



## The Effect of Cooperative Integrated Reading and Composition (CIRC) on Students' Reading Comprehension Achievement

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### Keywords:

Effect, Reading  
Comprehension;  
CIRC

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### Abstract

This study was intended to find out the effect of using Cooperative Integrated Reading and Composition on students reading comprehension. The population of this study was the students of Music Department English Department, Medan with three parallel classes, and there are (120) students totally. The sample of the research was two classes, which were selected by using cluster random sampling technique, the total were (80) students. The sample was divided into two groups; the first group is 40 students, (Grade X 1) which was the experimental group. The second group is 40 students, (Grade X 2) which was the control group. The experimental group was taught by using Cooperative Integrated Reading and Composition while control group was taught without using questioning strategy. The instrument used for collecting the data was test in the form of multiple choices with the total number of 20 questions. The tests were divided into two; pre-test and post-test. The reliability of the test was 0.9. After the data had been collected, they were analyzed by using t-test formula in order to see whether the discussion method significantly affects students reading comprehension. The result of the analysis showed that the t-observed (4.8), it was higher than the t-table (2.024) with the level of significant (0, 05) and the degree of freedom (df) (38). The result of the analysis showed that the hypothesis of the study was accepted. It was concluded that questioning strategy significantly affects students reading comprehension.

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### Kata Kunci:

Efek;  
Pemahaman  
Bacaan; CIRC

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Cooperative Integrated Reading and Composition terhadap pemahaman membaca siswa. Populasi penelitian ini adalah mahasiswa Jurusan Musik Jurusan Bahasa Inggris, Medan dengan tiga kelas paralel, dan seluruhnya berjumlah (120) mahasiswa. Sampel penelitian ini adalah dua kelas, yang dipilih dengan teknik cluster random sampling, berjumlah (80) siswa. Sampel dibagi menjadi dua kelompok; kelompok pertama berjumlah 40 siswa (Kelas X 1) yang merupakan kelompok

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*eksperimen. Kelompok kedua berjumlah 40 siswa (Kelas X 2) yang merupakan kelompok kontrol. Kelompok eksperimen diajar dengan menggunakan Cooperative Integrated Reading and Composition sedangkan kelompok kontrol diajar tanpa menggunakan strategi bertanya. Instrumen yang digunakan untuk mengumpulkan data adalah tes berupa pilihan ganda dengan jumlah 20 soal. Tes dibagi menjadi dua; pre-test dan post-test. Reliabilitas tes adalah 0,9. Setelah data terkumpul, data tersebut dianalisis dengan menggunakan rumus uji-t untuk melihat apakah metode diskusi berpengaruh signifikan terhadap pemahaman bacaan siswa. Hasil analisis menunjukkan bahwa t-hitung (4,8) lebih tinggi dari t-tabel (2,024) dengan tingkat signifikan (0,05) dan derajat bebas (df) (38). Hasil analisis menunjukkan bahwa hipotesis penelitian diterima. Disimpulkan bahwa strategi bertanya berpengaruh signifikan terhadap pemahaman membaca siswa.*

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## **Introduction**

Language is the development of basic form of communication between human beings in a society. We cannot communicate in any real sense without language. English is being recognized as a world language as a lingua franca. English is used in world of education, research, finance and commerce and dissemination of knowledge. Many people believe that English education is necessary prerequisite for students' letter success. Therefore, that need of learning English is getting higher and higher. There are four language skills in learning English namely listening, speaking, reading and writing. In this study, the writer focuses on reading skill.

Teaching is act or process of education to transfer the knowledge from the teacher to students in a school. Teacher is a facilitator and motivator who give the information about the knowledge to students. Student is receiver who obey to all the regulation that teacher give to them in class. Normally they meet one up to two in a week.

The main purpose of reading text is comprehension of getting meaning of the text, so students will obtain much more information. This is one of the most important factors in modern societies that each individual has so search the information through reading comprehension since much information is available in textbooks, newspaper, magazines, ect that can enrich the reader's knowledge.

Reading is one of the most important skills in learning besides listening, speaking, and writing. Reading is an essential skill for the student at all level started from elementary school to university. Reading is one skill w KY hich has many contributions in chance and enriching students' knowledge. GBPP 1994 stresses the implementation of

reading skills an integrated skills unit. This means that reading is best integrated with other language skill.

The aim of teaching reading is to develop the students' reading skill so that they can read English text effectively and efficiently. To be able to read effective and efficiently readers should have a particular purpose in their mind before they interact with the text. Thus, effective reading is always purposeful as Mc Donough and ahaw (1993:102) claim that: much of current thinking of reading tents to focus primarily on the purpose of the activities even if reading is done for pleasure it is still purposeful. In general purpose, reading is classified into getting general information from the text, getting specific information from a text, and reading for pleasure or interest (Williams, 1984).

Many people find some difficulties when they are reading. Similarly, the students also find difficulties. Students felt that it is not easy to have the ability to draw the meaning and interpret the information from the text. Base on my experience in field practice in Sunggal binjai, I found that most of students have problem in reading comprehension. They do by reading the text from beginning to the end without knows the meaning of the text. It is too difficult for them to comprehend the text or to find the information of the text. This text showed that many students failed in reading text.

One of reason why comprehend the text is difficult for the students, it comes from the teaching strategy in teaching reading. The students feel that teaching and learning process is monotonous and uninteresting. In order to make teaching process meaningful and attracting, teacher applying need an applicable teachers technique. The aim of applying technique is make the lesson easy for the students to learn and understand also get the effectiveness and efficiency of the English teaching process.

Considering the condition above, we need provide structure for helping students learn reading comprehension skill. One of appropriate and comprehensive methods for teaching reading is Cooperative Integrated Reading and Composition (CIRC). CIRC is derived from Cooperative Learning, one of many cooperative learning methods that most developed is student teams learning methods.

Cooperative Integrated Reading and composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin, & Stevens, 1986). In CIRC, teachers use novels or basal reader. They may or may not use reading groups, as in traditional reading classes. Students are assigned

to teams compose of pair of student from two or more different reading levels. Student work in pair within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolve, summarizing stories, and practicing spelling, decoding and vocabulary. Students also work in their teams to master main ideas to and other comprehension skills. During language arts periods, students engage in a writer’s workshop, writing drafts, revising and editing one another’s work, and preparing for publication of team or class books.

Based on the background, the writers want to conduct a research to prove whether there is any effect of using CIRC on students’ composition

## Method

### 1. Research design

This study was conducted in Experimental Design. There were two variables in this study, namely using Cooperative Integrated Reading and composition (CIRC) as Independent Variable and the students’ reading comprehension achievement as Dependent Variable. This study consists of two different groups namely experimental and control group. Experimental research will conduct in this study. Experimental research use to establish cause and effect to manipulating an independent variable to see its effect on a dependent variable. It will design in which the writer manipulated at least one independent variable and observe its effect on one dependent variable. The treatment of independent variable will do to the experimental group. The pre-test and post-test are administered to both groups.

Table 1. Research Design

Experimental Group	Pre-test √	Have treatment (Collaborative Strategic Reading)	Post-Test √
Control Group	Pre-test √	Without treatment (Conventional Strategy)	Post-Test √

### 2. Population and Sample

Best (1982:13) says that a population is any group of individuals that have one or more characteristics in common that is of interest to the researcher. It means that

population is a group of individuals that share one or more characteristics from which data can be gathered analyzed.

The population of this was Three year students of SMP HKBP Sidorame Medan. There would be three parallel classes namely X 1, X 2, X 3 and total number of the students was 120. Owing the large number, the sample would be taken 2 (two) classes out 3 (Three) parallel classes totaling 40 students for each class and must be representative. The samples were X 1 as the experimental group and X 2 as the control group.

Arikunto (2006:131) states that sample is some or the representative of population which is going to be observed. It means that the sample is limited number of cases representative of the total group.

In obtain the sample, this research use random sampling technique. The technique in taking the sample was lottery system. The samples were divided into two groups, a class consisted 40 students for experimental group and a class consist 40 students for control group.

### **3. The Technique for the Collecting the Data**

The data is the scores or the results of the tests for both groups. The technique for the collecting data played an important role in conducting any kind of research in order that the result of the study to be valid. The instrument was reading comprehension test. The students were asked to answer 20 items of question based on the reading text. The type of the test was multiple choices.

### **4. The Procedure of the Research**

#### **a. Pre-Test**

The pre-test was given out to both groups (experimental group and control group). The function of pre-test was to know the mean scores of the experimental group and control group before receiving treatment.

#### **b. Treatment**

After giving the pre-test, the students were given the treatment. The experimental group received the treatment through teaching Cooperative Integrated Reading and Composition, while the control group received without the treatment.

Table 2. Teaching Procedure

Meeting	Experimental Group
1	<ul style="list-style-type: none"> <li>➤ Teacher opened the class by greeting the pupil.</li> <li>➤ Teacher gave pre-test to pupil.</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Teacher divided students into two groups based on pre-test.               <ul style="list-style-type: none"> <li>a) High reading level and</li> <li>b) Low reading level</li> </ul> </li> <li>➤ Teacher divided them into several teams, one team consist of four students. Two students came from the high reading group and two students came from low reading group.</li> <li>➤ Teacher introduced the topic of lesson. Then distributed the reading text (story) to all the teams.</li> <li>➤ Teacher read the story text firstly and students listened the story carefully. Then teacher find out new vocabulary and try to translate it.</li> <li>➤ Teacher and students discussed the story together, what about the story. After all, teacher told about the story briefly.</li> <li>➤ Students read story aloud with their partner and listener (other group) corrected any error the reader may made.</li> <li>➤ When it was done, teacher instructed the student to identify the character, setting, climax and the last is resolution.</li> <li>➤ After that, teacher explained about the grammar features (irregular and irregular verbs in the past form on the story)</li> </ul>
3	<ul style="list-style-type: none"> <li>➤ In this step, students were given a list of vocabulary used in the story. They read these words with correct pronunciation.</li> <li>➤ Teacher gave instruction and explanation to make a simple and meaningful sentence.</li> <li>➤ Teacher asked them to read and wrote a simple sentence by personally.</li> </ul>
4	<ul style="list-style-type: none"> <li>➤ Students received direct instruction in specific reading comprehension, such as identifying main ideas, identify causal relationship and making inference from the story. After finished it, teacher gave them task by done in teams.</li> </ul>

Meeting	Experimental Group
	➤ Teacher assigned the students to write a composition
5	➤ Gave direction to related to post-test. ➤ Gave post-test

Meeting	Control Group
1	➤ Teacher open the class by greet the pupils. ➤ Teacher gives pre-test to pupils.
2	➤ Teacher gives the reading text, while teacher introduced and socialized the topic to pupils. ➤ Teacher asks them to find out the difficult words and ask them one by one to mention it.
3	➤ Teacher asks the students to understand the story. ➤ Teacher and students discuss the story together. ➤ Teacher translate the story text and give them example of the correct pronunciation.
4	➤ Teacher explain what the story talking about and give them some exercise base on the text.
5	➤ Give direction relate the post-test. ➤ Give the post-test.

### c. Post-Test

Post-test was conducted to know the differences score between both groups. The post-test was given after the treatment had been completed to find out the mean score of experimental group and control group after receiving treatment. The post-test was used to know the effect of Cooperative Integrated Reading and Composition.

### 5. Scoring the Test

To find out the qualification of the students' reading comprehension achievement, the test is designed in one model: Objective Test.

The score is formulated as follows:

$$S = \frac{R}{N} \times 100$$

Where :

$S$  = Score

$R$  = the Correct Answer

$N$  = Number of test

100 = Cumulative range, 0-100

## 6. The technique for Analyzing Data.

To improve the hypothesis, it's needed to analyze the data by applying formula. The t-test is a statistical test that allows us to compare two means to determine the probability that the difference between the means ( the means score from students in experimental group and control group) is a real difference rather than a change difference.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which :

$M_x$  : The mean experimental group

$M_y$  : The mean of control group

$dx^2$  : Standard deviation of experimental group

$dy^2$  : Standard deviation of control group

$N_x$  : The total number samples of experimental group

$N_y$  : The total number samples of control group.

## Results and Discussion

Based on the calculation, the result of the research shows that the mean score of the experimental group (64,25) is higher than control group (55). The difference was tested by using t- test formula. The result of the t-test calculation shows that the  $t_{obs}$  value (4.8) is higher than  $t_{table}$  value (2.024). It can be concluded that the students were taught by using CIRC significantly affect on students' Reading Comprehension. While, there is no significant improvement for control group that was taught without CIRC.

This study aimed to analyze the effects of the CIRC technique on Students of the Music Department English Department's reading comprehension and produced results in favor of CIRC technique. The result of the research shows that the mean score of the experimental group (64,25) is higher than the control group (55). The result of the t-test calculation shows that the  $t_{obs}$  value (4.8) is higher than  $t_{table}$  value (2.024). It can be



concluded that the students taught using CIRC significantly affect their reading comprehension. While there is no significant improvement for the control group that was taught without CIRC.

The findings show that students in the experimental is increased. Analysis of the obtained data revealed a statistically significant relationship in terms of the common effect (of being in different groups (experimental and control groups) and different measurement periods (pre and post-test) on the mean student scores. Findings obtained in the present study in relation to the effect of CIRC on reading comprehension ability are similar to the results produced by some literature studies. These findings generally suggest that the CIRC technique and traditional method are effective for reading comprehension skills; however, the CIRC technique used in the experimental group is more effective for achievement and retention levels than the traditional method. In light of these results, it is suggested that CIRC and other cooperative teaching methods (such as Jigsaw, Cooperative Learning, Team-Game Tournament, etc.) benefit language acquisition (Calderon et al., 1997; Chen, 2004; Madden et al., 1986; Stevens and Slavin, 1995; Stevens, 2003; Yaman, 1999). Cooperative Learning is an effective technique to implement in reading classes. This student-centered approach changes the one-way operation in a traditional classroom and creates a harmonious atmosphere by establishing active cooperation among students. It provides EFL learners with opportunities to acquire a foreign language through group interaction and discussion where their stress will be reduced by working in small groups and their motivation to learn will be enhanced greatly. The change from passive reception into active cooperation and exploration arouses their interest and involvement in classroom activities to improve their reading competence as well as their language skills.

## **Conclusion**

After doing the research analyzing the research result, it is obtained the conclusion that CIRC has given a valuable contribution on students' reading comprehension. In the following are the description of conclusions can be drawn as follows:

1. There is significant difference of mean score obtained from both of the experimental group (64.25) and the control group (55).

2. The  $t_{obs} > t_{table}$  ( $P= 0.05$ ) df (38), or  $4.8 > 3.25$  ( $P=0.05$ ). It means that  $H_a$  is accepted. Thus it can be concluded that there is significant effect of CIRC in teaching reading comprehension.
3. The students who are taught reading comprehension with CIRC have higher achievement than the students who are taught without CIRC.

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