
CIRC (Cooperative Integrated Reading and Composition) as Strategy of Teaching Reading Comprehension

Imam Nur Aziz¹, Ninda Putri Cahyani²

Institut Keislaman Abdullah Faqih Gresik, English Teacher of SMP Ta'miriyah
Surabaya

imamnuraziz@gmail.com¹, nindaputricahyani@gmail.com²

ABSTRACT

The Cooperative Integrated Reading and Composition (CIRC) technique for teaching reading comprehension in a recount text environment is the subject of this study. Cooperative learning necessitates that students collaborate on a shared goal and coordinate their efforts. The study used a pre-experimental pretest-posttest design. Surabaya junior high students provided the samples. The result reveals that the value (2-tailed) is 0,000, indicating that the CIRC approach has a positive impact on pupils' reading comprehension. The mean of the pre-test experiment group was 50.00, while the standard of the post-test experiment group was 80'00. Students who were taught the Cooperative Integrated Reading and Composition (CIRC) technique outperformed those who were taught alternative strategies.

Keywords: Cooperative Integrated Reading and Composition (CIRC), Reading comprehension.

I. Introduction

Reading opens the word and makes learners gain knowledge (Ayu et al., 2017). It is an essential tool for academic success (Aziz, 2020) that provides access to the information and wisdom contained in the books. Many factors influence a student's reading comprehension, including inadequate instructor questioning skills, a lack of student motivation, and a lack of self-monitoring when reading (Aziz, 2019a). Therefore, the students have to learn to monitor their reading to receive more instruction on comprehension skills. The instructor gives the students the text, then reads it, translates it, and ultimately reacts to the questions. It demonstrates that many students do not understand the topic and are just aware of responding to the question. It is nevertheless difficult for pupils to understand the text's whole meaning and the message it delivers.

Comprehension is the ultimate goal of reading, and many of the components in reading comprehension are not unique to written language (Aziz, 2019b). Word recognition and understanding are two linked processes. Word recognition is the act of matching written symbols to spoken language, while comprehension is understanding the meaning of words, phrases, and associated content.

Some researchers said that reading and comprehension are in one package, support, and correlated. Reading comprehension problems may develop for a variety of causes. Students regard new vocabulary terms as a tremendous challenge in digesting a book; in working memory, students sometimes claim that they cannot grasp the material and must just read it (Aziz, 2019a; Rouet et al., 2016; Zarei, 2012). They require the material in working memory for a long enough period to be well processed, and some of them frequently don't have it; in the absence of substantial reading, kids readjust little or nothing. It is seen as a barrier for pupils to grasp written content. One component described above is that pupils often fail to decode a text and understand its meaning, and another factor that affects reading comprehension is the kind of content. Some readers are simple to recognize, while others are more difficult.

Cooperative learning necessitates that students collaborate on a shared goal and coordinate their efforts, such as when students work in groups to interpret symbols in written or printed language. The strategy focuses on the learning system in which students collaborate in working groups. They collaborate in groups to coordinate reading

comprehension, vocabulary, decoding, and spelling. Therefore, they are motivated to work with one another on this activity. CIRC categories as a pedagogical strategy aim to encourage teamwork and interaction between learners in cooperative learning. Cooperative learning also created trust between learners and teachers. It allowed learners to think productively, search for learning materials from other resources, encourage learners to express their thoughts, and assist learners in appreciating each other.

It is an effective learning process that engages in a small group discussion to improve students' reading aloud (Ayu et al., 2017). Students collaborate in groups on cooperative activities such as partner reading, identifying primary narrative components, vocabulary, summarization tasks, Reading comprehension tools, and creative writing using a process writing method (Steven & Slavin, 2000). This technique focuses on the learning system, in which students collaborate in working groups. The students complete all tasks, such as partner reading, making predictions, identifying characters, setting, solving issues and problems, summarizing, vocabulary, spelling, reading, and writing.

II. Research Method

Research Design

A pre-experimental research design with a quantitative approach, comprising pre-test and post-test, was used in this study. In the experiment design at SMP Ta'miriyah Surabaya, the study on cooperative, integrated reading and composition (CIRC) effect students' reading comprehension was used. The researcher used CICRC as an independent variable that can influence a study and used reading SKILL as the dependent variable.

III. Result and Discussion

The result of pre-test and post-test score

Test		Statistic	Std. Error	
Pre-test	Mean	50.00	1.987	
	95% Confidence Interval for Mean	Lower Bound	45.84	
		Upper Bound	54.16	
	5% Trimmed Mean	50.00		
	Median	50.00		
	Variance	78.947		
	Std. Deviation	8.885		
	Minimum	35		
	Maximum	65		
	Range	30		
	Interquartile Range	10		
	Skewness	.000	.512	
	Kurtosis	-.671	.992	
Post-test	Mean	80.00	1.987	
		Lower Bound	75.84	

95% Confidence Interval for Mean	Upper Bound	84.16	
5% Trimmed Mean		80.00	
Median		80.00	
Variance		78.947	
Std. Deviation		8.885	
Minimum		65	
Maximum		95	
Range		30	
Interquartile Range		10	
Skewness		.000	.512
Kurtosis		-.671	.992

Prerequisites for Data Analysis

Normality test

Normality test is done by looking at the spread of data on the diagonal source in the p-p plot of regression or using the one-sample Kolmogorov-Smirnov. Using the Kolmogorov Smirnov test for data above 100 samples is recommended. Testing the data to be expected if the significant value is more than 0.05 (sign.>0.05).

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-test	.113	20	.200*	.957	20	.481
Post-test	.113	20	.200*	.957	20	.481

Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
Score	Based on Mean	.000	1	38	1.000
	Based on Median	.000	1	38	1.000
	Based on Median and with adjusted df	.000	1	38.000	1.000
	Based on trimmed mean	.000	1	38	1.000

Hypothesis Testing

The researcher analyzed the pre-test and post-test data using IBM SPSS statistics 20. The paired sample t-test was used in the study. This data was collected from SMP Ta'miriyah Surabaya pre-test and post-test students before and after therapy. The data range below:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	50.00	20	8.885	1.987
Post-Test	80.00	20	8.885	1.987

The paired sample statistics table showed the descriptive value of each

variable on the samples is:

1. pre-test had 50.00 mean from 20 N, the acquired standard deviation is 8.885, and standard error mean 1.987
2. post-test had 80.00 mean from 20 N, the acquired standard deviation is 8.885, and standard error mean 1.987

So, the result showed the post-test was higher than the Pre-test with the narrow standard and standard error mean. Pretest < Post-test that is significant. The result of the correlation of paired sample t-test: (see on table 2.6)

Table 2.6 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	20	.833	.000

The paired samples correlation table indicated that the correlation between the two variables is 0.833 with a significance of 0.000. The correlation measured the relationship strength of the dependent and independent variables. This result showed that the correlation between two means,

Pretest and post-test, was significant.

Paired Samples Test

	Paired Differences		
	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test - Post-Test	-30.000	5.130	1.147

Paired Samples Test

	Paired Differences		
	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test - Post-Test	-30.000	5.130	1.147

Paired Samples Test

	Paired Differences		t	Df	Sig. tailed(2-
	95% Confidence Interval of the Difference				
	Lower	Upper			
Pair 1 Pretest-posttest	-32.401	-27.599	-26.153	19	.000

Based on table 2.7, the result of analysis of the value of $t\text{-count} < t\text{-table}$ ($26.153 < 5.130$) and the $P\text{-value}$ is less than 5% ($0,001 < 0,05$) the hypothesis was accepted, so the result showed that the differences before and after treatment using the CIRC strategy. The average value can be seen that the knowledge value after is higher than before the training, and it means that using the CIRC strategy gets significant learning outcomes. From the data analysis, it could be identified that:

1. When the $t\text{-count}$ number exceeds the t table with a significance threshold of 0.05, The alternative hypothesis (H_a) was accepted, whereas the null hypothesis was rejected (H_o). The CIRC approach strongly influences the descriptive reading text of tenth-grade students at SMP Ta'miriyah Surabaya.
2. When the $t\text{-count}$ number exceeds the t table with a significance threshold of 0.05, The alternative hypothesis (H_a) was accepted, whereas the null hypothesis was rejected (H_o). There is no substantial impact of the CIRC method on tenth-grade pupils reading descriptive material at SMP Ta'miriyah Surabaya.

The Pretest mean value of the CIRC strategy reading Comprehension text from 20 students was 50.00, and after getting treatment, the post-test mean value was 80.00. It showed that the post-test value was higher than the Pretest. Because the $t\text{count} > t$ table.). The alternative ($-26.153 < 5.130$) hypothesis (H_a) was accepted and rejected the null hypothesis (H_o). The student at eighth grade of SMP Ta'miriyah Surabaya before and after treatment CIRC strategy is significant.

IV. Discussion

Based on the results presented in the study, the researcher will describe the previous chapter to answer the researcher objectives determined at the beginning. Cooperative Integrated Reading and Composition (CIRC) Strategy's impact on students' reading comprehension is the reason for this.' Before administering the therapies on the first day, the researcher administered a pre-test.

In the Pretest, there are 20 item questions with 40 minutes. The mean result of the Pre-test is 50.00. On the second day, the researcher treated the material of reading descriptive text using the CIRC strategy. The students are more active and enthusiastic. The last day is the post-test.

The researcher gave 20 items to measure students after being given treatment. The mean result of the post-test is 80.00. Based on the data, it was analyzed using the paired sample t-test; the mean result of the two variables in the paired sample statistics table revealed that the post-test was greater than the Pretest. The data pre-test and post-test results were calculated using SPSS version 20. It can be concluded that the mean of the Pre-test had 80.00 from 20 N and the acquired standard deviation (Std. Deviation) was 8.885. The post-test had a 50.00 mean from 20 N, and the acquired standard deviation (Std. Deviation) is 8.885.

The paired sample test table (fundamental table) showed that pre-test and post-test experiments' test outcomes significantly changed. In the view of sign (2-tailed) had 0.000 significant (2-tailed) value ($0.000 < 0.05$). It demonstrated that the post-test got higher and showed descriptive reading text using the Circ strategy on students' abilities. The correlation between the two 40 variables was strong based on the paired sample correlations table that the relationship strength of the dependent and independent variable was 0.833 with the significant 0,000. The value of paired sample t-test was -26.153, and the measuring of ttable 5% (2-tailed) was

5.130. The value of the t-test was higher than ttable. ($-26.153 > 5.130$). The alternative hypothesis (H_a) was accepted, whereas the null hypothesis was rejected (H_0). Based on the results of the hypothesis testing. It denotes that it was substantial. As a result, the efficacy of CIRC on students' reading comprehension at SMP Ta'miriyah Surabaya's eighth grade in 2021/2022. It was a significant value

V. Conclusion

Based on the findings and discussions, this study may infer the efficacy of cooperative, integrated reading, and writing on students' reading comprehension at SMP Ta'miriyah Surabaya's eighth grade. The researcher applied a pre-experimental design to one group. That is, testing the hypothesis using the paired sample t-test is significant. The data was calculated using SPSS v20, which showed that the post-test is higher than the Pretest. The data is significant because the analysis results showed that the sign (2-tailed) value is 0.000 < 0.05 . So, H_a (Alternative Hypothesis) is accepted and rejected H_0 (Null Hypothesis).

VI. References

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