

IMPROVING STUDENT'S READING COMPREHENSION THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) ON ACCOUNTING STUDENTS IN TRIATMA MULYA UNIVERSITY

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Ni Made Ernila Junipisa^{i*}, Ni Made Ayu Purnamiⁱⁱ

Universitas Triatma Mulyaⁱ, ITP Markandeya Baliⁱⁱ

Email: ernila.junipisa@triatmamulya.ac.id, madeayupurnami1995@gmail.com

Abstract

This research is aimed to find out whether or not the implementation CIRC during students' learning activities. The participant of this research was 30 students in accounting class in Triatma Mulya University. The required data were collected through the use of questionnaire, observation checklist, and reading test. The data from the questionnaire indicated that students had positive attitude toward the implementation of CIRC. CIRC improves their reading comprehension in learning English and this technique brings more fun to the process of learning. Moreover, it was found from observation data that the students were actively participated during the implementation. Finally, the study proved that CIRC improved students' reading comprehension. Students' mean score of reading before implemented this technique was 56.06 in the beginning of the study the mean score was 71.2 their mean scores improved from 77, 94 to 85, 23.

Keywords: *CIRC, Reading Comprehension, Accounting Students*

1. INTRODUCTION

A language is a system for communicating using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning that used by a particular group of people. English is the global language which important to be mastered in this global era. That is why the quality in teaching English is very important to prepare the English Learners as a Foreign Language can be competitive as the human resource in their life. Actually, the condition which happens in class is the students feel afraid

of English as one of their subject. It is because they feel that English is very difficult. So that, the student needs extra motivation in learn English. From that reason the motivation of student in learning English is very important. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. To motivate the students, the teacher needs to be a model and also as a facilitator. It is necessary to apply method

in in teaching English. In English there are four language skills, they are listening, reading, speaking, writing.

Based on Eyres (2007), reading is a complex process in which readers actively construct meaning from the text. This is fundamental skill that covers the whole skills and also gives great contribution to the three skills and this skill is the best starting point for students to gets started their language acquisition. There are many problems toward student reading achievement. Not only because the content of reading but also students' lack in reading. Just like what is happening in Accounting Students in Triatma Mulya. The common problem that's student usually face in learn reading. Such as, they seem confused when they face a passage that contains something they are not familiar with. There are still many students get problem with their comprehension toward a reading text. Commonly, when they are given comprehensive reading text and asked to answer a follow up questions, the students do not answer the question given because they are busy looking up meanings of difficult words. They do not understand the content of the passage given because there are many difficult words found during reading section.

Moreover, those words cause them to lose the meaning of sentences and in the end, they will not be able to find the relation between the sentences.

However, the reason why this problem occurred was not only from students' factor. Technique used by teacher also gives effect on students' comprehension. The teacher needs to find an effective technique to be applied.

Therefore, it is considered important to know the effect of the technique that are going to be apply to maximize students' reading comprehension as well as to gain students' interest in this course. Absolutely, there are many effects from many strategies that can be applied on students' reading comprehension in Accounting Students in Triatma Mulya. However, among those strategies there is one appropriate method that can properly be applied based on the problem above. The name of the method is cooperative integrated reading and composition. This method is one of strategy that comes in cooperative way that implemented with passage.

2. METHOD

This research is a Class Action Research. Classroom action research is

the research that conducted in the classroom and the purpose is to improve the quality of the teaching and learning process and get the better results Classroom action research takes a long time or period because the researchers have to implement actions and variables that have been designed to get the best result for the students and also for a better learning goals. As stated in Kemmis and McTaggart (2000) as cited in Arikunto (2006) action research as participatory research. There are 4 steps of Classroom Action Research, they are planning, action, observation, and the last is the implementation for each cycle. According to Wijayanti (2020) in classroom action research cycle consist of planning, observing and reflection. In Planning steps the researcher designing the strategy and model of teaching for teaching reading.

In this step, the researcher also preparing the lesson plan, preparing the instruments and setting the criteria of success. In action step, will be the implementation of the lesson plan. In observing, the researcher will collect the data and the students'score from their reading. In reflecting is deal with process of analyzing the data collected. By doing

this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not been achieved yet. The type of this research is consist of 4 steps, they are planning, action, observation, and the last is the implementation for each cycle.

This action research is carried out within three cycles, cycle 1, cycle 2 and cycle 3. The procedures of the study is begun by conducting pre-research, followed by planning step, action step, observation step, and reflection step. There are several data collection techniques applied in this study such as test, observation, field notes and questionnaire. The test is consisted of four tests, namely pre-test (Test 1), posttest in cycle 1 (Test 2) and post-test in cycle 2 (Test 3). Post-test in cycle 3 (Test 4) Meanwhile, during observation, observer is equipped with an observation sheet.

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Data collection techniques used tests, questionnaires, observations, interviews, and documents. Data validity uses triangulation techniques, namely data triangulation and source triangulation. Data analysis used is quantitative and qualitative data analysis. This classroom action research was carried out for three cycles. Each meeting consists of planning, implementation, observation and reflection.

There were two types of reading test that used in this study. The first one was pre-test. It was used to measure students' reading comprehension before the implementation of the technique. The second was post-test. It was administrated to measure the improvement of students' reading comprehension after the implementation

of the technique and this test was given at the end of the cycle. The result of pre-test would be compared with the result of post-test I and post-test II and post-test III, to know the effectiveness of the treatment given in two cycles in improving the students' reading comprehension. Second was researcher's diary. Researcher's diary was used by the researcher in order to take a note the classroom activities during the teaching and learning process. It was used to record students' behaviours and the condition of the class during the teaching learning activities. The data from the researcher's diary was used to know the students' problems during the teaching and learning process.

The last was questionnaires. The questionnaire was divided into two. The first was administrated after the pre-test. It was used to know about problems that the students face in reading class and the second one was given at the end of the cycle in order to know students' responses after giving the action. The data obtained from the test were analysed by using descriptive quantitative method. The data obtained from researcher's diary and the questionnaires were analysed by using qualitative method.

The purposes of action research in school and classroom fall broadly into five categories Cohen (1989) in Khasanah (2013) They are; First, it is a mean of remedying problems diagnosed in specific situations, or improving in some way a given set of circumstances. Second, it is a mean of in-service training, thereby equipping the teacher with new skills and methods, sharpening his analytical powers and heightening his self-awareness. Third, it is a mean of injecting additional or innovatory approaches to teaching and learning into an ongoing system which normally inhibits innovation and change. Fourth, it is a mean of improving the normally poor communication between the practicing teacher and academic researcher. Fifth, it is a mean of providing a preferable alternative to more subjective approach to problem solving in the classroom.

From those explanation above there are five purposes of classroom research; remedying, in service training focus on teacher preparation in terms of method or skill, the third one is a place or a chance to add some approaches to improve the innovation of teaching skills, the fourth one is to improve the communication that occur between

teacher and researcher and the last one is to give a chance to find alternative approaches to solve all the problems that occur in classroom activities.

In this research the researcher will use classroom action research to find out whether there is any improvement of student's reading comprehension with CIRC technique that applied in classroom activities. The students will be taught by CIRC.

While according to Slavin (1991: 74-75) he states that CIRC is the newest of the Students Team Learning Methods. Slavin(1991) also added in his booklet Student-Centered and Constructivist Approaches Instruction. CIRC is a teaching reading strategy that. Students work in four-member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making predictions about how stories will come out, summarizing stories to one another, reading responses to stories, and practicing spelling, decoding, and vocabulary. They also work together to master main ideas and other comprehension skills, then students reading and preparing for publication. Three studies of CIRC program have

found positive effects on students' reading skills, including improved scores on standardized reading and language tests. According Durukan's Educational Research (2010), the implementation process of CIRC technique are: 1) Introduction by teacher: Firstly of all, teacher shares basic information with classroom. 2) Group work: 4 or 5 student groups were established. Worksheet and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and conveyed to other groups. 3) Assesment: Depending on the features of the selected technique, skills or information learnt by students in relation to course content are assessed by students individually or cooperatively. 4) Detection of successful groups: Individual and group assessment of the student scores are entered on a group scoreboard and the resulting scores are summed. According to Slavin in his booklet *Student-Centered and Constructivist Approaches Instruction*, CIRC have found positive effects on students' reading skills and comprehension, including improved scores on standardized reading and

language tests. Slavin (2005) argues that CIRC helps teacher to help more time in giving feedback. He adds that reading group in CIRC aims to achieve reading comprehension, vocabulary, implicit message and spelling. Slavin in Suyitno (2007:25) also adds "in addition to solving the problems of management and motivation in individualized programmed instruction, CIRC created to take advantage of the considerable socialization potential of cooperative learning." CIRC also has weaknesses, such as not all of the students active in group presentation, sometimes only a few of students active in presentation, so the others become passive then intend to be bored during the presentation. Not all of students also do the work well, they sometimes don't know or understand how to responsible with their group. CIRC spend many times when group division, or when working together or discussing, in this situation, the students sometimes make any noisy and they talk each other. So, the teachers have to manage and walk around during the discussion to solve it, so the discussion can be effective.

3. FINDING AND DISCUSSION

In each cycle the students will do some tasks in reading. They will answer some questions that related to the passage. The teacher will take score from the student's work. The student's work is taken from student's reading assessment. The students produced several pieces of work. And from their portfolio, the assessment is based on for each cycle.

Table 01. Category of Score

Score	Category
80 -100	Excellent
65 -<80	Good
55 -<65	Adequate
40 -<55	Unacceptable
<40	Not college level

This research consisted with three cycles. At each meeting is carried out in accordance with the plan has been made.

Table 2 . Average Score of the Result of the Study

Cycle	Average	Percent
Before Cycle	56,06	20,24%
Cycle I	71,2	51,2%
Cycle II	77,94	80,3%
Cycle III	85,23	90,4%

Based on Table 1, it can be seen that in the first, second and third cycles the average score and percentage of observations on teachers and students increased. The results of these

observations have shown the achievement of the target performance indicators, namely the observation results reach an average of 82%.

Based on the table, the average score was lower. After the treatment the average score was better in each cycle. The percentage of completeness of student learning outcomes when compared with pre-cycle, cycle I, cycle II, and cycle III has increased. The Implementation of CIRC can improve students' reading skill. In implementing the CIRC there are some steps in implementing the CIRC, they are; making a group consist of 4-5 students, give them the text that related to their competency, do the task with the group, individual score based on the group success, make a summary of the material after discussion session already finished.

In the learning process there are some improvement that occurred. In cycle 1 it was found that students did not focus and bored in the lesson but in the cycle 2, the students became more focus on the lesson, interested in the class reading session. Based on Kauchak (1996) stated that A CIRC uses modeling as the central idea of social cognitive theory that people learn through

interacting with and observing each other. This learning from models makes the students focus on the reading activities. The result proves that a CIRC is able to improve classroom activities. The improvements are presented in the following table.

Table 03. Improvement in Classroom

Problems indicator	Before Research	After Cycle 1	After Cycle 2	After Cycle 3
The students need a longer time to answer the questions	Most of the students did the task by themselves and it takes longer time for them to finish the task	The student did not need longer time to finish the task	The student can start to answer some questions/ task than before.	The student can start to answer the task and enthusiast in discussing the task with their group
The student feel bored with the reading activity	Some students seemed not interested in the lesson because the technique of teaching is too monotonous	The student started to participate in class activity	The students participated actively during the class activity	The student seemed enjoy with the classroom activity
The student did not focus on the task	During the activity the students still confusing and talk less with the group	The student did not afraid to discuss with their friend during the classroom activity	Some students focused in classroom activity	Some students were able to focused and finished their task with their group

From the table presented above, it can be seen that the usage of CIRC technique has created better classroom situation. The improvements occurred during the teaching learning process.

4. CONCLUSION

Based on the research result above it can be concluded that the CIRC can improve reading skill. The improvement can be shown from the result and student's score in reading activity. Before the researcher implemented a CIRC, the mean score of their reading only 56.06. After the researcher implanted the CIRC the mean score increase from 71.2, 77.94 to 85, 23.

Beside that this technique can improve the reading comprehension in class situation. The students more focus and pay attention to the activities that occurred in the class. The students also enjoy the activities. The students more creative and confidence in group discussion or group work. The last conclusion the CIRC can improve students enthusiasm in reading group activity. They also confident to answer the questions.

The research would like give some suggestions for the students, for the teacher, the institution of education, and

also for the other researcher. For the students, the researcher suggested the students can choose or use the method that is helping them in studying especially in reading. For teacher, the researcher suggests that the English teacher could apply the appropriate teaching technique or method is really helpful for the students for the example the CIRC. For the institution of education, the researcher suggests that the institution of education should be provided with appropriate facilities in order to support the teaching and learning process. Finally for the other researcher, the researcher wants to suggest that they can get a great experience which can be used for doing a better action research in the future.

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