

# ***THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 13 PEKANBARU IN COMPREHENDING NARRATIVE TEXT***

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***Abstract:*** *This research is aimed to find out whether or not there is significant effect of Cooperative Integrated Reading and Composition (CIRC) on the Ability of the Second Year Students of SMPN 13 Pekanbaru in Comprehending Narrative Text. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was VIII-7 chosen by using cluster random sampling technique. In order to collect the data, the pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. The result showed that the mean score of post-test was higher than mean score of pre-test. The value of t-test was higher than t-table at 5% of the significance level and t-table at 1% of the significance level. Therefore, Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It could be concluded that there was significant effect of Cooperative Integrated Reading and Composition (CIRC) on the Ability of the Second Year Students of SMPN 13 Pekanbaru in Comprehending Narrative Text.*

***Keywords:*** *Cooperative Integrated Reading and Composition (CIRC), Reading Comprehension*

# **PENGARUH DARI COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMPN 13 PEKANBARU DALAM MEMAHAMI TEKS NARRATIVE**

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari Cooperative Integrated Reading and Composition (CIRC) terhadap kemampuan siswa tahun kedua di SMPN 13 Pekanbaru dalam pemahaman membaca. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan tes akhir. Sampel penelitian adalah kelas VIII-7 yang ditentukan dengan menggunakan teknik pemilihan kelompok. Untuk mengumpulkan data, pre-test dan post-test diberikan dan kemudian data dianalisis secara statistik dengan menggunakan rumus t-test. Hasil menunjukkan bahwa nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal. Hasil juga menunjukkan bahwa nilai t-test lebih tinggi daripada nilai t-tabel pada tingkat signifikan 5%. Oleh karena itu Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Nol ( $H_o$ ) ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari Cooperative Integrated Reading Comprehension (CIRC) terhadap kemampuan siswa tahun kedua di SMPN 13 Pekanbaru dalam pemahaman membaca.

**Keywords:** *Cooperative Integrated Reading and Composition (CIRC)*, Pemahaman Membaca

## INTRODUCTION

English is the most popular international language since it is a central means of communication in the global business, knowledge, technology and culture. Harmer (2007) states that English is learned by many people because it is useful in some ways for international communication such as in political life, business, safety, entertainment, media and education. Therefore, it's necessary to master English. In order to master English, students have to learn the four language skills; they are (1) listening, (2) speaking, (3) reading, and (4) writing (Brown, 2001).

Among the four skills, reading is one of the most important skills in learning language. Reading is an important skill in many different settings especially in educational setting (Grabe, 2009). Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. There are many opinions about the definition of reading. Nuttal (1996) says that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. In addition, Anderson (2003) states that reading is an active process of building meaning which involves the reader and the reading materials. To comprehend the text, readers must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read), and various types of knowledge (vocabulary, topic knowledge). In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading. Reading is a language skill which has a big contribution to the success of learning language because reading has important role to give information to the learner. According to King and Stanley (1989), reading comprehension has five components in reading text, which are appropriate syllabus of 2013's Curriculum at SMPN 13 Pekanbaru. They are finding main idea, finding the factual information, guessing vocabulary, identifying reference and inference. These components were used to create the research instrument.

At the junior high school level, the students are expected to comprehend some types of text, they are, descriptive, procedure, recount, report and narrative (2013 curriculum). Based on 2013 curriculum of junior high school for the eighth grade in second semester, one kind of text type that the students should achieve is narrative text. Rebecca (2003) states that narrative text is a story connected with events based on the plot. A narrative text relates a series of logically, and chronologically related events that are caused or experienced by factors. A key to comprehend a narrative is a sense of plot, of theme, of characters, of events, and of how they relate. Mark Anderson and Kathy Anderson (2003) state that narrative text is a text tells a story in order to entertain the audience. The social function of narrative is to amuse or entertain the readers with actual or imaginary experience in different ways. Hyland (2004) also states that the purpose of narrative text to entertain and to instruct via reflection on experience, like novels, short stories, etc. So, the purpose of narrative is to entertain, to amuse and to deal with actual experience in the story. From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers.

It is written with certain characteristics and its language features. In addition, based on 2013 curriculum, there are three components that are consisted in narrative text, they are social function, generic structure and language features. These components of narrative text were also used to create the research instrument.

Since reading narrative text is included in the curriculum, all of the second year students of SMPN 13 Pekanbaru must do it well. However, based on the observation in the second year student of SMPN 13 Pekanbaru, reading comprehension in narrative text seems to be one of challenges faced by most of students in SMPN 13 Pekanbaru. The observation shows that more than 200 students had average score below 50 in reading comprehension of narrative text, considered still far from the minimum mastery criteria of English subject of 75. Those data were obtained from English teachers of SMPN 13 Pekanbaru. This problem occurs because the students are lack of vocabulary so they can't be active in the class. Furthermore, it's also because the learning model used by teachers in teaching seems not varied yet so the students aren't interested in reading activity and unmotivated.

Because of this reason, the writer would like to propose one of teaching method from Cooperative Learning approach that can be applied in teaching Narrative Text at SMPN 13 Pekanbaru, namely Cooperative Integrated Reading and Composition (CIRC). CIRC is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. In this study CIRC is a teaching method that be used to improve students' ability in reading comprehension of narrative texts in order to make classroom situation more interesting (Slavin, Robert E & Nancy A. Madden; et al,1996). Furthermore, Madden (2004) states that CIRC is a teaching method that focuses on two skills, reading and writing. These two skills drill students' mastery of language arts. Adapted from Slavin (1995), Sharan (1999) and Durukan (2011), here are the CIRC procedure that the writer used in teaching narrative text: (1) Grouping, (2) Team, (3) Team practice and independent practice, (4) Partner checking, (5) Group Work, (6) Testing, (7) Detection of the successful group.

## METHODOLOGY

The type of the research was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follows:

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	O1	X	O2

- O1 : Pre-test of experimental group  
 X : Treatment  
 O2 : Post-test of experimental group

Gay (2000)

The population of this research was all of the second year students of SMPN 13 Pekanbaru in the academic year of 2016/2017. There are ten classes with the total

number of students was 397 students. The writer took only one class as the sample to be observed by using cluster sampling technique. Gay (2000) states that random sampling is the process of selecting a sample in such a way that all individuals in defined population have an equal and independent chance of being selected for the sample. Cluster sampling means that sampling in which groups, not individual, is randomly selected. In this study, the sample was class VIII-7.

In doing this research, the pre-test and post-test were given to the students. The test consisted a 40-item-multiple choice test on five narrative text. Pre-test was given before the treatment, and post-test was given after the treatment. In order to analyze the data, T-test was used by employing SPSS version 23.0. T-test was used to compare the difference result of pre-test and post-test.

## RESULT AND DISCUSSION

### Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

**Table 1. Descriptive Statistics of Pre-test Score**

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	40	42.5	90	69.3750	15.10381	2.38812

Table (1) shows that the mean score of students was 69.3750. Meanwhile, the minimum score that students reached in pre-test was 42.5 and the maximum score was 90.

The result of post-test is presented in the following table:

**Table 2. Descriptive Statistics of Post-test**

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	40	50	92.5	75.1250	13.78579	2.17973

Based on the table (2) the mean score of 40 students was 75.1250. Meanwhile, the minimum score which students got in post-test was 50 and the maximum score was 92.5.

**Table 3. Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	69.3750	40	15.10381	2.38812
Post-test	75.1250	40	13.78579	2.17973

Table (3) shows that the total number of students of pre-test and post-test are 40 students. The mean score of pre-test is 69.3750 and the mean score of post-test is 75.1250. The difference of the mean score between pre-test and post-test is 5.7500

The last stage in analyzing the data was testing hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' ability in reading comprehension.

**Table 4. Paired Samples t-test**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
				Lower Upper			
Pre-test	-			-	-		
Post-test	5.7500	2.60670	.41216	6.5836 4.9163	13.951	39	.000

t-table = 1.685

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If  $t\text{-test} > t\text{-table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.
2. If  $t\text{-test} < t\text{-table}$ , the Null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected.

Based on Table 4, the result of t-test is 13.951, while t-table is 1.685. It means that t-test is higher than the t-table. So, it can be concluded that  $H_a$  (There is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on the Ability of the Second Year Students of SMPN 13 Pekanbaru in Comprehending Narrative Text) is accepted and  $H_0$  is rejected.

## **Discussion**

Based on the description of the data, it can be stated that Cooperative Integrated Reading and Composition (CIRC) is applicable for teaching narrative texts. It can be proven that the results by comparing the students' pre-test score and the students' post-test score. The result shows that the students' post-test score is better than their pre-test score which indicated the improvement of students' reading comprehension ability in narrative text, specifically Fable.

Based on the research method, there are three steps to collect the data. Pre-test was the first step conducted to find out the students' reading comprehension ability in reading narrative text before treatment was applied. The treatment was the second step. Cooperative Integrated Reading and Composition (CIRC) was exposed in teaching reading of narrative text. There were four meetings in the application of CIRC. Post-test was the last step. It was conducted after treatments were applied in teaching reading narrative texts.

The result shows  $t_{obs}$  is higher than  $t_{table}$  ( $13.951 > 1.685$ ). It can be concluded that there is a difference between the pre-test score and the post-test score. In other words, the alternative hypothesis of this research, "There is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on the Ability of the Second Year Students of SMPN 13 Pekanbaru in Comprehending Narrative Text." is accepted.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

This is a pre-experimental research that has main purpose to find out whether or not there is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on the ability of the second year students of SMPN 13 Pekanbaru in comprehending narrative text.

Based on the result of the data analysis, it can be concluded that there is a significant difference between the results of pre-test and post-test. Hence, it can be stated that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of Cooperative Integrated Reading and Composition (CIRC) on the Ability of the Second Year Students of SMPN 13 Pekanbaru in Comprehending Narrative Text.

### **Recommendation**

In light of these results, it is suggested that CIRC should be applied as an alternative in teaching reading narrative texts especially Fables due to this research proves that CIRC helps students to increase their reading comprehension on narrative text. Furthermore, in order to make this method more effective in teaching and learning process, the time spent during teaching reading using CIRC should be controlled and

considered. Then, since CIRC involves group works, the class must be controlled in order to avoid too much noise during the learning process.

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