

THE EFFECTIVENESS OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD TO TEACH READING SKILL

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Abstract: The research is entitled “The effectiveness of using cooperative integrated reading and composition (CIRC) method to teach reading skill”. The research is aimed to find out the answer of research question that reads “Is using Cooperative Integrated Reading and Composition (CIRC) Method more effective than that of using conventional method to teach reading skill” The research was an experimental research method in which the researcher compared two groups, experimental and control groups that are given different treatment during the research process. The experimental group was taught by using Cooperative Integrated Reading and Composition (CIRC) Method, meanwhile the control group was taught by using conventional reading method, in this case silent reading method. The result of post-test obtained by both groups was taken as the effect of the different treatment given for both groups. The result of this research shows that teaching reading skill by using CIRC Method was more effective than teaching reading skill by using conventional method. The effectiveness of using CIRC Method to teach reading skill was proved by the research findings that show the mean score of experimental group was 83.5 higher than mean score of control group 64. The result of *t-test* (t-calculation) was 1.90 higher than the value of *t-table* = 1.684 at level of significance 5% (0.05).

Key Words: *CIRC Method, Reading skill.*

INTRODUCTION

Among many language skills, reading is one of the most important skill to master. As the clear evidence, it is true that without reading skill no one will write a letter, it shows that writing skill is nothing without reading. Reading skill also plays more important roles in language learning compared to listening and speaking skill. As the matter of fact, the students can easily acquire their listening and speaking skills without attending the class because they can practice these two skills from the environment outside of the classroom. Even the students have got listening and speaking skills of their first language since they were children. In contrast, we cannot do that in acquiring reading skill because we need special guidance and instruction from the teacher or instructor.

Miller (2006: 73) states that students need reading to enrich their insight and knowledge. Reading also provides a lot of information, for examples when students are reading newspaper there must be some actual information can be accessed, when they are reading the kinds of text or genres they will be introduced to the characteristics of each kind of the text. Through reading students will get an unlimited access to the information about educational world, entertainment, sport, vocation, and even interesting place to be visited.

However, the importance of reading in the learning process especially the roles of reading in the national examination test is not in line with the students' skill in reading. Many of the students still confuse about how to find the main idea of the text, how to find the detail information, and many other aspects relate to reading skill.

Catherine (2002: 22) states that the lack of students' reading skill caused by two factors, those factors are intrinsic and extrinsic factors. The intrinsic factors that affect students' reading skill are those factors from the students themselves, for examples like a low motivation in reading practice and a tired condition of the students. While the extrinsic factors that may affect the students reading skill are those factors that are

coming from outside of the students themselves, for examples like the environment where the students live, the media, method, and material that is used by the teacher in the teaching reading process, and may also comes from the availability of good material in reading.

The lack of students reading skill motivates the researcher to find out an effective solution to solve this problem. One of the solutions that the researcher will use to solve this problem is by using selected method that focuses its activities on developing students' reading skill.

Slavin, at.al (1997: 27) state that Using Cooperative Integrated Reading and Composition Method (CIRC) is a kind of cooperative learning method in which the students have much more chance to develop their reading skill. The students in this method are required to work in some groups which enable them to share the ideas between their peer. Using Cooperative Integrated Reading and Composition Method (CIRC) to teach reading skill hopefully can make a conducive teaching learning environment particularly increasing the students' reading skill through cooperative way.

RESEARCH METHOD

The kind of this research is experimental research in which the researcher intends to examine the effectiveness of using the Cooperative Integrated Reading and Composition (CIRC) method to teach reading skill. In comparison to the use of CIRC Method, the researcher also teaches reading skill to the control group by using conventional method.

Creswell (2008: 294) states that an experimental design is the traditional approach to conduct quantitative research. In experimental research, the researcher tests an idea to determine whether independent variable influences the outcome or dependent variable. The researcher decides to assign a group of students to experience treatments and have another group of students experience something different from the first group (experimental group). The researcher then determines whether those who experienced the idea or treatment performed better on some outcomes than those who did not experience it.

In an experimental design, the researcher divides the subject of the research into two groups, the Experimental Group and Control Group. The Experimental Group was taught by using Cooperative Integrated Reading and Composition (CIRC) Method, whereas the control group was taught by using direct instruction method. The clear design of the research can be seen through the following figure.

Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental group (X)	O1	CIRC Method	O2
Control group (Y)	O1	Direct instructional Method	O2

whole students is 104 students.

According to Creswell (2008: 142) a sample is a subgroup of the target population to which the researcher made generalization. In an ideal situation, someone can select a sample of individuals who are representative of the entire population.

The sample technique used by the researcher in taking the representative sample from the population in this study is simple random sample technique. In simple random sampling, the researcher selects participants (subjects) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population.

In this study, the researcher took two representative classes (based on the result of simple random sampling by using lottery) which placed in experimental and control group. The class placed in experimental group is X class that consists of 20 students, and the class that is placed in control group is Y class that consists of 20 students.

The instrument here is the all means that help the researcher in collecting data. In this study, the researcher used reading test as the instrument. The reading test used to measure the following indicators to determine the successful of the students in reading achievement.

A very early test (reading test) administered by the researcher is pre-test. The researcher delivered the reading test for both experimental and control group, the pre-test is intended to give the clear information for the researcher about the basic ability (before treatment is given) of the students' reading skill. Next then the researcher give the treatment in which the experimental group was taught by using the Cooperative Integrated Reading and Composition Method (CIRC) method, whereas the control group was taught by using silent reading method. At the end, the researcher then administered the post-test to measure the effectiveness of the treatments that have been given during the treatment process.

RESEARCH FINDINGS

THE RESULT OF PRE-TEST				
Experimental Group			Control Group	
No	Subjects	Score	Subjects	Score
1	A.H	30	Ab	40
2	A.F	35	A	40
3	D.M	45	A. M.A.	30
4	E.J	40	A.L	40
5	F	40	Ar	30
6	H.W	35	I. M	40
7	H	40	J. S	35
8	J	25	Jo	35
9	L. K	35	L.S	35
10	L.F	40	M.K. Z	50
11	M. S	40	N.A	40
12	M	30	Ne	35
13	M.A	30	N.D	35
14	M	50	Ra	45
15	Mu	50	R.P	45
16	S	30	R	30
17	SH	30	S.I	30
18	H	35	Sa	40
19	Ma	30	So	50

20	K	40	Z.M.	35
Total		730		760

THE RESULT OF POST-TEST				
No	Subjects	Score	Subjects	Score
1	A.H	80	Ab	70
2	A.F	95	A	55
3	D.M	85	A. M.A.	65
4	E.J	95	A.L	65
5	F	80	Ar	60
6	H.W	80	I. M	40
7	H	80	J. S	55
8	J	80	Jo	65
9	L. K	85	L.S	60
10	L.F	95	M.K. Z	80
11	M. S	80	N.A	60
12	M	60	Ne	60
13	M.A	85	N.D	60
14	M	100	Ra	60
15	Mu	100	R.P	65
16	S	85	R	50
17	SH	85	S.I	60
18	H	70	Sa	60
19	Ma	70	So	80
20	K	80	Z.M.	60
Total		1670		1280

The mean score is the average of absolute differences between each score in a set of cores. In statistics, the mean score is categorized into descriptive statistics computation as well as median, range, and mode. In this case, the result of data analysis shows that the mean score of experimental group is higher = 83.5 than the mean score of control group = 64.

Based on the result of computing the *t-test*, the researcher compares the result of *t-test* with the value of *t-table* that is aimed to test the hypothesis that reads “Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method”. I

in this study, the researcher uses the level of significance at 5% = 0.05 level with degree of freedom 38 then it was found the result of computation was 1.90 in which this *t-test* value is consulted to the value of *t-table* where $t\text{-test} = 1.900 > t\text{-table} = 1.684$ at level of significance 5% (0.05). It means that teaching reading skill by using Cooperative Integrated Reading and Composition (CIRC) method is more effective than that of using conventional method.

CONCLUSION

Based on the results of comparing both *t-test* and *t-table* value, in which the result of *t-test* is higher than the value of *t-table*, it can be concluded that the hypothesis which reads “Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method” is completely accepted at the level of significance 5% (0.05).

The significant differences between reading achievements gained by experimental and control group can be seen through the following result of analysis. a) The mean score of reading that is obtained by experimental group is higher = 83.5 than the mean score of reading that is obtained by control group = 64. b) The difference standard deviation score of reading that is gained by experimental group higher than standard deviation score of reading that is gained by control group, in which experimental group = 47.69 and control group = 24.69. c) The result of t-test (t-calculation) is higher than the value of t-table at the level of significance 5% (0.05). This result of data analysis proved that using cooperative integrated reading and composition (CIRC) method is more effective to teach reading skill than that of using conventional reading method at SMPN 3 Mataram.

Based on the result of data analysis above, the statement of problem that says “Is using Cooperative Integrated Reading and Composition (CIRC) Method more effective than that of using conventional method to teach reading skill at SMP Negeri 3 Mataram in academic year 2013/2014?” is completely answered by the result of computing *t-test* that indicates the effectiveness of the treatments given during the treatment process. Based on the result t-test computation it is known that the result of t-test = 1.900 in which it is compared to the value of t-table = 1.684 (at level of significance 5% (0,050). The result of comparison says that *t-test* is higher than the value of *t-table*, it proves that Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method.

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