

The Impact Of CIRC (Cooperative Integrated Reading Composition) In Reading Comprehension Ability By Using The Cooperative Approach

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Abstract

The purpose of this research is for define the impact of the use of cooperative approach Cooperative Integrated Reading Composition (CIRC) type in reading comprehension students of STAI Miftahul Ula Nganjuk . This research is a quantitative research with descriptive method and quasi experimental research design. The population of this research were all students of 4th semester of Islamic Education in in 2015/2016 academic year. Sampling was done by using simple random sampling. In this research instrument is objective tests. The research data were analyzed using statistical techniques. Based on the findings, it was concluded that there is significant effect use of cooperative approach Cooperative Integrated Reading Composition (CIRC) type in reading comprehension of students of STAI Miftahul Ula Nganjuk. Based on t-test, was obtained $t'_{count} = 4,792$ and $t_{table} = 1,67$. So that, H_1 was accepted. Thus, the CIRC type of cooperative approach more effective use in learning to read, especially reading comprehension in students of STAI Miftahul Ula Nganjuk.

Keywords : Impact, CIRC, Reading Comprehension Ability.

1. Introduction

Reading activity is a complex exercise, more than just activity. The reading is an interactive activity to pick and understand the meaning contained in the board material(Somadayo, 2011; Azizah et al., 2019). Furthermore, based on Slameto, (1988) reading is also a process that is undertaken and used by readers to know the message to be delivered by the author through the words/writing materials as the medium. In the stage of reading, activities that demanded not physical that use jus the senses of sight, but also including mental activity is understanding and arrests mean good reading of what is read. Miftahul Huda (2011) said that the reading is not only the ability to recognize letters arranged into a sentence or a fine ability to pronounce, it covers mental capabilities directed that could capture and understand the ideas behind the writing was disguised by readers.

Reading comprehension is a process of acquisition of meaning that actively involves the experience and knowledge that has been owned by the readers and be connected to the content of reading. Somadayo (2011) states that there are three main points in reading comprehension, are (1) the experience and knowledge that has been held

on the material; (2) linking experience and knowledge with the text to be read; and (3) the process of obtaining the meaning actively in accord with the view held. Reading comprehension is an activity attempted by the reader to relate old information with new information to gain new knowledge.

According Agustina (2008), in order that reading comprehension can be beneficial or achieve the desired goal, there should be variations in reading and test it. There are several techniques as variations to test one's absorption in reading comprehension, among others (1) to answer questions; (2) summarize the literature; (3) look for the main idea; (4) complete paragraphs; (5) Group Cloze/GC; and (6) techniques to organize readings (Group Sequencing/GS). The material requires students to be able to understand the reading, both literary and non-literary texts. It can be seen in Curriculum of STAI Miftahul Ula Nganjuk. In the curriculum. This course consists of three credits taught in students of semester 3. But in reality, learning reading comprehension has not been done properly so that it can be said that the students have not been able to understand a reading well (Muh Barid Nizarudin Wajdi, 2019).

Many factors affect students' ability in reading comprehension. These factors consist of internal factors, are the factors that comes from within the students, as well as external factors, are factors that come from outside the student. Internal factors among others are interest in reading, vocabulary, talent, academic achievement, mental, motivation, and so on (Iru et al., 2012). External factors, such methods and techniques of learning, faculty, completeness existing books owned by the students, the environment, and curriculum. Socio-cultural and economic factors also influence the family of a student reading activities. One of the external factors that affect the low reading comprehension is the selection of students learning techniques.

Therefore, it is important for lecturer to choose and use appropriate learning approach with the learners. This is in accordance with the opinion of Wina Sanjaya, that educators are at the forefront in achieving quality learning, related to the ability of educators in the management of learning through the use of learning strategies that support the achievement of learning effectiveness (Sanjaya, 2006). Learning strategies used by educators include ways to select learning activities in the learning process. But this time, there are educators who do not choose the ways to achieve effectiveness in learning. There are still educators who use conventional methods in implement of learning. The high intensity material explanation made by educators to make students do not do a lot of activities, whereas "individual activeness in learning to be a very important element and determine the success of learning" (Kurnianingtyas et al., 2012).

It also expressed by Handhika (2010:11) that a lecturer required to be creative, varied and develop learning interesting and fun. It can be done by selecting the approaches and learning methods appropriate to the nature of the material or teaching materials and in accordance with the desired conditions of students. In order for learning outcomes in reading comprehension for the better, in this study used a cooperative approach.

Michaels states in Solihatin (2007), says that "Cooperative learning is more effective in increasing motive and performance of students". In cooperative learning, students will interact with other students and a lot of learning activities within the group (Sanjaya, 2008; Setyawan et al., 2019). Students work in groups at the same time responsible for the success of the group. Each member in the group has a positive interdependence, prompting each member to always play an active role in the group. With these circumstances, cooperative learning can deliver learning conditions are attractive, meaningful and challenging which then can increase learning motivation is high. (Muh Barid Nizaruddin Wajdi, 2016)

In this research, use of cooperative approach Cooperative Integrated Reading and Composition (CIRC) type because this type of learning is a type of learning that is broad and complete to the teaching of reading and writing. CIRC type of cooperative approach is a learning technique that is designed specifically for learning reading, writing and language arts. CIRC cooperative learning model consists of important elements, namely activities related basis, the direct teaching of reading comprehension lessons and language arts writing unified. The main objective of the CIRC is using a cooperative teams to help the students learn reading comprehension abilities that can be applied widely (Slavin, 2011). This method is cooperative in order to improve cooperation among the students, all students are guided and directed to the active and creative so that learning becomes a more effective and efficient (Davis, 2004; Mayer, 2002).

That is supported with research result by Sulistyarningsih showed that cooperative approach CIRC type have positive effect to increasing the ability of academic and students' learning activities (Kusumaningrum et al., 2015; Kurnianingtyas et al., 2012). Based on Suprijono, steps in implementing the CIRC is as follows. First, form a group whose members 4 which are heterogeneous. Second, the lecturer gives the discourse/clipping according to the topic (Sanjaya, 2006). Third, students cooperate reading to each other and discovering the core idea and respond to the discourse/clippings and written on sheets of paper. Fourth, presented the group's work. Fifth, lecturers make conclusions with students. Sixth, cover the learning. Therefore, it is necessary to study in order to describe whether or not there is the effect of the CIRC type of cooperative approach to reading comprehension of students.

2. Method

This research is a quantitative research with descriptive method and quasi-experimental research design. The population of this research were all students of 4th semester in STAI Miftahul Ula Nganjuk of 2015/2016 academic year. Students are divided into eight sessions, were A, B, C, D, E, F, G, and H. The sampling was done by using simple random sampling. In this study, students are grouped into two groups, are the control class and experiments class. Control class were taught using conventional teaching methods and class experiments using the cooperative approach CIRC type. Furthermore, in both classes, given the material and the same learning tests. After testing normality and homogeneity of the study population, with the number of selected session A class of 30 students as control and session C with the number of 27 students as an experiments class for both classes is normal and homogeneous class. In addition, both the class also has an average value that is relatively the same.

Instruments for data collection used are objective tests. Objective tests used to assess student reading comprehension. Objective test used in the form of multiple choice. Multiple choice is used to measure the reading comprehension of students amount to 50 rounds (before the determined valid and reliable), which consists of five answer options, namely A, B, C, D, and E. After analyzing the grains of such tests, obtained 30 items to be used as a valid and reliable research instruments. Students are required to choose one of the five answer choices, which they think is right. If the student answered the question correctly, will be given a score of 1. Conversely, if it is not correct, it will be given a score of 0. The indicators used to measure reading comprehension, are (1) to answer questions; (2) summarize the literature; (3) look for the main idea; (4) complete paragraphs; (5) Group Cloze/GC; and (6) techniques to organize readings (Group Sequencing/GS).

Data collection techniques used in this research followed the steps as follows. First, the lecturer give objective tests to students for collect data reading comprehension Second, the student is answering objective tests that have been given. Third, lecturer gather tests which have been done by the students. The research data were analyzed using statistical techniques. Formulas are used to see the effect of the independent variable (X) on the dependent variable (Y). From the data analysis, obtained the conclusions that can accept and reject the hypothesis that has been formulated. The steps are performed as follows. First, the data description by using lists frequency distribution, average price, and a histogram. Second, the testing requirements analysis, include: Liliefors test for normality test and homogeneity test by test F. Third, hypothesis testing was done using t^* -test formula.

3. Results And Discussion

3.1. Reading Comprehension Ability Students In Control Class

The results of the analysis of the value of reading comprehension in the control class is taught using conventional methods can be seen in table 1.

Table 1: Reading comprehension ability students in control class.

No	Value	Qualification in The 10 scale	Freq	%
1	40	Less	1	3,33
2	50	Almost enough	2	6,67
3	53,33	Almost enough	3	10
4	56,37	Almost enough	2	6,67
5	60	Enough	2	6,67
6	66,67	More than enough	3	10
7	70	More than enough	4	13,33
8	73,33	More than enough	5	16,67
9	76,67	Good	5	16,67
10	80	Good	1	3,33
11	83,33	Good	2	6,67
Amount			30	100

Based on the table, found that reading comprehension in control class are taught using conventional methods can be grouped into 11 groups, as follows. Students who received value of 40 is 1 person (3,33%); students who received value of 50 are 2 persons (6.67%); students who received value of 53,33 are 3 persons (10%); students who received value of 56,67 are 2 persons (6.67%); students who received value of 60 are 3 persons (10%); students who received value of 66,67 are 3 persons (10%); students who received value 70 are 4 persons (13,33%); students who received value of 73,33 are 5 persons (16,67%); students who received value of 76,67 are 5 persons (16.67%); students who

received value of 80 is 1 person (3.33%); and students who received value of 83,33 are 2 persons (6,67%). The average value reading comprehension in control class are taught using the conventional method is 67 which is the More than enough qualification. Based on the table, reading comprehension in control class can be described in the following histogram as shown on figure 1.

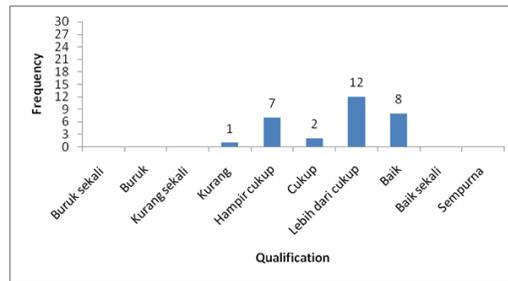


Figure 1: Histogram Reading Comprehension Ability in Control Class

3.2. Ability Reading Comprehension Students in Classroom Experiment

The results of the analysis of the value of reading comprehension in the experiment class is taught by using cooperative approach CIRC type can be seen in table 2.

Table 2: Reading comprehension ability students in experiment class.

No	Value	Qualification in The 10 scale	Freq	%
1	60	Enough	1	3,70
2	63,33	Enough	1	3,70
3	70	More than enough	2	7,41
4	73,33	More than enough	2	7,41
5	76,67	Good	4	14,81
6	80	Good	8	29,63
7	83,33	Good	5	18,52
8	86,67	Very Good	4	14,81
Amount			27	100

Based on the table, found that reading comprehension in the experiment class is taught by using cooperative approach CIRC type can be grouped into 8 groups, as follows. Students who received value of 60 is 1 person (3,7%); students who received value of 63,33 is 1 person (3,7%); students who received value of 70 are 2 persons (7,41%); students who received value of 73,33 are 2 persons (7,41%); students who received value 76,67 are 4 persons (14,81%); students who received value of 80 are 8 persons (29,63%); students who received value of 83,33 are 5 persons (18,52%); and students who received 86,67 are 4 persons (14,81%). The average count in reading comprehension in the experiment class is taught using the cooperative approach CIRC type is 78,64 which is the Baik qualification. Based on the table, reading comprehension of students in the experiment class is taught by using cooperative approach CIRC type can be described in the following histogram as shown on figure 2.

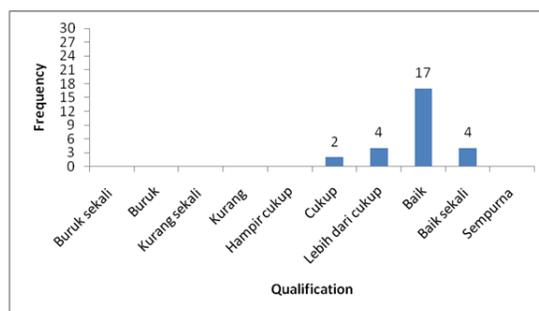


Figure 2: Histogram Reading Comprehension Ability Students in Experiment Class.

3.3. Influence of Cooperative Approach to Capability CIRC mode Reading Comprehension

To see the significance of the effect, tested the equation two average data or t-test by first determining whether the sample comes from a population sample derived from normal distributed population and two samples have homogeneous variant. Therefore, the normality test and homogeneity test.

3.3.1. Normality test

To see data from a sample of normal distribution, normality test by using Lilliefors test. From these tests, L_0 and L_t price obtained for the two samples on a real level $\alpha = 0,05$ as detailed in table 3.

Table 3: Normality test of final test results.

Class	N	L_0	L_t	Distributed
Control	30	0,0922	0,161	Normal
Experiment	27	0,1230	0,173	Normal

Based on that table, obtained $L_0 < L_t$. This means that the data obtained from this research that class of samples are normal distribution.

3.3.2. Homogeneity Test

To see both homogeneous samples, necessary to test the homogeneity using F-test. Homogeneity test calculation results can be seen in table 4.

Table 4: Homogeneity test of results final test.

Class	N	(X)	S	T count	T Table
Control	30	67	11,12	4,792	1,67
Experiment	27	78,64	6,93		

Based on t'-test at significant level of 0,05 was obtained t' count = 4,792 and t table = 1,67. The criteria of test is accept H_1 if t' count > t table with $df = n_1 + n_2 - 2$ by $\alpha = 0,05$. For prices of other, H_1 is rejected. t' count price obtained is not within the reception area of H_0 , so that H_1 is accepted. H_1 receipt shows that there is significant influence use of cooperative approach CIRC type in reading comprehension students of STAI Miftahul Ula Nganjuk. Thus, it can be said that the CIRC type of cooperative approach more effective use in learning to read, especially reading comprehension in students of STAI Miftahul Ula Nganjuk.

4. Conclusions

Based on these results, the conclusion in this study are as follows. First, reading comprehension students of STAI Miftahul Ula Nganjuk in control class taught by conventional methods is 67 which is more than enough qualification. Second, reading comprehension students of STAI Miftahul Ula Nganjuk in the experiment class is taught using the type cooperative approach CIRC type is 78,64 which is the good qualification. Third, there is a significant effect of use of cooperative approach CIRC type in reading comprehension students of STAI Miftahul Ula Nganjuk. Based on t'-test at significant level of 0,05 was obtained t' count = 4,792 and t table = 1,67 so that H_1 is accepted. Thus, it can be said that the CIRC type of cooperative approach more effective use in learning to read, especially reading comprehension in students of STAI Miftahul Ula Nganjuk.

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