Cooperative Integrated Reading Composition (CIRC) Method toward Students' Reading Comprehension Skill at SMPN 41 Surabaya

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Abstract

This research was carried out to determine the reading comprehension skills of the students at SMPN 41 Surabaya. In order to conduct a class research, the classroom action research (CAR) was used on 40 students in class 8-I as subjects. Observation and tests, pre-test and tests were the instruments used. Based on the pre-test, the mean score was 66.2, and the lowest and highest scores were 56 and 76 respectively. Only 10% of the students passed the test. The results of the test cycle 1 showed, the overall mean test score was 73.8, and the lowest and highest scores were 64 and 84, respectively. The students who passed the test based on the criteria of success were still 20 students (50%). After reaching the test passing percentage of 85%, the test cycle 2 results showed the mean score was 81.70, the lowest score was 72, the highest score was 92, and there were 34 students who passed the test. Based on the Minimum Mastery Criteria (KKM) which is $\geq$ 76 as the agreement at SMPN 41 Surabaya and this research was stopped due to it reached the criteria of success in the percentage 85%.

Keywords: *reading, reading comprehension, CIRC*

INTRODUCTION

Students should be able to read, which is one of four language competencies that should be mastered because it plays an important role in intercultural communication. Almost every aspect of life, including teaching and learning activities, necessitates the ability to read for all individuals who wish to advance their education. Reading the books will allow you to gain knowledge and familiarity with the information contained within them. Students' knowledge and information can be obtained through a variety of learning activities other than reading, but reading continues to play an important role in the acquisition of information and knowledge (Fidrayani, 2017, p. 111). Reading is also something that is important and required for students, because the success of their studies is dependent on their ability to read (Ardiati, 2016, p. 1). Because reading, along with listening, speaking, and writing, is one of the most important skills in English, it is worth mentioning. When you look at a series of letters, words, and written symbols in a written or printed text and try to figure out what they mean, you are engaging in deductive reasoning.

Reading provides opportunities to learn new skills such as vocabulary, grammar, and pronunciation, which can be used to introduce new topics and stimulate discussion among

classmates. Students must become aware of how they are reading and what they can do to improve their comprehension if they are to become more effective readers (Aebersold & Lee, 1997, p. 95). Also related to comprehension is reading, which means that people think and use their brain to convert their thoughts into words, sentences, and paragraphs that convey something and construct meaning for us (reading comprehension) in order to make us understand what someone has read. On the other hand, some argue that reading is a process that requires participation. Reading comprehension, on the other hand, is critical and the ultimate goal of reading because the purpose of reading is to extract meaning from written works. People may read in order to gain information or knowledge, or in order to gain an understanding of the author's ideas or writing style, among other reasons. In reading, a person can seek pure reformation and satisfaction, or he or she can seek knowledge and understanding (DeBoer & Dallman, 1966, p. 24). For the most part, no matter what the purpose of the reading is, the person who has read must be able to comprehend the text that is being read in order to accomplish the goal of the reading itself.

The activities of educating, instructing, or teaching are taking place in language learning, specifically through the students' comprehension in reading. These activities are transferring knowledge or skills to students (Fitria, 2015). In order for students to be able to read wherever they go, it is implied that knowledge or skill is important. Consequently, teachers are responsible for assisting students in reading so that they can comprehend and understand what they are reading. Additionally, the teacher must recognise and address the issue of students' difficulty in comprehending what they are being taught. The goal of reading comprehension is to enable students to read with comprehension and understanding, and as a result, these activities must be carried out.

By observing the conditions of the 8th grade at SMPN 41 Surabaya as the study's setting, it is discovered that the majority of students are unable to comprehend the information from reading texts given due to a lack of students' vocabulary, a lack of students' opportunity to express their opinions when conducting the teaching-learning activity, and the students' inability to share the main idea from the reading text. In addition, the students' reading abilities, such as their ability to comprehend or understand what they read, were low, and the other causes, such as English itself, were low because it was not the first language of the students. It contributes to the failure and ineffectiveness of the teaching and learning procedures. Because of the issues mentioned above, the students are unable to meet the minimum completion standard, known as KKM (Kriteria Ketuntasan Minimal), which has been established in the 2013 education curriculum (KKM > 76 for English subject, for example). The majority of the

students received KKM scores in the lower range. As a result, if the problems continue to occur, it is unlikely that the educational objectives will be met. As a result, the English teacher is responsible for determining the solution to the students' difficulty in comprehending the content of the text.

The majority of the control over the effective class condition rests with the teachers. Teachers should be aware of their responsibilities in providing excellent instruction to their students. In order to encourage students to participate in class activities, teachers must employ effective strategies, methods, and possible media or techniques that are useful and innovative, effective and creative as well as fun and interesting, and that are full of spirit, motivation, and concentration. The learning process should not be centered on the teacher, but should instead be centered on the students, by providing opportunities for students to participate more actively during the teaching and learning process (Fitria, 2015, p. 4). If teachers want to achieve this scenario for the reading class activities of their students, they must be capable of implementing an interactive strategy and guiding students through instructions that will allow them to engage and participate in reading activities. A number of strategies are recommended to be implemented in the classroom by teachers in order to capture students' attention and encourage them to participate in class learning. Cooperative Integrated Reading and Writing Composition (CIRC) is one of the strategies used.

CIRC is a comprehensive technique for teaching reading and writing in the upper elementary and middle grades that is based on the student's team learning technique developed by Stevens and Slavin in the late 1980s. It is one of the techniques in cooperative reading and writing composition and is the most up-to-date version of the Student's Team Learning technique (Slavin, 1995). The emphasis on cooperative team learning is a distinguishing feature of the CIRC technique. It is intended to help students in the second grade of elementary school and up through the eighth grade of junior high school improve their reading, writing, and other language skills (Slavin, 1995). When it comes to composition writing, the CIRC structure increases not only the opportunities for direct instruction, but also the applicability of composition writing. Students' reading ability has been found to improve as a result of CIRC programmes, as evidenced by improved scores on standardised reading tests. It contains some procedures that can be used in the classroom, such as having students work in cooperative learning teams of four or five people, among other things. During a series of activities, the students collaborated to read and write what they understood and comprehended, and then prepared for publication or presentation in front of the class.

In solving reading problems above, the researcher proposes a method can be chosen as an effective model to teach English especially in teaching reading comprehension by using cooperative learning through CIRC. It is a kind of teaching method which provides some techniques that can be used in the classroom, for 8th grade at SMPN 41 Surabaya. Therefore, the researcher is going to conduct the research entitled: "*Cooperative Integrated Reading Composition (CIRC) Method toward Students' Reading Comprehension Skill at SMPN 41 Surabaya*". this research aimed to describe the students' reading comprehension by implementing Cooperative Integrated Reading and Composition (CIRC) for the 8th grade at SMPN 41 Surabaya.

In order to establish meaning, reading is an active cognitive process that involves interacting with printed material and monitoring comprehension. When readers interact with print, their prior knowledge is combined with and visual (written) information, resulting in their understanding of the message. It is also the immediate recognition of various written symbols with existing knowledge, and comprehension of the information and ideas communicated. Furthermore, reading comprehension is the process of creating meaning through the coordination of a number of multifaceted processes, which include word reading, world knowledge, and fluency, among others. Students must actively process what they read if they are to be successful at reading comprehension tests. Students' automatic reading ability and fluency, as well as the necessary vocabulary and text-appropriate background knowledge, are all required to develop this processing skill. Student success in comprehension is enhanced when they have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and developing goals and a sense of purpose for their reading (Klingner, Vaughn, & Boardman, 2007, p. 2).

The Cooperative Integrated Reading and Writing Composition (CIRC) method, which is considered to be one of the cooperative learning methods, was the subject of this investigation. As a cooperative learning method, the CIRC method instructs students by grouping them into teams. CIRC is a comprehensive programme for students that teaches reading, writing, vocabulary, and language arts (Slavin, 1995). CIRC is defined as a cooperative model that introduces the latest techniques of practical training curriculum on teaching reading, which is a comprehensive programme for teaching and reading the art of writing, according to Darmayanti (2014, p. 5). CIRC assists students in reading more thoroughly.

METHOD

A Classroom Action Research (CAR) approach was used in this study, which is widely recognized as one type of research, to examine and describe the impact of the implementation of Cooperative Integrated Reading and Composition (CIRC) for the 8th grade at SMPN 41 Surabaya on the students' reading comprehension levels. It is the study of social context to improve the quality of an activity in which all of the activities include prediction, diagnosis, planning, observing, and impacting which are all necessary to complete the activity (Sumadayo, 2013, p. 20). A further definition of action research is a form of selective inquiry undertaken by participants (such as students or school administrators) in a social (including educational) situation with the goal of improving the rationality and justice of their own social or educational practices, their understanding of these practices, and the situation (and institution) in which the performs are carried out (Suyadi, 2012, p. 21). Per Kemmis and McTaggart's theory, there are four steps in conducting classroom action research: planning, doing, observing and reflecting (Arikunto, 2013).

The research setting was at SMPN 41 Surabaya in East Java, which is located on Jl. Gembong Sekolahan No. 5, Kapasan, Kec. Simokerto, Kota Surabaya. The research studied the 40 students who were in the 8th grade at SMPN 41 in Surabaya in Class 8-I. Through observation and tests, the researcher collected the data. The teacher's activities and student activities during the research were noted in the observation data. Two tests were conducted before and after the experiment, which included a pre-test and a post-test. Each cycle will consist of multiple tests where students must correctly answer reading comprehension questions based on the lesson plans that are available at the start of the cycle. Arikunto proposed a formula to measure the average or mean of students' reading comprehension tests' scores in every test (2007).

RESULTS FINDINGS AND DISCUSSION

Before conducting the research, the researcher conducted pre-research on Tuesday, May 24th, 2011 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. 1 in the following:

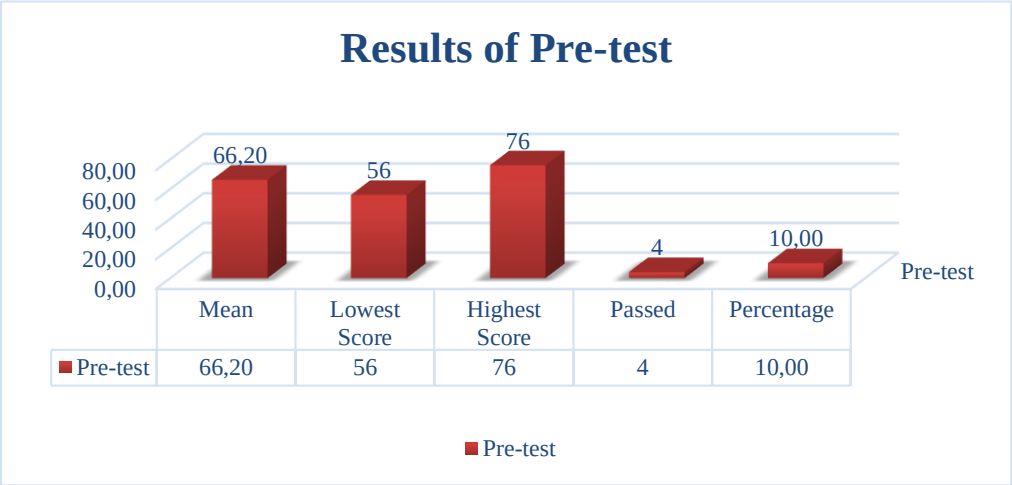

Figure.1 Results of Pre-test

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.1 Results of Pre-test and Post-test Cycle I

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

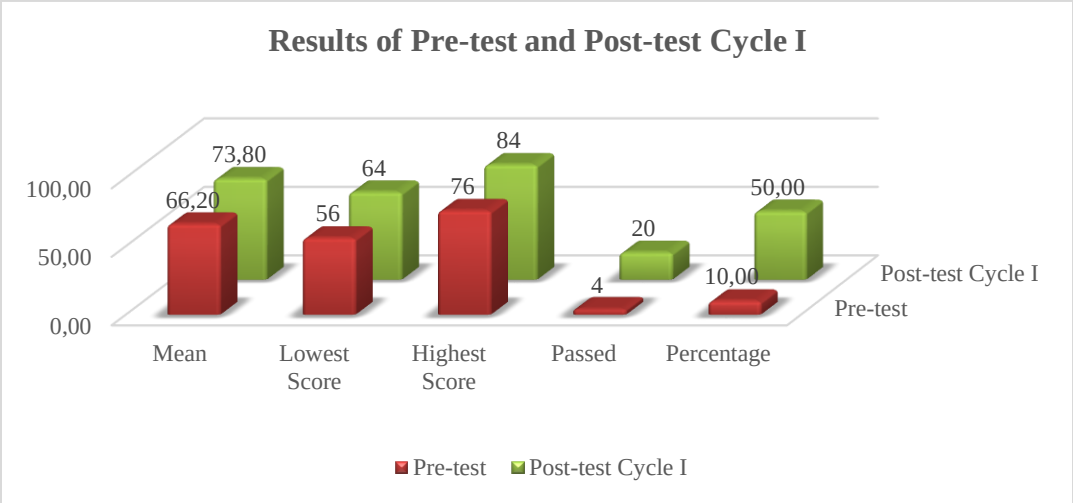

Figure.2 Results of Pre-test and Post-test Cycle I

In light of the data in Table 1 and Figure 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.

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.2 Results of the Tests

No	Code	Pre-test	Post-test Cycle I	Post-test Cycle II
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**

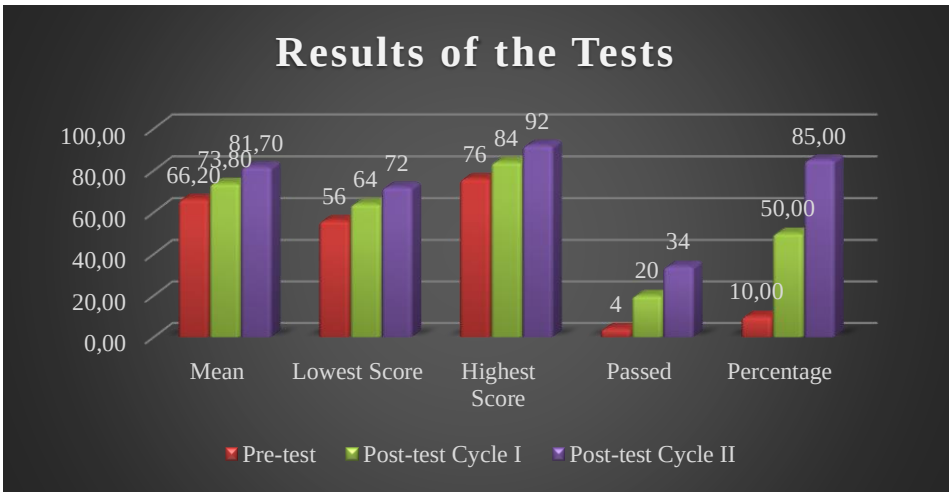

Figure.3 Results of the Tests

According to the data in the preceding table 2 and figure 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 Minimun 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.

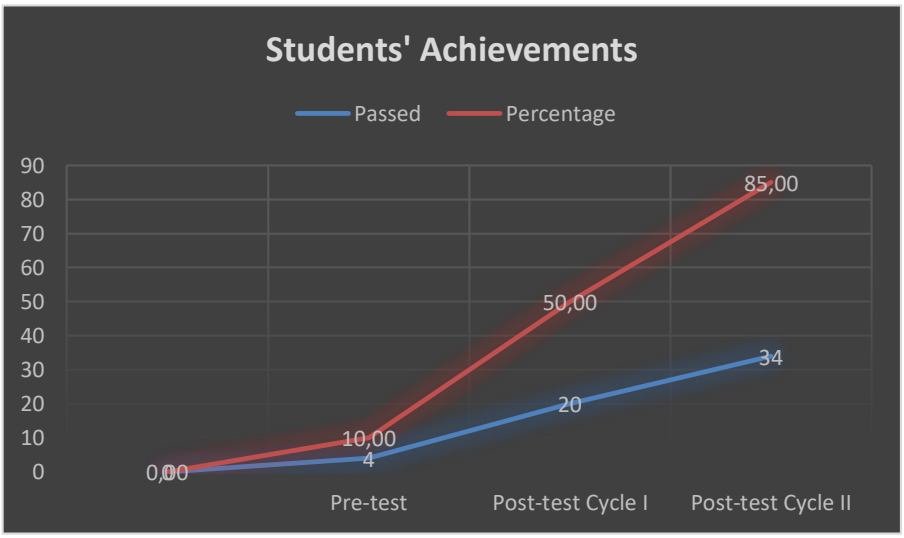

Figure.4 The Students' Achievements

In Figure 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-I 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

CONCLUSION

Based on the data collected during pre-research and the implementation of the Cooperative Integrated Reading and Writing Composition (CIRC), this research's conclusion is presented. The findings revealed that students' academic performance had significantly improved. The improvement in students' reading comprehension skills can be seen in their test results, which demonstrate their progress. The mean score of the test was only 66.20 points in the pre-test, with the lowest score being 56 and the highest score being 76. According to the Minimum Mastery Criteria (KKM) at SMPN 41 Surabaya, only four students (10%) passed the test based on the agreement's Minimum Mastery Criteria (KKM) of > 76. Following the completion of test cycle 1, the results revealed that the mean score was 73.80, the lowest score was 64, and the highest score was 84. Despite the fact that there were only 20 students who passed the test according to the success criteria (50%). Finally, the results of the post-test cycle 2 revealed that the mean score was 81.70, the lowest score was 72, and the highest score was 92. There were 34 students who passed the test, representing an 85 percent pass rate on average. As stated in the agreement at SMPN 48 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 terminated because it met the criteria for success in the percentage of 85 percent.

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