

THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TO  
TEACH READING NARRATIVE TEXT TO THE EIGHTH GRADERS OF SMP NEGERI 4 GRESIK

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**Abstrak**

Penelitian ini bertujuan untuk mengetahui bagaimana teknik *Cooperative Integrated Reading and Composition* (CIRC) dalam pengajaran membaca yang diterapkan oleh guru di SMP Negeri 4 Gresik, hasil pekerjaan siswa setelah penerapan teknik CIRC, dan respon siswa setelah penerapan teknik tersebut. CIRC diambil dari teori Slavin (1985) dia mengatakan bahwa CIRC adalah teknik yang cocok untuk pengajaran membaca dan menulis dimana teknik tersebut siswa harus bekerja dalam satu kelompok diskusi yang beranggotakan 4-5 siswa.

Data-data dikumpulkan melalui pengamatan, pekerjaan siswa, dan kuesioner. Dengan melakukan pengamatan, peneliti memperoleh aktivitas yang dilakukan oleh guru dan siswa selama penerapan teknik CIRC, dengan menganalisis pekerjaan siswa peneliti memperoleh bagaimana kemampuan membaca siswa setelah menggunakan teknik CIRC dan dengan melalui kuesioner peneliti memperoleh respon siswa setelah penerapan teknik CIRC. Penelitian ini menggunakan metode penelitian kualitatif dimana hasil dari data-data tersebut akan didiskripsikan menggunakan kata-kata sesuai dengan realita yang ada di kelas.

Hasil dari observasi di kelas menunjukkan bahwa guru dan siswa mengikuti langkah-langkah teknik CIRC dengan baik. Selain itu, dari data pekerjaan siswa dapat dilihat bahwa teknik ini membantu siswa dalam memahami teks karena banyak siswa yang dapat menjawab pertanyaan dengan benar meskipun terdapat sedikit kesalahan, dan mereka juga dapat membuat rangkuman dengan menggunakan bahasa mereka sendiri. Dan hasil dari respon siswa banyak siswa yang setuju bahwa teknik ini membantu mereka dalam memahami teks dan membuat keterampilan menulis mereka jadi lebih baik. Dari hasil tersebut dapat disimpulkan bahwa teknik CIRC dapat diterapkan untuk pengajaran membaca karena membantu siswa dalam membaca dan menulis. Terdapat beberapa siswa 8A di SMP Negeri 4 Gresik yang setuju bahwa mereka senang dan teknik tersebut membantu mereka. teknik CIRC dapat membantu siswa dalam memahami teks dan membantu siswa dalam keterampilan menulis mereka.

Kata Kunci: *Cooperative Integrated Reading and Composition* (CIRC), membaca, dan memahami.

**Abstract**

This study was conducted to know how *Cooperative Integrated Reading and Composition* (CIRC) in teaching reading that used by the teacher in SMP Negeri 4 Gresik, students' task, and the students' responses after the implementation of CIRC technique. CIRC was taken from Slavin (1985), he stated that CIRC technique is technique to teach reading and writing which is the students work together in group discussion, one group consists of 4-5 students.

The data was collected through observation, students' task, and questionnaire. By conducting the observation the researcher gains the teacher' and the students' activity during the implementation of CIRC technique, by analyzing the students' task the researcher gains the students' reading ability after the implementation of CIRC technique, and by distributing questionnaire the researcher gains the students' responses after using CIRC technique. This study used descriptive qualitative research method which is from the data the result will be described using words based on the fact in class.

The observation result showed that the teacher and the students followed the procedure of CIRC technique very well. Moreover, from the students' task data showed that this technique helps the students to

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understanding the text well because there were many students can answered the questions correctly even there were some mistakes, and they can wrote summary by using their own words. From the students' responses, it showed that there were many students who agreed that CIRC technique helped them to understand the text well and also helped their writing better than before. In conclusion, CIRC technique can be implemented to teach reading because it helped the students in reading and writing. There were many students of 8A in SMP Negeri 4 Gresik agreed that they were happy and it can help them.

*Key Words: Cooperative Integrated Reading and Composition (CIRC), reading, and comprehending.*

## INTRODUCTION

Blachowicz and Ogle (2008:15) 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. Reading is important for the readers because after reading a book or other material the readers can get some information and also increase their knowledge.

Nowadays, the technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading. Reading is a silent and individual activity which the writer has expectation that the text would be read, not heard (Abbot et. al., 1981:81). It means that reading is activity that can be done by reading a text individually, so the readers have to read by themselves, it cannot be done by hearing a text. In reading, the readers must understand or comprehend the content and the purpose of the text.

According to Morgan et. al. (2007:63) the primary goal of reading is comprehend the *who, what, where* and *where* of the story. But, in fact, there are many students who got difficulties in reading class especially in comprehending or understanding the content of the text. Based on a research that conducted by International Educational Achievement (IEA) in 2000, reading ability of Indonesian students in 38<sup>th</sup> position out 39 countries. It shows that Indonesian students have low comprehension in reading.

Reading English material is important for the students because in reading activity they will know about the structure of English text, it also can improve the vocabulary. Chesla (2001:49) states that there are many benefits to read more often, it will improve your understanding and comprehending of yourself and other people, it also introduces the new information and idea, and reading more will improve your vocabulary and

increase your reading speed. It shows that reading is one of important skills that must be mastered.

There is an appropriate technique to help students understand the text well, that is Cooperative Integrated Reading and Composition (CIRC). This is a teaching technique for reading and writing. According to Durukan (2011:103) in CIRC process, students work in group which is consist of 4-5 members, students are given material that attached some questions from the teacher, then the students collecting the answer and the answer can be checked by the each member, the last each group presents the result to other group. During the activities the students are asked to retell or make a summary about the text in written form.

CIRC seems to be an appropriate technique implemented for the eighth graders because of some reasons, those are; (1) Ames and Murray (1982) in Gupta and Ahuja thesis (2014:39) state that students work in cooperative group experienced the so called 'process gain', that is, new solutions and ideas result from the group cooperative effort of sharing and generating information. It means that in group working, the students can share the information from the text and they can discuss if there is a student who don't understand about the text. (2) In CIRC activities there is an interaction among the students there, it can motivate the students in learning English. Calderon et. al. (1997:5) state that the extensive interaction from the CIRC activities helped students expand fluency and comfort with English. (3) It is effective to help students not only comprehending the reading text, but also writing (Durukan, 2011:103). In CIRC activities the students do not only read the text but make a summary and write their responses about the story. (4) CIRC is a kind of cooperative learning. Because of that, it can provide opportunity for students to work together to construct meaning and share understandings (Calderon, 1997:6), so it makes students are easier to comprehend the text and help each other. (5) It can fulfill the curriculum because it can be implemented in learning narrative text.

According to the previous study from Erhan Durukan (2011) entitled '*Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills*'. It showed that the data was statistically significant relationship between experimental and control group and different measurement periods (pre, post and retention-test) on the mean student scores. It means that the technique was successfully. Moreover, there was another previous study from Margarita Calderon et al (1997) entitled '*Effects of Bilingual Cooperative integrated reading and composition on Students Transitioning from Spanish to English Reading*'. The result of the study that conducted by Margarita Calderon et al also successful. The data showed that the scored of experimental group are significantly better than control group.

Based on those previous studies, the researcher wants to conduct similar research which can help the students in reading and understand the text well. Moreover, this technique also helps the students writing ability better than before. Those two previous studies show that using CIRC technique in teaching reading can help students to understand the text well and their writing ability. Thus, the researcher hopes that by using this technique in teaching reading will make students understand easier and make their writing ability better.

Based on the background of the study above, the research questions are:

1. How is the implementation of cooperative integrated reading and composition (CIRC) to teach reading narrative text to the eighth graders of SMP Negeri 4 Gresik?
2. How is the students' reading comprehension of narrative text after the implementation of cooperative integrated reading and composition (CIRC) to teach reading narrative text to the eighth graders of SMP Negeri 4 Gresik?
3. How are the students' responses toward the implementation of cooperative integrated reading and composition (CIRC) to teach reading narrative text to the eighth graders of SMP Negeri 4 Gresik?

## RESEARCH METHOD

The researcher used a descriptive qualitative as the research design. The purpose of this study is to describe about the implementation of cooperative integrated reading and composition (CIRC) in teaching reading. According to Ary, et. al. (2010) the result of a qualitative

research study is a narrative report so rich and comprehensive that you can understand the social reality experienced by the participants. Qualitative research is only focuses on the phenomenon in natural setting.

The researcher used qualitative research because the researcher will describe about the implementation of cooperative integrated reading and composition (CIRC) in teaching reading a narrative text for eighth graders students of SMP Negeri 4 Gresik, report the students' task after the implementation of the technique and report the students' responses after implement the technique such as the difficulties in using CIRC and students' feeling.

The subject of the study is the eighth graders students of SMP Negeri 4 Gresik. The researcher chooses the school for several reasons. First, there are many teachers who are expert in implementing CIRC technique. Second, CIRC technique is already used by the teacher.

The researcher conducted observation two times in the classroom. The researcher observes the implementation of cooperative integrated reading and composition (CIRC) to teach reading a narrative text for eighth graders of SMP Negeri 4 Gresik. It focused on the way how the teacher implemented the CIRC technique in teaching reading a narrative text in A class of SMP Negeri 4 Gresik. The focus of this study was in the teaching learning process, especially in reading class. The researcher used observation checklist, it is used to get information about the teacher's activities, students' activities and the material during the implementation of CIRC. Other instruments used were students' task and questionnaire.

In this research, the data was collected by conducting observation, students' task, and distributing questionnaire. Those instruments were used to describe the implementation of CIRC technique in reading class. The researcher became a non participant observer. The data are collecting through observing the learning process of reading a narrative text through cooperative integrated reading and composition (CIRC) technique during teaching learning process. It is done by using observation. Then, distributing the task that used in teaching reading in every meeting, and questionnaire is the last instrument in conducting the research which completed the data of the research. Questionnaire is given for the students in the end of the implementation of cooperative integrated reading and composition (CIRC) to teach reading a narrative text



The data that had been collected will analyze descriptively. The researcher will describe the result of the implementation of CIRC in reading class based on the result of the observation checklist. The researcher will analyze the result of the students' task. The researcher will analyze the students' responses toward the implementation of CIRC technique in reading class by percentage and then describe the result of questionnaire

## RESULT OF THE STUDY

The researcher describes some aspects during the implementation of cooperative integrated reading and composition in teaching reading a narrative text. The aspects are how the teacher prepare the materials, how well the technique, the teacher and students' activities during the implementation of cooperative integrated reading and composition.

### The Implementation of Cooperative integrated reading and composition

Based on the result of the two observations on Thursday, February 12<sup>th</sup> 2015 and Wednesday, February 18<sup>th</sup> 2015, the teacher followed the procedure of teaching reading by using three stages and followed the procedure of CIRC technique based on the theory. According to Abbot et. al. there are three stages in reading they are before reading activity, whilst reading activity, and after reading activity. According to Slavin et al (1985) the procedure of this technique is the students must work in group. The teacher divided the class into several group, the group consists of four members. Then, the students read the text, make prediction about how the story will come out by answering the questions. After that the students write a summary and a response about the story. They also work together to master main ideas and other comprehension skills.

Moreover, the students also followed the teaching learning process in reading class that used CIRC technique well. They worked in group discussing and presented their work in front of the class.

During the implementation of CIRC technique, the students can discuss to understand the text and help the others who did not understand the text. Based on the theory in CIRC activities students learn how to solve problems, study together, help each other, collect opinions, present rationales, defend, synthesize, listen to others, and ask relevant questions (Calderon et al, 1997). In CIRC, the students worked together to understand the text by discussing, if there was a student did not

understand the text the other helped him/her to understand.

### Students' Task

In every meeting the researcher took two groups randomly that would be analyze. The result of the group 1 in the first meeting was quite good. There were seven questions in part A, they can answered all the question. But in part 1, they got a mistake and they can wrote the summary based on their own words. The result of group 2 in first meeting, they can answer the questions in part A correctly. They answered the questions by adopting the sentences in the story. And in part B they wrote a summary by putting a main idea in each paragraph.

In the second meeting, the researcher also took two groups randomly. Students in the group one can answer all the questions correctly. They answered the question simply and using their own words. They also wrote a summary in simple words and used they own word. Students in group two answered the questions quite well. They can answered the all the question correctly but they used wrong word for antonym.

It showed that CIRC technique can help the students to understand the text well, and also make their writing better than before.

### Students' Response from Questionnaire

The researcher distributed the questionnaire in the second meeting on Wednesday, February 18<sup>th</sup> 2015. In class there were twenty seven students. The questionnaire had purpose to know the students' responses after the implementation of Cooperative integrated reading and composition (CIRC) in teaching reading a narrative text.

Based on the result of questionnaire almost students was happy in teaching reading by using Cooperative integrated reading and composition (CIRC) in reading the text because a half of class agreed that this technique was fun, the half one agreed that it was fun enough. If the students were happy in implementing CIRC, so, it could be concluded that the students were interesting. The students were happy during the implementation of CIRC technique because they were working in group and they can discuss when there were some difficulties in understanding the text. The students also agreed that the tasks were given by the teacher was easy because they did the tasks well.

According to Fachriza (2010) CIRC technique can improve students' comprehension, students more active and the condition of classroom more alive, and it can improve the students affective. It can be concluded that if the students became happy during the implementation of CIRC, so, they are more active, the classroom more alive, and they were interested in the material because in CIRC activities the students worked in group which it gives the students opportunity to discuss with their friends to understand the text and during discussion each students had responsibility to understand the text and answer the questions.

## CONCLUSION

Based on the result of the study conducted by the researcher in two meetings, it could be concluded that:

The teacher followed the stages of teaching reading and procedures of cooperative integrated reading and composition (CIRC) very well. The lesson was done by three stages pre reading, whilst reading, and post reading

The students' task shows that the students can answer the questions well. They answer the questions correctly. It means that the students understand the text that given by the teacher. So, the technique can help the students in understanding the text.

The students' responses after implemented cooperative integrated reading and composition (CIRC) technique in teaching reading a narrative text shows that the students were feeling happy during the implementation of the technique. They also thought that this technique help them to understand the text and make their writing better than before.

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METACOGNITIVE STRATEGY IN INDIRECT LEARNING STRATEGIES USED BY EFL STUDENTS  
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