

THE APPLICATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE TO TEACH READING COMPREHENSION OF DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk menggambarkan penerapan teknik Cooperative Integrated Reading and Composition (CIRC) untuk mengajar pemahaman membaca teks deskriptif untuk kelas tujuh SMP. Penelitian ini mengambil beberapa permasalahan: (1) bagaimana penerapan teknik CIRC dalam mengajar membaca teks deskriptif untuk kelas 7 SMP? (2) bagaimana hasil siswa dalam membaca teks deskriptif setelah diterapkan teknik CIRC? dan (3) bagaimana tanggapan siswa terhadap teknik CIRC dalam pembelajaran membaca teks deskriptif?

Penelitian ini telah membuktikan bahwa teknik Cooperative Integrated Reading dan Composition (CIRC) dapat membantu siswa dalam membaca teks deskriptif karena mereka bisa mudah untuk memahami teks. Tugas membaca siswa menunjukkan hasil yang baik setelah dianalisis dengan menggunakan Extended Reading Rubric oleh Anwar. Analisis tersebut meliputi: pembaca menunjukkan pemahaman yang akurat tentang informasi penting dalam teks dengan berfokus pada ide-ide kunci yang disajikan secara eksplisit dan implisit, pembaca menggunakan informasi dari teks untuk menafsirkan konsep yang signifikan atau membuat koneksi untuk situasi atau konteks lain secara logis melalui analisis, evaluasi, kesimpulan, atau perbandingan / kontras, pembaca menggunakan referensi yang relevan dan akurat; spesifik dan didukung sepenuhnya, dan pembaca mengintegrasikan penafsiran teks dengan dukungan berbasis teks (skor). Komponen dikelompokkan menjadi lima nilai, yaitu: sangat amat baik (100-85), sangat baik (84-70), baik (69-50), sedang (49-20) dan buruk (19-0).

Penelitian ini menyimpulkan bahwa Cooperative Integrated Reading dan Composition (CIRC) memberikan efek positif untuk membantu siswa dalam membaca teks deskriptif. Hasil nilai siswa menunjukkan hasil yang baik dengan menerapkan Cooperative Integrated Reading and Composition (CIRC). Para siswa memiliki pencapaian dalam belajar membaca teks deskriptif karena sebagian besar siswa dapat mencapai standar nilai minimal.

Kata kunci: membaca, teks deskriptif dan CIRC.

Abstract

This study is designed to describe the application of Cooperative Integrated Reading and Composition (CIRC) technique to teach reading comprehension of descriptive text to the seventh graders of Junior High School. This study composes some questions: 1.) How is the application of Cooperative Integrated Reading and Composition (CIRC) technique to teach reading comprehension in descriptive text for the 7th grade of Junior High School? 2.) How is the students' reading ability after applying Cooperative Integrated Reading and Composition (CIRC) technique? 3.) What are the students' responses toward their teachers' technique in teaching reading comprehension for the 7th grade of Junior High School?

This study has proved that the Cooperative Integrated Reading and Composition (CIRC) technique can help the students in reading descriptive text because they could be easy to understand the text. The students' reading task showed good result after being analyzed by using Extended Reading Rubric by Anwar. The analyzing was including: the reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly, the reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/ contrast, the reader uses relevant and accurate references; most are specific and fully supported and the reader integrates interpretation of the text with text-based support (balanced). Those components were categorized into five scores. They are excellent (100-85), very good (84-70), good (69-50), average (49-20) and poor (19-0).

This study concludes that Cooperative Integrated Reading and Composition (CIRC) give positive effect to help the students in reading descriptive text. The students' result score showed good result by applying of Cooperative Integrated Reading and Composition (CIRC). The students had achievement in learning reading descriptive text because most of the students could achieve the standard of minimum score.

Key word: reading, descriptive text and CIRC.

INTRODUCTION

Nowadays, Teaching English, particularly to learners in Indonesia has totally been encouraged. According to Abbot (1981: 7) implies that English concerns about communication among non-native speaker all over the world both individuals and as a member of multi-national bodies. English is used in more countries of the world than any other language because English is as an international language. It needs to be learned by everyone, especially for junior high students.

The students often find some problems in learning English. Some of the Junior High School students considered that English language is difficult to understand. Some students also have poor text comprehension. Many factors can cause that problems, one of them is lack of practice reading English in daily life. Facing these problems, teachers must have the ability in choosing appropriate technique to help the students to understand the English lesson easily.

The aims of English education in Junior High School intended to develop four language skills, they are; listening, speaking, reading and writing. In order to develop the discourse competence, students have to improve their four language skill (listening, speaking, reading and writing (Depdiknas, 2006). As one of the language skills, reading also an important thing because reading has become a part of our daily life. Therefore, the ability to read in any forms will give many advantages in our life. In this case, students were invited to practice reading some texts regularly, in order to the Junior High School students understand about the text who they read.

Grabe (2002: 10) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading means to understand the meaning of written or printed words and the reader must have prior knowledge to get information from the text. It is also important because by reading, the students can interact with people in other countries.

To read another language, the students must read carefully, moreover some questions are also important of the passages. Then, teacher should give appropriate material for the level of students in order that they easily to understand. One of the reading processes is comprehension. It is the process of making sense of words, sentences and connected text. In comprehending process of reading, there are a lot of techniques to help students. The teacher should choose a good strategy in teaching reading comprehension in order that the students understand the text.

The reading technique that can be used to achieve the students' ability in comprehending a text easily is by using Cooperative learning. Based on (Slavin, 2000: 268) Cooperative learning is part of instructional in which students work together in small groups to help each other learn and students are usually taught specific skill that will help them work well together, such as active listening, giving good explanations, and including other people. It means the students work together and help when they have difficulty in study. Based on Suyatno (2009: 52) cooperative learning have several kind, there are: STAD (Student Teams Achievement Division), NHT (Numbered Head Together), Jigsaw, TPS (Think Pairs Share), TGT (Teams Games Tournament), CIRC (Cooperative Integrated Reading and Composition), GI (Group Investigation), CTL (Contextual Teaching and Learning), PBI (Problem Based Instruction), etc.

The researcher chooses CIRC (Cooperative Integrated Reading and Composition) in this study because this technique can be applied in reading comprehension effectively. According to Anna Marie (1987: 433-454) defines that CIRC (Cooperative Integrated Reading and Composition) is two studies to evaluate a comprehensive cooperative learning approach to elementary reading and writing instruction. So, this technique can encourage students to use their minds to critical thinking with team work in understanding a text and to be active readers so that they can be better to understand the content of the text.

Competence Based Curriculum issued 2006, there are some genres that are introduced in Junior High School. They are including descriptive, narrative, recount, procedure and report text. So, CIRC (Cooperative Integrated Reading and Composition) technique can be used to teach reading text. One of types of text which is interested to be read is descriptive text because the text describes about place, person or activities in daily life. So, the researcher chooses descriptive text in this study because this text helps the students to understand the content of a text. It is hoped that the students will become more interested in learning by using Cooperative Integrated Reading and Composition (CIRC).

Based on the explanation above, this study is conducted to find out whether the use of CIRC (Cooperative Integrated Reading and Composition) in teaching reading descriptive text can be an effective technique, especially for 7th grade of Junior High School.

Based on the description of the study above, this study is conducted to find out the answer of some problem in relation with the discussion above, as follows:

1. How is the application of Cooperative Integrated Reading and Composition (CIRC) technique to teach reading comprehension in descriptive text for the 7th grade of Junior High School?
2. How is the students' reading ability after applying Cooperative Integrated Reading and Composition (CIRC) technique?
3. What are the students' responses toward their teachers' technique in teaching reading comprehension for the 7th grade of Junior High School?

RESEARCH METHODOLOGY

This chapter covers the discussion of research design, subject of study, setting of the study, source and data of the study, research instrument, data collection technique and data analysis technique.

Burn and Grove (2003: 195) define a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". There are two kinds of research design. They are quantitative and qualitative research.

The research design used in this study is the qualitative research. The researcher tries to describe about the reading ability in applying Cooperative Integrated Reading and Composition (CIRC) technique of descriptive text to make students understand and comprehend the text of the second term students of seventh grade in Junior High School academic year 2013/2014. The researcher observed the teacher and the students' activity in the class.

The subject of this study was the students and English teacher of seventh grader in Junior High School 3 Paron, Ngawi who learns reading English text. There are 5 classes of 7th grader of Junior High School 3 Paron, Ngawi with the total of the students are 150 students. The students of class VII A is selected as the subjects of the study which consists of 30 students because the students there has still low motivation to study English especially reading skill.

This study is conducted at SMPN 3 Paron, Ngawi. The researcher took place in SMPN 3 Paron, Ngawi because this school is regarded as the low grade of academic among junior high school in Ngawi.

The data needed in this study are based on the research questions. The first research question is about the application of Cooperative Integrated Reading and Composition (CIRC) technique to teach reading

comprehension in descriptive text for the 7th grade of Junior High School. The data are the description of teacher's and students' activities in teaching and learning process towards CIRC technique. For the second research question, the data are in the form of the sentences which were taken from the reading task results done by the students during the application of CIRC in the class. Meanwhile, the third research question is about students' responses toward the application of CIRC in learning process. The data were taken from the students as the sources of the data through the questionnaire after applying CIRC technique.

Research Instrument

In this study, the research instrument uses observation, field note, task and questionnaire.

1. Observation checklist

Observation checklist is the activity of teacher and students in the class during the application of Cooperative Integrated Reading and Composition (CIRC). The researcher takes notes the teacher's explanation and student's discussion in learning of reading. It purposes to know the condition and situation in the class by during the application of Cooperative Integrated Reading and Composition (CIRC) in descriptive text.

2. Field Note

Field note is used to find out everything that happened during the learning process and any obstacles experienced during the process of learning to read a descriptive text by applying Cooperative Integrated Reading and Composition (CIRC).

3. Reading Task

Reading task is about reading exercise related to the material. It is used to know the reading ability of students' progress by applying Cooperative Integrated Reading and Composition (CIRC). Reading test conducted in every meeting in order to make the students can progress their skills step by step.

4. Questionnaire

Questionnaire is about the students' response toward the application of Cooperative Integrated Reading and Composition (CIRC) in teaching reading of descriptive text. The questionnaire was conducted to find out the students' problem in learning English in the class.

Data Collection Technique

The data were collected by using observation checklist, field note, reading test and questionnaire to the students. This is several steps to collect the data:

1. Observation checklist

Observation is collecting the data by involving visual sense and other senses, such as hearing, smelling, or touching (Arikunto, 2006: 156). The observation checklist was used to know the teachers' and students' activity in process of learning by applying Cooperative Integrated Reading and Composition (CIRC) technique. The researcher observed the class activities, such as: the teacher explanation about the material, the teacher applying Cooperative Integrated Reading and Composition (CIRC) to teach reading of descriptive text in the class, the students understanding about the material, the students demonstrate Cooperative Integrated Reading and Composition (CIRC) with their friend in the class, etc.

2. Field Note

Field note is the personal note which is done by the teacher in this study. The researcher records the situation during the learning process in the class, this record is used to know the activities that occur during the learning process which can be obstacle in applying Cooperative Integrated Reading and Composition (CIRC) in the class. Description of field note, there are: the student behavior, the noise in the classroom or even carelessness action taken by the teachers themselves, etc.

3. Reading Task

The reading task is used to know the students' skill in reading descriptive text and understand the material which is given by the teacher by applying Cooperative Integrated Reading and Composition (CIRC) in the class. So, the researcher assessing the reading activity in the class used task in each meeting. The researcher conducted the task by giving exercises to the students related the material about descriptive text.

4. Questionnaire

The questionnaire is used to find out the students' responses and students' problem toward learning reading descriptive text by applying Cooperative Integrated Reading and Composition (CIRC).

Data Analysis Technique

In this research, after collecting the data, the researcher analyzed the data by describes students' and teachers' activity in English learning by applying Cooperative Integrated Reading and Composition (CIRC).

1. The data analysis of observation checklist

The researcher used observation checklist to the students' and teacher' activity in English learning to describe about the teacher applied the Cooperative Integrated Reading and Composition (CIRC) in reading comprehension. The result of observation was analyzed based on the condition and situation in the class and interpretation of the researcher.

2. The data analysis of field note

The data have been generated from a record sheet contains of the words about the obstacles during the process of learning to read a descriptive text by applying Cooperative Integrated Reading and Composition (CIRC) technique then the data were analyzed by using descriptive qualitative technique there is by recording and conclude from the data that has been there.

3. The data analysis of the reading task

The reading task is to know the reading ability of students by applying Cooperative Integrated Reading and Composition (CIRC) in learning descriptive text.

The individual reading task of descriptive text through Cooperative Integrated Reading and Composition (CIRC) was given after the students doing their group discussion. The students' score was composed by the teacher using Extended-Response Reading Rubric by (Anwar: 2011). Those components was categorized into five scores. They are 100-85, 84-70, 69-50, 49-20 and 19-0.

4. The data analysis of questionnaire

According to Tribble in Aminah (2009:29) said that the number of students who choose certain option divided by the number of all students. So, the data of questionnaire are analyzed by the formula below:

$P = \frac{\text{The number of students who choose certain option}}{\text{The number of all students}} \times 100\%$
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P: percentage of chosen option

RESULT AND DISCUSSION

The following discussion discussed the application of CIRC in the teaching and learning process of reading descriptive text.

1. The Material

Reading is the way for communicating purpose, as a source of information, in order to identify specifics of language (Harmer, 2003: 215). It provides opportunity to study language: vocabulary, grammar, punctuation, and the way the writer constructs sentences, paragraph and texts (Harmer, 2001: 68). In the observation, the teacher was well-prepared the reading material. It was explained by the teacher in her own word. So, the students could be easy to understand about the teacher's explanation. Based on the observation was conducted, the material given was understandable for the students. The text used in the first observation entitled "*Debby Putti*" (appendix) which discussed in group and individual test through the different complexity. The text is rather difficult because most of the students opened the dictionary to translate the words. Meanwhile, some of the questions in individual reading test make the students confused.

The teacher used "*Kiko*" (appendix) in second observation. The teacher gave the same text in group activity and individual test. The group's activity was same with the first observation. It was well done than before meeting. The students comprehended the text which given by the teacher. Then, in individual reading test, the students felt easy to do their work. It means that the students' competence in reading increased.

2. Teacher's Activities

In the first observation, the teacher tried to explain about descriptive text used picture of "*Habibi*" (appendix) and "*Agnes*" (appendix) before the activity started. Having showed the picture to the students, the teacher gave the text to the students. The first activity, the teacher divided the students into 5 groups consisted of 5-6 students. Slavin (1995: 106) states that in this activity (CIRC), students work in heterogeneous learning teams. Then, the teacher asked each group to find the character and physical appearance in the text. The teacher also asked each group to find difficult word in text using dictionary and make the sentences from that words. After doing all the activities in group, the students presented their work in front of the class and the teacher corrected the students' answer. The last activity, the teacher gave individual reading test to the students to know the students' comprehended about the text which given by the teacher. Having finished all activities, the teacher gave reward to the best group to motivate the students. She also gave a song to make the students did not stressed after doing the test who gave by the teacher before the teacher ended and left the class.

In the second observation, it mainly focused on the applying Cooperative Integrated Reading and Composition (CIRC) technique to teach reading comprehension of descriptive text. The teacher gave

material of descriptive text about animal. In brainstorming, the teacher also showed the pictures about "*Cow*", "*Cat*", "*Cock*", "*Elephant*" and "*Giraffe*" to the students. The students enthusiastic to join this lesson because they gave comments and opinion from the picture which shown by the teacher. Next, the teacher gave a text entitled "*Kiko*". Their job is same with the first meeting. So, the teacher did not explain the instruction detail. The teacher moved around in the class to control the students' and helped the students if they got difficulties. After finishing all the activities, each group presented their work in front of the class. The teacher also gave assessment to the students by giving individual test related the text. In individual test have 10 questions which answered by the students in 15 minutes. Having done all the activities in the class, the teacher gave reward to the same group in first meeting because their member of group is active to answer the teachers' questions and cooperative to discuss their group work.

Before leaving the class, the teacher also gave a song. After that, the teacher closed the class by greeting.

The application of Cooperative Integrated Reading and Composition (CIRC) in teaching and learning process in that class was running very well because the students enjoyed to join the lesson and their reading ability were achieved. The students could be learned cooperatively in group discussion. They could help their friends' difficulties and could share about their opinion.

3. Students' Activities

The students' activity in the first and second observation were followed the lesson used application of Cooperative Integrated Reading and Composition (CIRC) in descriptive text. In this part, the researcher described about teaching and learning process. In this observation, the students also prepared the lesson by bringing a dictionary.

Based on Slavin (2000: 268) Cooperative learning is part of instructional in which students' work together in small groups to help them work well. Their problems in group were solved together by the students. They shared their opinion and helped the other friends during the discussion. The students presented their group work in front of the class. The other students had good responded top their friend's presentation. After that, the students also had to do individual test in the first and second observation who given by the teacher. The students showed their good ability in reading, they were able to answer the questions and well done their test individually. In the second observation, only 4 students got poor score. It showed that the application of Cooperative Integrated Reading and Composition (CIRC)

gave good impression and successfully conducted to the students.

7.2 The Students' Ability in Reading Descriptive text after the Application of Cooperative Integrated Reading and Composition (CIRC)

This discussion concerned on the students' ability in reading descriptive text after applying Cooperative Integrated Reading and Composition (CIRC). In the first observation, by applying the CIRC (Cooperative Integrated Reading and Composition), the result of the students' score were not good. Some of students could not achieve the standard of minimum score. The observer found that the students difficult and confused to do their work. One of the problem is the students not seriously to do their work and they also talked too much with other friends. The individual reading test scores were not satisfied because some of students answered the question inaccurate and their answer were not specific and general. The observer hoped in the second meeting, her observation would be better than in the first meeting.

Then, in the second observation, the students had understood about the activities. All of the students were able to achieve the standard of minimum score. When they read the text, they underlined the difficult word in order to they did not spent their time to do their work. The students worked together with their group well, they also confidence to give their opinion about their friends' presentation and about the text. Then, in the next activity was individual reading test, the students had to answer some questions based on the text who given by the teacher. The result of the individual reading test in second observation was quite good and satisfied because there were only 3 students who did not answered the questions. They accurately answered the questions because they already understood about the text. The students enjoyed better than the first meeting because they could be work very cooperatively in group work. So, they would be easy to do their individual reading test. It concluded that the students enthusiastic to follow that material who given by the teacher. Based on the result, applied Cooperative Integrated Reading and Composition (CIRC) was enjoyable technique to make the students achieved their reading skill.

7.3 The Students' Responses toward the Application of Cooperative Integrated Reading and Composition (CIRC) in teaching Reading Comprehension of Descriptive Text

The questionnaire of this study was used to know and to find out the students' responses toward learning reading descriptive text by applying Cooperative Integrated Reading and Composition (CIRC). The result of questionnaires given to the students showed that the

application of Cooperative Integrated Reading and Composition (CIRC) were positive. The students were interested and enthusiastic with the lesson who given by the teacher. Slavin (1995:11) states that the students are highly motivated to see that everyone in their team has learned the material. In the first meeting, the condition of the class is too crowded and some of students moved from their seat but in the last meeting the condition of the class was silent and the students followed the lesson better than in the first meeting. The students were also interested in reading a text who given by the teacher but the teacher found some problem in this learning process.

By applying the Cooperative Integrated Reading and Composition (CIRC), the students' responses in learning process said that they could achieved their reading skill in comprehend the text. In the beginning, the students less confidence and their pronunciation was not well but in the second observation the students had good confidence and their pronunciation could be very well because their partner checked the students' reading. The teacher's explanation in learning process was easy to understand because she used her own words in order to the students easy to understand about the material who given by teacher and the teacher's instruction. It showed from the questionnaire result.

In conclusion, by applying Cooperative Integrated Reading and Composition (CIRC) in teaching reading of descriptive text had many advantages and helped the students to comprehend the text. It also achieved their reading ability because their score result of reading test was very satisfied. In the first meeting, some of the students got bad score but in the last meeting they got excellent score.

COCLUSION AND SUGGESTION

Conclusion

The result of this observation showed that all students enjoy the teaching and learning process. By applying of Cooperative Integrated Reading and Composition (CIRC) to teach reading comprehension of descriptive text the students had achieved their study in English lesson, especially in reading skill.

Suggestion

1. For the Teacher
Teacher should using appropriate technique to learn in order to make easy to the students. One of them is by applying Cooperative Integrated Reading and Composition (CIRC) to teach reading comprehension of descriptive text.
2. For the Students

Help the students to achieve their reading comprehension and they will interest with the material who gives by the teacher by applying Cooperative Integrated Reading and Composition (CIRC) technique to teach reading comprehension of descriptive text.

3. For The Next Researcher
The researcher will get information about the better technique that can be applied to teach reading in the class and can be references to get the better result in learning.
4. For The School
This research can help the teacher and students to solve the problem in learning process.

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