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## The Use of CIRC (*Cooperative Integrated Reading and Composition*) To Improve Students' Reading on Recount Text

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### Abstract

The study is aimed to evaluate how well the Cooperative Integrated Reading and Composition (CIRC) method work as a framework for enhancing students' reading skills of recount text at 8 grade of SMPN 37 Semarang. This study was conducted using a simple research method that compared the pre-test and post-test outcomes of 8 grade students at SMPN 37 Semarang, and was carried out in four stages; planning, acting, observing, and reflecting. The results and learning observations are among the outcomes of this study. The Cooperative Integrated Reading and Composition (CIRC) method was proven to be useful in enhancing students' reading abilities based on the research's findings. The test's average score increased, and more pupils met the established criteria (KKM), according to the data. Pre test average are 71,90 and 62 % KKM achievement, and post-test averages are 84 and 85% KKM achievement. In addition, students also showed improvement in their reading ability and critical thinking, as seen in the learning observations by the teacher. Therefore, it can be concluded that the use of Cooperative Integrated Reading and Composition (CIRC) method can be an effective alternative way to improve students' reading comprehension in recount text at 8 grade of SMPN 37 Semarang; it is recommended for English teachers to consider take of this strategy in teaching recount text at junior high school.

Keywords: *CIRC, Reading Comprehension, Recount Text*

## Abstract

Penelitian ini bertujuan untuk mengevaluasi seberapa efektif metode Cooperative Integrated Reading and Composition (CIRC) sebagai kerangka meningkatkan kemampuan membaca teks recount pada siswa kelas 8 SMPN 37 Semarang. Penelitian ini dilaksanakan dengan metode penelitian kuantitatif sederhana yang membandingkan hasil pre-test dan post-test siswa kelas 8 SMPN 37 Semarang, dan dilaksanakan dalam empat tahap; perencanaan, kemudian pelaksanaan, setelah itu observasi, dan yang terakhir refleksi. Hasil yang diperoleh dari penelitian ini meliputi hasil tes dan observasi pembelajaran. Berdasarkan hasil penelitian, penggunaan metode Cooperative Integrated Reading and Composition (CIRC) terbukti meningkatkan kemampuan membaca siswa. Hasil nilai rata-rata tes meningkat, dan lebih banyak siswa yang memenuhi Kriteria Ketuntasan Minimal (KKM). Rata-rata pre test adalah 71,90 dan 62 % mencapai KKM, dan rata-rata post test adalah 84 dan 85 % mencapai KKM. Selain itu, siswa juga menunjukkan peningkatan kemampuan membaca dan berpikir kritis, seperti yang terlihat pada observasi pembelajaran oleh guru. Oleh karena itu, dapat disimpulkan bahwa penggunaan metode Cooperative Integrated Reading and Composition (CIRC) dapat menjadi alternatif yang efektif untuk meningkatkan keterampilan membaca siswa pada recount text di kelas 8 SMPN 37 Semarang; disarankan kepada para pendidik untuk mempertimbangkan penggunaan metode ini dalam mengajar recount text di sekolah menengah pertama.

Kata Kunci: *CIRC, Keterampilan Membaca, Recount Text*

## INTRODUCTION

As a global language used for communication, English is interconnected with many different facets of human existence (Nan, 2018). Since it is officially taught from elementary school through university, English is also regarded as Indonesia's first language outside of its own country. As a result of its status as a universal language of conversation, English has a unique place in the world. As Nan (2018) emphasized Students can learn content via more than just speaking, listening, reading, and writing.

Since reading plays a significant role in the classroom, where language acquisition is the main objective, students must learn how to master all English abilities during the learning process, specifically in reading skill. Reading is crucial because it enables people to gain knowledge and ideas from a number of sources, including newspaper, books, letters, manual, agreements, advertisement, and an extensive variety of other materials, according to Blachowic and Ogle (2008). Reading is one way that people can increase their knowledge as technology develops. Students may learn crucial information through reading activities that instructors do not typically present in the classroom. The ability to comprehend what they have read is required of the students when they read. "Reading is the act of comprehending written language. It is a procedure that is active and requires

recognition and comprehension abilities" (Patel & Jain, 2008). Understanding words and their meanings is only one aspect of reading; it also involves understanding how the writer's concept is expressed in writing. Eskey (2002) suggests that although reading aloud is a favored classroom activity in reading classes, the fact the act of reading is a process of information extraction from a written text rather than translating it into spoken language presents a challenge for teachers.

According to the researcher's interview with the English teacher at SMPN 37 Semarang, some pupils have difficulty understanding recount texts. The students struggled to understand the book and did not reach the minimum standard criteria achievement (known as KKM) used in the school, which is 75. Students must be able to describe the general structure, understand specifics of orientation, event, and re-orientation, and clarify the linguistic features of recount texts in order to grasp them. Some students still have trouble extracting the text's specific details. Some students struggle to understand words because they lack of necessary vocabulary, so they spend time trying to decipher terms that are difficult to understand.

As a result of these difficulties, the researcher needs identify an effective strategy and method to spur students' interest to read texts. Cooperative learning is a technique that researchers can apply to enhance students' reading comprehension or knowledge in classroom activity. Cooperative learning requires students to collaborate on a shared project; they must work together and coordinate their work to finish and complete it (Richard : 2007). Furthermore, in the cooperative learning approach, the students collaborate in groups to master the material. It's more than just a small-group activity; it can help build a community of learners ready to cooperate on significant group projects. It is clear that after getting the teacher's material, class members are divided into smaller groups. They continue until each group member has completed the task and understood it. According to Jolliffe (2007), cooperative learning calls for the students to collaborate in small teams to assist one another and enhance both their own and each other's learning. Slavin (1996 in Strahm, 2007) stated that one of the biggest success stories in the history of educational innovation has been hailed as cooperative learning. Because cooperative learning involves student interaction and impact, teachers can use it to increase their students' reading comprehension.

One approach to group learning is by using CIRC (Cooperative Integrated Reading and Composition). One of the cooperative learning strategies that aims to enhance writing, reading, and other kinds of language skills is CIRC, according to Durukan (2011). In addition, Steven and Slavin (2000) added that through the use of CIRC, students engage

in a range of cooperative activities, including partner reading, identifying important plot points, vocabulary and summary drills, practicing reading comprehension techniques, and process-based writing exercises. In the higher grades of primary school, CIRC is intended to help students improve their reading, writing, and various other language abilities. The CIRC method offers a structure that broadens the use of composition writing strategies as well as chances for direct instruction in reading and writing. The learning system where students collaborate in working groups is the technique's main focus in this research. The CIRC method involves teams of students working together while spelling, decoding, reading comprehension, and vocabulary are coordinated. Additionally, students are inspired to collaborate on this task. The following question is underlined in the current study: How is reading comprehension improved by the Cooperative Integrated Reading Composition (CIRC) method?

## RESEARCH METHOD

The research was a descriptive quantitative research. The researcher employed a one group pre-test post-test design when conducting the study. This study was done at SMPN 37 Semarang, eight grades. 32 students from 8 A, who were enrolled in the first semester of the school year 2022-2023, made up the study's sample.

The steps in carrying out this simple research included:

1. Planning

Planning was carried out by formulating research goals and objectives. In addition, it also formulates the learning method to be applied, learning materials, research instruments, and data collection techniques. The researcher had intended to look into students' difficulties with recount texts at this point, particularly with regard to finding specific information, comprehending the simple past tense, and the vocabulary. The researcher used Cooperative Integrated Reading and Composition (CIRC) method as the possible solution to improve students' reading comprehension. Recount texts were the focus of the instructional materials, which were based on the curriculum's requirements for basic reading proficiency. The researcher also prepared the lesson plan, observation checklist, reading comprehension assessment and field note.

2. Acting

Acting was carried out by implementing the Cooperative Integrated Reading and Composition (CIRC) learning method in reading recount text at VIII

grade, this learning method is applied in two meetings. The instructor delivered the information based on lesson plan which has prepared.

3. Observing

Observing was carried out to monitor the learning process and students' abilities during implementing the Cooperative Integrated Reading and Composition (CIRC) learning method. The observations carried out by the teacher using field note and observation checklist.

4. Reflecting

Reflecting was carried out to find out the results of observations and formulate an action plan for the next meeting. The results of the evaluation and action plans are then used as a basis for carrying out the next learning activities.

The test in the form of written questions and filling out the observation sheet is the collection technique for this research. Tests were carried out to measure student learning outcomes in quantitative or score form. To determine whether the CIRC techniques aids students in their learning process and to calculate the reading comprehension score, the researcher used Minimum Standard Criteria Achievement (KKM) score as the guideline. When using the Cooperative Integrated Reading and Composition (CIRC) learning technique to help students improve their reading comprehension of recount text, observations were made to track the students' progress in the learning process. The researcher observed the procedures and the conduct of the students throughout the learning process using an observation checklist and a field note that had been structured according to the lesson plan.

## RESULTS AND DISCUSSIONS

This section aims to provide an answer the research question of whether or not the CIRC method significantly enhances students' reading recount text. In order to answer the research questions, pre- and post-test designs were employed by the researcher. The VIII grade of SMPN 37 Semarang served as the study sample. This study focused on one VIII A class as its one and only subject. The researcher classified the students score according to the Minimum Standard Criteria Achievement (KKM) score. The Minimum Standard Criteria Achievement (KKM) score at SMP N 37 Semarang in detail as follows:

Table.1 Classification

Classification	Score
Passed of KKM	76-100
Unpassed of KKM	Less than 75

The results of the study found that the implementation of the CIRC method in English subjects in junior high schools on Recount Text material could improve student competency achievements in completing the Minimum Standard Criteria Achievement (KKM). This can be seen from the increase in the score of the pre-test to the post-test students' result.

Table.2 Result of Pre Test

No	Pre Test
1.	60
2.	70
3.	80
4.	60
5.	81
6.	81
7.	81
8.	70
9.	83
10.	70
11.	83
12.	80
13.	81
14.	64
15.	60
16.	60
17.	61
18.	70
19.	65
20.	61
21.	70

22.	65
23.	70
24.	70
25.	65
26.	70
27.	70
28.	75
29.	82
30.	80
31.	81
32.	82

The researcher obtained from the table above that in pretest the lowest score is 60 and the highest core is 83. Furthermore, there was 12 students who completed the KKM while 20 students couldn't complete the KKM.

Table.3 Result of Post Test

No	Post Test
1.	75
2.	83
3.	92
4.	83
5.	90
6.	92
7.	92
8.	83
9.	92
10.	85
11.	92
12.	92
13.	83
14.	83
15.	75
16.	81
17.	67

18.	83
19.	83
20.	70
21.	83
22.	75
23.	83
24.	83
25.	80
26.	83
27.	86
28.	83
29.	92
30.	90
31.	90
32.	90

As a result of the learning process, the researcher obtained that the lowest score is 67 and the highest score is 92. Furthermore, there was 28 students who completed the KKM, while only 5 students couldn't complete the KKM. Below table to make simple in showing percentage of results students' score.

Table.4 Percentage of Pre Test and Post Test Results

Indicator	Pre Test	Post Test
Amount of Sample	32	32
Percent of Students' passed	38%	85%
Percent Students' failed	62%	15%

Diagram.1 Percentage of Pre Test Results

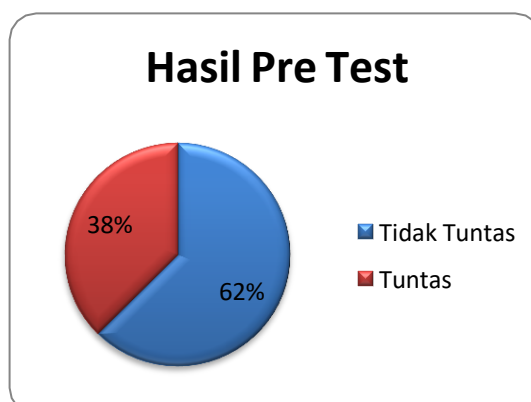
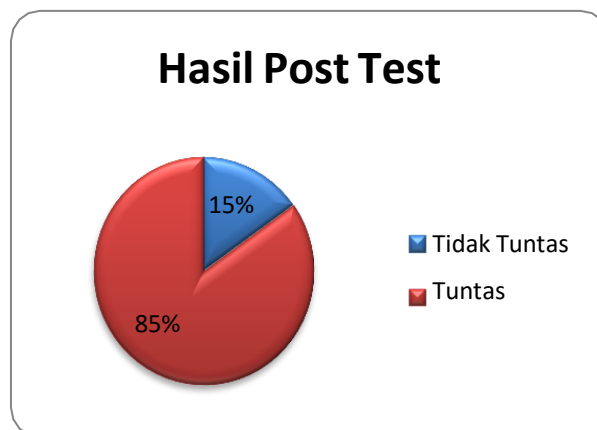


Diagram 2. Percentage of Post Test Results



Based on the diagram above, the comparison of the pupils' scores between the pre-and post test revealed an improvement. In the pretest, students who completed the KKM were 38%. Meanwhile, in the post test, students who completed the KKM increased to be 85%.

From the results of the observations made, it is known that the implementation of the CIRC learning method to recount text is effective in developing students' reading skills in recount text material and their learning interest. Thus, it can be showed that the implementation of this learning method is able to enhance student competency achievements in completing the Minimum Standard Criteria Achievement (KKM) for subjects in junior high school. Therefore, this learning method is recommended as an alternative to increase the quality of learning in junior high schools. In addition, students appear to be more proactive in class, enthusiastic, and participate more in discussions.

The application during the teaching and learning process in the classroom also showed some strength, according to the researcher. Students appeared engaged and interested in learning; CIRC method taught social skills like cooperation, teamwork, and interpersonal skills. Behaviour changed from passive to engaged students. Additionally, the teaching and learning process moved from being teacher-centered to student-centered.

## CONCLUSION

This research concludes that the implementation of the Cooperative Integrated Reading and Composition (CIRC) method can provide significant results in improving reading skills in recount text material at 8 grade of SMP Negeri 37 Semarang. This can be seen from the increase in the number of students who pass Minimum Standard Criteria Achievement (KKM) after the implementation of this learning method. The

Cooperative Integrated Reading and Composition (CIRC) method can also increase student activeness during learning process and their ability to understand recount text reading. This learning method is also able to improve students' ability to think critically, so that it can help improve the quality of learning at junior high schools as a whole.

However, this study has several limitations, such as conducting research in only one school with a limited sample and not conducting research on the long-term effects of implementing the Cooperative Integrated Reading and Composition (CIRC) method. Therefore, for further research activities will be carried out to explore the long-term effects of implementation the Cooperative Integrated Reading and Composition (CIRC) method to enhance students reading skills in recount text.

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