minutes. The post test items were the same as the pretest but in random order. The distribution of the students post test score in the experimental class is explained below.

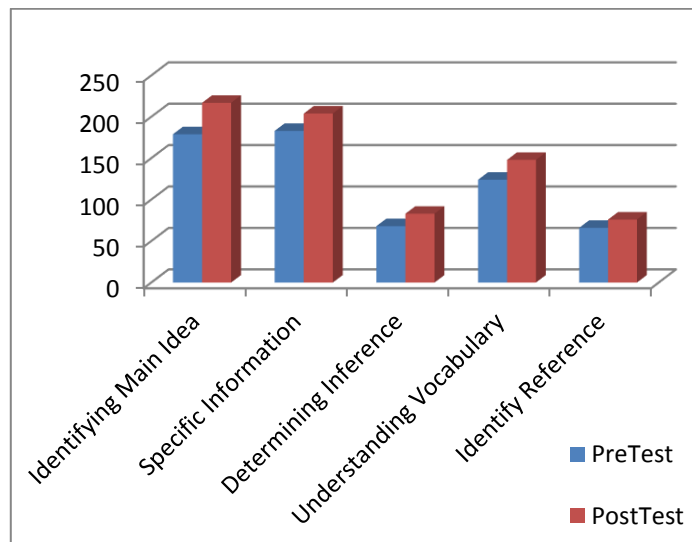
Table 2. Distribution Frequency of Students Post Test Score

Statistics		
PostTest		
N	Valid	34
	Missing	0
Mean		71.7647
Std. Error of Mean		1.04707
Median		73.0000
Mode		73.00 ^a
Std. Deviation		6.10543
Variance		37.276
Range		23.00
Minimum		60.00
Maximum		83.00
Sum		2440.00

The mean of the post test in the experimental class is 2440. The mean of the post test is 71.76; the highest of the test is 83; the lowest score is 60; the median is 73; and the mode is 73. In addition, based on the specification of reading, there were five aspects which were measured in this research, such as determining main idea, finding detail information, determining reference, making inference, and understanding vocabulary. The results of pretest and posttest in the experimental class show the difference in the students' reading comprehension achievement after being taught by using CIRC

(Cooperative Integrated Reading and Composition) technique where the students' total score increases from 2075 in the pretest and 2440 in the posttest in which the differences is 365 points.

It is in line with the specification of reading, there were five aspects of reading which were measured in this research, such as determining main idea, finding specific information, making inference, determining reference, and understanding vocabulary. Graph below provided students' score of each aspect of reading in reading comprehension.



Graph 1. Specific Aspects of Reading Comprehension

From Graph 1 above, it can be seen that the highest score of aspects reading comprehension was identifying main idea (179 Pretest) through (217 Posttest) and the gain score was 38. While the lowest was reference (66 Pretest) through (76 Posttest) and the gain score was 10. From the computation, it can be found the students' scores of aspects reading comprehension achievement before and after treatment. The results indicate that the students' score which aspects reading comprehension achievement increased after they were taught trough CIRC (Cooperative Integrated Reading and Composition) technique.

DISCUSSION

Based on the result of the research previously presented, the researcher found that the achievement of the students' reading narrative text score in the experimental class after the treatments increased, that was $p=0.05$ ($p=0.000$), which is based on the hypothesis testing. It proved in H_0 of this research was rejected and H_1 of this research was accepted.

The students' mean score after being taught through CIRC technique increased significantly. The students' mean score of pre-test was 61.02. Meanwhile, their mean score of post-test after being taught through CIRC technique was 71.76. It shows that the students' mean score of post-test was higher than that. Specifically, CIRC technique also improved the students' reading comprehension in all aspects: 1). Identifying Main Idea (38 points), 2). Specific Information (21 points), 3). Determining Inference (15 points), 4). Identify Reference (10 Points), 5). Understanding Vocabulary (24 point).

Based on the result above, it can be said that CIRC technique was successful to improve students' reading comprehension achievement especially in teaching narrative text. The finding that CIRC technique has improved students' reading comprehension achievement was also consistent with the previous research conducted by Hapsari (2013). She proved that CIRC technique was effective to increase students' reading comprehension in seven grade junior high school. CIRC technique can make the students more active to read the text and find out the answer. Her result of the questioner showed that almost all the students liked and agreed learning reading comprehension through CIRC technique. Her data showed the significant improved in reading comprehension through CIRC technique. This finding also confirmed the result of the research that was conducted by Zainudin (2015). The findings of this research showed that significant effect of applying Cooperative Integrated Reading and Composition (CIRC) technique on students reading descriptive text achievement compared with the classical method (CM) of teaching is good. Different with the previous research, the researcher applied CIRC as teaching technique to teach a narrative text.

CIRC (Cooperative Integrated Reading and Composition) technique is good applied to increase students' reading comprehension. It may affect the efficiency of the strategy if the teachers also should control the students. Because not all of the students contribute well when they are working in their groups. Some students only follow the smart students not contribute in their groups.

CONCLUSION

CIRC (Cooperative Integrated Reading and Composition) can be used to increase the students' reading comprehension in comprehending narrative text. It has been proven by the gain of the students mean score in posttest that is higher than the mean score in pretest that is 10.74 points. Based on the data from the experimental research in the second grade of SMPN 7 Bandar Lampung, the researcher was found that the students' pre test score is 2075 and the students' post test score is 2440. It indicates that students who learn reading using CIRC technique get better scores than students who learnt reading without using CIRC technique. Based on the data, identifying the main idea became the most improved aspect of reading comprehension after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique.

SUGGESTIONS

Referring to the conclusion above, the researcher puts forwards the following suggestions:

1. The English teacher should use CIRC (Cooperative Integrated Reading and Composition) technique in teaching learning process especially in reading comprehension, to help the students solve the problem in reading comprehension.
2. The students should improve their reading comprehension by using CIRC (Cooperative Integrated Reading and Composition).
3. For other researchers to examine and investigate the effectiveness of the implementation of CIRC Method in teaching English for the students at junior high school. The researcher should be another teaching method or CIRC Method to improve the student's ability in reading comprehension.

REFERENCES

- Blachowicz, C., and Ogle, D. 2008. *Reading comprehension, strategies for independent learners*. New York: The Gullford Press.
- Eskey, D. E. 2002. *Teaching reading to English language learners*. England: A Reflective Guide.
- IEA. 2000. *Proggamer for international assessment*. Boston College: TIMSS & PIRLS International Study.
- Galloway, V., and Labarca, A. 1990. *From student to learn: style, process, and strategy*. in d. w. brickbichler (ed.), *new perspectives and new directions in foreign language education*. Lincolnwood, IL: National Textbook Co.
- Hapsari, W. 2013. *Teaching reading comprehension by using cooperative integrated reading composition (circ) method to the seventh grade students of SMPN 1 kerambitan*. Bali: Denpasar University.
- Steven C. R., and Slavin E. R. 2000. *CIRC (cooperative integrated reading and composition)*. New York: College Board Publications.
- Suparman, U. 2001. *Factors influencing reading comprehension of English a foreign language in Indonesia*. Melbourne: Institute for Education La Trobe University Bundoora.
- Zainudin, 2015. *The effect of cooperative integrated reading and composition technique on students reading descriptive text achievement*. Universitas Negeri Medan. Medan: Universitas Negeri Medan.