

# THE EFFECT OF USING CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) THROUGH VIDEO AT ELEVENTH GRADE

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## Abstract

Reading is important to improve some skills, one of those skills is speaking skill. But speaking requires a lot of knowledge on vocabulary, we need vocabulary to speak. Reading is the best way to learn words. The general purpose of this research is to examine whether there is a significant difference in students' reading comprehension of eleventh grade students by using the CIRC method. A quasi-experimental design is used in this research to identify the causal impact of an intervention on the target population without random assignment when the treatments were given. The research subject is the eleventh class consisting of 40 students. The data collected by using a reading test. In order to analyze the data is by using SPSS 20. The result of this research stated that, "there is a significant difference in students' reading comprehension of eleventh grade between those who are taught by using CIRC and those who are not taught by using CIRC". The finding of t-test obtained was 0.00 which was less than 0.05. It means that there is a significant difference on students' reading comprehension and CIRC has an effect in teaching reading comprehension.

Reading is important to improve some skills, one of those skills is speaking skill. But speaking requires a lot of knowledge on vocabulary, for we need vocabulary to speak. Reading is the best way to learn words. Reading is probably the most important skill for second language (L2) learners in academic contexts (Grabe in Celce, 2001). From that statement when the learners want to learn second language, they must know that the reading skill is the most important skill to learn in second language learning. That means, reading has a great role in mastering English. Reading is the best way for students to learn words. From reading students will try to find the meaning from the word in sentence to understand the text.

However, in Indonesia reading comprehension is still low. (Tiro 2018) states that the PIRLS and PISA data, particularly in reading comprehension skills, show that the competence of Indonesia learners is low. That statement was proven by the data that Taro said in his research. In PIRLS 2011 International Result in Reading, Indonesia ranked 45<sup>th</sup> out of 48 participating countries with a score of 428 from an average score of 500. Meanwhile, literacy test in reading PISA 2009 shows Indonesia students are ranked 57<sup>th</sup> out of 65 countries with a score of 396 (Taro 2018). That means, students in Indonesia still have low understanding how to comprehend the text.

The problem above arise the writer to purpose the use of CIRC (Cooperative Integrated Reading and Composition) method in reading comprehension in XI grade students. CIRC is a suitable method use in reading and also writting. Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing, and other language skills in the upper grades of primary education (Durukan 2011). CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Açıköz; Yaman in Durukan 2011). In other words, CIRC is a suitable method using in reading comprehension, because this method focus on the reading skill and writting.

CIRC is one of the methods in Cooperative Learning. CIRC (Cooperative Integrated Reading and Composition) usually is used in teaching reading and writing. CIRC is a type of cooperative learning technique that is expected to provide smart solution for English language learning. CIRC has some activities inside, such as Reading Group and Teams, Basal-Related Activities, Direct Instruction in Reading Comprehension, Integrated Language Arts and Writing. In this research the writer will choose Basal-related activities. Slavin (1991) stated that “During these groups, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it”. That means some activities in basal related activities makes the students more active, because there are some activities include in that group activity.

Basal-Related Activities include some activities. One of them is checking the correct pronunciation from some words. From the statement above, in basal-related, there are some activities include one of them is checking the correct

pronunciations from some words. From that activity, the writer will use video as the teaching media to show the correct pronunciations. Educators have found films to be valuable for transmitting some types of information in the classroom (Bell & Bull 2010). Means, the information about pronunciation will be informed through the video. The video is about the text that they have read that is narrative text. This media help the method to be learned more easily. The video will show how to pronounce the words correctly because it show the whole story that the students have in every group. In language learning, the teacher has function to make students read not only to pursue the advantages in skimming and scanning, but also to make students know how to read the words correctly (Harmer 1998). In other word, teachers have to show that the pronunciation of the word is important too to be learned.

The theoretical significance of the research is this research o provide some information about the teaching and learning performance by using CIRC through video for enhancing student’ reading comprehension. It can also contribute information to practical knowledge of enhance students’ reading comprehension using CIRC.

## **Method**

An experimental design is the design that shows the general plan to carrying out active independent variables (ary er.al 2010). That means a design of the research as a guideline to carry out the research. This research used a quasi-experimental with non-randomized control group pre-test post-test design (Ary er.al 2010). The experimental group was a group which received treatment whereas the control group is a group which not received it. In experimental group was going to be taught by reading using CIRC method, the control group without CIRC method.

In this research, the writer used multiple choices tests. The multiple choices with five options each number. The students just had to find the correct answer each question. It was given two times (pre-test and post-test) for both group. In this research, the writer used the test that the writer made. The total items of the test were 43 items which consisted of questions about the text that provide. The time to do the test was 80 minutes with the maximum score was 100. According to

To calculate the result of reading comprehension, the writer used statistical analyses by independent t-test formula and using SPSS 20 version.

## Result and Discussion

Pre-test is used to know earlier knowledge of the students' on reading comprehension before the writer gave the treatment. The result of Pre-test is as follows:

Table 4.2 The Result of Pre-test score in Experimental and Control group

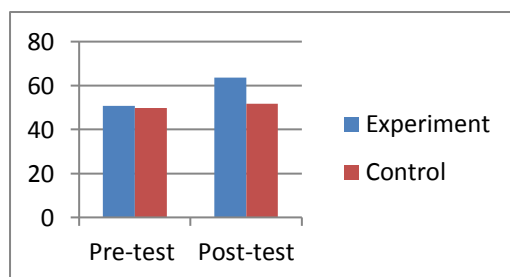
Statistic	Descriptives	
	Experimental Group	Control Group
Mean	45.85	49.90
Variance	62.976	60.095
Minimum	33	35
Maximum	58	60

From the table 4.2 shows that the pretest mean scores in experimental and control group are 45.85 and 49.90.

Table 4.4 The Result of Post-test Scores in Experiment and Control Group

Statistic	Descriptive	
	Experimental Group	Control Group
Mean	63.55	51.75
Variance	37.839	57.671
Minimum	56	37
Maximum	74	63

The table 4.4 shows that the posttest mean scores in experimental and control group are 63.55 and 51.75.



It means the score in experimental group and control group was decreased because as you can see in the table 4.2 in pretest scores, the mean score of experimental group was 45.85 and control group was 49.50. Then, in table 4.3 the means score of experimental group was 63.55 and the control group was 51.75. That means the score was decreased.

To know whether the hypothesis is accepted or not, it can be classified into two:

- Ho (null Hypothesis): There is no significant different in students reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in 2018/2019 academic year between those who were taught by using CIRC and those who were not taught by using CIRC.
- Ha (Alternative Hypothesis): There is a significant different in students reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in 2018/2019 academic year between those who were taught by using CIRC and those who were not taught by using CIRC.

If t-test is more than ( $>$  0.05) or 5% means that Ho is accepted, if the t-test is less than ( $<$  0.05) or 5%, it means that Ho is rejected. In this thesis, the result of using CIRC has a significant different in students reading comprehension. It means that Ho is rejected and Ha is accepted. The result of Independent sample t-test is as follows:

Table 4.11 Independent Sample T-Test Post-test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Post test	Equal variances assumed	.604	.442	5.400	38	.000	11.800	2.185	7.376	16.224
	Equal variances not assumed			5.400	36.429	.000	11.800	2.185	7.370	16.230

Based on the Independent Samples Test, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. The Sig. (2-tailed) is 0,000 and it was less than of 0.05 ( $0.000 < 0.05$ ), it means there was a significant difference on students' reading comprehension of eleventh grade at MA Arkanul Islam Situbondo in 2018/2019 academic year between those who were taught by using CIRC and those who were not taught by using CIRC.

### Conclusion

The research result of reading comprehension after using CIRC as a teaching method to the eleventh grade students at MA Arkanul Islam in the academic year 2018/2019 can be concluded the null hypothesis was rejected and the alternative hypothesis was accepted. That means, there is a significant different of using CIRC on students' reading comprehension at MA Arkanul Islam in the academic year 2018/2019. CIRC is good method for learning teaching process in classroom. It makes students more focus and interested to find the meaning and to understand the text. So, it can be a reference for English teacher as an alternative method to solve student's problem in reading comprehension. This research use media that is video. The video on this research was only used to show the sound and text that makes student a little bored. For the future researcher it is advised that, it would be better to use a more interesting video with the picture and animation in the video

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