Improving Reading Comprehension through Cooperative Integrate Reading And Compotition (CIRC) Method

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ABSTRACT

The purposed of this study was to determine whether the use of CIRC method can improved the achievement of Eight grade students SMP N 2 Baranti students in reading comprehension and whether students are interested of this method. This study used a mixed research method that is a combination of qualitative research and quantitative research. The population of this study was eight grade students of SMP N 2 Baranti in the 2019-2020 academic year. The total population is 101 students consisting of 4 classes. Class VII_a was taken as a sample using cluster sampling techniques, the total number of samples was 24. The instruments used in this study were reading tests and interest questionnaire.The results of this study indicated that the pre-test got an average score (57.91) while the post-test got an average score (75.91). This shows that there is a significant difference between the pre-test and post-test. The p-value (0,000) is lower than the significant level (alpha (α) = 0.05). This means H_1 is accepted. This study concluded that teaching reading comprehension using the CIRC method improved students' achievement to master in reading comprehension in eight grade students of SMP N 2 Baranti. And based on the results of an interest questionnaire list, 22 students (92%) liked and were enough interest in using CIRC method in reading comprehension.

Keywords: reading comprehension, CIRC method

INTRODUCTION

Reading is a complex process of responding meaning by encoding written symbol in any kind of text, because it involves both conscious and subconscious concept of meaning. Beside that the importance of reading to students is quite vast. By reading, we learn things, develop new skills, improve in literature, train our brains and develop spelling, vocabulary skills and so many things. Thomas (2002) suggest that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this possess our first problem for teachers because reading aloud is a favorite classroom activity in their reading classes. According to klingner,et al (2007) states that ''reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading,word and world knowledge,and fluency'' reading comprehension is primaliry a metter of developing appropriate,eficient comprehension strategies. Without a good vocabulary, people cannot communicateand express their ideas effectively.

Meanwhile,according to wilis (2008) ''goals of reading comprehension strategies to build comprehension are availabel to increase neural efficiency at each step of the comprehension process''.It means the purpose of reading comprehension strategies is that the students

can improve efficiency neural of process comprehension the text.

Reading comprehension is not only a matter of knowing a lexical meaning of word by word but also what information or idea 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 word shape, they will have to learn, to organize and interpret what they have read. The condition above naturally happens because the strategy of teaching reading is not appropriate with students" ability, because the teacher usually teaches with a central teaches method, so the students cannot try to more active in the class and not have motivated to study hard, so the students hard to get the scores of maximum completeness criteria.

From this point of problems faced by the subject under study, a good technique of teaching reading should be able to stimulate high motivation, interest and attention of the students. In other word, a good technique can motivate and promote students to comprehend a text in reading activities in the class. The purpose of implementing CIRC method is to generate opportunities for the students to become more active in learning. In this case study, the students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students will have much deeper understanding on the reading text they have read.

Based on the purpose above, this study is conducted to know the process in reading descriptive and narrative text. Therefore, corresponding to the above facts, the researcher is highly motivated to improve the eighth grade students of SMPN 2 Baranti achievement in reading comprehension through CIRC method.

METHODS

In this research, the researcher use mixed research methods. Mixed research methods are an approach that combines or associates quantitative forms and qualitative forms. Mixed research methods is a research methods, namely quantitative research methods and qualitative methods in a single study or one study.

Population and Samples

The population is the students of this research in the students at sevent grade of SMP 2 Baranti in academic years 2018-2019 is consist of two class that include of VIII.$_a$,VIII$_b$,VIII$_c$and VIII$_d$. So the total member of student are 101 students. In this research the researcher was applied cluster sampling technique the researcher choose one class sample. Cluster sampling is a technique of selecting a sample from small groups of units. *Cluster sampling adalah metode pengambilan sampel berdasarkan kelompok tertentu (Sugiyono: 2003).* Some clusters are then randomly chosen as representatives of the population, and then all elements in the selected cluster are used as research samples. This class is VIII$_a$ which consists of 24 students.

Instrument of the Research

The instruments in this research are reading comprehension tests in multiple choice test and true-false test. The test is applied in pre-test and post-test. The pre-test is used to find out the comprehension of the students before treatment and post-test is used to find out the reading comprehension after treatment.

Procedure of Collecting Data

This research used data of students and the procedure in collecting data is present in the chronological order as follows::
1.   Pre-test
Before conducting the treatment, this research would be administered the pre-test to the students. It aims to identifying the students' reading comprehension. This research uses the

simple form of the reading test is multiple choice test. The total number of the test is 10 numbers. The score of multiple choice test is one point for each correct answer and zero point for each error answer.

2.   Post-test

The researcher gave the treatment to the students, the class received the treatment by using CIRC technique. The class got the materials. The treatment is prepared in four meeting. Every meeting, the researcher serves materials about text, and then students and teacher would do learning activity through small group discussion. The procedure of the treatment is follow:

a.   Giving motivation.
b.   The researcher explains how the learning process will going on.
c.   The researcher prepares a text and distributes it to students.
d.   The researcher divides class into a small group
e.   Giving some times (5-8 seconds) or as needed to students to do an observation.
f.   Asking indicator questions or competency to the students that would be achieve.
g.   Asking student some answers related to the topic
h.   Giving some times (3-5 seconds) to provide an opportunity to students search for answers.
i.   The group is exchanged the answer amount the group.
j.   The group checks the answer from another group and asks explanation for their answer.
k.   Gives opportunity to other group to disagree to the other group answer.
l.   Each member must prepare an answer for each question, the other member can help their member if they have problem in answering the question.
m.   The teacher controls the exchange, so it would be in proper way.
n.   Asking last questions to students to further confirm that the target of basic competencies already achieve.
o.   Providing additional information for students to answer.

After all the process, the researcher gave the students comprehension about the activity and ask their suggestion and commentary about the learning process so that each meeting can be more effective and fun between the researcher and the students, the which is related to treatment are Traditional Market and Supermarket, Food in Indonesian, Profession Business and Elephant.

3.   Post-test

After giving treatment, theresearcher gave the students post-test to find out the students' comprehension in reading through CIRC. This research used the simple form of the reading test is multiple choice test. The total number of the test is 10 numbers. The score of multiple choice test is one point for each correct answer and zero point for each error answer.

RESULTS AND DISCUSSION

Result

This section discusses the presentation of student achievement in learning comprehension through CIRC method. Besides, it would also discuss how students' interest in the method is applied by the researcher. Before applying the CIRC methods in learning reading comprehension, the reading achievement knowledge of eight grade students of SMP 2 Baranti was low. The table 1 shows the results of the students' pretest.

1.   The rate percentage score of pre-test and post-test.
The finding were obtained through the test which was conducted through two items, namely pre-test and post-test.

TABLE 1/The percentage of the students' score of pre-test

No.		Pre-test	Post-test
1	Mean Score	57.91	75.91
2	Standard Deviation	13.50	.82

Table 1 shows that the mean score of the students in post-test (75.91) was greater than pre-test (57.91), it means that the students who was teach by using CIRC method in teaching reading comprehension was improve.

2. Students Interest

In this study, besides aiming to increase students' reading comprehension, the researcher also wanted to see how students were interested in the methods applied. The methods chosen by the researcher designed a simple method, namely CIRC method. By learning reading the CIRC method, it turn out that there are many students who are interested of the method. The following is a table of percentage of students' interest

TABLE 2/The The percentage of students' interest

No	Classification	Score	Students' interest	
			f	Percentages
1	Strongly interested	85-100	0	0
2	Interested	69-84	2	8
3	Moderate	51-68	22	92
4	Uninterested	36-50	0	0
5	Strongly uninterested	20-35	0	0
TOTAL			**24**	**100**

Table 2 shows that 2(8%) were interested in the CIRC method, 22 (92%) were moderate in this method. And not students in categories strongly interested, uninterested and stronglyuninterested. That means students are enough interested in the applying CIRC method in reading.

In testing hypothesis, the researcher used p-value formula (Paired sample test). The level of significant is set at $\alpha = 0.05$.

TABLE 3/ The p-value of the students' score of pre-test and post-test

p- value	α
0.000	0.05

The table 3 above shows that the p-value was lower than alpha (α) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the vocabulary mastery of the seventh grade students of SMP 2 Baranti has improved.

Discussion

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group.

1.   Students' Achievement

Based on the data above, it showed that reading comprehension of students pre-test and post-test has significant different, where students after applied the CIRC game has a higher score better than before apllied CIRC method in reading comprehension. The description of the data collected through the test as explained the previous section showed that the students reading comprehension improved significantly. It means score of post-test was (75.62). The data in previous section showed that applying CIRC methods in learning reading comprehension was effective to improve students' achievement in reading. It is supported by the difference between the test mean score of post-test (75.62) was higher than the pre-test (43.95). This research data indicated that the applying CIRC method in learning reading comprehension was significant improve the students' vocabulary.

2.   Students Interest

Based on data obtained from post test and interest questionnaires, the data obtained shows that students who are interested in applying the CIRC method have a high value. And students whose pre test scores are low after applying the CIRC method and they are

interested in this method, the post test value rise.

According to Keslen in Abidin (2014) CIRC methods is combined reading and writing in the learning process so students are more interested in reading. The application of CIRC method in reading comprehension adds to the activeness of students while studying and students are also interested in using this method in learning reading comprehension. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily understand and enjoyed in reading. With the use of CIRC method in learning makes students more relaxed in accepting the material given.

Based on the students result obtained and stated in finding above, the researcher user t-test in inferential statistic through SPPS version 21.0 program to the test the hypothesis. On statistic test result, it showed that the Probability Value is lower than alpha (α)(0.000<0.05). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between students in reading. In other words, there was an improvement on the students' reading comprehension after applying CIRC method in SMP 2 NegeriBaranti.

Data obtained from the post test and interest questionnaire shows that student who are interested in the CIRC method show high scores. And student scores before and after the application of CIRC method showed an increase. That means the CIRC method makes students interested and more active in learning reading so that their understanding of reading increases.

CONCLUSION

Based on the findings and the discussion in the preceding chapter, it could be concluded that the students' achievement in reading comprehension through CIRC method was significant improve. The application of CIRC method in reading adds to the activeness of students while studying and students are also interested in using the method of this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know reading.

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