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The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension in Descriptive Text of The Seventh-Grade of SMP Negeri 3 Palembang

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Abstract: *CIRC technique was effective to improve students reading achievement. This study aimed to whether there was any significant improvement in the students' reading comprehension achievement in descriptive text after being taught using the CIRC method. the research method used in this study is a quantitative technique. in this study the authors applied experimental techniques because this school consisted of 11 classes for grade VII, the authors used 2 classes to be tested using experimental techniques so that it was easy to compare students' reading results. The sample of this research were class of VII.1 and VII.2 consisted of 32 students for each class. The data were collected by giving pre-test and post-test, also analyzed by using t-test (paired sample t-test and independent sample t-test) with the help of SPSS v.25 program. The result of this research showed that the p-value of paired sample was 0.000 which was less than 0.05, also the p-value of each aspects of reading in experimental group was less than 0.05, meaning that there was significant improvement in students' reading comprehension achievement and students' reading aspects after being taught by using CIRC method. The p-value of independent sample t-test was 0.000 which was less than 0.05, meaning that there was significant different between experimental and control groups, and the experimental students showed the positive responses and perception toward the teaching reading comprehension by using CIRC method. Therefore, the results of this research showed that the use of cooperative integrated reading and composition (CIRC) method improved students' reading comprehension achievement in descriptive text of the seventh-grade of SMP Negeri 3 Palembang.*

INTRODUCTION

Learning a language especially learning English requires using different methods. There are four built-in language skills that you must master well: listening speaking reading reading and writing. These four skills are closely related to each other. But the author has only focused on reading comprehension. Reading is one of the most important skills in learning English and needs to be improved. Reading is a communication skill but the process is very complex. The process of reading can be defined as the process by which the reader finds the information written by the author. In this case we can say that reading is an interactive process because the reader makes inferences predictions confirmations and questions while reading the text. According to Grabe (2009 p.14) reading is the activity of acquiring information and understanding written text. Moreover Harmer states (2007 p. 99): But students get better at understanding more or less what they read the more books they read. From both the above statements we can conclude that reading is one of the important skills for students to understand information and comprehend texts.

Reading requires comprehension in reading activities. Reading comprehension is the ability to read and process text and understand its meaning. It is based on interrelated abilities: word reading (the ability to decipher symbols on a page) and language comprehension (the ability to understand the meaning of words and sentences). Harmer (2007) states that reading is useful for other purposes as well. Exposure to English (provided students understand it more or less) is good for students of the language. Good comprehension is essential if the reader is to engage and learn from the text and ultimately the primary purpose of reading a text is for the readers to enjoy what they read. Students must be proficient in reading comprehension.

UNESCO ranks Indonesia second in literacy rate. Central Connecticut State University Indonesia ranks 2060 out of 61 countries in Marzos Reading Interest 20 Interest 20(WE) (2016). Interest in reading comes from Indonesians which means that only 1 in every 1000 people in Indonesia is an avid reader.

Those problems were also found in the seventh-grade students of Junior High School. The writer has done pre-research. The writer collected the data by giving a test to the seventh-grade students of SMP N 3 Palembang. The writer has given 25 questions in multiple choice to 94 students divided into 32 students from VII.1, 31 students from VII.2, and 31 students from VII.3. The writer divided 5 categories for students' work (A: Very Good, B: Good, C: Fair, D: Poor, E: very poor). After giving the test, the writer found only 13% of students got "A" results it means only 12 students out if 94 got "A", 18% students or only 17 students got "B", 16% students it means 15 students got "C", 19% students or 18 students got "D", and 34% students or 32 students got "E". From the result, it can be concluded that only 44 students from 94 students are capable of comprehending the text.

But this study is not only primary but the author also contacted some English teachers in personal contact. Some teachers say that some students have difficulty understanding the text. So you spend a lot of time reading things and doing nothing. Addressing the above issues the author proposes Collaborative Integrated Reading and Creativity (CIRC) to overcome this problem. CIRC (Cooperative Integrated Reading and Composition) is a comprehensive reading and writing/language arts program. The CIRC learning method can be classified as integrated learning. CIRC is a comprehensive program to teach students to read and write. Stephen and Slavin (2000) stated that CIRC is a technique where students work in their teams on a series of collaborative activities including partner reading identifying key elements of a story vocabulary and summarizing activity strategies reading comprehension and creative text. Applying a process writing approach. Also (from Calderon Hertz-Lazarov).

Based on the explanation above, the researcher would conduct the study about" ***The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Reading Comprehension in Descriptive Text of the Seventh-Grade of SMP N 3 Palembang"*** *to solve some of the* that have been seen by the researcher in the former research.

FINDINGS AND DISCUSSION

Data were collected by pretest and posttest and analyzed using T-test (paired sample t-test and independent sample t-test) with the help of SPSS v.25 software. The results of this study indicate that the p-value of the paired samples is 0000 less than 005 and the p-values of all aspects of reading in the experimental group are all less than 005 which indicates that the reading ability of the students increased significantly. The p-value of the independent sample t-test was 0000 which is less than 005 which means that there is a significant difference between the experimental group and the control group and the students of the experiment showed positive responses and opinions about the use of CIRC. method of teaching reading comprehension. Therefore the results of this study indicate that the use of the Integrated Collaborative Reading and Composition (CIRC) method increases students reading comprehension scores in descriptive texts in grade 7 of SMP Negeri 3 Palembang. The results of the pretest and posttest of the normal test for the experimental and control groups are shown in the table below:

Table 1. The Results of Normality and Homogeneity Test

	Normality Shapiro-Wilk				Homogeneity			
	Experimental Group		Control Group					
	Statistic	Sig.	Statistic	Sig.	Levene Statistic	df1	df2	Sig.
Reading Pre-Test	.949	.137	.966	.402	.127	1	62	.722
Reading Post-Test	.944	.100	.962	.307	.002	1	62	.967

As shown in Table 1 above the normality and homogeneity test results of the data of the experimental group and the control group are given. In the normality test it can be seen that the pre-test significance (two-tailed) of the experimental group is 0137 while the post-test is 0100. This means that the pretest (both sides) pretest and posttest for the experimental group are greater than 0.05 (0.137 > .005).

In line with that, based on the table that the significance (2-tailed) of pre-test in control group was 0.402 and the post-test was 0.307. Same as the results of normality of pre-test and post-test in experimental group, the significance (2-tailed) of pre-test and post-test in control group were higher than 0.05 (0.402 > 0.05 & 0.307>0.05).

Furthermore, not only the result of normality test but also the result homogeneity test that could be seen in the table 1. The significance value of pre-test of both of experimental and control groups were 0.722. As a result, since the significance value of the pre-test data 0.722 was higher than 0.05 (0.722 > 0.05), it can be assumed that the result of homogeneity test of pre-test data from both of experimental and control groups were homogeneous. Moreover, the significance value of post-test form both of experimental and control groups were 0.967. As a result, since the significance value of the post-test data 0.967 was higher than 0.05 (0.967 > 0.05), it can be assumed that the result of

homogeneity test of post-test data from both of experimental and control groups were homogeneous.

Based on the explanation above, after the calculation of normality and homogeneity test with the help of *SPPS v.25* program the writer got the results that all data in pre-test and post-test from both of experimental and control groups were normally distributed and homogeneous, it is because the significance value was higher than 0.05. Since the significance value of the data was higher than 0.05 (>0.05), it could be stated that the data was normal and homogeneous. The data must be normally distributed and homogeneous because of one of the pre-requisite t-test.

The following table showed the students' pre-test and post-test in experimental group consisted of 32 students.

Table 2. The Students' Pre-Test and Post-Test in Experimental Group

STUDENT	PRE-TEST	POST-TEST	N GAIN SCORE
1	30	72.5	42.5
2	35	85	50
3	62.5	95	32.5
4	42.5	92.5	50
5	67.5	97.5	30
6	40	87.5	47.5
7	65	90	25
8	20	77.5	57.5
9	52.5	87.5	35
10	40	85	45
11	27.5	90	62.5
12	42.5	82.5	40
13	77.5	97.5	20
14	70	90	20
15	30	72.5	42.5
16	45	90	45
17	72.5	100	27.5
18	27.5	75	47.5
19	77.5	97.5	20
20	25	72.5	47.5
21	32.5	85	72.5
22	65	92.5	27.5
23	45	82.5	37.5
24	25	77.5	52.5
25	60	92.5	32.5
26	75	92.5	17.5
27	55	85	30
28	40	75	35
29	72.5	97.5	25

30	52.5	82.5	30
31	15	75	60
32	32.5	80	47.5
TOTAL	**1500**	**2755**	**1255**
MEAN	**47.50**	**86.09**	**38.59**

As presented in table 2 above, it can be seen that 15 was the lowest score and 77.5 was the highest score of pre-test. Meanwhile, the lowest score of post-test was 72.5 and the highest was 100. In addition, the mean of pre-test was 47.50 and after the writer applied the treatment the mean difference between pre-test and post-test was 38.59. So, the mean of post-test score in experimental group was 86.09.

To determine in specific the results of descriptive analyses of pre-test and post-test in experimental group was presented in the following table.

Table 3. Pre-Test Scores Analyses in Experimental Group

Score Range	Category	Experimental Group (Pre-Test)		
		Frequency / Percentage	Mean	SD
84 - 100	A (Very Good)	0 (0%)	-	-
68 - 84	B (Good)	6 (19%)	74.16	3.0277
52 - 68	C (Fair)	8 (25%)	60.00	5.9761
36 - 52	D (Poor)	7 (22%)	42.14	2.2493
20 - 36	E (Very Poor)	11 (34%)	27.27	5.8582
Total		**32 (100%)**	**47.50**	**18.7406**

Table 3 shows pre-test score analyses in experimental group. There were 6 (19%) students on B category (Good), 8 (25%) students on C category (Fair), 7 (22%) students on D category (Poor), 11 (34%) students on E category (Very Poor), and none of them on A category (Very Good). Based on the table above, the total of standard deviation score was 18.74, it was lower than mean score 47.50 (18.74 < 47.50), it means that the distribution of the data in the sample was small and the values for each items were similar or the data was homogeneous. In short, before applying the treatment, most of the students were categorized in E (Very Poor).

Table 4. The Result of Paired Sample T-Test of Reading Comprehension Achievement and Reading Aspects in Experimental and Control Groups

Variable	Paired Sample T-Test							
	Experimental Group				Control Group			
	Pre-Test	Post-Test	Mean Diff	T-Value & Sig.	Pre-Test	Post-Test	Mean Diff	T-Value & Sig.
RCA (Reading Total)	46.875	86.094	-39.2188	-16.177 .000	47.031	53.984	-6.9531	-2.879 .007
Main Idea	52.50	68.33	-	-7.181	37.50	53.33	-	-4.750

	0	3	15.8333	.019	0	3	15.8333	.042
Vocabulary Knowledge	55.313	68.125	-12.8125	-3.518 .010	40.000	49.375	-9.3750	-2.429 .046
Specific Information	46.429	59.286	-12.8571	-3.052 .006	47.500	55.024	-7.5238	-1.961 .064
Reference	50.000	66.250	-16.2500	-3.806 .032	49.375	56.250	-16.8750	-3.756 .033
Inference	48.875	68.125	-19.2500	-10.644 .002	42.625	42.500	.12500	.015 .989

Table 4 presented the results of paired sample t-test of reading comprehension achievement and Reading Aspects in both of experimental and control groups. First of all, for the reading comprehension achievement's in experimental group, it can be seen that the mean score of post-test was higher than mean score of pre-test (86.094 > 46.875) and the mean difference between pre-test and post-test was (-39.2188), it means there was improvement on the mean score of the experimental group. Moreover, tobtain was higher than ttable (16.177 > 0.2913) with the significance (2-tailed) from the data in experimental group was 0.000. The data can be classified improved if the significance (2-tailed) was lower than 0.05 (<0.05). Based on the result above, the significance (2-tailed) was 0.000 it means lower than 0.05 (0.000 < 0.05). As a result, null hypotheses (H0) was rejected, and alternative hypotheses (Ha) was accepted. In short, there was significant improvement in students' reading comprehension achievement in descriptive text after being taught by using CIRC method.

In addition, the result of paired sample t-test of reading comprehension achievement in control group, it can be seen that the mean score of pre-test was lower than post-test (47.031 < 53.984) with the mean difference was (-6.9531) same as the experimental group, also there was improvement on mean score in control group. Add more, tobtain was higher than ttable (2.879 > 0.2913) with the significance (2-tailed) from the data in control group was 0.007. As told before, the data can be classified improved if the significance (2-tailed) was lower than 0.05 (<0.05). Based on the result above, the significance (2-tailed) of reading comprehension achievement in control group was 0.007 it means lower than 0.05 (0.007 < 0.05). As a result, null hypotheses (H0) was rejected, and alternative hypotheses (Ha) was accepted. In short, there was improvement in control group but not as significant as in experimental group.

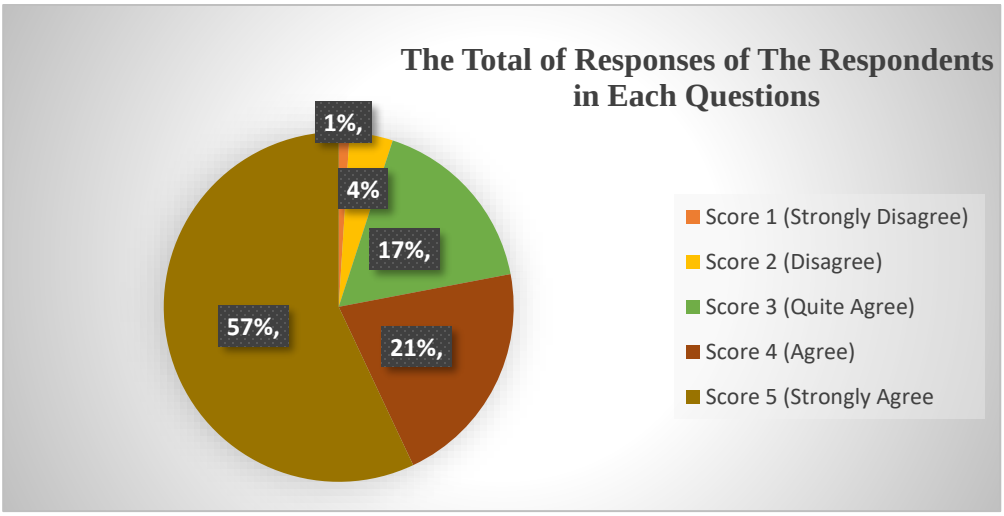
In line with reading comprehension achievement, also the table reveals the result of paired sample t-test of reading aspects in both of experimental and control groups. It can be seen that the results was divided into some points. For each aspects of reading, the highest score of significant improvement was in inference with the significance (2-tailed) 0.002 and mean difference = 19.2500 followed by *specific information* = 12.8571, *vocabulary knowledge* = 12.8125, *main idea* = 15.8333, and *reference* = 16.2500. In conclusion, there was significant improvement in students' reading aspects in the experimental group after being taught by using CIRC method. Also, in control group there was improvement only on 3 aspects of reading such as main idea, vocabulary knowledge, and reference, followed by specific information and inference which has no improved.

According to the explanation above, the writer make a conclusions that the results from paired sample t-test of reading comprehension achievement and reading aspects answered the research question number 1 and 2 with the results there was significant improvement in students' reading comprehension and students' reading aspects after being taught by using CIRC method.

Table 5. The Results of Independent Sample T-Test

Variable	Independent Sample T-Test					
	Mean Post-Exp	Mean Pos-Cont	Mean Difference	t	df	Sig. (2-tailed)
Reading Comprehension Achievement	86.094	53.047	33.0469	7.421	62	.000

The results of the independent sample t-test showed a difference between post-test scores in the experimental and control groups. It can be seen that the average score for the post-test of the experimental group was higher than that of the control group (86.094 > 53.047) so the mean difference was 33.0469. Tobtain was also higher than table (7421>02075) when the mean (2 tails) of the data was 0000. Data divergence could be indicated if the mean (2 tails) was less than 005 (<005). Based on the above event the mean (2-haliaeetus) was 0000 which means less than 005 (0000 < 005). As a result the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In summary there was a significant difference between students who were taught using the CIRC method and those who were not.



Picture 1. The Total of Responses of The Respondents in Each Questions

The diagram 1 shows the total of respondents in each questions. This diagram displays the questionnaire consisted of 10 questions with the score 1 – 5 and also has 34 number of respondents. Based on the diagram above, it can be seen the percentage of each score there was 1% response from the respondents on score 1 (Strongly Disagree), 4% responses from the respondents on score 2 (Disagree), 17% responses from the respondents on score 3 (Quite Agree), 21% responses from the respondents on score 4 (Agree) and 57% responses from the respondents on score 5 (Strongly

Agree). In short, the highest responses was 57% on score 5 (Strongly Agree) and the lowest score was 1% on score 1 (Strongly Disagree).

According to the explanation above, after collecting and analyzing the questionnaire for the experimental group or students who were taught by using CIRC, the writer got a results that the response from the respondents was varied. From 10 questions of the questionnaire, the highest response was on score 5 (Strongly Agree) of each questions. It can be seen from the percentage on the previous figures. Most of the respondents give a score 5 (Strongly Agree) for the questions. In addition, the previous diagram shows the percentage of the total responses from the respondents of each questions that were the highest responses from the respondents was 57% on score 5 (Strongly Agree).

Based on the description above after analyzing the results of the t-test and questionnaire and seeing the process of treating students in the experimental group the writer can conclude that the CIRC method is useful and can be applied to the development and improvement of SMP. Reading learning results of 7th grade students in State 3 Palembang district.

CONCLUSION

Based on the findings and interpretations the author of the study draws a conclusion. The first significant improvement in students reading comprehension was before and after instruction using the Collaborative Integrated Reading and Composition (CIRC) method. The use of CIRC method was significantly effective in improving the reading comprehension of students in the experimental group school (VII 1) in SMP Negeri 3 Palembang. Most of the students in the experimental group showed a better improvement which can be seen from the results of the post-test score distribution. The second significant improvement was in aspects of students reading before and after instruction using the Collaborative Integrated Reading and Composition (CIRC) method. The use of the CIRC method was less effective in improving student attitudes in the experimental group (VII 1) at SMP Negeri 3 Palembang. Most of the students in the experimental group showed a better improvement which can be seen from the results of the post-test score distribution. A third significant difference was in student reading comprehension between the experimental group or students who were taught using the CIRC method and the control group or those who were not taught to use the CIRC method. Finally after being recognized From the results of the questionnaire the author concluded that most of the students agreed to learn using integrated reading and composition (CIRC). Experimental students who learned to use the CIRC method were found to be more interested in learning English than group learning. The CIRC method also helped students learn about descriptive text in a fun way.

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