

CHAPTER IV

FINDINGS AND DISCUSSION

The findings of the research are presented in this chapter, as well as a discussion of the action research. Using Classroom Action Research, which is widely acknowledged as one type of research, the researcher was able to describe the implications of the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya on the students' reading comprehension through an online classroom.

4.1 Research Findings

Using Classroom Action Research, which is widely accepted as one type of research, the researcher was able to describe the impact of the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya on the students' reading comprehension by using an online classroom. This study's conclusions were developed after the researcher presented the results of the research and the analysis of the data collected during the preliminary research, cycle 1, and cycle 2 phases. Those were explained in the following ways:

4.1.1 Pre-research

This was completed on Tuesday, May 24th, 2021. With her collaborator, Ms. Yuni, the researcher began the online classroom by using Microsoft 365. The teacher was carrying out the teaching and learning process in this meeting. However, many students did not take the online class seriously due to their own failure to pay attention to the

teacher. Most of the time, they did things that didn't help them study, such as engage in small talk with friends and engage in activities unrelated to studying. Only a few students volunteered to speak up and ask questions to the teacher. Furthermore, the teacher provided preliminary tests to see how well the students could read. As part of the research, 40 students were asked to follow the proceedings. A one-hour lesson was given to the students with the expectation that they would complete a 40-minute test. The results of the pre-test are included in the table below:

Table 4.1 The Result of Pre-test

No	Code	Pre-test
1	S8A-1	64
2	S8A-2	60
3	S8A-3	76
4	S8A-4	72
5	S8A-5	72
6	S8A-6	64
7	S8A-7	60
8	S8A-8	64
9	S8A-9	76
10	S8A-10	68
11	S8A-11	64
12	S8A-12	56
13	S8A-13	68
14	S8A-14	76
15	S8A-15	56
16	S8A-16	64
17	S8A-17	64
18	S8A-18	72
19	S8A-19	68

20	S8A-20	72
21	S8A-21	60
22	S8A-22	68
23	S8A-23	72
24	S8A-24	76
25	S8A-25	64
26	S8A-26	64
27	S8A-27	60
28	S8A-28	60
29	S8A-29	72
30	S8A-30	56
31	S8A-31	56
32	S8A-32	56
33	S8A-33	68
34	S8A-34	60
35	S8A-35	64
36	S8A-36	72
37	S8A-37	72
38	S8A-38	68
39	S8A-39	72
40	S8A-40	72
Mean		66.20
Lowest Score		56
Highest Score		76
Passed		4
Percentage		10.00

The results of the pre-test analysis above indicated that the students' reading comprehension ability still required improvement. Students, on the whole, did not meet the minimum success criteria (KKM) imposed by the school. There were only 10% of the students (4 students) who received a score high enough to pass the KKM. The mean pre-test score was 66.2, with a score of 56 being the lowest and a score of 76 being

the highest. In this instance, the target was not met as students' reading ability was not attained. For one research problem, the researcher had devised a collaborative integrated reading and composition (CIRC) method to increase students' reading comprehension ability as the primary online learning method in teaching reading comprehension, in order to assist students in understanding difficult material. As a result, treatment was seen as essential in order to increase students' reading comprehension abilities to the bare minimum criteria of success (KKM).

4.1.2 Cycle 1

This cycle 1 was done on Thursday, May 27th, 2021, and again on Monday, May 31st, 2011. Microsoft 365 was used to establish the online class. The teacher announced the results of yesterday's test when the class began. The teacher explained to the students that the test results were unsatisfactory. Here, the teacher created a focus on composing English reading texts by bringing the students to an understanding of the importance of group work. In implementing the CIRC method, the teacher did treatment to the step. To motivate the students, the teacher told them the method was going to be useful for them. CIRC's part in the introduction was explained. The first cycle consisted of processes and outcomes related to teaching and learning, along with achievement tests. The main focus of the talk was on narrative reading of text. For instructions on how to handle CIRC issues, the procedures below apply:

During this plan step, the researcher prepared the learning instrument, which included preparing the lesson plan about the use of the CIRC method, preparing the students' attendance list, reading material (narrative text), an observation scheme that was developed in collaboration with one of the English teachers at SMPN 41 Surabaya, and preparing the test's materials. The teacher used a lesson plan as the framework for putting the plan into action. Every cycle, the teacher used a different reading narrative text for the students to read. In the first, the teacher used a narrative text with the title "The Legend of Candi Prambanan".

When it came to the action stage of cycle 1, it had been completed in a single cycle of one week, which consisted of two meetings conducted via Microsoft 365. Each meeting lasted approximately 2X40 minutes. The meeting was attended by 40 students from class 8-A. The teacher began the class by greeting the students, leading them in reciting *basmallah* together, congratulating them on their attendance, and explaining the purpose of the lesson. Following that, the teacher used a slide presentation to demonstrate a reading narrative text, and the students were instructed to read the text at random from the presentation. The teacher worked with the students to determine the text's social purpose, generic structure, and language features by involving them in the process. The students were given a set of guiding questions by the researcher in relation to the text. The researcher then

demonstrated a CIRC procedure and explained how to use it in order to assist the students in comprehending the text.

After that, the teacher divided the class into eight groups, with each group consisting of five students. Following that, they were asked to read half the text and identify the text's structure, as well as include its main idea, difficult words, and a summary of what they had learned. Each group should make a note of the ending story of the texts as well as the general structure. After finishing their reports, the students in each group gave a presentation in the online class. A number of observations were made during the presentation, including the students' cooperative behavior in groups, their activeness in presenting the material, their concern for other groups' presentations, their activeness in asking questions, and their activeness in responding to questions in groups. If a student encountered a problem, the teacher was there to assist them. Finally, the students and the teacher evaluated the contributions made by each group to the overall work of the class. The procedure for the first meeting and the second meeting, which were both devoted to the implementation of CIRC, were the same, with the only difference being the topic of reading the texts that had been provided. After the entire procedure was completed, the teacher evaluated the students by administering a test. The test took place the following day, on Thursday, June 3rd, 2021. The result of the test in cycle 1 was presented in the following table:

Table 4.2 The Result of Test Cycle 1

No	Code	Test Cycle 1
1	S8A-1	72
2	S8A-2	64
3	S8A-3	72
4	S8A-4	76
5	S8A-5	80
6	S8A-6	72
7	S8A-7	76
8	S8A-8	72
9	S8A-9	72
10	S8A-10	68
11	S8A-11	76
12	S8A-12	64
13	S8A-13	64
14	S8A-14	80
15	S8A-15	72
16	S8A-16	76
17	S8A-17	76
18	S8A-18	80
19	S8A-19	76
20	S8A-20	84
21	S8A-21	76
22	S8A-22	72
23	S8A-23	84
24	S8A-24	84
25	S8A-25	76
26	S8A-26	72
27	S8A-27	64
28	S8A-28	64
29	S8A-29	72
30	S8A-30	68
31	S8A-31	72
32	S8A-32	68
33	S8A-33	76

34	S8A-34	76
35	S8A-35	68
36	S8A-36	80
37	S8A-37	72
38	S8A-38	76
39	S8A-39	80
40	S8A-40	80
Mean		73,80
Lowest Score		64
Highest Score		84
Passed		20
Percentage		50,00

In accordance with the results of the analysis which was shown in the table 4.2 above, the mean score of the students in the first cycle was 73.80 points. The score of the test in cycle 1 was higher than the pre-test score of 66.20 points. There was an increase of 7.60 points compared to the pre-testing period. As a result of the analysis, the result showed that most of students met the standard minimum success criteria (KKM) and it could be argued that 20 students (50%) met the requirements. The lowest scores increased from 56 (pre-test) to 64 (test cycle 1) and the highest scores also increased from 76 (pre-test) to 84 (test cycle 1). In light of the findings above, the researcher concluded that the students' achievement in reading comprehension while employing the cooperative integrated reading and writing composition (CIRC) method performed significantly better when compared to their performance in the previous test in the pre-test. After a test of 20 students who passed the standard minimum success criteria (KKM) was

done, the researcher found that only half of those students had passed of the test from cycle 1. As a result, the researcher decided to begin the implementation of the CIRC method for cycle 2.

It was also viewed as implementation of the first cycle's results which it was better than the pre-research. This cycle could see progress. The class conditions had improved. The students remained quiet while listening to the teacher so they could focus on learning. In cooperation, the students worked together and took active part in cooperation and could associate with member in groups. In the first cycle, the teacher used reflection and evaluation to gather data on the current learning activities and came up with possible solutions to the problem, such as: In order to foster an enthusiastic interest in reading in English, the teacher should encourage their students to read a lot. Improvement might be made from what was learned by reflecting on the results. As seen above, the teacher must be more creative as a researcher. It was also used as a way to do second-cycle research to maximize it, and to use the result of the second cycle as the raw material for repairing the third cycle if the outcome of the second cycle was unsuccessful.

4.1.3 Cycle 2

On Monday and Thursday from June 7th, 2021 to June 14th, 2011, the cycle 2 was done. Teacher as researcher, teacher collaborator, and the students using Microsoft 365 all participated in the online classroom. In the beginning of the lesson, the teacher motivated the

students and also informed the class about the previous test result. The students found out their test scores were better than those from the previous cycle. Since the same method was used in the meeting, the teaching learning process functioned in this meeting as well. “The Legend of Surabaya” was the topic of discussion. When the teacher explained, the students paid attention and found the topic interesting on the day. They were more agreeable to doing group work and more energetic than their workmates had been in the previous meetings.

In the second cycle, the researcher planned some activities to maximize the result. The second cycle’s planning was just like the first cycle. Next, the researcher organized the lesson plan, created a list of students’ attendances, selected reading material (such as a narrative text), observation scheme, and prepared the test. The teacher created a lesson plan that contained instructions on how to implement the action. In Cycle 2, the teacher provided a text with a different reading comprehension topic. To incorporate reading comprehension text in the cycle 2, the teacher used the reading comprehension text with the title “The Legend of Surabaya”.

The researcher additionally observed the class while they were engaged in the learning process. It was done to see how students were enthusiastic, to learn what teaching and learning activities they employed, and to discover how students interacted with others and how they were active during the teaching and learning process.

Next, in the action phase, the students were then divided into eight groups of five students each. During the lesson, students were assigned their reading groups one by one, and then they went on to read the text, spot the structure of the text, and list the main idea, as well as words that are difficult to understand. The class was required to determine the storyline and generic structure of the text. Following their presentation, each group made their report available in the online course. The researcher observed as the students worked together as a group, the students' cooperative approach, the students' concern toward one another, and the students' active approach to asking questions while presenting information. Finally, students were assisted if they encountered the issue. As the class neared the end of the last period, the students and the teacher evaluated each group's work in online class. After the entire cycle 2 process was completed, the teacher gave a test to check the students' progress in reading comprehension. The test took place the following day, on Thursday, June 14th, 2011. The result of the test in cycle 2 was presented in the following table:

Table 4.3 The Result of Test Cycle 2

No	Code	Test Cycle 2
1	S8A-1	84
2	S8A-2	80
3	S8A-3	88
4	S8A-4	92
5	S8A-5	88
6	S8A-6	80
7	S8A-7	76

8	S8A-8	80
9	S8A-9	84
10	S8A-10	72
11	S8A-11	76
12	S8A-12	72
13	S8A-13	76
14	S8A-14	84
15	S8A-15	72
16	S8A-16	76
17	S8A-17	76
18	S8A-18	84
19	S8A-19	88
20	S8A-20	92
21	S8A-21	80
22	S8A-22	80
23	S8A-23	84
24	S8A-24	84
25	S8A-25	80
26	S8A-26	80
27	S8A-27	72
28	S8A-28	76
29	S8A-29	80
30	S8A-30	76
31	S8A-31	72
32	S8A-32	72
33	S8A-33	88
34	S8A-34	84
35	S8A-35	88
36	S8A-36	92
37	S8A-37	88
38	S8A-38	88
39	S8A-39	92
40	S8A-40	92
Mean		81,70
Lowest Score		72
Highest Score		92

Passed	34
Percentage	85.00

Based on the results presented above, it can be concluded that the students' reading comprehension was excellent in this class. The KKM was passed by 34 students (85.00%) on average, according to the results shown above. The mean score of the students was 81.70, and there were only 6 students (15.00%) who did not pass it. The lowest score was 72, while the highest score was 92. It indicates that the students' reading abilities have significantly improved.

Based on the findings of the research conducted in cycle 2, the researcher and the collaborative teacher were pleased with the results because the students' overall performance was excellent. Apart from that, the students demonstrated excellent comprehension of a reading text as well as enthusiasm and participation throughout the learning and teaching processes. In addition, the teacher was successful in implementing the CIRC method in the classroom. As soon as the researcher and collaborator learned the outcome of cycle 2 and eventually realized that at least 75% of those who took the KKM passed, they made the decision to discontinue their participation in this Classroom Action Research (CAR).

4.2 Discussion

The researcher conducted the research using Classroom Action Research (CAR), a well-recognized method for determining the effectiveness of Cooperative Integrated Reading and Writing Composition (CIRC) on students' reading comprehension skill achievement. This research was carried out in two cycles, with three meetings held for each of the cycles. The first and second meetings in each cycle were completed in a total of 2x40 minutes via Microsoft 365. While the first and second meetings were devoted to putting the Cooperative Integrated Reading and Writing Composition (CIRC) method into action, the third meeting was dedicated to administering a test to assess the students' ability to comprehend what they had been reading and write. The research was conducted between May 31st, 2021 and June 14th, 2021.

Before conducting the research, the researcher conducted pre-research on Tuesday, May 24th, 2021 by observing participants using Microsoft 365 as the primary source of online learning at SMPN 41 Surabaya. According to the observations, the researcher found that some students were having difficulty with reading comprehension because English is a difficult language for them. The students' reading comprehension in English was also low, owing to the limited vocabulary of the students in the class. As a result, it was difficult for them to comprehend a text. At the conclusion of the meeting, the researcher, who also happened to be an English teacher, administered a pre-test to determine the students' ability in reading comprehension. 25 multiple-choice questions were included in the test's items, with each question having a different

answer. The pre-test was followed by 40 students, and the teacher gave them 40 minutes to complete the pre-test before moving on to the main test. The results of the pre-cycle test are depicted in the figure 4.1 in the following:

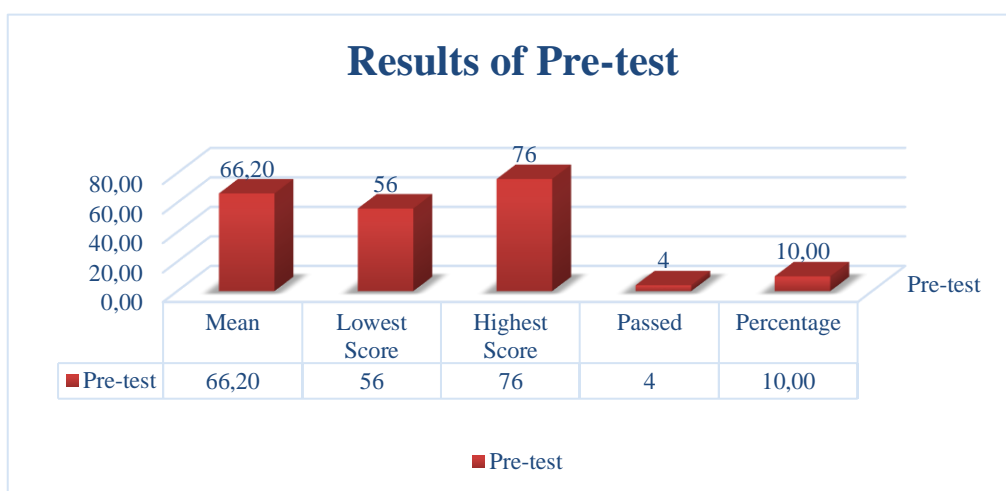


Figure 4.1 The Result of the Pre-test

The test result showed that the mean score was 66.2, with a score of 56 being the lowest and a score of 76 being the highest. Even so, only four of the SMPN 41 Surabaya students passed the test based on the minimum mastery criteria (KKM) that is at least 76 as outlined in the agreement. As the passing percentage for the test was only 10%, the assumption was made that the students' achievements were below the average. It could be argued that in order to obtain the reading comprehension skill, this class required an approach. The researcher then decided to use Cooperative Integrated Reading and Writing Composition (CIRC) as an appropriate approach in teaching reading comprehension. This strategy was believed to improve students' reading comprehension skills for the 8th grade students at SMPN 41 Surabaya.

From Thursday, May 27th, 2021, to Wednesday, June 3rd, 2021, a total of three meetings were held in the cycle 1. Following the explanation of how the teaching-learning activity took place during online learning, the cycle would be followed by the next cycles, which would be determined by the situation. During this cycle, the researcher began implementing CIRC in the classroom to teach reading comprehension in accordance with the lesson plan. At the end of cycle 1, the researchers devised a test to assess the students' progress in reading comprehension over the lessons of the cycle. The items on the test consisted of 25 multiple-choice questions that were answered in 40 minutes. Following is a table and figure presenting the results of the pre-test and test in cycle 1 for the purpose of comparison with the previously presented results on the previous table and figure. Following is a figure presenting the results of the pre-test and test in cycle 1.

Table 4.4 Results of Pre-test and Test Cycle I

Criteria	Pre-test	Test Cycle I
Mean	66.20	73.80
Lowest Score	56	64
Highest Score	76	84
Passed	4	20
Percentage	10.00	50.00

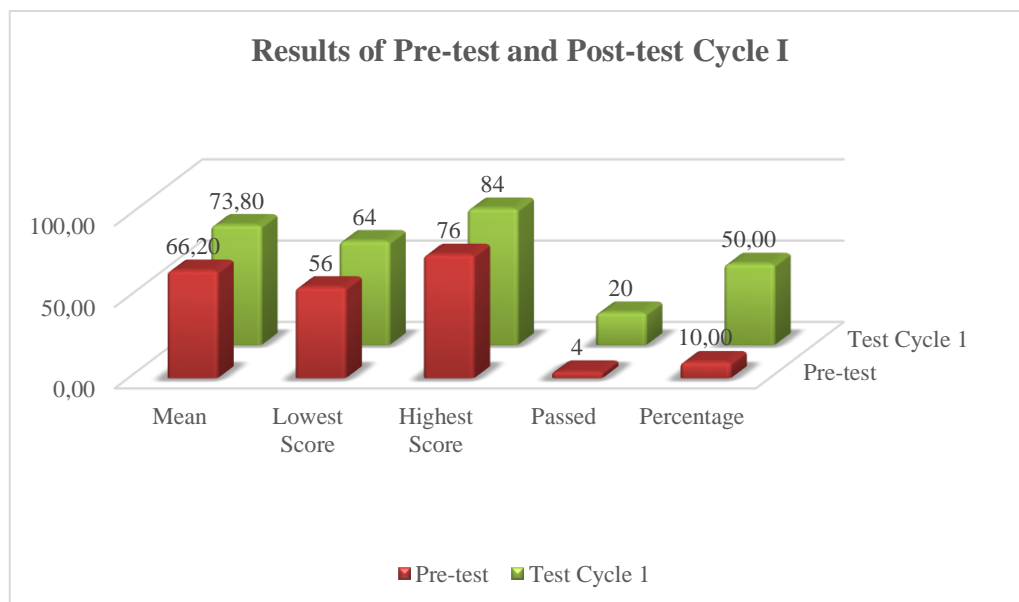


Figure 4.2 Results of Pre-test and Test Cycle I

In light of the data in Table 4.4 and Figure 4.2, it can be concluded that the implementation of CIRC had a positive impact on students' reading comprehension achievement; however, the implementation of CIRC on the first cycle did not meet the minimum standard of success (KKM) required for the research. As a result, the next cycle was necessary to complete the research. In the analysis, it was discovered that the mean score was 73.80, with the lowest score being 64 and the highest score being 84. Despite the fact that there were only 20 students who passed the test according to the success criteria (50%). The improvements in students' reading comprehension skills, when compared to the results of the pre-test, ranged from 66.20 to 73.80 on a mean scale, with the highest score increasing from 76 to 84 and the lowest score decreasing from 56 to 64 on a standard scale. In the meantime, the number of students who passed the test increased from 4 to 20 over the course of the research. It could be argued that the number of students increased by 16 students, or a

40% increase in the percentage. In light of the findings of Cycle 1, the researcher decided to carry on with the next cycle in order to ensure that this research would be a success.

The cycle 2 was completed in response to the outcome of cycle 2. The steps taken by the researcher in cycle 2 were identical to those taken in the previous cycle. In general, the students appeared to be engaged during the implementation of CIRC, which was the focus of this cycle's activity. Cycle 2 ended with a researcher handing out the test cycle 2 to the 40 students from class 8-I who would be the subjects of this research at the end of the meeting. With 25 multiple-choice questions, the test was completed in 40 minutes with a total of 25 questions. The researcher presented the results of the tests that were administered, including the pre-test, test cycle 1, and test cycle 2, in order to determine whether the implementation of CIRC had a significant impact on the students' reading comprehension achievement or not. The following table and figure show the results of the pre-test, test cycle 1, and test cycle 2, respectively:

Table 4.5 Results of the Tests

No	Code	Pre-test	Test Cycle 1	Test Cycle 2
1	S8I-1	64	72	84
2	S8I-2	60	64	80
3	S8I-3	76	72	88
4	S8I-4	72	76	92
5	S8I-5	72	80	88
6	S8I-6	64	72	80
7	S8I-7	60	76	76
8	S8I-8	64	72	80
9	S8I-9	76	72	84
10	S8I-10	68	68	72
11	S8I-11	64	76	76

12	S8I-12	56	64	72
13	S8I-13	68	64	76
14	S8I-14	76	80	84
15	S8I-15	56	72	72
16	S8I-16	64	76	76
17	S8I-17	64	76	76
18	S8I-18	72	80	84
19	S8I-19	68	76	88
20	S8I-20	72	84	92
21	S8I-21	60	76	80
22	S8I-22	68	72	80
23	S8I-23	72	84	84
24	S8I-24	76	84	84
25	S8I-25	64	76	80
26	S8I-26	64	72	80
27	S8I-27	60	64	72
28	S8I-28	60	64	76
29	S8I-29	72	72	80
30	S8I-30	56	68	76
31	S8I-31	56	72	72
32	S8I-32	56	68	72
33	S8I-33	68	76	88
34	S8I-34	60	76	84
35	S8I-35	64	68	88
36	S8I-36	72	80	92
37	S8I-37	72	72	88
38	S8I-38	68	76	88
39	S8I-39	72	80	92
40	S8I-40	72	80	92
Mean		66.20	73.80	81.70
Lowest Score		56	64	72
Highest Score		76	84	92
Passed		4	20	34
Percentage		10.00	50.00	85.00

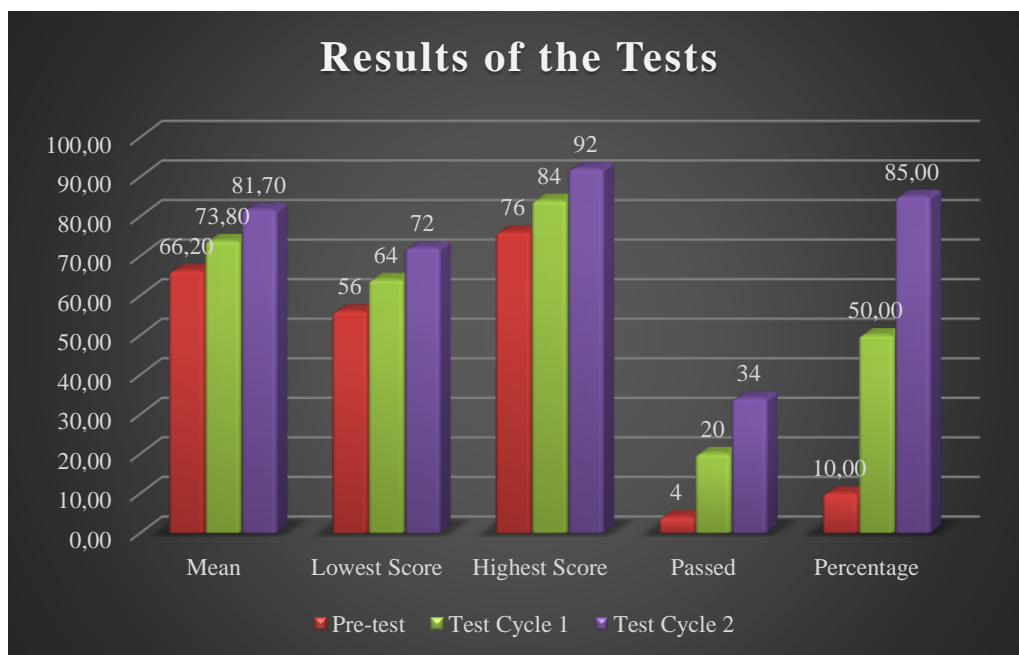


Figure 4.3 The Result of the Tests

According to the data in the preceding table 4.5 and figure 4.3, there were some improvements in the students' test scores following the implementation of CIRC, which resulted in some improvements in the students' ability to comprehend what they were reading. According to the results, the mean score for cycle 2 was 81.70, with the lowest score being 72 and the highest score being 92. After all was said and done, the number of students who passed the test increased in cycle 2. There were 34 students who passed the test with an 85 percent passing rate. As stated in the agreement at SMPN 41 Surabaya, it is argued that the students passed the test based on the Minimum Mastery Criteria (KKM), which is greater than 76, and that this research was stopped because it met the criteria for success in the percentage of 85 percent. According to the following figure, the students' improvement in reading comprehension skills was demonstrated by the results of the research.

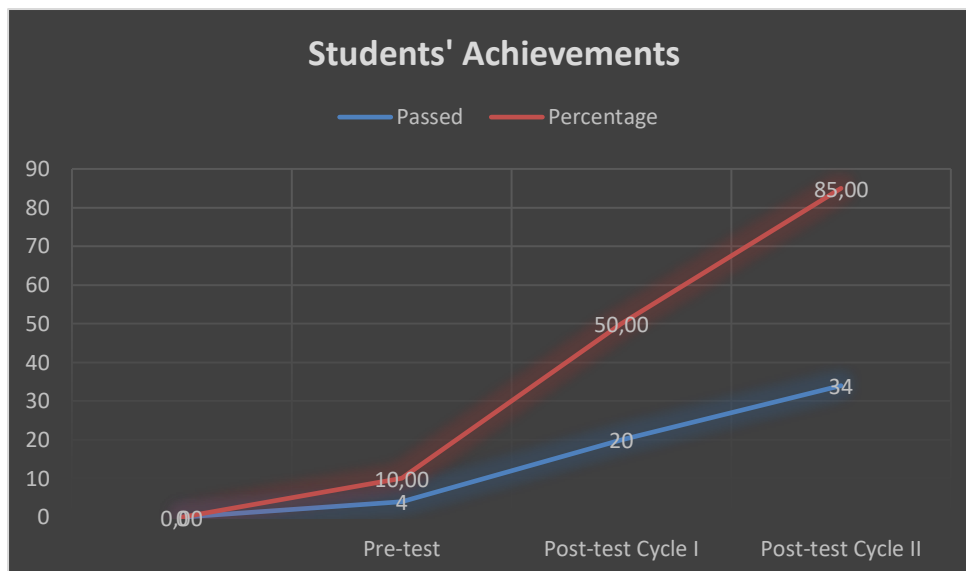


Figure 4.4 The Students' Achievement

In Figure 4.4, it can be seen that the implementation of the CIRC increased the students' achievement in reading comprehension skills. Based on the data analyzed, this research was terminated in cycle 2 when the success criteria were met in a percentage of 85 percent of the cases. Although there were still 6 students (15%) who failed the test in cycle 2, the number of students who passed it based on the Minimum Mastery Criteria (KKM) standard was 34 students, which is higher than the standard of 76 of KKM. SMPN 41 Surabaya implemented CIRC to the students in class 8-A during the academic year 2020/2021, which was completed in two cycles. The results showed that the students' reading comprehension skills improved as a result of the CIRC implementation.