Improving Students’ Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Technique

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Abstract
The objective of the study is to investigate whether the application of Cooperative Integrated Reading and Composition (CIRC) Technique significantly improves the students’ achievement in reading narrative text. This study was conducted by using classroom action research. The subject of this research was the student class X IPA which consisted of 15 students. The research was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consisted of three meetings. The instruments for collecting data were students’ score test, observation sheet and interview sheet. Based on analysis, students’ achievement is improved in every cycle test of reading narrative text. In the first cycle show that the level of students’ reading comprehension in narrative text was 69.33. In the second cycles show that the level of students’ ability in reading comprehension of narrative text can be improved by Cooperative Integrated Reading and Composition (CIRC) Technique. The student were more active, motivated, cooperated and enthusiastic working in group. It means that most students got the points to comprehend reading text after applied the Cooperative Integrated Reading and Composition (CIRC) Technique.

Keywords: Narrative Text, Cooperative Integrated Reading and Composition (CIRC) Technique, Classroom Action Research

INTRODUCTION
English is a tool of communication in the world. By using English people can share information for each other. Realizing the important of English, our government has determined that English must be taught in school. Based on the English curriculum, the language master four language skills. They are reading, writing, speaking to communicate with the language.

Reading is one of the four skill of English. It is skill that of English. It is skill that need more
attention from the student, because in reading the student have good interaction with the text in order to get meaning in the text. Reading is about understanding written texts. It is a complex activity that involved both perception and thought. When people read stories, magazine, and newspaper, they need to employ their previous knowledge as they approach the reading process. By learning reading, they are able to learn more about language component like grammar and vocabulary, which are absolutely needed to master learning language.

Nowadays, the existence of the importance of reading will hopefully continue to increase our knowledge in the future. People or students must be able to master English language and they need a competence in understanding the English text. It means that reading is very important skill in learning English.

In teaching reading, it is not easy to make students understand the texts. Many students cannot comprehend the text so that the objective of the English teaching and learning process cannot be reached easily. They find difficulties caused by several reason, such as teaching technique, media, and methods.

Many students think that reading is the easiest skill from speaking, writing and listening, but in the real society that reading is not as easy as what they think. After reading a text, most of students have some difficulties in searching the meaning of the text; the students do not know what the topic is. They could not grasp the idea(s) and answer the questions based on the text(s).

In fact, the students’ difficulties to comprehend the reading materials because they lack of vocabulary. Student found some unfamiliar words in the text. They are not able to understand texts when they encounter words that have actually been told, they did not know the meaning in the reading passage.

Furthermore, the teacher still uses the conventional, meaning the student sometimes read text silently or aloud, and after that the teacher translates the text for the student. In other times, the teacher becomes more dominant than students in the teaching and learning process. The teaching and learning activities is more teacher centered in a way that the reading instruction is based on what the teachers tell and the students are only required to answer the question without sharing or discussion with their pairs or group. Besides, the teaching and learning process is sometimes boring, students are not motivated. As a result, students’ reading achievement is very low so that they can not achieve the standard target of the curriculum from this school.

Teaching reading is not an easy matter because reading is very complex concern about thinking process. The teacher must apply the suitable technique in teaching reading because each of student has different ability in recognize word and interpret the meaning text appropriately. Considering the condition above, it needs a technique in order to motivate student to be interested in comprehending reading material. One of teaching technique is Cooperative Integrated Reading and Composition (CIRC). CIRC is one of the learning technique based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education.
technique present a structure that increases not only opportunities for direct teaching in reading and writing but also applicability writing technique. This technique set to explain how to comprehend the reading text together with composing the students understanding by writing their own comprehension in work sheet.

If the teacher uses it, the student will have a lot of opportunity to practice their reading comprehension. The student will get knowledge on input from CIRC. Referring to the benefit or implementing a technique in reading class, therefore, it is expected by CIRC technique can improve the students’ reading comprehension at grade X.

**METHOD**

The design of this research was conducted in Classroom Action Research (CAR). Arikunto (2008:104) states action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation. Kemmis and McTanggart (1986-56) state that action research establishes self-critical communities of people participating and collaborating in all phases of the research process; the planning, action, the observation and the reflection. It means that action research is a reflective process of progressive problem solving by individual working with other in terms or as part of a community of practice to improve the way they address issues and solve problems. Moreover, the process in this research is continuous and cyclical. The cyclic process ended whenever the problems have been overcome. The four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, plan, action, observation and reflection.

**RESULT AND DISCUSSION**

**Result**

The data of this study were concentrated in two types of data; the quantitative and qualitative data were taken from the students test from 15 students of class X. The qualitative data taken from observation and interview were collected to improve the students ability in reading comprehension achievement in narrative text by using Cooperative Integrated Reading and Composition (CIRC) Technique. It was made in the last in two cycles. Every cycle consisted of three meeting and four step of action research (planning, action, observation, and reflection).

**The Qualitative Data**

The Qualitative Data was taken from observation and interview.

The First Cycle:

The first cycle was about teaching and learning process and achievement test. The topic was narrative. The test is followed by 15 students from 15 students. The researcher did research of using cooperative integrated technique to improve students’ reading comprehension of narrative text at grade X. The procedure as follow:
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1. Planning : In this step the researcher prepared the learning instrument such as:
   a. Lesson plan 1 about the use of CIRC method
   b. Students attendance list
   c. Reading material (narrative text)
   d. Test
   e. The teacher taught used a lesson plan as the form to implement of action. In every cycle, teacher used different narrative text. In the first, teacher used narrative text with the title “Snow White”.

2. Acting : The activity in the acting are:
   a. The researcher became a teacher and she was accompanied by teacher as observer.
   b. Learning process was started by greeting, asked students to pray together, checking students’ attendance and then the teacher gave brainstorming before started the material by asking the students “Do you know about narrative text and the features of the text?” if you know, raise your hand. In this case, there some students answer the question.
   c. Teacher explained about narrative text and the features of the text.
   d. Teacher introduced the topic about narrative text by the title “Snow White”.
   e. Students divided into three groups. Each group consist of four to five people based on random system both in academically and gender.
   f. The students accepted the text one by one, and then they read half of the text and identified the structure of text, include the main idea, difficult words and summarize. Each group should help their friend to correct their spelling and write ending story of the text and generic structure.
   g. After finished, the students each groups presented their report in the class
   h. During presentation the researcher observed the students cooperative in group, the students’ activeness in present the material, students concern toward other group presentation, the students’ activeness in asking question, and the students’ activeness in answering questions in group.
   i. Students helped Teacher if they faced the problem. In the last, the students and The teacher evaluated each group contribution to the work of the class
   j. After all of the process had finished, Teacher evaluated students by giving a test
   k. The last, Teacher gave suggestions to the students to study hard and also increased their vocabulary and their pronounce. Because it have role important in reading. Then, Teacher says salam to closed the meeting.

3. Observation: The observation was done to observe what the students done as long as the teaching and learning process. It was found that most of students got difficulties to know the meaning of the sentences, memorize new words, and answer the question. They were so confuse to comprehend the reading text because they did know how to find out the interesting message from
reading text firstly. They did not have some ideas to identify the purpose in reading, skim the text for main ideas, and scan the text for specific information.

4. **Reflection**: The reflection was done to recover the problem happened in the first meeting. Teacher concluded that most of the students still find difficult to find the interesting message and develop their idea or opinion based on the reading text. Teacher is reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:
   a. Teacher asked students to focus on study and not make noises
   b. Teacher should motivate students to be more active in their group work.
   c. Teacher should manage class well.
   d. Teacher made class condition well to get students be more active.
   e. Teacher noted all of activities in class in learning process.

   The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycle to get maximum research. Based on the result of the first test, it was known that most of the student got bad score.

   The Second Cycle:

   After doing the first cycle, the student’s problem almost found and it gave information about students reading comprehension achievement in narrative text. The teacher started the lesson by motivating the students and also announced the result of yesterday’s writing test. The teacher told the students score of the test was better than the pre-cycle and first cycle score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher’s explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting. The test is followed by 15 students. The procedure as follow:

1. **Planning**: The researcher planned some activities to get maximum result in the second cycle. The planning of the second cycle is not far from first cycle. In this step the researcher prepared the learning instrument such as:
   a. Arranged the lesson plan
   b. Students attendance list
   c. Reading material (narrative text)
   d. Test

   The teacher taught used a lesson plan as the form to implement of action. In the second cycle, the teacher used different reading text. In the second, the teacher used narrative text with the title “The Legend of Surabaya”.

   This step, the teacher began from pre-reading activity, while-reading activity, and post-reading activity. Pre-writing activity is the activity of students and teacher prepare them for the task
and make them familiar with the topic. The teacher did while-writing activity where the teacher gave clearly explanation about the material, grammatical feature, and generic structure of narrative text. After that, the students asked to do the reading tasks in groups, each group that consists of four or five students. The last step is post-reading activity. In this activity the students must present the report of group work in front of class. Then the teacher gave conclusion and test.

2. Acting : The activity in the acting are:

   The researcher became a teacher and she was accompanied by the teacher as observer.

   Learning process was started by greeting, asked students to pray together, checking students’ attendance and then the teacher gave brainstorming before started the material by asking the students “Do you know about narrative text and the features of the text?” if you know, raise your hand. In this case, there some students answer the question.

   a. Teacher explained about narrative text and the features of the text.

   b. Teacher introduced the topic about narrative text by the title “The Legend of Sura and Baya”.

   c. Students divided into three groups. Each group consist of four to five people based on random system both in academically and gender.

   d. The students accepted the text one by one, and then they read half of the text and identified the structure of text, include the main idea, difficult words and summarize. Each group should help their friend to correct their spelling and write ending story of the text and generic structure.

   e. After finished, the students each groups presented their report in the class.

   f. During presentation the researcher observed the students cooperative in group, the students’ activeness in present the material, students concern toward other group presentation, the students’ activeness in asking question, and the students’ activeness in answering questions in group.

   g. Students helped the teacher if they faced the problem. In the last, the students and the teacher evaluated each group contribution to the work of the class.

   h. After all of the process had finished, the teacher evaluated students by giving a test.

   i. The last, the teacher gave suggestions to the students to study hard and also increased their vocabulary and their pronounce. Because it have role important in reading. Then, the teacher say good bye to closed the meeting.

3. Observation: The observation was done to know the real situation of the teaching and learning process. It was found that there was many students could comprehend reading text easily. They still find difficult to get the information because most of them did not know the meaning of the sentences. They always opened their dictionary to know the meaning of the words, so they cannot concerned to main topic of the reading text and some of the students passive and noisy in the class.

4. Reflection : The result of the third cycle was also considered as implementation. It was better than previous cycle. There was significant improvement in this cycle. The condition of the class
was getting better than before. The students listened to the teacher’s explanation and did not make noisy in learning activity. The studentstook active part in cooperation and can associate with member group. They also became more active to ask the problems they faced and it made the teacher felt happy because the way she taught, in this case by using CIRC, could be accepted.

The researcher concluded that the problems had been solved by the use of CIRC method to teach English writing ability. The teacher should motivate students to always write a lot of English text and motivate the passive students in order to be brave to express their idea.

**The Quantitative Data**

The quantitative data were taken from score test of the students. They were test I and test II. The scores that the subjects achieved were actually improved but still unsatisfying. There were many students who still got low score. So, second cycle was considerably conducted. In the second cycle, there were some revision in planning the lesson plan which was reflected by looking at the weakness of the first cycle. In this case to find the mean score of the students’ ability in reading comprehension in narrative text by using Cooperative Integrated Reading and Composition was used formula as in the following:

\[ D = \frac{X}{N} \times 100\% \]

Explanation:
D : Percentage of passing of examination classically
X : Amount of the students that passed of examination.
N : Amount of all the students.

It can be explained that every cycle continuously Improved that there was better changes of the score of students. It was proven from the first cycle, the mean score of the students’ ability in reading comprehension in narrative text is 69.33. It meant that most of the students found difficult in reading comprehension. In the second cycle, the means score of the students’ reading comprehension in narrative text improve 81.33. It means that many students could comprehend reading text by using Cooperative Integrated Reading and Composition.

Based on student’s score in every meeting, it meant that the score improved higher from cycle. The score in the second was better than the score in the first cycle. The improvement was kept going for every meeting. It can prove that by using Cooperative Integrated Reading and Composition, students’ reading comprehension in narrative text improve and the student could be easy to answer the question.

**Finding**

The research indicated that were an improvement on the students’ achievement in reading comprehension through Cooperative Integrated Reading and Composition Technique. CICR
Technique is one of effective technique which is useful to improve student’s reading comprehension. This technique was effective because all of the activities require the students to cooperate with and help their friends. Moreover each of CIRC was implemented in the teaching and learning process.

It was proved the data, which showed that the mean of the students in every test. Test II (81.33) was higher then in the test I (69.33). In the first cycle, the highest score was 80 and lowest score was 60. It mean that the this cycle is categorized ad bad, in the second cycle, the highest score was 90 and lowest score was 70. It mean that this cycle is categorized as good. The Quantitative data was score test of the students showed that the improvement is significantly good. While qualitative data as supporting of quantitative data such as interview and observation sheet show the students were interesting in reading narrative text because the could cooperate and discuss then sharing the knowledge and opinion each other in group and with other group. The students were enjoyable and able to apply the technique to comprehend narrative text well.

By concerning those point, it was concluded that applying Cooperative Integrated Reading and Composition (CIRC) technique improved students’ reading comprehension of narrative text.

CONCLUSION

The research was conducted in action research design. The research indicated that were an improvement on the students’ achievement in reading comprehension through Cooperative Integrated Reading and Composition (CIRC) Technique. This technique was effective because all of the activities require the students to cooperate with and help their friends. Moreover each of CIRC was implemented in the teaching and learning process.

In teaching and learning process, the teacher gave chance and participating to all of students in reading process, in which the students has a role group. Students knew how to make them more understanding on the passage by implementing the three elements which given. While the students find out the difficulties such as in finding the main idea, the concept of the word, vocabulary etc, they discussed with their friends in member of the group. So it helped the students easiest to comprehend the passage well.

It was proved the data, which showed that the mean of the students in every test. Test II (81.33) was higher then in the test I (69.33). It means that Cooperative Integrated Reading and Composition (CIRC) technique could improve the students’ reading comprehension in particularly of narrative text. This fact was by observation sheet and interview. It shown that most of students became more active whether in learning or cooperate with their friends in the groups. It was improvement of their reading score test from test I.

REFERENCES


