

# The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) to Improve the Students' Ability in Reading

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## ARTICLE INFO

### Article history:

Received: 15/11/2021

Revised: 19/11/2021

Accepted: 23/11/2021

### Keywords:

CIRC, Student ability, reading

## ABSTRACT

This research examines the Cooperative Integrated Reading and Composition (CIRC) to improve the students ability in reading. The population of the research is the second grade students of SMPN 1 Kediri – West Lombok, West Nusa Tenggara Province. The population consists 120 students. The sample of the study were 30 students which separated into groups, experimental and control group consisting of 15 students for every group. To get the data needed, test instruments in the forms pre and post test were employed. The result of this study found that the students ability using CIRC is higher than the students who did not use CIRC. It shown from the mead deviation score of experimental group was 1429 point and the mean score of control group was 998 point. This fact means that the use of CIRC are improve the students competence in reading effectively. Based on the statistical computation, interval confidence of 0.01 (99 %) , t-test : 4.95 higher than t-table :2.76 and interval confidence of 0.05 (95%) , t-test : 4.95 higher than t-table : 2.05 which is automatically means that the Alternative Hypothesis (Ha) is accepted.

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## I. Introduction

There are many essential skills in English, it should be able to comprehend by the students such as speaking, writing, listening and reading. One of the aims learning English is the students obtain receptive and productive ability at four major skills in English. Through these language skills, the students should increase their performance continuously to gain the curriculum target. Reading is a skill to get knowledge from written forms. Reading is thinking, comprehending and finding message behind text which is an important point for language students. The students hope become as a part of language acquisition process thus the students must be able to get important message especially to comprehend the text well. Alyousef (2005) claimed reading as a complex process since it demands readers to arouse the meaning and where many types of knowledge are being used linguistic or systemic knowledge through bottom up processing as well as schematic knowledge through systematic process.

Reading is a receptive skill which involved the cognitive process same like employed while listening. Students aroused in decoding a message rather than encoding. The purpose is to be able to read calmly which implies that the students should find a level at which they do not think a conscious strain while reading. Reading is also a mutual process that flow between the reader and the writer in comprehension. The writer gives his ideas and thoughts through a text and it present letters, words, sentences and paragraphs which have message. Reading is the ability to illustrate meaning from the printed page and interpret the information approximately, by reading, students are hoped to get the knowledge and comprehend the context fully from that has been explained in the

text. The students must maintain this ability and it is the skill that will be most convenient to use. Reading also remain an ultimate goal in the second language classroom. Measuring growth and development in reading skill from both a formal and informal perspective need time and regular training. Both quantitative and qualitative measurement design should be included in the reading classroom. Quantitative measurement include information from reading comprehension tests as well as rate data. Qualitative information can covered reading journal responses interest surveys and responses to reading strategy checklists.

Reading competence is ability that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly important to assimilating and responding written communications. Reading competence encompass various of skills that able to permeate many aspects in our life. Having high quality of reading abilities makes you can interpret and find message in everything you read and when you continuously improve this ability, you can enhance your ability through writing. Literacy encompasses so much of what we do that it can be an important skill to possess, both in your individual life as well as within your career. It can also maintain several key aspects that fit together to enhance overall literacy skills including comprehension, fluency, vocabulary, method and strategy that help readers interpret and find meaning in their reading texts.

Reading process means not only read but tries to create interaction between the readers and the writer. In fact, the students do not know the important point of reading itself. They just read the text such as from textbooks, newspapers, magazines without getting or knowing its meaning completely. Students got difficulties to understand and comprehend texts. Reading is a very complicated skill and for this reason it is not surprising to look some students encounter difficulties in learning reading. To help them do this, they should to be taught a range of reading comprehension strategies and be engaged to reflect on their own understanding and learning. To understand reading comprehension better is covered by many factors such as mastering tenses, sentence patterns, vocabularies, methods and strategies etc. Strategy is a way that the teacher implemented in teaching learning process.

Cooperative Integrated Reading and Composition (CIRC) is a complex strategy in reading comprehension. There are three important aspects of CIRC such as story related activities, direct instruction in reading comprehension and integrated language art (Slavin, 1991). CIRC considered to be most effective way of teaching reading comprehension in order to develop the students competence in reading comprehension. The implementation of cooperative integrated reading and composition (CIRC) strategy was effective as it could enhance students competence in reading. This method pointed on the group work either in pairs or small groups to practice reading and comprehending texts. CIRC can be defined as a learning approach in which small mixed student groups from both in the class and out of class environment to ensure students participate actively and connect each other in teaching learning process. In CIRC reading, the students are taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, settings, problem solution, summarization, vocabulary, reading comprehension exercises and story related reading.

An important objective of CIRC is to implemented cooperative teams to help students learn broadly applicable of the CIRC was to design, implement and evaluate a writing process approach to writing and language arts that would create extensive use of peers. CIRC developed to help the students in reading comprehension so the students can use it in writing and language arts learning. In the implementation of learning, there are many different types or models in new design learning strategy that can be used, one of the cooperative learning is CIRC. Nurhadi (2004) stated cooperative learning is learning consciously and deliberately improve successive foster interaction to avoid offense and misunderstanding that can lead to hostility. The CIRC strategy can arouse students motivation to read and understand the contents of a discourse so that their final result or learning outcomes improved significantly with the presence of such strategies.

In Cooperative Integrated Reading and Comprehension (CIRC), students placed in small groups are heterogeneous consisting of 4 or 5 students. In this group are not distinguished by gender, ethnicity or nation or the intelligence level of students. Thus, this group should be no brilliant student, medium or weak and each student should find other appropriate for each other. By learning

groups, students hoped can enhance their critical thinking, creative and improve a sense of social life. Prior formed a group, the students are taught how to work together in a group. Students are taught to be good listener, able to give an explanation to a group of friends, discuss, engaged their friends to work together, respect the opinion of other friends and so on. One characteristics of cooperative learning strategy is the competence of students work in small groups is heterogeneous. Due to the purpose of cooperative learning groups are focused, the students are proficient partially responsible for helping their lack in the group.

Considering the importance of CIRC strategy, the writer applied this strategy to overcome the above mentioned problems. It is believed that a series of integrated activities in CIRC strategy could enhance students performance especially in reading comprehension as well as develop the students motivation to participate actively in reading classroom. This study would like to explore the students competence or performance especially in reading comprehension and to find out the effectiveness of Cooperative Integrated Reading and Composition (CIRC) strategy.

## II. Research Method

This research applied non equivalent quasi experimental research to find out final result. It is simply not possible for researcher to undertake true experiment (Cohen, Manion and Morisson, 2007). The instructional activity has been created only to teach reading skill students by using Cooperative Integrated Reading and Composition (CIRC) as a teaching strategy toward the experimental group, the group of sample has been given test to know how far the effect that students get after treatment. The result of the test already in the analysis and compare using statistical computation procedures. The population of the study were 150 students and the total number of sample were 30 students as research participants. Instrument used in this research was reading test which a set of stimulus to engage the students participation, it present to an individual test in order to elicit responses on the basic of which a numerical score can be design.

Data collection obtained from the students after doing the test given, test itself is a way to know a person's competence, knowledge or performance in a given domain. The data obtained through pre-test , treatment and post-test. In the process of data collection, pre-test given before treatment which its purpose to know the students ability in reading. The writer taught students both of the experimental and control group. For the experimental group used Cooperative Integrated Reading and Composition (CIRC) and for control group used the conventional strategy. The treatment goes in approximately a month and in each week. Treatment run at least three times or even more if it is needed. After having a month of treatment regularly, the students sample measured with a post-test to know how far the students performance in reading. It is also means, the result may be applied to measure the effective strategy in teaching reading using CIRC or not using CIRC.

Data analysis consisted of many procedures such as calculate and listing the data from two groups, find out the standard deviation, after obtained the mean scores from two groups then compared mean score to find out standard deviation (SD) and standard error (SE) of the computation and the last procedures is substitute it into t-test by used t-test formula. Finally after their answer sheets were collected, the scores were classified based on students score criteria to know the students competence and analysed it by using t-test to measure the significance difference between female and male students. Moreover, the data obtained from the students was classified into following criteria based on Arikunto, 2010.

Table 1. The Students Score Criteria

Degree	Qualification
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Very Poor

### III. Finding And Discussion

This research was conducted in two steps, the first step is pre-test which applied to know the students ability. The second step post-test for both of the sample, experimental and control group.

Table 2. The Students Score on Pre- test and Post – Test of Experimental Group

No.	Students Name	Pre-Test (X1)	Post – Test (X2)
1.	CSR	56	80
2.	OPV	48	76
3.	SIM	52	80
4.	DRY	40	72
5.	KLR	36	84
6.	ATH	52	88
7.	CVX	32	72
8.	HYS	56	80
9.	MGD	48	76
10.	TWS	32	84
11.	ZAL	52	72
12.	RQP	36	88
13.	DFU	40	80
14.	MHS	40	76
15.	VWL	40	72
	TOTAL	660	1180

Table 3. The Students Score on Pre – test and Post – test of Control Group

No.	Students Name	Pre – Test (Y1)	Post – Test (Y2)
1.	SDW	36	52
2.	TRD	32	60
3.	OPT	48	60
4.	ASQ	36	56
5.	HTV	40	60
6.	LOR	28	40
7.	YTW	28	52
8.	ZXH	36	56
9.	SAC	32	44
10.	TYE	40	52
11.	GFY	44	52
12.	VBT	40	52
13.	LHY	28	40
14.	FUR	36	76
15.	NBC	36	60
	TOTAL	540	812

In order to get valid data in this research research, data has been collected from students individual test. After having the students raw data from pre – test and post – test then analysed to find out mean score, deviation and it is significance.

Table 4. The Students Individual Score of Experimental Group (X)

No.	Name	Pre – Test (X1)	Post – Test (X2)	Deviation (x)	X2
1.	CSR	56	80	24	576
2.	OPV	48	76	28	784
3.	SIM	52	80	28	784
4.	DRY	52	72	32	1024
5.	KLR	36	84	48	2304
6.	ATH	52	88	36	1296

7.	CVX	32	72	40	1600
8.	HYS	56	80	24	576
9.	MGD	48	76	28	784
10.	TWS	32	84	52	2704
11.	ZAL	52	72	20	400
12.	RQP	36	88	52	2704
13.	DFU	40	80	40	1600
14.	MHS	40	76	36	1296
15.	PWL	40	72	32	1024
	TOTAL	660	1180	520	19456
	Average	44	79	35	1297

Table 5. The Students Individual Score of Control Group (Y)

No.	Name	Pre – Test (Y1)	Post – Test (Y2)	Deviation (y)	Y2
1.	SDW	36	52	40	16.0
2.	TRD	32	60	12	1.4
3.	OPT	48	60	12	1.4
4.	ASQ	36	56	04	0.2
5.	HTV	40	60	32	10.2
6.	LOR	28	40	40	16.0
7.	YTW	28	52	32	10.2
8.	ZXH	36	56	60	36.0
9.	SAC	32	44	12	1.4
10.	TYE	40	52	12	1.4
11.	GFY	44	52	12	1.4
12.	VBT	40	52	32	10.2
13.	LHY	28	40	32	10.2
14.	FUR	36	76	32	10.2
15.	NBC	36	60	24	576
	TOTAL	540	812	272	5920
	Average	36	54	18	395

The individual score got from students correct answered from 25 question multiple choices. As illustrated in previous table, the students highest score is 88 in post – test, it means that the students who got 100 has 25 correct answer from 25 questions for experimental group. The student who got 7.6 score in post – test shown that the student who has 19 correct answer from 25 questions for control group. For obtaining the individual score of two groups, the writer processed the data by computed the mean score and square deviation score of the data. From the computation, the mean score of experimental group was 34.67 higher than the mean score of control group 18.33. it clearly indicated that the control group could not be able to answer the test better than experimental group. Standard deviation of experimental group was 1429 and deviation for control group was 988. The last step of this statistical computation, this score needs to be identified by using t-test formula to measure the significance of the result was 4,95.

After calculated the data obtained by using t-test formula and the result was 4.95 and once as the value of critical t-test compared to t-table at the degree of freedom for 20 (20+10 – 2) or the nearest, at the confidence of interval 0.01 (99%) and 0.05 (95%). It found the value that the table indicated t-test = 4.95 > t-table = 2.05 ; 0.05 (95%) and t-test = 4.95 > t-table = 2.76 ; 0.01 ((99%). The degree of difference between the two means score was significant at two confidence levels. It can be summarized that the data analysis shown that the use of CIRC strategy in teaching reading was effective. Ha accepted and Ho certainly rejected automatically. It means that, the experimental group more successful than control group, the result of this statistical computation indicated that the mean score for experimental group 34.67 was higher than mean score of control group 18.33. the result for t-test showed that the calculation was higher than t-table 2.76 > 2.05. There was a significance difference between two groups. It can be concluded that the use of CIRC was applicable and effective in teaching reading.

#### IV. Conclusion

Students competence in reading comprehension before using Cooperative Integrated Reading and Composition (CIRC) strategy was very low. They still had lack of vocabulary, they did not know and find difficulties to the generic structure of the text and could not find main idea of the text given. Based on statistical computation known that teaching reading using CIRC strategy was applicable and effective for the students which indicated from the mean score of experimental group 34.67 was higher than mean score of control group 18.33. the result of t-test showed that higher than t-table  $2.76 > 2.05$ . it was clear that the Null Hypothesis (Ho) clearly accepted. Therefore, Cooperative Integrated Reading and Composition (CIRC) strategy significantly can enhance the students competence especially in reading comprehension.

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