

THE EFFECTIVENESS OF USING CIRC IN IMPROVING STUDENTS' COMPREHENSION AT SMP GPDI BERA TONDANO

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Abstract: The purpose of this study was to test whether the use of collaborative comprehensive reading comprehension was effective in improving the reading comprehension of review texts for junior high school students. It was intended to provide reliable information about whether there was a difference in students' reading comprehension between the pretest and posttest. Data was collected through pre-treatment pre-test and post-treatment post-test on one of the seventh grade students of SMP GPDI BERA TONDANO for the academic year 2021/2022. According to the survey data, the pre-test had a minimum score of 5 and a maximum score of 60.5. In the post hoc test, the lowest percentage was 20 and the highest percentage was 92. The results showed that the posttest average was 55.9 higher than the pretest average was 23.05. Based on these results, it can be concluded that Cooperative Integrated Reading Composition (CIRC) reading text learning was effective in improving the reading comprehension of 7th graders in recalculated texts.

Keywords: *CIRC, Recount Text, Reading Comprehension, Improving*

INTRODUCTION

Language is a sense of communication that is used to interact with other people (Liando, Tatipang & Lengkoan, 2022). It allows people outside of a region, tribe or country to know and know all the news & culture based on any country or region. According to Kridalaksana and Djoko Kentjono (in Chaer, 2014), language was any system of phonetic symbols used by members of a social group to collaborate, communicate, and ID. In this case, speech was the sense of communication used to exchange news between humans.

English was already familiar to our ears because the language was widely used in developing and developed countries (Liando & Tatipang, 2022). As an international language, English plays an important role for this modern area (Matindas et al., 2021).

Indonesia has adopted English as a sense of communication to strengthen interactions with other countries (Liando, 2009 and Mokalau et al., 2021). No less important is the existence of English, the world's international language. Most countries use English as their official or second language (Lengkoan & Rombepajung, 2022) and (Lengkoan, 2017).

Based on the writer's experience during field practice at the GPDI BEREA Tondano Junior High School which is also known as field practice or PPL, the researchers found that most high school students, especially grade 7 students, had difficulty reading. Most of them think English to be a difficult subject and language to learn and understand, as a result they have little interest in reading English texts. This was also caused by a lack of student reading practice (Rombepajung, 2019). This is inseparable from the premise that is rooted in listening to speeches. This is also caused by the application of the teaching and learning process which does not stimulate students' interest in learning and knowing English (Lengkoan & Olli, 2020). Therefore, this is also inseparable from the techniques used in the teaching and learning process to restore or rekindle students' interest in learning English, especially reading.

To overcome this problem, prospective teachers must be wise and creative in determining the method that will be used when teaching their students. The results of the study explain that new motivational measures, such as the actions of parents & teachers, influence students' language learning performance (Liando, 2009). This encourages students to learn English slowly and want to know the text given. Many students read texts and translate term by term or sentence by sentence just don't understand what they are reading, you have to be able to finish it. One technique that can be used is the Cooperative Integrated Reading Composition (CIRC).

Based on this background, the writers choose Cooperative Integrated Reading Composition (CIRC) as a technique used for reading pedagogy to develop students' reading comprehension. The text that the researcher uses as teaching material to develop students' reading comprehension is a recount text. Therefore, the writer entitled: ``The Effectiveness of Using CIRC In Improving Students' Reading Comprehension At SMP GPDI BEREA TONDANO''.

REVIEW OF LITERATURE

Reading was one of the skills that must be developed in high school. This ability is crucial to making the news accessible to the reader (Mogea, 2019). Anderson et al. (1985) (Pourhosein Gilakjani & Sabouri, 2016) defines reading as a process of extracting meaning according to written texts. Reading comprehension was a complex process involving many skills, in which the reader combines previous knowledge using the information contained in the text itself to understand the text (Harun et al., 2022). Based on (Tatipang et al, 2021) Reading is crucial thing that all people in the world should do because reading has various ways in knowing the condition and development of knowledge, so "reading is one important for everyone"(Manuas et al., 2022).

Recount Text

Citing Cogan 2006, Salli was of the opinion throughout 2013 that the lyrics were written to retell the incident with the aim of informing and entertaining the audience and readers. Citing Knapp & Watkins 2005, Sari et al. 2013, telling home is the simplest type of text in the narrative flow. The narration text is simpler than the narration, creating complications among the participants. As Sari et al 2013 quoted based on Pardiyono 2007, it was just a series of incidents retelling past experiences and incidents, without complicated matters between the participants, and without such a narrative, it was made simply. Karani 2008 stated that recount text is a text that retells a program for news & entertainment purposes. It begins with an orientation that gives the reader the background knowledge to understand the text. Who was involved, when and where did it happen? The text narrates back then begins using a chronological sequence of incidents. At various points there may be direct commentary on what is known as a backlash incident. From this we can conclude that the story text has 3 elements. Orientation or setting, incident & reorientation, or conclusion of the story. Orientation provides a framework & introduces participants, incidents discuss the sequence of incidents, & reorientation consists of an incident compendium.

From the definition above, we can conclude that narrative text was a text that contains a series of incidents that describe or tell an incident that has been experienced by someone. This recount text is meant to inform and entertain.

Cooperative Integrated Reading Composition (CIRC)

Comprehensive literacy education programs for the upper grades of elementary schools are claimed to be cooperatives and integrated organizations (Steven in Slavin 1995). At CIRC, teachers use reading texts & reading groups such as traditional reading events. However, all students were assigned to teams of 2 people according to 2 different reading groups. While the teacher works in one reading group, students work in pairs in another group to read to each other, predict how the story being told will end, and interact with each other. Engage in various cognitive activities, such as summarizing a story or writing and storing answers. Practice spelling, decoding & vocabulary. Based on Steven & Slavin, the writer concludes that CIRC is an example of learning where students are divided into several groups, each group generally consists of four members. Collaborative learning requires students to develop social skills and be placed in groups. So, from Steven & Slavin, the steps using the CIRC learning example are (Huda, 2013):

1. The teacher creates groups of four students each.
2. The teacher will put a lecture on the topic of learning.
3. Students read to each other, identify key ideas, respond to discourse, and write them down on a piece of paper.
4. Students present/read the group discussion output.
5. The teacher puts reinforcement.
6. Teachers and students draw conclusions together.

RESEARCH METHOD

This research was a quantitative research using pre-experimental research using a pre-test and post-test group design. Pretest was a test that was done before treatment, and posttest was a test that was done after treatment. Hatch & Farhady (1982) (ERIC - ED226593 - Research Designs & Statistics for Applied Linguistics., 1982 undated) stated: The difference was that the pretest was administered before instruction (or treatment) was started. So we have 2 tests. T1 = pre-test & T2 = post-test. X was used to represent treatment. Design can be seen in the following framework:

Pre-Test	Treatment	Post-Test
T ₁	X	T ₂

The subjects of this study were seventh grade students of GPDI BEREA TONDANO Junior High School. It consists of 20 students for the 2021/2022 academic year.

DATA COLLECTION

Writers followed several research mechanisms when collecting data in this study.

1. Visiting the school where the research was conducted.
2. Meet with the head of the school where the research is carried out and ask him to do research at the school.
3. Select the class to be the research subject to be used.
4. Give pre-test to students & receive the data obtained.
5. Teaching reading comprehension of recount text through Cooperative Integrated Reading Comprehension (CIRC) of Writing technique.
6. After applying the CIRC method, run a post-test to receive data.
7. Data Analysis.
8. Draw conclusions.

DATA ANALYSIS

In analyzing the data obtained, the formula for the average score was used (Hatch & Farhady, 1982):

$$\dot{X} = \frac{\sum X}{N}$$

Where:

\dot{X} = Student's average score

$\sum X$ = Total student grades

N = Total number of students

The data were calculated on the frequency distribution, calculated homogeneous-homogeneous values (\dot{X}) & standard deviation (S).

FINDINGS AND DISCUSSION

Table 1: the score of students in Pre-Test (T_1), Post-Test (T_2)

Students Number	Pre-Test (T_1)	Post-Test (T_2)	Gain
1	21	92	71
2	20	20	0
3	5	68	63
4	43	60	17
5	31	92	61
6	13,5	33,5	20
7	37,5	41,5	4
8	41,5	92	50,5
9	27	41,5	14,5
10	13,5	92	78,5
11	5	27	22
12	60,5	73,5	13
13	5	27	22
14	40	45	5
15	5	41,5	36,5
16	27	73,5	46,5
17	13,5	57,5	44
18	33,5	73,5	40
19	13,5	73,5	60
20	5	33,5	28,5
N = 20	$\Sigma = 461$	$\Sigma = 1,118$	

DATA ANALYSIS: FREQUENCY DISTRIBUTION

Table 2. Frequency Distribution and percentage of students' score of Pre-Test

Scoe	Tally	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage (%)
60,5	I	1	5	20	1	100
43	I	1	5	19	0,95	95
41,5	I	1	5	18	0,9	90
40	I	1	5	17	0,85	85
37,5	I	1	5	16	0,8	80
33,5	I	1	5	15	0,75	75
31	I	1	5	14	0,7	70
27	II	2	10	13	0,65	65
21	I	1	5	11	0,55	55
20	I	1	5	10	0,5	50
13,5	IIII	4	20	9	0,45	45
5	IIIII	5	25	5	0,25	25

Table 4 showed that 20 students completed the pretest, the highest score was 60,5 achieved by 1 student or 5%, 1 student received 43 or 5%, and 1 student received This indicates that you received 41.5 or 5%. 1 student 40 or 5%, 1 student 37.5 or 5%, 1 student 33.5 or 5%, 1 student 31 or 5%, 2 students 27 or 10%, 1 student 21 or 5%, 1 student 20 or 5% , 4 students is 13.5 or 20, 5 students is 5 or 25%.

PRE-TEST MEAN SCORE

$$n = 20$$

$$\Sigma X_1 = 461X_1$$

Mean score (\bar{X})

$$\begin{aligned} \bar{X} &= \frac{\Sigma X}{n} \\ &= \frac{461}{20} \\ &= 23,05 \end{aligned}$$

Table 3. Frequency Distribution and percentage of students' score of Post-Test

Score	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage %
92	IIII	4	20	20	1	100
73,5	III	3	15	16	0,8	80
68	I	1	5	13	0,65	65
60	I	1	5	12	0,6	60
57,5	I	1	5	11	0,55	55
45	I	1	5	10	0,5	50
41,5	III	3	15	9	0,45	45
37,5	I	1	5	6	0,3	30
33,5	II	2	10	5	0,25	25
27	II	2	10	3	0,15	15
20	I	1	5	1	0,05	5

Table 5 showed that there were twenty (20) students who took in Post-Test. there were four (4) students got 92 or 20%, three (3) students got 73,5 or 15%, one (1) student got 68 or 5%, one (1) student got 60 or 5%, one (1) student got 57,5 or 5%, one (1) student got 45 or 5%, three (3) students got 41,5 or 15%, one (1) student got 37,5 or 5%, two (2) students got 33,5 or 10%, two (2) students got 27 or 10% and one (1) student got 20 or 5%.

POST-TEST MEAN SCORE

Table above shows

$$n = 20$$

$$\Sigma X_2 = 1,118X_2$$

Mean score (\bar{X})

$$\begin{aligned} \bar{X} &= \frac{\Sigma X}{n} \\ &= \frac{1,118}{20} \\ &= 55,9 \end{aligned}$$

Table 4. computation of mean (X) and Standard Deviation (s) of Pre-Test

N	X	(X̄)	X-(X̄)	(X-X̄) ²
1	21	23,05	-2,05	4,20
2	20	23,05	-3,05	9,30
3	5	23,05	-18,05	325,80
4	43	23,05	-19,95	398,00
5	31	23,05	7,95	63,20
6	13,5	23,05	-9,55	91,20
7	37,5	23,05	14,45	208,80
8	41,5	23,05	18,45	340,40
9	27	23,05	3,95	15,60
10	13,5	23,05	-9,55	91,20
11	5	23,05	-18,05	325,80
12	60,5	23,05	37,45	1,402,50
13	5	23,05	-18,05	325,80
14	40	23,05	16,95	287,30
15	5	23,05	-18,05	325,80
16	27	23,05	3,98	15,84
17	13,5	23,05	-9,55	91,20
18	33,5	23,05	10,45	109,20
19	13,5	23,05	-9,55	91,20
20	5	23,05	-18,05	325,80
N= 20	461	461	-39,82	3,447,04

Computing the standard deviation (s) of Pre-Test :

$$s = \sqrt{\frac{\Sigma(X-X)^2}{n-1}}$$

$$s = \sqrt{\frac{3,447,04}{20-1}}$$

$$s = \sqrt{\frac{3,447,04}{19}}$$

$$s = \sqrt{127,66}$$

$$s = 13,46$$

Table 5. Computing of mean (\bar{X}) and standard deviation (s) of the Post-Test

N	X	(\bar{X})	X-(\bar{X})	(X- \bar{X}) ²
1	92	55,9	36,1	1,303,21
2	20	55,9	-35,9	1,288,81
3	68	55,9	12,1	146,41
4	60	55,9	4,1	16,81
5	92	55,9	36,1	1,303,21
6	33,5	55,9	-22,4	501,76
7	41,5	55,9	-14,4	207,36
8	92	55,9	36,1	1,303,21
9	41,5	55,9	-14,4	207,36
10	92	55,9	36,1	1,303,21
11	27	55,9	-28,9	835,21
12	73,5	55,9	17,6	309,76
13	27	55,9	-28,9	835,21
14	45	55,9	-10,9	118,21
15	41,5	55,9	-14,4	207,36
16	73,5	55,9	17,6	309,76
17	57,5	55,9	1,6	2,56
18	73,5	55,9	17,6	309,76
19	73,5	55,9	17,6	309,76
20	33,5	55,9	-22,4	501,76
N = 20	1,118	1,118	40	11,320,75

Computing the standard deviation (s) of Post-Test :

$$s = \sqrt{\frac{\Sigma(X-\bar{X})^2}{n-1}}$$

$$s = \sqrt{\frac{11,320,75}{20-1}}$$

$$s = \sqrt{\frac{11,320,75}{19}}$$

$$s = \sqrt{595,82}$$

$$s = 24,40$$

DISCUSSION

Based on the data analysis above, the writer found that the pre-test homogenous value was 23.05 and post-test was 55.9, showing the disparity between pre-test and post-test. The results showed that the homogenous scores after the test were higher than before the test, showing that collaborative creation was used in the pedagogy of recount text material to improve reading comprehension in 7th grade students. GPDI BEREA TONDANO Junior High School.

Based on the test output for reading comprehension pedagogy using collaborative built-in reading comprehension, it shows that students can easily understand the text. They were responsible for the text, as a result they were interested & involved in the reading process. This means that students can learn according to each other in the group. This also means that Cooperative Integrated Reading Composition (CIRC) can be used and applied to reading comprehension classes to improve students' reading comprehension. The final result of this study shows that Cooperative Integrated Reading Composition (CIRC) was effective in learning numeracy texts to improve reading comprehension in grade 7 of GPDI BEREA TONDANO Junior High School. It can be observed according to the pre-test & post-test scores.

CONCLUSION

The purpose of this study was to determine the effectiveness of using CIRC in improving reading comprehension of 7th grade students of GPDI BEREA TONDANO Junior High School for the 2022/2023 academic year. After completing the study, the writer found that the homogenous scores after the test (55.9) were higher than before the test (23.05). In other words, CIRC (Cooperative Integrated Reading Composition) was effective for improving reading comprehension.

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