



Enhancing Students Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC)

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Abstract

Reading comprehension simply understanding what has been read. There are many strategies that can be applied by the teacher to maximize their role in the classroom, but most of them did not try to find variety of method. One of the methods can be used is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition (CIRC) is a method that students work together to accomplish shared goals. They work together to maximize their own and each other's learning. In cooperative groups, students work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience. Since learners are different in their intellectual capacity, their attitude and their linguistic methods. Furthermore, cooperative learning is a great way to engage English language learner in learning both language and content. This research will be a quasi-experiment research. In this research, pre-test and post-test will be administered. To obtain the data, the researcher will use reading comprehension test and questionnaire. This research will focus on how Cooperative Integrated Reading and Composition (CIRC) enhance reading comprehension. Therefore, the researcher decides to give the title of this research namely "Enhancing Students' Reading Comprehension by Using CIRC". The Output target of this research is "published in national scientific non-accredited journal, 1st year target: Accepted/Published". Level of Technology Readiness (TKT), 1st year Target: Scale 2.

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

Introduction

Reading is one of important language method that is needed by people. Reading is process of interpreting a message. According to Sudarmawan (2014), reading activity is a selective process. It means that reading is a process in which the information is made to be confirmed, rejected, or refined by the readers as reading progress .Everyone

needs this method to get the information from book, letter, novel, newspaper, magazine and others. Having reading method can ease people to understand information and knowledge. This method can also useful to get successful on the academic.

Reading comprehension simply understanding what has been read. People who has high method of reading will

understand the academic textbook easily, and then getting important information of it. Meanwhile, people who have no method of reading will get the difficulty in understanding. Chou (2011) believes that in reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments. Grellet (2010) defines reading comprehension as a set of necessary processes. Reading comprehension does not occur by one process alone and all of the processes combined are thought to be important for fluency in reading English.

During reading process the readers should make use of their background and linguistic knowledge to reconstruct the writer's intended meaning.

There are many strategies that can be applied by the teacher to maximize their role in the classroom, but most of them did not try to find variety of method and anyways to be more attractive. The researcher means here is how a teacher be the students as learned centered especially involved them in many activities. In term of reading strategy, there are many strategies that can be applied for improving students achievement in reading comprehension. One of them is Cooperative learning.

Cooperative learning is not a new concept. Cooperation means working together to accomplish shared goals. In cooperative students work together to maximize their own and each other's learning. On the other side, in cooperative learning group, members of a cooperative group generally meet all reasonable expectations of achievement academic goals. In cooperative groups, students work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience. Since learners are different in their intellectual capacity, their attitude and their

linguistic methods. Cooperative Learning is a great way to engage English language learner in learning both language and content. Based on the explanation above, the researcher used Cooperative Learning to improve the students' reading comprehension. One of Cooperative Learning techniques I used in this study is Cooperative Integrated Reading and Composition (CIRC). Therefore, the researcher decide that the title of this research namely "*Enhancing Reading Comprehension by Using CIRC*".

Methodology

The subjects of this study were third-semester students of the English Language Education Study Program, The Teaching and Education Faculty of Tomakaka University, Mamuju.

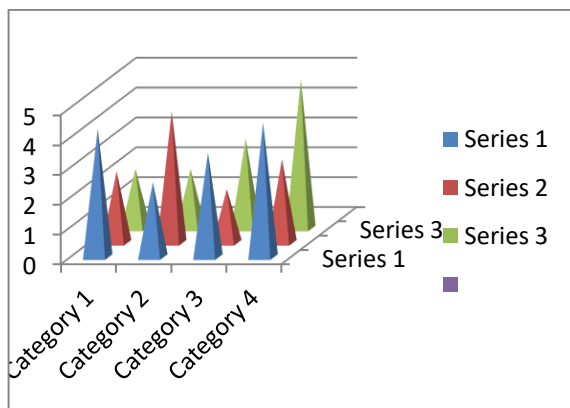
This study uses a quasi-experimental research method. This research will be conducted at Tomakaka Tiwikrama Mamuju University. The subjects of this study were 30 students of the English Language Education Study Program for the 2021/2022 academic year. The research sample was taken using a purposive sampling technique. To collect data, the researcher used a reading test. The number of tests consists of 25 and is in the form of multiple choices given in the pretest and posttest.

Result and Discussions

A pre-test was administered to know students' knowledge baseline before the treatment. In this first stage, the students were ordered to read texts and answer the questions underneath. The test item was consisted of 25 items of multiple choice. The pre-test score result then compared later with the result of the post-test score. The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. A post-test was also administered after the experimentation

was over. The same with the pre-test, the post-test item was also consisted of 25 items of multiple choice. The post-test and pre-test score then compared to find out the effectiveness of the treatment. The result of the pre-test and post-test analysis can be seen as follows:

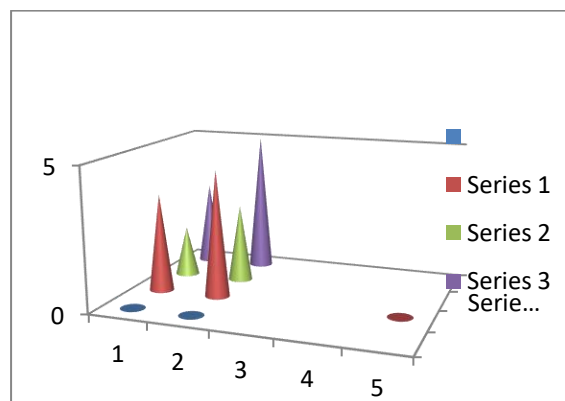
Table 1: The Score categories of the students' score in Pre-test and Post-test



From the table above, it can be seen that the majority of the students' score of reading comprehension in pre-test was in poor category (72%). There were 16% students in fair category and there were 12% in good category, and none student in very good category. From the table above, the mean score of the pre- test is 70.94 which belong to the poor category (<72).

Based on the table above, the majority of the students' reading comprehension scores in post-test are in poor category (53%). There is 12% students with good category. There are 35% students in fair category and none is in very good category. The mean score of post-test is 72.13 which belongs to the fair category (72-81). The descriptive analysis of the students' score in pre-test and post-test is presented as follows:

Table 2: Descriptive Analysis of the students' score in Pre-test and Post-test



Based on the result of above, it can be seen that the gained mean score of the reading test score of the students in the pre-test is 69.50. The standard deviation (SD) of the scores is 8.843. The maximum score gained in the test is 88 and the minimum score is 56. Also, based on the table above, it can be seen that the gained mean score of the reading test score of the students in post-test is 72.13. The standard deviation (SD) of the scores is 8.590, the maximum score gained in the test is 92 and the minimum score is 60. After the result of the calculation was obtained, the researcher then answered the research hypothesis by using hypothesis testing that can be seen in the section below.

Discussion

The finding of the research proved that there is a significant difference between pre-test and post-test score. The result is in line with the previous study by Saito et al.(2015) that CIRC contribute an effect in enhancing students' reading comprehension. Through cooperative learning, CIRC give a positive impact to the students reading comprehension in reading class.

The mean score difference between students in the pre-test and post-test is significantly different. The result of calculation using SPSS shows that the p value is lower than 0.05. It can be said that the alternative hypothesis (H_a): there is a significant difference in students' reading comprehension after treated by using CIRC, is accepted.

Based on the result of the analysis, it can be seen that the gained mean score of the reading test score of the students in the pre-test is 72.03. The standard deviation (SD) of the scores is 6.980. The maximum score gained in the test is 88 and the minimum score is 56. Based on the result of the analysis, it is also can be seen that the gained mean score of the reading test score of the students in post-test is 80.82. The standard deviation (SD) of the scores is 7.242, the maximum score gained in the test is 92 and the minimum score is 60. Therefore, it can be concluded that the use of CIRC is significant in improving students reading comprehension.

The finding of this research is justifying the theory of Slavin (1990) who says that Cooperative Learning strategy (which is the main element of Cooperative Integrated Reading and Composition), can promote a commitment to learning, social learning, and develop students' positive behavior. By using CIRC method, students indirectly did some improvement on their reading comprehension. It made them comfortable because they were working together in a group. Through CIRC, the students did not bear the problems by themselves. It was enhancing their perspectives and knowledge about social behavior in learning. Therefore, students were getting enthusiastic and motivated to practice their reading comprehension because they received enforcement not only from the teacher, but also from the others. It gave a positive impact for the students' learning outcomes especially in reading comprehension.

The finding of this research is in line with the research result conducted by Nejad & Keshavarzi (2015). Cooperative learning can foster language skill such as reading. Through CIRC, learners are also able to solve their problems together. CIRC is an effective tool for encouraging cooperative learning because various component of social competence can be

found in it, and CIRC makes the learners to be involved in the interaction among of them. Through this interaction, their own reading knowledge is increased.

The use of CIRC has provided the enhancement of students' reading comprehension. Many students can minimize fear and shy during the reading class. CIRC can motivate students to engage in teaching and learning process in reading class. Making students confident in reading class enhance their reading comprehension.

Conclusion

Based on the findings and discussion that stated in chapter IV, it is concluded that the use of CIRC in reading class is significantly affected the students' reading comprehension. There is a significant difference of students' reading comprehension after being treated by using CIRC. Through the implementation of CIRC, the students reading comprehension was enhanced. It can be seen from statistical analysis where the students means score of reading comprehension in post-test is higher than students' score of reading comprehension inpre-test.

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Authors profile

The researcher, Abdul Rahman R. was born in Lumu, Kec. Budong-Budong, Mamuju Regency on October 8, 1984. He completed elementary school at Lumu public elementary school in 1997, and completed junior high school at junior high school 4 Majene in 2000, and completed his study at senior high Islamic school Majene in 2004, at the same year the researcher continued his studies at Makassar State University in the English Language Education study program and finished in 2009, then the

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The researcher, Enni was born on October 30th, 1984 in Tapalang. She has three boys namely Brain Al Fikri, Faiz Al Haq, Abid Al Faruq and a husband Syaharuddin. She owns three sisters, they are Sridiana, Megawati, and Diana Fitri. She was born from best couple Hadimin Wena (Almarhum) and Siti Bia. She began her study at SDN 1 Tapalang in 1991 and finished in 1997. In the same year, she continued her study at SLTPN 2 Tapalang and in 2000 she continued her study at the SMU Negeri 6 Makassar and finished in 2003. In 2005, she continued her study at English department of University Cokrominoto Palopo. In 2009, she successful to get her degree (S.Pd). in 2013, she was admitted as a student of English Education Study Program of Postgraduate Program at State University of Makassar. Now, she works as a lecturer in English Education Department at Tomakaka University of Mamuju, West Sulawesi.

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