

IMPROVING READING COMPREHENSION SKILL BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD TO THE EIGHTH GRADE STUDENTS' IN BOJONEGORO REGENCY

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ABSTRACT

The objective of the study was to improve the reading comprehension ability in a large class through Cooperative Integrated Reading and Composition (CIRC) Method at the eighth grade students' in Bojonegoro regency. This study was an action research study, consisting of two cycles with two meetings in Cycle 1 and two meetings in Cycle 2.

The phases of the research were reconnaissance, planning, implementing and observing the actions, and reflection. There were two forms of data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing students and the collaborator, and having the discussion with the collaborator as an observer. Meanwhile, the quantitative data were obtained from the pre-test and the post-test score. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the investigator triangulation to get the trustworthiness.

In reference to the actions conducted in two cycles, Cooperative Integrated Reading and Composition (CIRC) method could improve students' reading comprehension ability as justified in the following results. First, the students showed their good participation and enthusiasm in reading comprehension practices. Second, most students had high enthusiasm to cooperate with other students in the reading activities. Third, there was an improvement on students' reading comprehension test as displayed in the increase of the mean score from the pre-test (60), post-test 1 (65), and post-test 2 (75)

Key Words : Increasing, Reading Comprehension, CIRC Method

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca di kelas besar melalui Metode Cooperative Integrated Reading and Composition (CIRC) pada siswa kelas VIII di Kabupaten Bojonegoro. Penelitian ini merupakan penelitian tindakan kelas, terdiri dari dua siklus dengan dua pertemuan pada Siklus 1 dan dua pertemuan pada Siklus 2.

Tahapan penelitian adalah pengintaian, perencanaan, pelaksanaan dan pengamatan tindakan, dan refleksi. Ada dua bentuk data dalam penelitian ini. Mereka adalah data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan melakukan observasi, mewawancarai siswa dan kolaborator, serta berdiskusi dengan kolaborator sebagai pengamat. Sedangkan data kuantitatif diperoleh dari nilai pre-test dan post-test. Validitas data diperoleh dengan menerapkan validitas demokrasi, validitas hasil, validitas proses, validitas katalitik, dan validitas dialogis. Selain itu, penelitian ini juga menerapkan triangulasi penyidik untuk mendapatkan kepercayaan.

Mengacu pada tindakan yang dilakukan dalam dua siklus, metode Cooperative Integrated Reading and Composition (CIRC) dapat meningkatkan kemampuan pemahaman

bacaan siswa sebagaimana dibuktikan dalam hasil berikut. Pertama, siswa menunjukkan partisipasi dan antusiasme yang baik dalam praktik membaca pemahaman. Kedua, sebagian besar siswa memiliki antusias yang tinggi untuk bekerjasama dengan siswa lain dalam kegiatan membaca. Ketiga, terdapat peningkatan pada tes pemahaman bacaan siswa yang ditunjukkan dengan peningkatan nilai rata-rata dari pre-test (60), post-test 1 (65), dan post-test 2 (75).

Kata Kunci : Peningkatan, Pemahaman Membaca, Metode CIRC

INTRODUCTION

English has become one of the primary subjects in Junior High School in Indonesia. It is included in the curriculum of Junior High School. One of many purposes that should be mastered by students of Junior High School is to develop the competence of communicating with spoken and written language. So, it is a must for student to master their English skill. There are four skills in English such as listening, speaking, reading and writing. When we think of English as a world language or language of wider communication, reading takes a very significant role in our lives.

Reading comprehension is not only a matter of knowing a lexical meaning of word by word but also what information or ideas are explicitly start in both. Besides that, reading comprehension is not simple process but it is very complex activities. It needs preparation for learners to read, because they will have to recognize difference in word length and shape, they will have to learn, to organize and interpret what they have read.

Teaching reading in English has purpose not only to encourage students to read fluently and clearly but also to comprehend the text. The students should

know the kind of text they read, the reason in reading that text, what kind information they will get from that text and the best method in comprehending that text. Reading activity will be nothing if the readers do not know what they have read. Brown (2000: 306) state whenever you are teaching a reading technique, makes sure students know their purpose in reading something.

Unfortunately, that the reading comprehension of the eighth grade students in Bojonegoro regency was still low, it was caused

by many factors such as the teaching method, the teacher, and the students. First, it was about the teaching method used by the teacher. Second, the teacher during teaching reading lesson also did not allow the students to understand the text deeply. Third, the problems also came from the students. They were not so enthusiastic to start the English lesson.

Cooperative Integrated Reading and Composition (CIRC) seems to be an appropriate technique implemented for the reading comprehension. In CIRC activities there is an interaction among the students there, it can motivate the students in learning English. Calderon et. al. (1997:5) state that the extensive interaction from the CIRC activities helped students expand fluency and

comfort with English. In reference to the above background of the study, students still face problems in reading comprehension which is required to be solved by applying CIRC method.

RESEARCH METHODOLOGY

This study was consistently designed by using classroom action research, which is aimed at improving students' ability in reading comprehension through Cooperative Integrated Reading and Composition (CIRC) to the students of MTs Ma'arif Bojonegoro. This study consists of two major cycles. Each cycle has two sessions each of which contains of four steps namely: planning, action, observation, and reflection. This classroom action research concerns on teaching reading comprehension and the data was be collected by using interview, classroom observation and reading comprehension test.

The subjects of this study were of the eight grade there were 24 students as the subject of the study in class. The researcher decided to choose the eighth grade because they had crucial problem in reading comprehension.

The data in this research consist of qualitative and quantitative data. The qualitative data were interview transcripts and observation sheets during the actions. On the other hand, the result of the reading comprehension test was the quantitative data

FINDINGS AND DISCUSSION

The result of the discussion in Cycle I is applying Cooperative Integrated Reading and Composition (CIRC) in the form of sharing and discussion. The implementation of CIRC was believed to solve some problems in reading comprehension through the reading activities in the form of group discussion practices.

The teaching method focused on reading comprehension ability and allowed students comprehending the text deeply. The activities provided students with opportunities to share and exchange information about the text. They took a role in the process of teaching reading. The students' motivation also began to improve in this cycle through the distribution of reward to the active students. The reading task for each group also helped students to comprehend the text deeply. They took a role in the process of teaching reading. But, the post-test 1 showed that the students' reading comprehension ability was still low because the mean score of the students' post-test is 65. Those matters became the lack of teaching in Cycle 1 which should be fixed in Cycle 2.

The implementation of CIRC in Cycle 2 was believed to improve students' reading comprehension through their enthusiasm in competitive games. The students were very enthusiastic in the games because they felt challenging to win the game. For this reason, they could comprehend the text easily. The drama also played a role as a form of understanding for the students. It helped much the students in comprehending the text as a whole. The group discussion also made the students familiar in learning cooperatively and supporting their friends each other. In addition, the drama was also the form of competitive games, it attracted the students. They became high motivated to be the winner of the game and continually they have high motivation in reading comprehension too. From the post-test 2, it can be inferred that the students' ability in reading comprehension improved because the mean score of the reading test in Cycle 1 was 65 then in Cycle 2 it improved become 75.

CONCLUSION

The researcher identified some problems through the reconnaissance phase. The reconnaissance step was carried out by conducting interviews with the English teacher and the students, doing classroom observation, and analysing the pre-test result in order to find out the problems in the field. The researcher conducted an interview with the English teacher and students to find out the problems in English lesson. From the interview with the English teacher, the researcher found that the problems came from both the students and the teacher.

In implementation Cycle I, the use of CIRC in the form of discussion practices could improve the students' reading comprehension of recount texts through their participation in comprehending the text deeply. They said that they comprehended the content of the recount text quite easily through group discussion practices. On the other hand, their mastery in reading comprehension of recount texts was still low. However, there were some students who had low motivation in the process of reading recount texts.

In implementation Cycle II as a follow up for unsuccessful points of Cycle I, the use of CIRC could improve students' reading comprehension of recount texts because students worked cooperatively with their friends, the teacher and the recount texts to obtain comprehension. Students said that they comprehended the content of the recount texts easily through group discussion practices. Moreover, they didn't find complicated problems to do the reading task. In addition, the use of CIRC in the form of competitive game practices to improve students' motivation was successful because games drove them to be competitive in getting rewards. The students were actively involved in the process of teaching reading. In addition, there was an improvement on students' reading comprehension ability as

displayed in the increase of the mean score of the post-test from the mean score of the pre-test

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