

The Effect Of Cooperative Integrated Reading And Composition On Students' Reading Comprehension

The Effect of Cooperative Integrated Reading and Composition on Students' Reading Comprehension

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ABSTRACT

This research aims to determine whether there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' Reading Comprehension. This research is an experimental research with quantitative approach. This research was conducted at MTs PAB 1 Helvetia and The Sample was Class of IX-B and IX-C which Consisted of 32 students each classes. The Experimental Class was taught by using Cooperative Integrated Reading And Composition while control class was taught by using conventional method. The data were obtained from the test by using SPSS 25 program. The result showed that the mean score of post-test from control class was 52,59 while the mean score of post-test from experimental class was 75,93. Based on the score of hypothesis showed that $t_{count} (4.068) > t_{table} (2.040)$ and the sig. (2-tailed) $0.001 < 0.05$. it can be concluded that the Nul hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted, which means that there was a significant effect of Reading and Composition (CIRC) on students' reading comprehension skills.

Keywords : *Reading Comprehension, Narrative Teks, CIRC method*

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1. INTRODUCTION

Reading activities always related with comprehension or understanding. reading comprehension is related closely to the language skill improvement of the readers, because this will produce comprehension, it means without reading comprehension reader cannot understand text with well. Without good reading skills, students cannot understand the learning process and the material being taught. Most students have difficulty understanding the text read. So students cannot answer the teachers' questions about the contents of the text. This makes them passive in class. Teacher must help students to solve this problem by motivating them to read and understand the text given. In this case, teachers must be able to implement appropriate and effective reading strategies that can encourage students to play an active role in the classroom. The teaching and learning process must involve not only teachers and students, but also students and students. Therefore, teachers must use certain good strategies that support them in achieving skills including reading skills. Teachers must teach students the material using a good strategy and arrange the teaching-learning process as well as possible.

CIRC is one of the model cooperative learning which was initially carried out with integrated cooperative teaching, such as reading and writing (Steven, 2010). This strategy is the way to help student comprehend text. In CIRC Students are conditioned in cooperative teams which are then coordinated with teaching reading groups, to fulfil other objectives such as reading comprehension, vocabulary, message reading, and spelling. (CIRC) uses a simple implementation program so it is appropriate to improve students' skills in solving question story text, in the learning process the role of students also becomes active so that students can understand the meaning of the questions, improve

student learning final result especially in reading comprehension. as well as, weak students can be assisted in solving their problems. From that explanation above, the researcher interested to conducting a research of using CIRC in teaching learning process in the class. The researcher believes that by this strategy in teaching learning process the student can comprehend a text easier. Based on the above, the researcher conducted aresearch entitled **“The Effect Of Cooperative Integrated Reading And Composition On Students Reading Comprehension”**

2. LITERATURE REVIEW

A. *Reading Comprehension*

Reading comprehension is reading that aims to understand the text. Reading comprehension means examining more carefully reading material so that can assess the situation, values, function and effects of reading. understand written text means extracting the required information from it as efficient as possible.

Comprehension connects what we don't know or new information, to what we already know. It always directed and controlled by the need and the goal of an individual's having acquired, Sometimes called “background information”. Thus reading comprehension to occur when students' are reading what they want and what they reason to read, If they do not have knowledge background or information about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand them. The Prior knowledge had by readers is an important tool, it can help the readers to comprehend a text.

According to explanation above that, reading comprehension implicate taking meaning to a text in order to gain meaning from the text. The ability to comprehend text, however implicate much more than recognizing words, know their suitable meaning, and reading phares and sentences. Reading comprehension is a process involving types of higher level thinking.

B. *Teaching Reading Comprehension*

The teacher must be able to motivate the students in reading comprehension because reading is not only read but can comprehending text is reading goals. (Brown, 2000) mention that the stages of activities in teaching reading:

1. Before reading
2. While reading
3. After reading

C. *Principle Issues Development Process of CIRC*

- 1) Follow-up
- 2) Oral Reading aloud is a standard part of most reading programs.
- 3) Reading Comprehension Skills

There are steps to do learning model CIRC as follow:

1. Form a group whose members are 4 or 5 heterogeneous students.
2. Topic / clipping matching was divided in learning and teaching process.
3. Discourse or clipping giving to students, if students can work together or group for to know what the main idea, structure, Characteristic and structure of the text material.
4. Student also teacher discuss the result of their collaboration in front of the class.

5. Closing. Finally, complete content and organizational edits before formatting. Please pay attention to the following points when correcting spelling and grammar:

D. Advantages and Disadvantages of CIRC

1. Advantages of CIRC
 - a. helping weak students.
 - b. learning activities are more meaningful for the students and will be able to hold and longer
 - c. Circ is able to grow students social interaction, such as cooperation and respect the other idea
 - d. students are motivated on the result thoroughly, as they work in group.
 - e. student to be active and braver in classroom
 - f. increase reading comprehension of low-achieving students
2. Disadvantages of CIRC
 - a. During the presentation, there was a propensity for only intelligent students to actively communicate their ideas.
 - b. This method of learning is limited to disciplines that include language; it cannot be applied to subjects like mathematics or those that make use of mathematical principles.
 - c. It's difficult to make the class silent, thus the classroom is usually active.

In this method researcher using narrative genre fable as material on student reading comprehension. Narrative text usually uses to telling story. (Pandiyo, 2007) states narrative is a story that talk about past actions or events that cause problem and give reason to reader. According to (Rebecca ,2003) a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Narrative text can factual or imaginary, here is an example narrative text besides genre. There are: Fable, Legends, Myths, Folktales, History.

3. RESEARCH METHOD

A. Research Design

This research used quasi experimental with non-equivalent control group design. According Sugiyono (2017) quasi experimental design has a control group, but cannot fully function to control external variables that affect the implementation of the experiment. Where experimental group and control group not randomly selected. Pre-test and post-test involving a group of students who are included in the control group and the experimental group to find the effect of CIRC on students reading comprehension

Tabel 1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	Using CIRC through fable story	O2
Control	O3	Conventional method	O4

Experiment: Experimental group (the group treated with CIRC method)

Control: Control group (the group did not treat with CIRC method)

O1 : pre-test Experimental group

O2 : post-test Experimental group

O3 : pre-test Control group

O4 : post-test Control group

B. Population

This research the population was the student of MTsS PAB 1 Helvetia was about 159 students. The researcher divided becomes two class as the samples, namely the experimental class were C and control class were B. Which consisting was 32 students in each class. So the total of samples score was 64 students. Purposive sampling is a technique where the writer used to determine class. The researcher used the model Cooperative integrated reading and composition to see the effect of CIRC on Reading Comprehension by using a reading comprehension test. The experiment class was taught by CIRC model was IX-C. There was pre-test and post-test to this research sample. The treatment was carried out after giving of pre-test, the experimental group also the control group, were taught the same material but In Control class without gave CIRC method.

Tabel 2 The Population of Research

No	Class	Population
1	IX- A	32
2	IX-B	32
3	IX-C	31
4	IX-D	32
5	IX-E	32
Total Number Of Students		159

C. Sample

Sample is one of part research process to collecting the data. The researcher took two classes for this research. There were IX-B with 32 students and IX-C with 32 students. In this research, researcher took the sample using purposive sampling. Purposive sampling is a technique for determining samples with certain considerations. researcher took grades for experimental classes and control classes and determined through the results of student grades.

Table 3 The Sample of Research

Group	Class	Students
Experimental class	IX-B	32
Control Class	IX-C	32
TOTAL		64

D. Data

This research was applied to the nine grade students at MTsS PAB 1 Helvetia. the researcher chose IX-C as the experimental class and IX-B as control class. To teach experimental class was given a test with applied the Cooperative Integrated Reading and Composition (CIRC), teacher used conventional model in the control class The researcher conducted a pre-test before gave treatment CIRC learning model with narrative text by fables text for the experimental class and gave post-test after gave treatment to get reading comprehension score using a different method while control class gave pre-test was taught without gave The Cooperative Integrated Reading and Composition (CIRC).

**Tabel 4
Scores of the Students' Pre Test and Post Test in Experimental Class**

No	Name	Pretest control	Posttest Control	Gained Score
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1	AN	50	75	25
2	ASL	45	80	35
3	AF	40	65	25
4	AJ	55	65	10
5	ANA	40	80	40
6	AA	45	70	25
7	CHFD	40	80	40
8	DIR	60	85	25
9	IZN	30	85	55
10	IA	55	80	25
11	JN	50	75	25
12	KF	45	75	30
13	MAP	40	75	35
14	MFB	60	70	10
15	MF	40	80	40
16	MRH	50	70	20
17	MRR	35	85	50
18	MS	30	80	50
19	NA	40	75	35
20	NZ	50	75	25
21	NK	45	75	30
22	NR	50	75	25
23	NRAN	60	65	5
24	PDA	50	70	20
25	QA	40	80	40
26	RAL	55	75	20
27	RAH	65	70	5
28	RGG	60	75	15
29	SA	50	85	35
30	SY	60	85	25
31	UZ	45	80	35
32	WNDY	65	70	5
		1545	2430	885
		48.28	75.93	27.62

The table above showed the scores of 32 students in class IX-C. The mean in the pre-test was 48.28, where the lowest score was 30 and the highest was 65. While the mean in post test 75.93 where the lowest score was 65 and highest score was 85.

Table 5

Scores of the Students' Pre Test and Post Test in Control Class

No	Name	Pre-test	Post- test	Gained Score
1	ABSA	50	65	15
2	AMN	50	55	5
3	AYAFL	60	65	5
4	AKL	45	60	15
5	AP	60	70	10
6	AFSD	55	55	0
7	AS	45	50	5
8	CA	50	65	15
9	DZ	55	60	5
10	EJR	40	50	10
11	EI	40	50	10
12	FZ	60	70	10
13	FRA	40	55	15
14	INJ	50	50	0
15	JP	40	50	10
16	KPA	40	45	5
17	MKP	30	40	10
18	MRA	60	70	10
19	MBP	65	70	5
20	MF	50	55	5
21	MHN	35	50	15
22	NZ	55	65	10
23	NS	40	45	5
24	NH	50	60	10
25	RS	60	70	10
26	RDA	60	60	0
27	RRH	65	70	5
28	RR	60	70	10
29	SDA	50	60	10
30	SYWL	55	60	5
31	ZNF	65	75	10

32	UPHP	55	70	15
		1635	1905	270
		52.59	59.53	8.43

The data showed the grade IX-B control class which consists of 32 students. The mean pre-test value was 52,59, where the lowest score 30 and the highest score 65. Meanwhile, the mean in the post-test 59,53 where the lowest score 40 and highest score 70. Respectively. the value of gains scores 8,43 with the lowest gained score 0 and 15. As could be seen from the summary above, the results of the pre- and post-tests in the control class were different.

E. In Result of Validity and Reliability

Validity and Reliability were calculated using SPSS Alpha Cronbach. On the results of validity, the results of $\alpha > 0.361$ are said to be valid. Meanwhile, reliability was said to be sufficient if > 0.60 , then the data was said to be reliable. Besides that, the researcher examined the validity and reliability of using SPSS 25.

1) Validity

In this research, researcher used 20 multiple choice question to measure reading comprehension skills. The result of the validity can be shown in the table below:

Table 6
The Result Validity

No	r_{count}	r_{table}	Description
1	.785	.361	Valid
2	.441	.361	Valid
3	.471	.361	Valid
4	.596	.361	Valid
5	.671	.361	Valid
6	.240	.361	Invalid
7	.568	.361	Valid
8	.362	.361	Valid
9	.862	.361	Valid
10	.296	.361	Invalid
11	.362	.361	Valid
12	.441	.361	Valid
13	.074	.361	Invalid
14	.156	.361	Invalid
15	.862	.361	Valid
16	.452	.361	Valid
17	.246	.361	Invalid
18	.059	.361	Invalid
19	.568	.361	Valid
20	.377	.361	Valid

Validity test is used to determine a valid test from the result of data collected. Validity was calculated using the SPSS 25 application. It was said to be valid if $r_{\text{count}} > r_{\text{table}}$ and invalid if $r_{\text{count}} < r_{\text{table}}$. Where was the r table formula for the number of students minus two (N -2). The number of

students in class IX was 32 students, meaning $(32 - 2 = 30)$ t table at 23 is 0.361. If the results of t count > 0.0361 then declared valid. The table above showed that there were 14 results that were > 0.361 which were valid while there were 6 that were < 0.361 which were invalid.

2) Reliability

The researcher also used SPSS 25 to find out whether the data that had been tested was reliable or not. The results of reliability using SPSS 25 can be seen in the table below:

Table 7
Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.668	21

From the results of the analysis above, it could be seen that the results of N of items > 0.60 ($0.668 > 0.60$) means that this data is reliable.

F. Interpretation Description

Table 8
Interpretation Description

Statistics					
		Pretest_Experiment	Posttest_Experiment	Pretest_Control	Posttest_Control
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		48.28	75.94	51.09	68.59
Median		50.00	75.00	50.00	70.00
Std. Deviation		9.471	6.016	9.396	8.253
Minimum		30	65	30	50
Maximum		65	85	65	80

In the table above, the mean value of the pre-test experiment is 48.28, while the mean value of the pre-test control is 51.09, the pre-test control value is slightly higher on average than the pre-test experimental value. Meanwhile, the mean value in the experimental post-test was 84.35 and in the control post-test was 75.94. the post-test score for the experimental class was higher than the control. The minimum score for the experimental pre-test is 30 while the control pre-test is 40. The minimum score for the experimental post-test is 70 while the control post-test is 60. The maximum score for the experimental and control pre-test is 65 while the maximum experimental post-test score is 95 and the maximum in the post-test control is 85. From the description above it can be concluded that those who use treatment get higher changes in scores compared to those who do not use treatment.

G. The Normality Test

The normality test was performed before calculating the T-test. This was to find out where the data from the two classes were normally distributed or not. The writer used Kolmogorov-Smirnov and Shapiro-Wilk to carry out the normality test. The results of normality using SPSS 25 could be seen in the table below.

Table 9
Normality Test for Pre-Test and Post test

Tests of Normality						
Respondents	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Experiment	.122	32	.200	.953	32	.178
Post-Experiment	.157	32	.064	.918	32	.069
Pre-test Control	.136	32	.142	.939	32	.068
Post-test Control	.137	32	.132	.937	32	.061

The test showed a significant result from Kolmogorov-Smirnova on the pretest in the experimental class was $0.200 > 0.05$. the post-test in the experimental class was $0.64 > 0.05$. The control class pre-test was $0.142 > 0.55$ and the control class post-test was $0.132 > 0.05$. on Shapiro-Wilk the pretest value for the experimental class was $0.178 > 0.05$, the post-test value for the experimental class was $0.069 > 0.05$. the pre-test in the control class was $0.068 > 0.05$ and the post-test in the control class was $0.61 > 0.05$. It can be concluded that both experimental and control classes were normally distributed because both classes had a significance greater than 0.05.

H. Data The Homogeneity Test

The researcher conducted a homogeneity test to find out the results of the two classes. The researcher used the Levene statistical test to calculate the homogeneity test. The results of homogeneity used SPSS 25 can be seen in the table below:

Table 10
The Result of Homogeneity Variances Test

Respondent	Levene Statistic	df1	df2	Sig.
Based on Mean	3.768	1	62	.067
Based on Median	3.476	1	62	.067
Based on Median with adjusted df	3.476	1	58.600	.067
Based on Trimmed mean	3.604	1	3.604	0.62

The results of homogeneity in table 4.6 showed significant data based on the mean pre-test in the experimental class with a significant $0.067 > 0.05$. Based on the median post-test in the experimental class $0.067 > 0.05$. Based on the mean pre-test in the control class was $0.067 > 0.05$ and based on the median post-test in the control class was $0.062 > 0.05$. It means that the post-test data in the control and experimental classes were said to be homogeneous because it was greater than 0.05.

I. Data Hypotheses

After calculate the normality and homogeneity of the test, the researcher conducted a hypothesis test to check there was a significant difference from the results of the pre-test and pot-test after the treatment. SPSS 25 software used in this test. Data entered and calculated using data from the experimental class and the control class. Then it was seen from the significant results or alpha of 5% or 0.05. The results of the T-test can be seen in the table below:

Table 11
T- Test Result of Post Test

Group Statistics					
Respondents	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Eksperiment Class	32	75.94	6.601	1.063
	Post-test Control Class	32	68.59	8.253	1.459

Paired Sample Test									
		t-test for Equality of Means							
		Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)	Interval of the	
								Lower	Upper
Pair 1	Pre_test	-27.656	12.951	2.289	-12.080	31	0.000	-32.325	-22.08
	Post_test								

The mean of the experimental class was 75.94 where the mean in the control class was 68.59. From this it could be seen that there was a significant difference between the experimental post-test and the control post-test. The results of Paired Sample T-test in table 4.7 showed that t_{count} is -12.080 with Sig (2-tailed) 0.000. Paired Sample Test Results must be <0.05 . In the paired sample test table it produces $0.0000 < 0.05$. According to the results obtained, it can be concluded that the Null hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted, which means that there was a significance effect of Reading and Composition (CIRC) on students' reading comprehension skills.

J. Technique of Data Collection

The data was collected from the student's test result. The form of the test was reading passage about narrative text. The students were directed to read the text. After the student discussed about the text, and each student was given multiple choice question. Pre-test and post-test were given to the control class and experimental class. They were taught treatment of giving CIRC while the student in control class was taught by conventional way. Then, the post test was given after the treatment to measure some changes of participants in each class.

K. Technique of Data Analysis

In this research, Researchers analyse the data after collecting some necessary data. researcher calculated gains of students' score through pre-test and post-test scores. After calculating the normality and homogeneity of the test, the researcher conducted a hypothesis test to checked whether there was a significant difference between the results of the pre-test and the post-test after treatment. The researcher used the formulation T-test to measure the differences of students' average scores from the experimental and control groups before and after treatment.

4. RESULT AND DISCUSSION

Researcher found results from class IX-C using the Reading and Composition (CIRC) method or referred to as the experimental class and IX-B used the conventional method or referred to as the control class. There were significant differences between the two, especially after the researchers applied the Reading and Composition (CIRC) method to students. This could be seen from the scores obtained in the pre-test in the control and experimental classes and after applied method which was compared without applied method and used the conventional there were results that are quite far in comparison.

The scores in the experimental class that applied (CIRC) were higher than those that did not. We can also from the table the data on the control class without given treatment and used conventional method in pre-test the lowest score 30 and the highest score 65 while in the post-test the lowest score 40 and the highest score 70. Meanwhile, in the experimental class before given treatment the lowest pre-test score 30 and highest score 65 where the lowest post-test score after given treatment 65 and highest score 85. it could be seen that there was a significant difference in the use of Reading and Composition (CIRC). The value that had been obtained from the research results was calculated using the SPSS 25 application.

Based on the method of the researcher, the teaching and learning process was divided into two stages. The first stage was to give a pre-test to students to find out the results of the scores obtained before students were given the (CIRC) treatment. The second stage of giving a post-test which aimed to find out whether the treatment given had an effect on students by looking at the results of the scores on the pot-test, the test was given to 32 students before being taught (CIRC) and after being taught (CIRC).

Most of the students in school were difficult to comprehend the text and made students unable to answer the teachers' questions about the text, they were passive when teaching so this made students bored. this made the influence of the task of the student not satisfied. Therefore, the method of Cooperative Integrated Reading and Composition (CIRC) could help students' to solve their problems on students' reading comprehension in order to facilitate students' reading comprehension.

This research had similarities with proposal conducted by Wilda, Ardiati (2017) To find out the students' ability in reading comprehension on students' reading comprehension in anecdote text. In addition, the two researcher used same type of research, namely quasi -experimental design and they both use pre-test and post-test to determine significant learning outcomes. While the difference between these two research in chose anecdote text while this research used narrative text type fables text. The different location of the study. while this research was conducted at MTs Swasta PAB 1 Helvetia and Wilda, Ardiati at MAN KUTACANE Aceh Tenggara. In addition, the different between these two research in the sample Wilda, Ardiati got sample XI grade while this research got sample IX and in the research instrument, this research just used test as instrument while Wilda, Ardiati used interview and test . Research of Wilda, Ardiati found that there was a significant effect of Cooperative Integrated Reading and Composition (CIRC) technique on the students' ability in reading comprehension anecdote text .

5. CONCLUSION

Cooperative Integrated Reading and Composition (CIRC) had an impact on the reading comprehension of class IX students of MTs PAB 2 Helvetia. Its application in class IX-C was taught using reading and composition (CIRC) while in class IX-B using conventional methods or without (CIRC). Which consists of 32 students.

There were many significant differences in the values of Cooperative Integrated Reading and Composition (CIRC) in reading comprehension based on the analysis that had been done. In the control class, the lowest pre-test score was 30 and the highest score was 65. In the post-test value, the lowest score in the post-test was 40 and the highest score was 70. In the experimental class the lowest pre-test score was 30 and the highest score was 65. And in the post-test class, the lowest score was 65 and the highest was 85. In the reliability table, the results obtained were > 0.60 , which means that the data was reliable. In the normality table, all results show > 0.05 , which means that they were normally distributed. In the homogeneity table the results also showed > 0.05 which means homogeneous and the last hypothesis showed that The mean of the experimental class was 75.94 where the mean in the control class was 68.59. From this it could be seen that there was a significant difference between the experimental post-test and the control post-test. The results of Paired Sample T-test that t_{count} is -12.080 with Sig (2-tailed) 0.000. Paired Sample Test Results must be < 0.05 . in the paired sample test table it produces $0.0000 < 0.05$. According to the results obtained, it can be concluded that the Null hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted, which means that there was a significance effect of Reading and Composition (CIRC) on students' reading comprehension skills.

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