

## **Improving The Reading Comprehension of The Eighth Grade Students of SMP Negeri 4 Parepare Through Cooperative Integrated Reading Composition (CIRC) Method**

**Suci Anugrah**

*Universitas Muhammadiyah Parepare*

[anugrahsuci17@gmail.com](mailto:anugrahsuci17@gmail.com)

### **ABSTRACT**

The objective of the research is to find out whether or not the use of Cooperative Integrated Reading Composition (CIRC) method able to improve the students' reading comprehension of the eighth grade students at SMP Negeri 4 Parepare. The researcher applied quasi-experimental method, with two classes pretest and posttest design. The sample analysis consisted of 40 students from two classes. In the sampling process was taken cluster random sampling and this sample of this research took VIII.8 as experimental class with 20 students and VIII.7 as control class. The students given treatment with material about narrative text. The data were collected by using reading test. In experimental class through Cooperative Integrated Reading Composition (CIRC) method and control class through Discussion Conventional Method. The result of the data analysis showed that Cooperative Integrated Reading Composition (CIRC) method can improved the reading comprehension significantly. It was proved by the mean score on pretest was 55 and the posttest was 79. In addition, after analyzing the data by using the test formula, the result of t-test value is 2.654 and t-table value 1,685. It means that the t-test value was greater than t-table value (1.685). It indicated that  $H_1$  was accepted and  $H_0$  was rejected. Therefore, the hypothesis of the research is reading comprehension of the eighth year students at SMP Negeri 4 Parepare who are taught through Cooperative Integrated Reading Composition method is better than the students who are taught through Discussion Conventional Method.

**Keywords: Students, Reading Comprehension, Cooperative Integrated Reading Composition Method**

### ABSTRAK

Tujuan penelitian ini yaitu untuk mengetahui apakah pengajaran melalui metode *Cooperaive Integrated Reading Composition (CIRC)* method dapat meningkatkan kemampuan pemahaman membaca siswa kelas Delapan SMP Negeri 4 Parepare. Peneliti menerapkan metode penelitian *quasi experimental*, dengan dua bentuk tes yaitu pretest dan posttest. Analisis sampel yang diteliti terdiri dari 40 siswa dari dua kelas. Pengambilan sampel dengan menggunakan *cluster random sampling* dan sampel penelitian adalah kelas VIII.8 sebagai kelas eksperimen sebanyak 20 dan kelas VIII.7 sebagai kelas kontrol sebanyak 20 siswa. Siswa diberikan materi tentang teks naratif. Data diperoleh dengan menggunakan tes membaca. Kelas eksperimen menggunakan *Cooperative Integrated Reading Composition (CIRC) method* dan kelas kontrol menggunakan *Discussion Conventional Method*. Hasil dari penelitian menunjukkan pengajaran melalui metode *Cooperative Integrated Reading Composition (CIRC)* secara sinifikan dapat meningkatkan kemampuan berbicara siswa kelas Delapan SMP Negeri 4 Parepare. Hal ini dibuktikan dari nilai rata-rata siswa pada saat pretest yaitu 55 dan meningkat pada saat posttest yaitu 79. Setelah menganalisis data, ditemukan nilai t-test yaitu 2.654 dan t-table 1.685 (t-test lebih tinggi daripada t-table). Hal ini mengindikasikan bahwa H1 diterima dan H0 ditolak. Maka hipotesis yang diterima dalam penelitian ini yaitu kemampuan pemahaman menbaca siswa kelas Delapan SMP Negeri 4 Parepare yang diajar melalui *Cooperative Integrated Reading Composition (CIRC)* method lebih baik daripada siswa yang diajar melalui metode *discussion conventional*

**Kata Kunci:** Siswa, Pemahaman Membaca, *Cooperative Integrated Reading Composition*, Metode.

### INTRODUCTION

English as a foreign language has been taught at a formal and informal school in Indonesia as a necessary subject in this globalization era. English is very important to know, therefore in Indonesia, English as first foreign language is taught to the students from elementary until university. English teachers have to apply the better method in their teaching. Reading is one of the language competences that have important roles and need to develop for students, especially teaching reading because through reading we can get a lot of information that will enable us to enlarge our knowledge. This skill is able to help them find out new idea by their critical thinking.

Studying reading should be to read more because reading is a valuable way of self-educating yourself and an excellent way to improve our mind. The data is collected through questioning the student and the researcher got students who stated that they are not satisfied on the teaching method presentation and the students need something fun and easy to improve their reading comprehension in the class. In addition, the students cannot comprehend the text well. So, the researcher chooses CIRC method to improve reading comprehension which students are taught in reading groups and feel comfort in doing assignment such as sharing or discuss with their group.

## **METHOD**

The researcher applied quasi-experimental which involved two classes with different treatment, namely experimental class and control class. Where the experimental class was given the treatment through Cooperative Integrated Reading Composition (CIRC) method whiles the control class through Discussion Conventional Method. The population of the research was the eighth grade students of SMP Negeri 4 Parepare school year 2017/2018, which consisted of six classes. The researcher used cluster random sampling technique to choose two classes which represented the experimental class and control class. The samples of this research were VIII.8 as experimental class and VIII.7 as control class.

In the experimental class, the researcher explains about narrative text. After that, the researcher gave a topic about narrative text, on a large group that contains of 20 students divided into four or five groups. Each group, students cooperate with their group to find the main idea, gave the opinion, make summary, and discussed and shared together to finished the assignment that gave from the researcher then every group make the presentation in front of class or read to the result from group. In the control class, the researcher gave a topic about narrative text. After that, the researcher divided into some groups that contains of 20 students. Each group, students cooperate with their group to finish the assignment. After all of the members of a group agreed on the result of the discussion, all of the members of the group had written the result of the discussion. After that, the students appointed the group randomly to answer the result of the student's discussion and the other group gave comment.

## **FINDINGS**

After conducting pre-test and post-test and both experimental and control class, the researcher found some findings.

Table 1: The Mean Score and Standard Deviation of the Students' Pre-Test.

Sample	Mean Score	Standard
N		Deviation
Experimental Class	55	27.53
20	51	10.92
Control Class		
20		

Table 1 shows that the mean score of the students' pre-test in experimental class was higher than the students' pre-test in control class.

Table 2: The Mean Score and Standard Deviation of the Students' Post-Test.

Sample	Mean Score	Standard
N		Deviation
Experimental Class	79	9.34
20	70.4	68.78
Control Class		
20		

Table 2 shows that the mean score obtained the students in experimental class were higher than the mean score of the students' post-test in control class.

Based on the two tables above, it can be concluded that the students' reading comprehension achievement both in experimental class and control class were improving. However, the improvement was different. Most of students in experimental and control class were classified in good classification. Yet, the students who got very good classification in experimental class was better than control class through Cooperative Integrated Reading Composition (CIRC) method to improve the reading comprehension.

In hypothesis testing, the researcher used t-test formula. The level of significance is set at  $\alpha = 0.05$ .

Table 4.5. Hypothesis Testing

Test	t-test value	t-table value
Pre-test	0.097	1.685
Post-test	2.654	1.685

After applying t-test independent sample in calculating the difference of the students' reading comprehension between the experimental class and control class, it found that the t-test value higher than t-table value. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, the researcher concluded that the students who were taught through Cooperative Integrated Reading Composition (CIRC) method were better to improve the students' reading comprehension than the students who were taught through Discussion Conventional method.

## **DISCUSSION**

In this research, the researcher focused to find out about the effectiveness of Cooperative Integrated Reading Composition (CIRC) method to improve the reading comprehension of the eighth grade students of SMP Negeri 4 Parepare.

Before giving treatment, most of students' reading comprehension was still low. It was proved by a mean score of the students in the experimental class was (55) with standard deviation (27.53). While in the control class the mean score of the students was (51) with standard deviation (10.92). It means that the students' reading comprehension both in experimental class and control class before gave treatment was classified as low achievement. (Depdiknas, 2005).

In teaching reading, the students need something fun and easy to improve their reading comprehension in the class. In addition, the students cannot comprehend the text well. It because students still bored in learns English especially of reading comprehension.

In this research the researcher applied one of the models of Cooperative learning, that is Cooperative Integrated Reading Composition (CIRC) method which this method students can work and do the assignment with their group's discussion and make a presentation to improve the students reading comprehension. Cooperative Integrated Reading Composition (CIRC) is one of the methods offered within the cooperative learning method. Mustafa and Samad (2015) states that Cooperative Integrated and Reading Composition CIRC) is a method to help the students in reading and writing such as to summarize, identify of main ideas, answer question, predict and clarify and make inferences.

The researcher found that some similarities and differences about Cooperative Integrated Reading Composition (CIRC) method of the previous related research

findings. The differences were the previous research is assignment or text. In this research, the researcher focused some variety of narrative text with the question used on reading group. While, the similarities researcher found the performance on group and collaborating with other students on reading activity to improve reading comprehension.

Furthermore, Odwan (2012) on her research in title: "The Effect of The Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Student's Reading Comprehension in Jordan". Her research stated that Cooperative Learning is teaching strategy through small groups and use various activities to improve student's comprehension. He conducted that each students of the group not only to know themselves but also a student can help their group mates to work on assignment until all members of group successfully to understand it.

From the related research findings, the researcher found that there some different and similarities between Cooperative Integrated and Reading Composition (CIRC) Method in which used by a researcher with some previous research findings. One of researcher more focused on some strategy to teach, however, similarities was focused on teaching reading comprehension and small groups that can help the students of reading activity.

There were two classes in this research namely experimental class and control class on this research. The researcher gave treatment four meetings in both classes. In the experimental class, the researcher applied Cooperative Integrated Reading Composition (CIRC) method. In the classroom, the researcher divided group into 4 or 5 members. After that, the researcher gave narrative text with the question. Students cooperate read to each other, find main idea and give the opinion to text such as shared or discussed with their groups and then students write the result on the paper. After the students finished the assignment, the students make a presentation or read to the result from group's discussion. Finally, the students make summary together.

In control class, the researcher applied Discussion Conventional method which students divide into some groups and the researcher also gave narrative text with the question. The researcher asked the students in the group to identify of the assignment. After all of the members of a group agreed on the result of the discussion, all of the members of the group had written the result of the discussion. The researcher appointed the group randomly to answer the result of the student's discussion and the other group gave comment. After that, the researcher asked the students to conclude the material.

After giving treatment, the researcher gave post-test to the students in both experimental class and control class. The researcher found that the mean score of the students in the experimental class was (79). While in control class, the mean score of the students was (70.4). While the result of the standard deviation in the experimental class was (27.53) in the pre-test to (93.4) in post-test. The standard deviation of the students in the control class was (10.92) in the pre-test to (68.78) in post-test. It means that all the students score both in experimental class and control class was categorized still various.

In testing hypothesis, the result computation of t-test was (0.097) for pre-test and (2.654) for post-test. If we consulted with t-table value with degree of freedom (df)  $N_1+N_2-2$  were significantly different. This indicated that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted because t-test value in the post-test (2.654) was higher than t-table value (1.685). Therefore, the researcher concluded that teaching the reading comprehension through Cooperative Integrated Reading Composition (CIRC) method can improve the students' reading comprehension at the eighth grade students of SMP Negeri 4 Parepare.

## CONCLUSION AND SUGGESTION

Based on the findings and the discussion in the preceding chapter, the researcher would like to conclude that through Cooperative Integrated Reading Composition (CIRC) method can improve the reading comprehension of the eighth grade students of SMP Negeri 4 Parepare. It is proved by the mean score of experimental class for post- test was higher than the mean score of control class for post-test.

Based on the result of the data analysis and conclusion, the researcher gives some suggestions for some elements related to this research, those are: For the English teacher, they should to be creative in making and giving material in conducting the teaching and learning process so that students will not feel bored in learning. For the students, they should be more to read anything text which can more get information. For the curriculum designer, it is suggested to make the Cooperative Integrated Reading Composition (CIRC) method as a method in teaching process especially in teaching reading. For the next researcher, it suggested to make the students creative in analyze the paragraph so the result of this research can be used as a reference to create a better research in the future.

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