The Effectiveness of Using Cooperative Integrated Reading and Composition Learning Method Towards Students' Reading Comprehension in Narrative Text

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Abstract
This study aims to find out the effectiveness of using Cooperative Integrated Reading and Composition learning method towards students' reading comprehension in narrative text. In conducting this study, the writer applied pre-experimental method and one group pre-test and post-test design. This study is conducted to the first-grade students of SMAN 15 Pekanbaru. The purposive sampling is the type of sampling technique in this study where 35 students from class X B as the experimental class. The instrument used to collect the data was a multiple-choice test that consisted of 40 questions. Then the data obtained from pre-test and post-test were analyzed by SPSS version 25.0. The hypothesis was conducted using Paired Sample Test. The results of the data analysis showed T-test was higher than T-table (24.911 > 2.022) with a significant level of 5% which means the altenative hypothesis of this study (Ha) is accepted. Therefore, CIRC learning method affects students' reading comprehension in narrative text. It is suggested to use CIRC learning method for teacher, students, and researcher. CIRC learning method can encourage students to improve their ability in reading comprehension especially in narrative text.
Keyword: Cooperative Integrated Reading and Composition Learning Method

INTRODUCTION

Since English is a foreign language in Indonesia, most students, regardless of educational background, find it challenging to understand English texts. The majority of people these days just read without considering how to understand. It takes greater comprehension to read. To understand it, a reader must have a wide range of skills and abilities. This requires a variety of information types, motivation, and cognitive abilities. Additionally, the text employed and the precise behaviors that a person engages in affect the cognitive talents, motivational abilities, specific languages, and knowledge base referred to in each reading comprehension act. Students in high school can receive reading comprehension instruction in a variety of ways to support their academic progress, based on the syllabus. Teachers use various strategies to help students comprehend text. It is important for readers to accurately recognize words, understand the meaning of most words, and logically connect concepts to fully understand the text. The writer performed a preliminary study at SMAN 15 Pekanbaru using observation and interview prior to undertaking this investigation. A preliminary study was conducted in January 2023 by interviewing an English teacher for class X SMAN 15 Pekanbaru. Based on the information the writer obtained, SMAN 15 Pekanbaru uses the Merdeka Curriculum. Currently the implementation of the Kurikulum Merdeka at SMAN 15 Pekanbaru is already at level two, namely Mandiri Berubah. Mandiri Berubah is the level of implementation of Kurikulum Merdeka the where at this level the school has implemented the complete Kurikulum Merdeka along with the principles and content of the Kurikulum Merdeka in accordance with the criteria.

The writer received data regarding the degree of students' comprehension of SMAN 15 Pekanbaru when reading texts in order to learn English from the English teacher. But the problem is that first year students have low motivation in learning English. Most first graders hesitate before reading and understanding the assigned literatur. In addition, in learning texts they cannot understand the main premise of the text and its supporting information. As a result, most students have difficulty understanding what they read. Especially when reading texts that contain long stories. This is partly due to the limited vocabulary they have which then causes a lack of comprehension in reading. Students have difficulty identifying the text's main idea and comprehending its material (Amelia & Novia, 2021). Therefore, they often find it difficult to understand English learning especially when there is teaching material that discusses narrative texts, such as narrative text. CIRC can be used as a basis for conducting research to answer existing problems in English language learning. The use of the Cooperative Integrated Reading and Composition (CIRC) learning method in the study of English narrative text is one of the actions that must be taken to overcome these issues and is anticipated to be able to provide solutions to improve students' English learning skills. In this study, narrative material is interpreted using the CIRC Learning Method.

According to Mubarok and Sofiana (2017), Cooperative Integrated Reading and Composition (CIRC) is a type of cooperative learning that involves students engaging in a variety of activities for communication, collaboration, problem solving, and final products. CIRC's primary objective is to teach students broadly applicable reading comprehension abilities through cooperative teamwork. By working in small groups, CIRC students are able to finish their assignments faster. In addition to learning the content, students must assist each other in their group in obtaining information from each teacher. Yunita has done a study on the efficiency of employing the CIRC learning method (2020). The study looked into how students' reading abilities related to narrative content when using the Cooperative Integrated Reading and Composition (CIRC) technique. The writer's research and this study differ in that the former seeks to determine how the CIRC learning method affects students' reading comprehension while the latter uses a pre-experimental research design and purposive sampling technique to determine the effectiveness of the CIRC learning method on students' reading comprehension.

The writer is interested in doing study at SMAN 15 Pekanbaru because, given the context that has been previously mentioned, they want to know how well the CIRC learning method works for students' understanding when they are learning to read text through narrative text learning. The writer used the Cooperative Integrated Reading and Composition (CIRC) learning method, which is theoretically believed to be able to assist students in improving their reading skills and better understanding of narrative text, to conduct this research in an effort to address the issues that are currently present in English language learning. The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Learning Method Towards Students' Reading Comprehension in Narrative Text is the study project that the writer is therefore interested in undertaking. Therefore, the research question as follows: Is there a significant difference before and after using Cooperative Integrated Reading and Composition (CIRC) Learning Method Towards Student's Reading Comprehension in Narrative Text.

RESEARCH METHODS

This study uses a pre-experimental research approach. According to Sugiyono (2013), an experiment is a type of research methodology used to examine the effects of particular treatments on subjects in a controlled environment. Three forms of pre-experimental design exist, according to Sugiyono (2013): Intact-Group Comparison, One-Shot Case Study, and One-Group Pretest-Posttest Design. Additionally, the writer employed pre-experimental types in

this study. Pre-test-Post-test in One Group. The population of this study is first-grade students SMAN 15 Pekanbaru for the 2023/2024 school year. There are 288 students in total in the population. The sample of this technique that the writer used is purposive sampling. The sample of this study is class X B. Reading test consist of 40 multiple-choice questions. The students are required to complete 40 multiple-choice questions with four possibilities for each item, as instructed by the teacher. Ninety minutes are allotted for reading the content and responding to the question. There are two types of the test that given to students, namely:
1. Pre-test, is a test administered to students before using CIRC Learning Method.
2. Post test, is administered after using CIRC Learning Method.

The writer uses Statistical Products and Service Solutions (SPSS) version 25.0 to analyze the data. The writer tested the questions by doing a try-out first in class XA as a test of the validity and reability. The writer examined the data from reading test (pre-test and post-test). After collecting the data, the writer determined the data using a t-test formula to know whether there is a significant difference before and after treatment in students' reading ability.

RESEARCH RESULTS AND DISCUSSION
This part discussed the result of the students' reading comprehension in narrative text test after being given CIRC Learning Method treatment in 4 meetings.

Descriptive Statistic of Pre-test and Potst-test scores

Table 1. Table One-Sample Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	35	25.0	75.0	50.286	9.2508
Posttest	35	70.0	95.0	84.357	5.7632
Valid N (listwise)	35				

The statistics show that when students use the CIRC learning method, their mean post-test score increases. The students' mean pre-test score was 50.286, while the mean post-test score was 84.357. The mean score of the students increased by 34,071 points between the pre-test and the post-test. Based on the results, it can be concluded that using the CIRC learning method improved students' reading comprehension of narrative text.
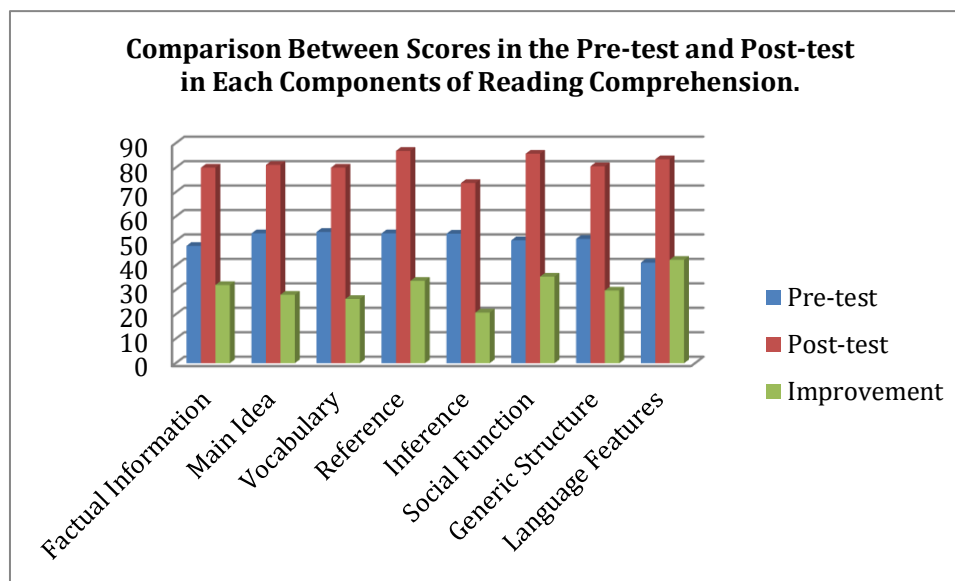
The Comparizon between Students' Pre-test and Post-test
The treatment given to students in 4 meetings had good effect on students' reading comprehension. The result shows that there are some significant improvements in students' ability to understand narrative text after being taught using the CIRC learning method. The improvement can be seen in table:

Table 2. Comparison between Scores in the Pre-Test and the Post-Test in Each Components of Reading Comprehension

No.	Aspect of Reading Comprehension	Mean Scores		Improvement
		Pre-Test	Post-Test	
1	Factual Information	48	80	32
2	Main Idea	53.14	81.14	28
3	Vocabulary	53.71	80	26.29
4	Reference	53.14	86.86	33.72
5	Inference	53	73.71	20.71

6	Social Function	50.29	85.71	35.42
7	Generic Structure	50.86	80.57	29.71
8	Language Features	41.14	83.43	42.29

Figure 1. Comparison between Scores in the Pre-Test and the Post-Test in Each Components of Reading Comprehension

Based on the data above, students have improved in each component. On average, students obtained a score of 80 on each average component which was already included in the very high category. However, a score of 80 according to the existing score classification is the lowest score in the ability level range.

Data Analysis

The researcher had to conduct the normality test before analyzing the hypothesis to determine if the data in the test is well modeled by the normal distribution. The researcher used SPSS 25.0 to find out the distribution of the data and the test used the Kolmogorov-Smirnov test. The measurement of normality will be:
1. Asymp. Sig (2-tailed) > 0.05 means the data are normal.
2. Asymp. Sig (2-tailed) < 0.05 means the data are not normal

The normality is demonstrated in table 3 below:

Table 3. Table One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		35	35
Normal Parameters[a,b]	Mean	50.286	84.357
	Std. Deviation	9.2508	5.7632
Most Extreme Differences	Absolute	.112	.147
	Positive	.103	.147
	Negative	-.112	-.144
Test Statistic		.112	.147
Asymp. Sig. (2-tailed)		.200[c,d]	.055[c]
a. Test distribution is Normal.			
b. Calculated from data.			

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

As demonstrated in the table above that the value of Asymp. Sig (2-tailed) in the pre-test is 0.200 which is larger than 0.050 as well as the value of Asymp. Sig (2-tailed) in the post-test is 0.055 is larger than 0.050. As mentioned by Suliyanto (2005:71), the data is said to spread normally if the asymptotic significance value (two-tailed) > 0.050 based on the results of the data from pre-test and post-test, it can be concluded that the data are in normal conditions. As the data distribution is normal, therefore the analyzing of the data could be continued.

Hypothesis Analysis

In the research, a t-test formula was carried out to compare the result of pre-test and post-test in determining whether the hypothesis (H_a) could be accepted and also measuring whether the treatment could give the effect on students' reading comprehension or not.

Table 4. Table Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-34.0714	8.0915	1.3677	-36.8510	-31.2919	-24.911	34	.000

Table 4 demonstrates that the result of the t-test was 24.911. Meanwhile, t-table on the df (degree of freedom) 34 was 2.022 with the level significant (a) = 5%. According to the result, the t-test was larger than the t-table on a significant level of 5%. The level significant was 24.911 > 2.022. The researcher used the result to answer the research question "is there a significant difference before and after using Cooperative Integrated Reading and Composition (CIRC) learning method towards student's reading comprehension in narrative text?". It means that the H_a (alternative hypothesis) is accepted and the H_o (null hypothesis) is rejected.

Discussion

The purpose of the research conducted was to evaluate the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) learning method in improving students' comprehension of narrative texts. Through four treatments using the CIRC method, significant improvements in students' reading comprehension were observed from pre-test to post-test. Data analysis revealed that the average post-test scores exceeded the pre-test scores, indicating a significant increase in students' reading comprehension levels. In addition, the study examined eight components of reading comprehension, including factual information, main idea, language features, reference, vocabulary, inference, generic structure, and social function, with improvements noted in all components.

Comparison with previous studies confirmed the effectiveness of the CIRC learning method in improving reading comprehension. Specifically, while previous research highlighted vocabulary as the component with the most significant improvements, this study identified references as the focus of improvement. Despite the differences in the components highlighted, the overarching conclusion remains consistent: the CIRC method promotes improved reading comprehension skills in students. Further analysis revealed notable improvements in language features, references, vocabulary, generic structure, inference, factual information, main idea, and social function, demonstrating the comprehensive impact of the CIRC learning method on students' comprehension skills.

In conclusion, the findings confirm the effectiveness of the CIRC learning method in improving students' reading comprehension and highlight its potential for reinforcing existing knowledge, cultivating prediction skills, and refining writing skills. Given the demonstrated effectiveness, educators are encouraged to consider integrating the CIRC method into high school curriculum to improve students' comprehension of narrative texts and to strengthen their overall comprehension skills. The study highlights the importance of innovative pedagogical approaches in facilitating effective learning outcomes and underscores the value of tailored strategies in advancing educational goals.

CONCLUSIONS

The goal of this study is to determine how well the cooperative integrated reading and composition (CIRC) learning method teaches reading comprehension. The writer finds that Cooperative Integrated Reading and Composition (CIRC) significantly improves students' comprehension of narrative texts based on the data findings and discussion in the preceding chapters. The lowest pre-test score was 32.5, while the post-test score was 70, and the highest pre-test score was 75, while the post-test score was 90 for the first-year XB students at SMAN 15 Pekanbaru. The data analysis shows that the students' reading skills, particularly when it comes to narrative texts, were enhanced via Cooperative Integrated Reading and Composition (CIRC). The fact that the post-test means score (81) exceeded the pre-test mean score (50) indicates this. Moreover, hypothesis test shows that the t-test was larger than the t-table on a significant level of 5%. The level significant was (24.911>2.022). It means that the H_a (alternative hypothesis) is accepted and the H_o (null hypothesis) is rejected. In conclusion, there is a significant difference before and after using Cooperative Integrated Reading and Composition (CIRC) learning method towards students' reading comprehension in narrative text.

In light of the research conclusions, guidance can be provided to various stakeholders. Teachers are encouraged to stimulate students' prior knowledge and motivation before engaging in reading activities, utilizing methods such as topic-related discussions and multimedia presentations to foster interest. For students, developing a clear reading purpose, enhancing comprehension across diverse materials, and cultivating a reading habit while motivating peers can significantly improve their overall reading comprehension. Further research avenues include investigating the scalability of the Cooperative Integrated Reading and Composition (CIRC) method in larger class settings and exploring its applicability across different text types, considering the method's reliance on students' prior knowledge and its successful implementation with narrative texts. By addressing these recommendations, educators and researchers can contribute to the ongoing enhancement of reading comprehension strategies and outcomes in educational contexts.

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