

The Implementation of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading Comprehension to the Ninth Grade Students

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Abstrak

Penelitian ini dilakukan untuk mengetahui bagaimana penerapan teknik Cooperative Integrated Reading and Composition (CIRC), kemampuan siswa, dan respon siswa terhadap pengajaran membaca pemahaman dengan menggunakan CIRC. Penelitian ini menggunakan penelitian kualitatif untuk merancang penelitian ini. Dalam penelitian ini, peneliti mengamati aktivitas mata pelajaran. Peneliti hanya menggunakan catatan lapangan, kuesioner, dan tugas membaca siswa. Subjek penelitian ini adalah siswa kelas sembilan di SMPN 1 Jabon. Guru yang mengajar di kelas juga sebagai subjek penelitian. ini dipelajari karena dia juga bertanggung jawab untuk proses belajar mengajar menggambarkan bagaimana mengajar membaca teks menggunakan teknik Cooperative Integrated Reading and Composition (CIRC) di kelas sembilan di sekolah menengah pertama dilaksanakan. Hasil penelitian ini akan dipresentasikan melalui hasil observasi, tugas siswa, dan respons siswa melalui angket. Guru melakukan prosedur CIRC dengan sangat baik. Berdasarkan tugas siswa, siswa dapat menjawab semua pertanyaan dengan benar. Berdasarkan tanggapan siswa terhadap teknik CIRC, mereka merasa percaya diri dan termotivasi ketika diajarkan menggunakan CIRC. Saran bagi guru adalah guru harus menerapkan CIRC dalam mengajar pemahaman membaca sebagai teknik alternatif. Tidak hanya dalam pengajaran label teks tetapi juga dalam teks lainnya.

Kata kunci : Membaca pemahaman, Cooperative integrated reading and composition (CIRC).

Abstract

This study was conducted to know how implementation of Cooperative Integrated Reading and Composition (CIRC) technique, students' ability, and students' responses toward teaching reading comprehension by using CIRC. This study use qualitative research to design this study. In this research, the researcher observes subjects' activity. The researcher only used a field note, questionnaire, and students reading task. The subject of this study was the ninth grade students in SMPN 1 Jabon. The teacher who taught in the class was also as the subject of this studied because he was also responsible for the teaching-learning process of describing how is teaching reading text using Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school implemented. The result of this study will be presented through observation result, students task, and students' responses through questionnaire. The teacher does the procedure of CIRC very well. Based on students tasks, the students are able to answer all questions correctly. Based on the students responses toward CIRC technique, they feel confident and motivated when taught using CIRC. The suggestion for the teacher is the teacher has to implement CIRC in teaching reading comprehension as an alternative technique. Not only in teaching label text but also in other text.

Keyword: reading comprehension, Cooperative integrated reading and composition (CIRC).

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INTRODUCTION

Reading is very important in human life. Reading become part of human life that is impossible to separate with modern life. Everyday human in this modern era always reading. They read everything that they want and need to read. Human reads to get information about anything. So, reading skills is a basic need that every human in this modern era must have.

Reading means that we receive information in the written form. Reading is an activity that has a purpose to get information (Pandawa, 2009). Reading came to human life after human knew how to read. Prehistoric human tried to write something like messages in order to be read by other humans. In the modern era, people have to able to read. Reading is a skill that people have to acquire in order to survive in the globalization era.

Reading is a valuable skill (O'Reilly, 2014). Reading become a very important part of education. Students have to learn how to read even at the very young age. Students must read books and some other resources in written form. Teaching learning process in the classroom can't be separated with written tasks. After students learn something during the class they usually read books at home to make their knowledge increased.

One of the subject in the school that makes reading become more important is English. In English, there are four basic skills that students have ability to acquire. There are speaking, listening, reading, and writing. The four skills are connected to each other and can not be separated (Pratiwi:2015). In English, students have to able to read and understand the text that they have read. Sometimes teachers ask their students to search for information within the text.

Sometimes students think that reading materials are something that is easy to be done, but it is false. Reading is not as easy as what some students think. In reading students have to understand the text and have to search message within the text.

In the teaching-learning process of reading, students usually become passive. The teachers usually give texts and then students read it and

try to answer some questions related to the text. Not only passive, the students usually have difficulty to answer the questions. They can't answer because they have less vocabulary. Students sometimes do not understand what the text about.

From that problem, the researcher tries to solve the problem by using Cooperative Integrated Reading and Composition (CIRC) technique. The purpose of implementing cooperative integrated reading and composition (CIRC) technique is to make students become more active. CIRC is an effective technique to improve students comprehension ability (Students will be work in pairs, group discussion, and class discussion so they would have more opportunities to get a deep understanding on the text that they have read.

This research is important as a clear description of an implementation of Cooperative Integrated Reading and Composition (CIRC) technique in the teaching of reading in junior high school grade IX.

The research questions are:

1. How is implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension to the ninth grade of junior high school?
2. How is the students' ability in reading after taught by using Cooperative Integrated Reading and Composition (CIRC) technique?
3. How are the students' responses toward the teaching reading by using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension?

RESEARCH METHOD

This study was conducted to know how is implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension to the ninth grade of junior high school, how is the students' ability in reading after taught by using Cooperative Integrated Reading and Composition (CIRC) technique, how are the students' responses toward the teaching reading by using Cooperative Integrated Reading and

Composition (CIRC) technique in teaching reading comprehension.

The researcher took qualitative research to design this study. Qualitative research is suitable with the objective of this research, to describe how is teaching reading text using Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school implemented.

The purpose of this study was to find out whether CIRC can improve students vocabulary activity or not. The instruments of the research were observation sheet, students task, questionnaire and the researcher. In this research, the researcher observes subjects' activity. The researcher collects, analyzes, interprets, and reports the result.

The subject of this study was the ninth grade students. The teacher who taught in the class was also as the subject of this studied because he was also responsible for the teaching-learning process of describing how is teaching reading text using Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school implemented. The first meeting was conducted on SMPN 1 Jabon. There were 37 students in the class. The second meeting was conducted on November 16 2017. There were 34 students in the class. 3 Students were absent. The students looked like enthusiasm to learn English that day. The third meeting was conducted on November 22 2017. There were 36 students in the class. One student was absent. The students looked confident to learn English that day.

To obtain the data, the researcher collects data from observing. The researcher observes during the teaching-learning process of using Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension. While the teacher and students were doing the teaching-learning process. The researcher notes all activity in the fieldnote in the observation sheet. The researcher record in the fieldnote all activity in the classroom including the setting of the class, students and teacher interactions, the media that is used and so on. The researcher collects the data from students reading task that was given by

the researcher. The researcher also gives a questionnaire to know students response about teaching reading text using Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school. The questionnaire was formulated to get information about the students' comment and opinion about whether CIRC helps them easy to read comprehend. The students' opinion toward the use of CIRC in teaching reading comprehension text was explored by using a questionnaire.

The data in this study were analyzed using a descriptive qualitative technique. There are some steps in data analysis which were used in this study by the reader.

Firstly, the data obtained from the classroom observation were analyzed according to the fact and the reader's interpretation. The reader analyzed the data from the field note, then described the result of the observation naturally based on the phenomenon that had happened in the class in order to get the whole view of the classroom activities.

Secondly, the reader analyzed the reading tasks and questionnaire that had been given to the students in order to find out the students' ability and responses toward the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school.

Finally, the reader concluded the study on the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in the ninth grade of junior high school.

RESULT AND DISCUSSION

The Result of Observation

The researcher conducted observation in three meetings and become an observer. The researcher paid attention to the whole teaching-learning process that happened in the class from the beginning until the end. The teacher does the procedure of CIRC very well. The teacher conducted the teaching-learning process each meeting into 3 stages. There is pre-reading while reading and post reading. The teacher greeting

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and checking students' attendance at each meeting. The teacher explains about CIRC and how to use CIRC

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, a practice of reading comprehension strategies, and creative reading using a process reading approach (Steven and Slavin: 2000). The teacher divide all the students become some groups. A group consisting of 4-5 students. The teacher then spread the materials to each group. Each group gets a label text. The teacher asked the students to read the text and try to understand. Then the teacher asked the students to discuss the questions below the text. After discussing the questions the students must answer the questions based on the text.

The involvement of students in the learning process and understands the subject by cooperating with their group in making a summary and answer question will improve students understanding of the subject and finally will improve their learning result.

1. First Meeting

The first meeting was conducted on SMPN 1 Jabon. There were 37 students in the class. The teacher introduced the researcher and explained the researcher purpose.

a. Pre-activity

In pre-activity, the teacher was greeting and checking students' attendance. The teacher asked the students about their reading habit. The teacher asked students about whether they used to read books or text in English. The students kept silent. Then the teacher asked the students what kind of book that was the students used to read. Some of the students said that they used to read a novel and some of them said that they used to read the comic and textbook. But none said that they used to read a book in English. It is meant that the students rarely read a book in English.

Then the teacher asked the students where they used to read English. A student said that he read English in the game. Another student said

that she read English in English textbook only. Then the teacher told the students that day they will learn about label text. The teacher explained to the students about label text and explain that they usually find label everywhere such as in food package or in drinking water and drugs.

After that, the teacher explained that they would work in a group by using cooperative integrated reading and composition (CIRC). The teacher explained about CIRC and how to use CIRC. The teacher made sure that the students had understood.

b. While-activity

In this part of the activity, the teacher used CIRC. The teacher divided all the students become some groups. A group consisted of 4-5 students. The teacher then spread the materials to each group. Each group got a label text. The teacher asked the students to read the text and try to understand. Then the teacher asked the students to discuss the questions below the text. After discussing the questions the students must answer the questions based on the text.

While the students were working in the group, the teacher walked around the class. The teacher checked the students work for each group. Some students asked questions related to the text questions. The teacher gave the clue to the students and gave a little trick to did that. In the discussion, students that were smarter than others explain to his/her friends. Then all the questions can be answered all. The students try to discuss in English but most of all the students could not, so the discussion conducted in English and Indonesia.

The teacher then gave 10 minutes extra times to students to complete the task. Then the teacher asked the students to make a summary based on a summary rubric that had prepared before by the teacher. After making a summary, the students must present their work in front of their class. All groups presented their work by reading it aloud in front of the class.

c. Post activity

After all of the groups presented their work, the teacher then checked their understanding by repeating the questions and the students

answered it. The teacher gave feedback and corrected the answer. Some students asked the teacher and the teacher explained it. The teacher explained once more about label text and about the material. The teacher then asked the students to find an example of labels as a homework.

2. Second Meeting

The second meeting was conducted on. There were 34 students in the class. 3 Students were absent. The students looked like enthusiasm to learn English that day.

a. Pre-activity

The teacher came to the class with some materials in his hand. The teacher sat down in the teacher chair and the students greeted the teacher. The teacher replied to it and asked the students to take their book. Then the teacher checked students attendance and asked why some students didn't come. After that, the teacher asked the students to collect their homework on the teacher table. The students collected their homework and went back to their desk. The teacher then asked about the last material. Some students were able to answer it. The teacher then explained it. Then the teacher asked the students to sit in their last groups.

b. While-activity

Like the last meeting, the teacher uses CIRC in while-activity. The teacher conducted CIRC steps very well. The teacher asked the students to sit in their previous group. After all, students sit in their groups. The teacher gave them a label text and asked the students to discuss it. Then the teacher asked the students to answer all questions related to the text. While the students discussed. The teacher walks around and helps students if they have difficulty.

The students looked like feel confident when they did the task with CIRC and all students involved actively during the discussion. It seemed there was an information transfer among the students in each group. Each group did the task seriously because they did not want to lose with other groups.

Some students asked the teacher, the teacher explained it without gave a direct answer, but with a clue that made students easy to

understand. The teacher also asked the students to discuss it first before they asked the teacher. After that, the students finished the discussion and answered all the questions. The teacher said that the students must make a summary of the last meeting. Then the students began to make it. After that, the teacher asked the students to present their work in front of their class. The students presented it to each group.

c. Post activity

After the students presented their work, the students then were asked by the teacher about their work and about the material to check their understanding. The teacher then read questions about the text and asked students to answer it. Some students were able to answer it. Then the teacher gave the last explanation about the material.

3. Third meeting

The third meeting was conducted on November 22 2017. There were 36 students in the class. One student was absent. The students looked confident to learn English that day.

a. Pre-activity

Like the two last meeting, The teacher came to the class. The teacher greeted the students and checked students attendance and asked why a student didn't come. After that, the teacher asked the students to collect their homework on the teacher table. The students collected their homework and went back to their desk. The teacher then asked about the last material. All students were able to answer it. The teacher then re-explained it. Then the teacher asked the students to sit in their last groups.

b. While-activity

Like the last meeting, the teacher uses CIRC in while-activity. The teacher conducted CIRC steps very well. The teacher asked the students to sit in their previous group. After all, students sit in their groups. The teacher gave them a label text and asked the students to discuss it. Then the teacher asked the students to answer all questions related to the text. While the

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students discussed. The teacher walks around and helps students if they have difficulty.

The students looked like feel confident when they did the task with CIRC and all students involved actively during the discussion. It seemed there was an information transfer among the students in each group. Each group did the task seriously because they did not want to lose with other groups.

Some students asked the teacher, the teacher explained it without gave a direct answer, but with a clue that made students easy to understand. The teacher also asked the students to discussed it first before they asked the teacher. After that, the students finished the discussion and answered all the questions. The teacher said that the students must make a summary of the last meeting. Then the students began to make it. After that, the teacher asked the students to present their work in front of their class. The students presented it to each group.

c. Post activity

After the students presented their work, the students then were asked by the teacher about their work and about the material to check their understanding. The teacher then read questions about the text and asked students to answer it. Some students were able to answer it. Then the teacher gave the last explanation about the material.

The Result of Students task

The students' task is used to know whether the technique can improve students ability in reading comprehension. Reading comprehension is an activity that has a goal to get information from a whole text and not only from isolated words or sentences (G.wooley:2011). The researcher collected students a task and analyzed it. Based on the students' task. They can answer all of the questions. Although there were minor errors. The students are easily done the task by Discussion.

The Result of Student Responses.

Researcher use questionnaire to get data about students' response toward the

implementation CIRC in reading comprehension. Students response based on their own thinking. Based on the questions. Almost all of the students said that English is difficult. They think that English is the most difficult subject. Some of them said that they have difficulty in learning English.

At the end of the third meeting, students were given a questionnaire. The result of the questionnaire was used to support the data through the observation. In the questionnaire, the students were asked to give their responses and opinion about the activities during the teaching and learning process by using CIRC. In each question, there were four possible options. They had to choose one of them that represented their opinion. The questionnaire sheets were distributed to the 36 students in ninth grade. Questionnaire was given in order to know the students' opinion and responses toward the use of CIRC in teaching reading comprehension. The questionnaire itself consisted of 10 questions and it was classified into three factors. The classification was as follows: the students' opinion about the English lesson and reading comprehension, students opinion about CIRC, and the students opinion about the teacher' role.

1. The students responses to the English lesson and reading comprehension.

Related to the English lesson and reading comprehension, the researcher made three questions.

The first questions are about the students' response about their interested in English lesson in their school. Many of student strongly interested enough about the English lesson in their school. The students never bored in the class and they are very enthusiastic during the teaching-learning process. Then a few students were disliked with the English lesson in their school.

The Second questions are about the students' response about their interested in reading. More than half of the students answer interested enough. The students' interest in reading lesson because the teacher always uses creativity in the teaching-learning process. There were students who strongly like reading because

their hobby is reading. There were students who dislike reading. They thought that reading is difficult things to do.

The third questions are about the students' responses whether they need or not to read well. Most of the students answer very importantly. They think that they have to read well in order to get a good score.

2. The students responses about using CIRC in teaching reading comprehension.

Related to the students' opinion about CIRC, the researcher made three questions.

The fourth question is about the students' responses about the use of CIRC in teaching reading comprehension. More than half of the students answer very interestingly in using CIRC in teaching reading comprehension. They said that they enjoy and very interested when using CIRC. Some of the students answer interesting enough. And just one student said that it is not interesting. He said that CIRC cannot attract him to read.

The fifth question is about students opinion whether CIRC can help them in reading or not. Almost all of them answer that CIRC very helps them in reading, CIRC give them some clues and imaginary images that can help them to make a good reading result.

The sixth questions are about students opinion about their friends' reading ability when the teacher using CIRC in teaching reading comprehension. The biggest part of the answers that their friend very interested when using CIRC and their friends did good performance. There are some students that didn't answer because they did not know.

The seventh questions are about students opinion about how important using CIRC in teaching reading comprehension. Some of the students said that using CIRC is very important in teaching reading comprehension. It is very important because CIRC helps them to read well. Few of them said that it is important to use CIRC but it can be changed with other media, so they answer important enough. One of the students said that it is not important because he can read reading comprehension without CIRC.

The eighth questions are about whether there was some difficulty in using CIRC when they did reading comprehension. All of them answer there is no difficulty in using CIRC in reading comprehension. They think that CIRC is very easy to use.

3. The students responses about the students' opinion about the teacher role.

The ninth questions are about teacher role in teaching reading comprehension by using CIRC. Many of students answer that the teacher role is very important. Some of them said that teacher role is not too important because they can read reading comprehension easily by using CIRC, so they answer not important.

The tenth questions are about the teacher performance when using CIRC in teaching reading comprehension. All of the students answer that teacher performance is quite good. There is no student answer a different answer.

Most of the students said that CIRC is interesting. Some of them said that it is made them motivated to learn reading. And most of them said that CIRC gives a good impact in the classroom.

CONCLUSION

Based on the observation, students task, and questionnaire that the researcher obtained, the researcher can conclude that :

The teacher does the procedure of CIRC very well. The teacher conducted the teaching-learning process each meeting into 3 stages. There is pre-reading while reading and post reading. The teacher divide all the students become some groups. A group consists of 4-5 students. Then the teacher asked the students to discuss the questions below the text. After discussing the questions the students must answer the questions based on the text. Then the teacher asked the students to make a summary based on a summary rubric that had prepared before by the teacher. After making a summary, the students must present their work in front of their class. All groups present their work to reading it aloud in front of the class.

Based on students tasks, the students are able to answer all questions correctly and made

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summary although there were little errors it means that they understand and easy to do the task. The technique help students.

Based on the students' responses toward the teaching reading by using Cooperative Integrated Reading and Composition (CIRC) technique, they feel confident and motivated when taught using CIRC. They feel that CIRC help them and made all the classmate more active in method

Suggestion

Based on the research conclusion, the researcher can give a suggestion :

The teacher has to implement CIRC in teaching reading comprehension as an alternative technique. Not only in teaching label text but also in other text.

CIRC is a technique that can make all class become active, so the teacher role to make the class discussion but in low voice.

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