

The Effect of Cooperative Integrated and Composition (CIRC) Strategy towards Students' Reading Comprehension of Descriptive Text

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ABSTRACT

The students of MTS TI Koto Tuo still encounter problems in mastering English especially in reading comprehension of descriptive text. This research used experimental research. The researcher used a quasi-experimental design by using the pre-test and post-test control group design. The population of this research was the Eighth grade students at MTS TI Koto Tuo. The sample was VIII.1 which was treated as experimental class and taught by using CIRC strategy and VIII.2 was treated as control class and taught by using conventional strategy. To determine the sample, the researcher used purposive sampling technique based on some consideration. From the result and accounting the pre-test and post-test scores of the experiment class, it was found that the t-obtained (7,66) was higher than the t-table (1.6787) with degree of freedom (df) = 49 and (α) = 0,05. So, the alternative hypothesis (H_a) was accepted which means that there was significant effect of CIRC strategy to the students reading comprehension on descriptive text. It is proved that using CIRC strategy as a reading strategy can help the students in improving their reading comprehensions especially descriptive text.

Keywords: *Reading Comprehension, Descriptive Text, CIRCstrategy*

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INTRODUCTION

Reading comprehension is an essential skill for learners it supports other skills because the information which students get from reading will become students' prior knowledge that it is important in relating the information with other skill. According to Anderson, Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word meaning word and word knowledge and fluency (Janete,2007). Furthermore Gardon define that reading comprehension is complex process which comprises the succesful and unsuccesful use of many abilities (Gordon, 2007) Reading comprehension relate by text type in English subject. Based on syllabus, the text type consists of narrative text, descriptive text, and recount text. The researcher chooses descriptive text used for this research using the CIRC strategy. As stated by Ellis, descriptive text is considered as the simplest and easiest writing form compared to narrative, recount or procedure, particularly for the beginning from(Haydan,2015). However, descriptive text is one of the simplest text

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type but the students in junior high school are still have problems in comprehending descriptive text.

When the students read the text they have to identify the genre of the text. (Pradiyono,2007). According to Pardiyono, descriptive text is a type of written text, which has the specific function to give description about an object (human or non human). In other words, descriptive text is a text which describe characteristic of particular place, person or thing. Therefore, the teacher are expected to find appropriate learning strategies, so the students can uderstand and enjoy while reading text. One of the teaching strategy is CIRC (cooperative integrated reading and composition). (Mubarok,2017) According to Slavin in Mubarok, cooperative integrated reading and composition (CIRC) is a comprehensive program for teaching reading and writting in the upper elementary and middle grades. CIRC provides a structure to help teachers and students become success in reading comprehension.

In CIRC, students teach in reading groups and then return to mixed ability in teams. The advantages of cooperative integrated reading and composition is the students should memorize the information in their mind without having any communication at all with their friends or teacher. Next, in student team work they can help each other. The students should not only study the materials, but they also should help each member in their group to gain information from the text easily. The students should be able to communicate, share, and the propose of the idea to their partner in order to accomplish the task. Comparing to students who are conventionally are not dependent upon one another in reading instruction. They have to understand the reading passage individually without any chance to share it with their partner. (Slavin, Cooperative Learning). According to Salvin CIRC is a comprehensive program for teaching reading and writing in the upper Elemntary and middle grade. CIRC students work in group to work cooperatively on various activities such as reading in pair, identifying the main story element, doing vocabulary and summarization activities, and practicing reading comprehension and creative writing. It means that this strategy can increase the students comprehension in reading and this strategy is great because can make students not only good in reading comprehension but can make the students be able too in writing.

CIRC is primaliry for use in upper elementary reading and language classroom (Paderson, 2013). CIRC strategy has some benefits, they are: CIRC strategy can dig the prior knowledge of the students to get the new fact or skill and can guide the students to think actively, can increase students' participation to share ideas in classroom, give chance to study collaborate with friends, can increase quality of student ideas, the different answer from the students can enrich their knowledge and help them to choose the answer. But CIRC strategy have some weakness, they are too many time waste, and class management and students' organizing more difficult.

Based on the researcher's observation and interview, the researcher found some problems that was related to the students' reading comprehension. First, the teacher said that among 25 students in the class, there were only 9 of them that got good mark and 16 students got bSad mark. It means that about 70 % of them were confused and has difficulties in reading comprehension. It is based on the researcher observed in the class, most of the students still didn't know how to find the main idea of the text and how to comprehend the organization of the text. So some of the students did not participate in reading activities such as did not give response and did not give their opinion.

The Second problem, the students were difficult to learn independently to comprehend the text in reading. Because some students are lack of background knowledge that make

them difficulties to comprehend the meaning about the texts. They just wait the teacher to explain and do not try to solve the problem by themselves.

The third problem was related to the teacher's strategy in teaching reading, based on the observation that the researcher did in eight grade class, the researcher found that the teacher still used the conventional strategy or the usual strategy in teaching reading. The teacher just asked the students to read the text one by one, ask them to identify difficult word in dictionary and do exercises individually based on the text. This strategy is the type of teacher-centered strategy, where the teacher is more active in teaching process, while the students seem passive. In teaching process, teacher explains the materials to the students in front of the class. So, it makes students passive and do not active in learning process.

Considering the previous problems, the teacher had to find the effective and interesting activities to help students in learning reading. The activities are expected to be useful and helpful in teaching reading comprehension in order to solve the problems. the researcher assume that CIRC strategy is one of the strategy that can improve students' skill in reading especially in comprehending descriptive text. Finally, it is important to conduct a research under the title "The Effect of Using CIRC Strategy Toward Students' Reading Comprehension on Descriptive Text at the second grade of MTS TI Koto Tuo in Academic Year 2021/2022".

METHOD

In conducting the research, the researcher used the quantitative research. (Margono, 2007) According to Margono the quantitative reserach is a process to find knowledge which uses the numeral data . in other words the data is used as atool to find information that will be found by researcher. In this experimental research, the researcher used a quasip experimental design by using the prep-test and post-test control group design. (Gay, 1990) Gay also adds than an experiment typically involves two group and a control group. The population of this research is all of the second grade student (VIII) that divided into three classes state Junior High School in MTS TI Koto Tuo at 2021/2022 period. The researcher chooses class VIII.1 and VIII.2 as the sample, because there was some consideration. First, these classes were taught by the same teacher. Second, both of these classes had the same level of student comprehension test. The instrument will be used in this research is a multiple choices test about the students' reading comprehension which the test consis of 40 items. The researcher gave the pre-test to the students both of control class and experimental class. The aim of the pre test was to know the students understanding about descrtive text. After giving a treatment CIRC strategy in experimental class the post test was held to know the result of treatment that given to them. To analyze the data, the researcher used the t-test formula to the hypothesis. The researcher used the t-test because the data <30.

FINDINGS AND DISCUSSION

The research findings The research findings include the students score of reading from both control and experiment class and the analysis of students score.

Description of the Data

The data of this researcher was got based on the research that had been done by the researcher at the second grade of MTS TI Koto Tuo. The pretest and pos test of reading comprehension on descriptive text were given to the experiment class and control class and continued with treatment, and the post test was held. The scores of the students reading

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comprehension on descriptive text were collected after conducting the pretest at the beginning of the research and the post test at the end of the research.

Analysis of the Data

There were 51 students who were involved in the pre-test 25 students in experimental class and 26 students in the control class. In this research, the researcher used two kinds of data analyzed pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenous.

Based on the hypothesis that the researcher explained, the researcher had answered the three hypothesis. The first hypothesis in this research: is there any significant effect of using CIRC strategy to students reading comprehension in descriptive text. From the calculation of pre-test and post-test score of the experimental class, the mean score of the post-test is 23,4. It was greater than the mean score of the pre-test 22,1. It can be concluded that the alternative hypothesis (H_a) was accepted because post-test higher than the pre-test. So, there is a significance of using CIRC strategy towards students reading comprehension in descriptive text.

The second hypothesis in this research: is there any significant difference of the students' reading comprehension of descriptive text result in the control class and in the experimental class. There were two classes involved in this research. One class was assigned as the experimental class and the other one class as the control class. The experimental group was treated by applying CIRC strategy while the control group was treated by using conventional strategy which used by the teacher.

The data obtained in this research through pretest and posttest indicated that the mean scores of experimental and control groups were significantly different. The mean score of the students' post test in the experimental group was 23,40 while the mean score of the students' post test in control group was 20,87. It could be concluded that the students which were taught by using CIRC strategy had better reading comprehension rather than those who were taught by using conventional strategy which used by the teacher in eighth grade of MTS TI Koto Tuo.

CONCLUSIONS

The use of CIRC strategy in teaching reading to the eight grade students of MTS TI Koto Tuo has a significant effect in increasing the students reading comprehension. It was support by the data, which the mean score of the students in the pre-test from the experimental class 22,1 which has been improved in the post-test, in which the students mean score is 23,4. In applying the t-test formula it is found that t obtained is which higher than t table. It means that hypothesis (H_a) of this research could be accepted that using CIRC strategy give significant effect toward the students reading comprehension. There was significant difference effect between the students who were taught by using strategy and conventional strategy. It was found that the value of t-test is greater than the value of t table. Moreover, the mean score of post-test of experimental class was greater than the mean score of posttest of control class. The used of CIRC strategy in teaching reading was better than conventional strategy. It was proved by the data of the post test of both group where the mean score of experimental group is 23,4 and the mean score of control group was only 20,8 meanwhile both group have the same level of ability the pre-test. From statement above, it can be seen that using CIRC strategy in teaching reading comprehension is better than conventional strategy.

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