

THE USE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING MODEL ON THE STUDENTS' READING COMPREHENSION IN LEARNING ENGLISH

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July ,09 2022 Revised: July ,19 2022 Accepted: September ,10 2022 Published: April 29,2024</p> <p>Keywords: Cooperative Integrated Reading and Compositon (CIRC) Learning Model Reading Comprehension</p>	<p>This study aims to see the application of the Cooperative Integrated Reading and Composition (CIRC) learning model to students' reading comprehension in learning English. This study used a pre-experimental method. Data collection techniques were carried out through pre-test and post-test. The research was conducted at SMP Negeri 13 Makassar, with the population being class VIII students at SMP Negeri 13 Makassar. The results of this study indicated that for the main idea the average pre-test score of students before being treated with reading comprehension is 5.92 and the average post-test score of students after being treated with reading comprehension is 8.08. The significance of the main idea between the pre-test and post-test was 36.48%. Meanwhile, for the conclusion, the average pre-test score of students before being treated with reading comprehension was 5.6 and the average post-test score of students after being treated with reading comprehension was 8.32. The significance of the main idea between the pre-test and post-test was 48.57%. The results of data analysis showed that the increase in students' reading ability after being treated using the CIRC learning media increased the results quite significantly. = 0.05 with degrees of freedom (df) = 24 which shows the t-test value of 13.55 and t-table = 2.640. Based on the results of the post-test data obtained as the final result, this study provides a fairly good improvement. Finally, it can be concluded that the use of CIRC learning media is able to give a good influence in learning English, especially on reading comprehension.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Reading is one of the main things in the learning process. The reading process is an activity to get information that can add insight and knowledge for students. The more readings you read, the more information you will get. In addition, reading activities are

not an easy activity to do, because in fact reading activities are not just about saying what is read but also need to pay attention to whether you understand what is read. Cultivating a love of reading can be carried out in formal and non- formal education. Specifically for formal education, the ability to read at all levels of education is usually a priority scale that must be mastered by students. According to Tarigan (1990:7) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

According to Harmer (2007:99) reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the better they get at it. Basically reading is one of the four language skills that must be mastered by students during learning, with the reading skills they have, students can study the material presented by the teacher and find all the information needed in accordance with the material being studied. Reading interest is a person's desire to pay attention, enjoy and make an earnest effort to carry out reading activities. Someone who has strong interest in reading will make it happen through his willingness to get reading material and read it without being coerced by other parties.

However, interest in reading does not grow automatically, but interest in reading grows because it is trained. It takes help and participation from all components of society in growing interest in reading. One of them is from the school environment and teachers who play a direct role in growing interest in reading.

The learning process requires teachers to design various learning model that allow the learning process to occur in students'. This design is a reference and guide, both for teachers themselves and for students'. Activeness in learning is reflected in activities, both those carried out by teachers' and students' by using several characteristics. These characteristics include the involvement of students' in planning or planning, the learning process, and evaluation. In addition, students' are involved intellectually and emotionally, both through experiencing, analyzing, acting, and forming attitudes. Students' activity is also reflected in the creative participation of students' in creating suitable situations for the learning process to take place. Meanwhile, the teachers' role is that of a facilitator (provider of convenience) and a student coordinator activities, not in the capacity of a teacher dominates class activities.

However, the reality that occurs in the field is different from what it should be, namely in terms of learning or delivery systems so far English language learning places more emphasis on one-way learning with more prominent teacher dominance so that the results are predictable, namely verbalism which has been considered very attached to general education in Indonesia. Of course, this is contrary to the concept of the curriculum which requires pupils must take an active role in their education. In addition, the use of conventional learning model by teachers also causes students' to be passive and tend to be bored in receiving lessons. This problem is a problem that must be solved

immediately because otherwise it will affect the development of students' in receiving the next learning, especially English.

There are several possible factors causing the low interest in reading students' in learning English, including the factors of students', teachers', infrastructure, teaching aids, methods, and teaching processes that do not attract students' interest in learning. Students' pay less attention to the teacher when receiving lessons, lack of focus, are reluctant to think, feel embarrassed and bored. Teachers' lack preparation in planning learning and lack of mastery of learning materials. When it comes to teaching and learning, there is still one direction and they still think that the teacher is everything. Based on some of these possible causes, the researcher tried to find the causes that appeared in the classroom regarding students' interest in learning English which was still low because the teaching material was not interesting, the supporting facilities (props) for learning were still low and the teachers' competence in planning.

One way that can be done to fix this problem is to use a learning model. One of the learning models chosen is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition (CIRC) learning is a teaching strategy that combines students' curiosity. The CIRC model is a learning model that collaborates between reading, writing, using learning in reading comprehension by writing (Huda, 2013). According Setyaningrum (2019) states that the CIRC model provides opportunities for students to express themselves in speaking, having opinions, and communicating in the learning process, as well as providing opportunities for students' to understand a problem by reading first and then discussing together.

Based on the facts above, this study concentrates on "The Use of Cooperative Integrated Reading and Composition (CIRC) Learning Model on the Students' Reading comprehension in Learning English at SMP Negeri 13 Makassar".

RESEARCH METHOD

In this research, the researcher used quantitative research (pre-experimental). The design of this research used one class or one group pre-test and post-test. The purpose of this research was to know students' reading comprehension in learning English in terms of finding literal (main idea) and interpretative (conclusion) use Cooperative Integrated Reading and Composition (CIRC) learning model.

The population of this research was students of SMP Negeri 13 Makassar, which consisted of 11 classes and 396 students. The researcher used simple random sampling to select the sample. The researcher selected class VIII.6 Regular that consisted of 25 students as the sample of this research because the English teacher suggested to choose the sample. In addition, based on the researcher's experience, the students were not interested in reading and difficult to understand an English text so that their learning was not effective and needed to be improved.

In this study, the researcher used a reading test about narrative text. The instrument was intended to know the score of the students. The reading test contained 5 questions of essay. The tests were offered to the students twice in pre-test and post-test. Pre-test aimed to find the students' ability in understanding a text before giving treatment and post-test aimed to find the students' ability in understanding a text after giving treatment.

RESULT AND DISCUSSION

Result

The results of data findings found that teaching reading through Cooperative Integrated Reading and Composition (CIRC) learning model was effective to improve students' reading comprehension in terms of literal comprehension (main idea) and interpretive comprehension (conclusion) at the eight grade of SMP Negeri 13 Makassar. The results were described as follows:

1. The Students' Reading Comprehension in Terms of Literal Comprehension (Main Idea)

Table 1. The students' mean score of literal comprehension (main idea) in pre-test and post-test

Number of Students	Goal	The Students' Mean Score		Improvement
		Pre-Test	Post-Test	
25	literal comprehension (main idea)	5.92	8.08	36.48%

Table 1 The improvement of the students in finding main idea was indicated from the mean score of pre-test 5.92 to be 8.08 in post-test and the 36.48% improvement. Describes that the achievement of the students in main idea improved 2,16 or 36.48%. This improvement was high enough. Even though, the result of post-test can't be classified as good or very good, but it has improved the score to two upper classification, from **fair** level to the **good** level through CIRC learning model. This table indicates that there was improvement of the students' ability in reading

2. The Students' Reading Comprehension in Terms of Interpretative Comprehension (conclusion)

Table 2. The students' mean score of Interpretative Comprehension (conclusion) in pre-test and post-test

Number of Students	Goal	The Students' Mean Score		Improvement
		Pre-Test	Post-Test	
25	Interpretative Comprehension (conclusion)	5.6	8.32	48.57%

Table 2 The improvement of the students in make conclusion was indicated from the mean score of pre-test 5.6 to be 8.32 in post-test and the 48.57 % improvement. Describes that the achievement of the students in conclusion improved was 2.72 points or

48.57 %. From the data performed and related to the result of the students test, the data shows that the students' comprehension in main idea weaker than conclusion but the improvement of student's achievement in conclusion can be classified as good enough. It was caused by the classification of the student's achievement improved one level and there was an increase before using the CIRC learning method and after using the CIRC learning method.

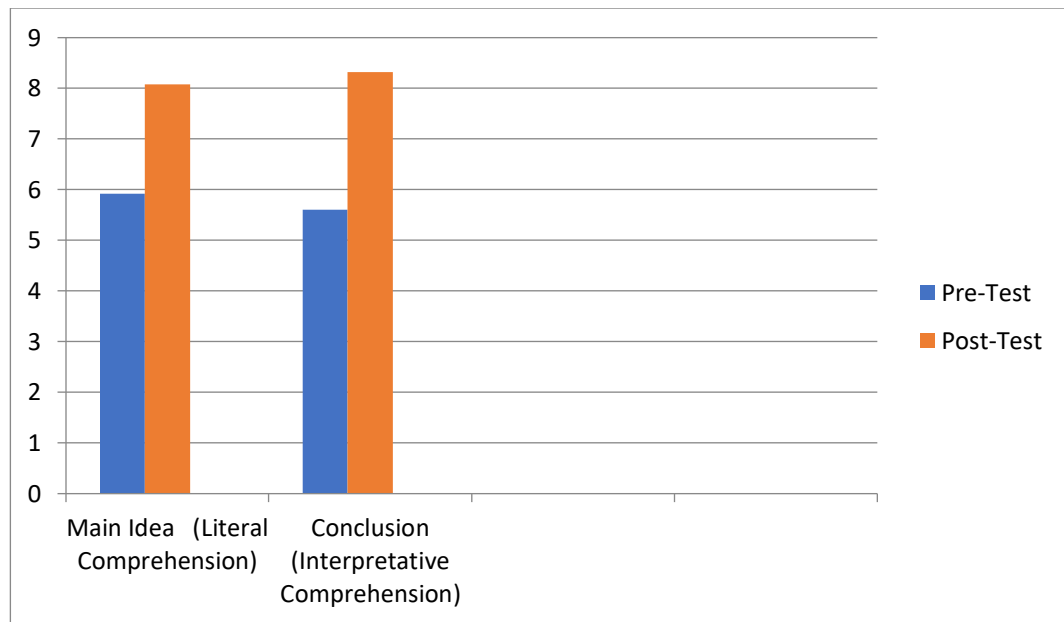


Fig. 1. The students' mean score of literal and interpretive comprehension in pre-test and post-test

Based on the results, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) learning model had improved students' reading comprehension in terms of literal and interpretive comprehension.

Discussion

From the results of this research, the use OF Cooperative Integrated Reading and Composition (CIRC) learning model on the students' reading comprehension in learning english.

From teaching and learning process, where the researcher gave a post-test to know the effectiveness of Cooperative Integrated Reading and Composition (CIRC) learning model to improve students' reading comprehension in learning english, the researcher found that the students understood the texts in terms of literal and interpretive comprehension were better than before they were given the treatment. It means that Cooperative Integrated Reading and Composition (CIRC) learning model was effective to improve students' reading comprehension in learning english. Furthermore, the researcher found that most of the students were active in learning process. This is because there were several stages of learning process that must be followed by the students in groups and independently.

CONCLUSIONS

Based on the results of this research at the eight grade of SMP Negeri 13 Makassar, it can be concluded that Cooperative Integratd Reading and Composition (CIRC) learning

model was effective to improve students' reading comprehension in terms of literal and interpretive comprehension. It referred the literal comprehension (main idea) to the mean score of pre-test (5.92) and post-test (8.08). Next interpretive comprehension (conclusion) to the mean score of pre-test (5.6) and post-test (8.32). It showed that the results of post-test was higher than the pre-test. In addition, in literal comprehension (main idea) the t-test value was higher (8.65) than t-table (2.640). While in interpretive comprehension (conclusion) the t-test value was higher (10.88) than t-table (2.640). It means that there was a significance difference between the students' reading comprehension before and after using Cooperative Integrated Reading and Composition (CIRC) learning model. Furthermore, the result of significance test in finding main idea was $8.64 > 2.640$ and make conclusion was $10.88 > 2.640$. Those were used to determine the hypothesis that occurs in this research. The Null Hypothesis (H0) which expressed there was no significant was rejected and alternative hypothesis (H1) was accepted, because the result of t-test value both in main idea (8.64) and conclusion (10.88) are greater than the t-table value (2.640).

Therefore, by the presented data, it could be concluded that there was a significant increase of the students' both in finding main idea and make conclusion through CIRC learning model in teaching English focused on reading comprehension.

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