

**THE EFFECT OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE ON READING
COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN
1 KUBU ROKAN HILIR IN DESCRIPTIVE TEXTS**

Nurisa, Atni Prawati, M. Syarfi

Email: nurisa979@gmail.com, atniprawati05@gmail.com, msyarfi@yahoo.com

Phone number: 085272888694

*Student of English Study Program
Language and Arts Department
Teachers Training and Education Faculty
Universitas Riau*

Abstract: *This research was designed to experiment the effect of cooperative integrated reading and composition (CIRC) technique on the students' reading comprehension of descriptive texts. The aim was to find out whether there is any significant effect of using CIRC technique on the students' reading comprehension of descriptive texts. This research took place in SMPN 1 Kubu, Rokan Hilir that collected from January to October 2017. The try out class was VIII4 (25 students) and the sample was VIII2 (25 students) chosen by purposive sampling. This is a pre-experimental research with one group pre-test post-test design. This research used quantitative data and the instrument used to collect the data is a reading test in multiple choice forms. The tests consisted of 40 items. As the result, the mean score of pre-test is 46.52 and the mean score of post-test is 59.80. In other words, the mean score of post-test is higher than the mean score of pre-test. The result also showed that the value of t-test (5.226) is higher than t-table (2.064) at the significance level 5%. It means that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. Hence, there is a significant effect of using CIRC technique on reading comprehension of the second year students of SMPN 1 Kubu, Rokan Hilir in Descriptive texts.*

Key Words: *Student's Reading Comprehension, CIRC Technique, Descriptive Texts.*

PENGARUH PENGGUNAAN TEKNIK KERJASAMA DENGAN PERPADUAN MEMBACA DAN MENULIS PADA PEMAHAMAN MEMBACA SISWA KELAS 8 SMPN 1 KUBU ROKAN HILIR DALAM TEKS DESKRIPTIF

Nurisa, Atni Prawati, M. Syarfi

Email: nurisa979@gmail.com, atniprawati05@gmail.com, msyarfi@yahoo.com

No. Hp: 085272888694

Mahasiswa Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

***Abstrak:** Penelitian ini diadakan untuk menginvestigasi pengaruh dari penggunaan teknik CIRC pada pemahaman membaca siswa pada teks deskriptif. Tujuannya adalah untuk menemukan apakah ada pengaruh yang signifikan dari penggunaan teknik CIRC pada pemahaman membaca siswa pada teks deskriptif. Penelitian ini bertempat di SMPN 1 Kubu, Rokan Hilir dari bulan Januari sampai bulan Oktober tahun 2017. Kelas uji coba adalah kelas VIII4 dengan 25 siswa dan sample adalah kelas VIII2 dengan 25 siswa, dipilih secara purposive sampling. Ini adalah penelitian pre-experimental dengan desain satu grup pre-tes dan pos-tes. Penelitian ini menggunakan data kuantitatif dan instrument yang digunakan untuk mengumpulkan data adalah tes membaca dalam bentuk pilihan ganda. Tes terdiri dari 40 item. Hasilnya, skor rata-rata dari pre-tes adalah 46.52 dan skor rata-rata dari pos-tes adalah 59.80. jadi, skor rata-rata dari pos-tes lebih tinggi dari skor rata-rata pre-tes. Hasil juga menunjukkan bahwa nilai dari t-test (5.226) adalah lebih tinggi dari pada t-table (2.064) pada level signifikan 5%. Itu artinya bahwa hipotesis alternatif diterima dan hipotesis null ditolak. Karena itu, ada pengaruh yang signifikan dari penggunaan teknik CIRC pada pemahaman membaca siswa kelas VIII SMPN 1 Kubu, Rokan Hilir dalam teks deskriptif.*

***Kata Kunci :** Pemahaman membaca siswa, teknik CIRC, teks deskriptif.*

INTRODUCTION

Reading is one of the language skills that students should master in learning English. Reading is the way a person gets information from written texts and words. People read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book. In other words, The purpose of reading is to decode information from text into one's mind (Nuttal, 1982 in Fahli, 2015).

Reading comprehension has multiple definitions and explanation. According to Snow (2002:11), reading comprehension is a complex activity that involves interaction between the reader and the text. It means that to build comprehension, there are two elements the readers itself and the text. The readers build connection with the text to know the writers' purpose in the text. It is a process which involves between the readers and the reading materials to get comprehension and meaning of the text.

Based on the close observation done with the teacher in SMPN 1 Kubu, the writer knew that reading comprehension of the students was still weak especially in comprehending texts. The teacher mentioned that some students still had difficulties in comprehending texts (finding main idea, social function, language features and generic structure of texts). In addition, students also had some difficulties in writing especially in writing the summary of the texts because the students rarely studied writing at English class on the second year students of SMPN 1 Kubu, Rokan Hilir. Furthermore, it could be known that students lack of motivation to read and write because they got difficulties in comprehending texts and lack of vocabularies.

To solve the problems, it was needed to know some technique for helping students on reading comprehension. Especially on descriptive text because based on school- based curriculum syllabus, the second year students of junior high school learned descriptive text and recount text on this semester, but writer just focused on descriptive texts.

According to Hartono (2005), descriptive text aims to describe a particular person, place or thing. In this study, the purpose of descriptive text is to explain something to others in order the readers easily to understand what the writer described about. It can be concluded that descriptive text is a text to describe person, a place or a thing by visual experience. It used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of characters and personality.

Durukan (2010) states that CIRC technique is realization of cooperative learning that accommodates reading, writing and other language skills. He adds that skill-based reading groups approach encourages development of this technique. It means that this technique is more effective to comprehend the reading. This study defined that it had some benefits for students to acquire new language.

Based on the opinion above, Writer assumed That CIRC is appropriate for the problem of the second year students SMPN 1 Kubu in reading comprehension. Therefore, there was needed to conduct the study entitled "The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading Comprehension of The Second Year Students of SMPN 1 Kubu Rokan Hilir in Descriptive Texts.

METHODOLOGY

This research was a pre – experimental research. This research was conducted by using, one group pre-test – post-test. It involved a single group that was pre-test, exposed treatment and post-test and one class was involved in this research. The researcher compared the scores in pre-test and post-test to see whether the treatment is effective or not on the students’ reading comprehension in descriptive texts.

Table 1. One group pre-test and post-test

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂

(Sugiyono, 2011)

According to Gay (2000), sampling is the process of selecting a number of individual for study in such a way that represents the larger group from which they were selected”. Researcher used the purposive sampling to select the participants for research. A total of 25 students were selected as a sample for this study from class VIII2. The population in this research was 121 students of the second year students of SMPN 1 Kubu, Rokan Hilir . They were VIII.1. – VIII.4.

In doing the research, the researcher administered two reading tests; pre-test and post-test. The data was used in this research was the students’ score in reading comprehension. The instruments that used in this research were objective test in multiple choices form. Each text consisted of eight items of multiple choices. Thus, there were 40 items in 5 descriptive texts that included in the test. The duration time for doing the test was 60 minutes. In this case, for writing there is no test since writing (summary) is only as the reading task.

Before applying the treatment, the researcher administered a pre-test to find out the students’ reading comprehension in descriptive text. The students answered the questions of multiple choice test in 60 minutes about descriptive texts. Then, the researcher applied the treatment in four meetings with different topic in every meeting. The researcher introduced a CIRC and guided the students in making group in 4 or 5 members and did the worksheets about descriptive texts by following the CIRC technique.

After applying the treatments, the researcher administered a post-test to find out whether CIRC technique is effective or not on the students’ reading comprehension in descriptive texts. The students answered the questions of multiple choice test in 60 minutes about descriptive texts.

Table 2. Classification of Students’ Score

No.	Scores	Category
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 – 60	Mediocre
4.	21 – 40	Poor
5.	0 – 20	Very poor

(Adapted from Harris, 1974)

In addition, the data were analyzed to answer the hypothesis by using t-test formula. The researcher found out the complete result in SPSS including the mean, standard error mean, standard deviation, degree of freedom and t-test. The criteria of testing the hypotheses according to Schervish (1996) are if the p-output (sig.2-tailed) is lower than 0.05 and t-value is higher than t-table (2.032) on significant level 5%, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted and if mean score of pre-test is higher than post-test, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

RESULTS AND DISCUSSIONS

Results

The results of this research were presented by showing the result of t-test table in comparing the difference result of students' reading comprehension in the pre-test and the post-test.

Result of Pre-test

Table 3. The Students' Scores in Pre-test

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	0	0	Excellent	46.52
2	61-80	1	4	Good	
3	41-60	19	76	Mediocre	
4	21-40	5	20	Poor	
5	0-20	0	0	Very Poor	
Total		25	100		

Most of students got the low score almost at all components of reading comprehension. It was found out that the mean score of the students' reading ability in the pre-test was 46.52.

The data of students' average achievement on the eight aspects of reading was shown in table 4:

Table 4. Students' Ability in Each Aspects of Reading in the Pre-test

No.	Aspect of reading	Mean Score
1	Main idea	37.6
2	Factual information	58.4
3	References	48
4	Vocabulary	50.4
5	Restatement	41.6
6	Social function	45.6
7	Language feature	52.8
8	Generic Structure	35.2
Average total score		46.52

Table 5. The Result of Normality Test on Pre-test

One-Sample Kolmogorov-Smirnov Test		Pre-test
N		25
Normal Parameters ^{a,b}	Mean	46,5200
	Std. Deviation	8,81816
Most Extreme Differences	Absolute	,145
	Positive	,111
	Negative	-,145
Test Statistic		,145
Asymp. Sig. (2-tailed)		,187 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 5 shows that the value of Asymp. Sig. (2-tailed) is **0.187**. The result showed that the Asymp. Sig. is higher than 0.05. It means that the test distribution is normal.

Table 6. The Result of Univariate Analysis on Pre-test

Tests of Between-Subjects Effects

Dependent Variable: Pre-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	,000 ^a	0	.	.	.
Intercept	54102,760	1	54102,760	695,766	,000
Error	1866,240	24	77,760		
Total	55969,000	25			
Corrected Total	1866,240	24			

a. R Squared = .000 (Adjusted R Squared = .000)

The result showed that the value sig. is **0.000**. It means that the value is lower than 0.05. Based on the criteria, if the value sig < 0.05, then, the variable is significant.

Result of Post-test

After all stages through for four meetings, the post test was conducted in ordering to know reading comprehension of students after being taught by applying CIRC technique. Finally, the data was computed and the result was found.

Table 7. The Students' Scores in Post-Test

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	4	16	Excellent	59.80
2	61-80	6	24	Good	
3	41-60	13	52	Mediocre	
4	21-40	2	8	Poor	
5	0-20	0	0	Very Poor	
Total		25	100		

The result showed that the mean score of the students in post-test was 59.80. The highest score were in "Excellent" level, 4 students (16%), were in "Good" level, 6 students (24%), were in "Mediocre" level, 13 students (52%), and the lowest score were in "poor" level, 2 students (8%).

Table 8. The Students' Ability in Each Aspect of Reading in the Post-test

No.	Aspect of reading	Mean Score
1	Main idea	59.2
2	Factual information	58.4
3	References	60.8
4	Vocabulary	48
5	Restatement	51.2
6	Social function	61.6
7	Language feature	73.6
8	Generic Structure	63.2
Average total score		59.80

Based on the description above, the lowest score of the eight aspects of reading on post-test is 'vocabulary' and the highest one is 'language feature'. The average total score of students' ability in reading is in 'mediocre' level (59.80). It increases from average total score in pre-test which is only 46.52.

Result of T-test

After conducting the post-test, the data were analyzed by using t-test formula to find out whether the hypothesis is accepted or not. The researcher found out the complete result in SPSS including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can be seen on the table 9.

Table 9. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest – Pretest	13.280	12.707	2.541	8.035	18.525	5.226	24	.000

$$\begin{aligned}
 t\text{-table} &= n-1 ; \alpha/2 \\
 &= 25-1 ; 0,05/2 \\
 &= 24 ; 0,025 \\
 &= 2.064
 \end{aligned}$$

The results of t-test is **5.226**, meanwhile t-table is **2.064**. It showed that the score of t-test was higher than t-table (**5.226 > 2.064**). Therefore, it is concluded that there is a significant difference between the pre-test and post-test. So that, the alternative hypothesis of this research is accepted and null hypothesis is rejected.

Discussions

This research is one of the efforts to improve students' reading comprehension in descriptive texts for the second year students of SMPN 1 Kubu, Rokan Hilir. It has been explained that CIRC is a technique that can help the students in reading comprehension in descriptive texts.

Based on the description of data above, it can be concluded that CIRC technique is effective used to teach English on descriptive text. It was proved that the post-test result is better than the pre-test result which indicates the improvement of students' reading comprehension in descriptive text. In this case, for writing there is no test since writing (summary) is only as the reading task. The result of their summaries task was more better than before in every meeting.

The reading comprehension of the students are better after applying CIRC technique. It can be seen from the mean score of post-test was higher than pre-test. ($59.80 > 46.52$). Then, the data analysis showed that t-test was higher than t-table ($5,226 > 2.064$).

CONCLUSION AND SUGGESTIONS

Conclusions

Based on the result of the data analysis, it can be concluded that CIRC technique gave significant effect on reading comprehension of the second year students of SMPN 1 Kubu Rokan Hilir in descriptive texts. The use of CIRC technique made the students got easy to comprehend descriptive texts and wrote the summary of texts especially in descriptive texts. It can be seen from the students' score on post-test that was higher than pre-test. CIRC technique can help the students in comprehending descriptive texts and wrote summary.

Suggestions

The English teachers

The teacher may use CIRC as an alternative technique to help the students in reading comprehension especially descriptive texts. Then, the teacher should pay attention and control the students when they are working in groups to get an effective learning. The teacher's role is essential should train and guide the students in learning activity. In this case, the teacher should train and guide the students to comprehend descriptive texts well and asked the students to read a lot and memorize and search the meaning of difficult words so that students can write summary well. In this way, the students can develop and improve their reading comprehension. Then, the teacher should checked, corrected, and scored all of the students' works so that the students' motivation can be built up.

The Students

The students may use CIRC to give more motivation for them in reading comprehension because work in group. The students should be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be more able to comprehend texts especially descriptive texts. They also should force themselves to read a lot in order to get more knowledge and increase their vocabulary.

Other researchers

For other researchers, CIRC can be applied to help the students in reading comprehension especially descriptive texts. Considering the methodology of the research, the researcher suggests to use two group, control group and experiment group as the samples. It will make easy in analyzing the data.

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