

**THE EFFECT OF CIRC MODEL ON THE STUDENTS' ABILITY IN
READING COMPREHENSION OF NARRATIVE TEXT GRADE X
SMA N 1 BP. MANDOGGE IN 2018/2019 ACADEMIC YEAR**

By:

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ABSTRAK

This study aims to find out the ability in mastering the reading text in narrative text by using *Cooperative Integrated Reading and Composition* (CIRC) Model model. The object of this study is one of the grade X student of SMA Negeri 1 BP. Mandoge. The design of this research was experimental design. There are two groups of students, namely experimental group and control group. Consist of 60 students involved in this study. The experimental group will be taught by using CIRC and control group will be taught reciprocal teaching strategy. This study is an experimental design that conducted with two randomized groups, pre-test and post-test design. The students of class X MIA-1 and X MIA -2 were chosen as the sample. The data collection is done by giving test. The result of calculation, it is obtained the value of the t observation (t_o) is 10,28 the degree of freedom (df) is 29. The degree of significance of 5% and 1%. The value of degree of significance are 2,045 and 2,756. If the t_o compared with each value of the degrees of significance, the result is $2,045 < 10,28 > 2,756$. The result of the analysis showed that the hypothesis of the study was accepted. It was concluded that *Cooperative Integrated Reading and Composition* (CIRC) significantly affects students reading comprehension in Narrative Text.

Keywords: Reading, Narrative Text, CIRC

1.1 Background of the Problem

In countries where English is learned as a foreign or second language, the ability to read in English is usually as a very important skill. It means that the reading-skill is often taught more than the other three skills. It also means that, as one of the language skills, reading should take as a major place among the other language skills.

Bright and McGregor (1970:52) state that "someone's general knowledge depends much on reading". It means that by reading, people can obtain a lot of

information from various resources such as books, magazines, newspapers, etc, both written in Indonesian or in other foreign language such as English. They also add that by reading the learner can acquire the skills needed for practical purposes when they leave school. In our literate society, it is hard to imagine any skills that do not require the ability to read.

In Indonesia, the teaching and learning process of English as a foreign language is emphasized on the reading skill. It is clearly stated in the English teaching curriculum from

Junior to the Senior High Schools and even in University especially for those whose major subject is English. The reason to make reading mastery becomes a more urgent skill reached by the society in general and in the academic community in particular is because by mastering reading well, the students will be able to learn, and master the other skill theoretically and practically well. By this reason, reading proficiency is established as a major objective in English teaching in Indonesia. This condition is natural since mastery of reading skill may facilitate the mastery of other language skills. Through reading, basic grammar patterns and contextual vocabulary items are also introduced. Also through reading, the students may learn ideas, concepts and attitudes and may get benefits from them. Therefore, it is understandable if English teaching puts the emphasis on the reading lesson.

There are four skills in learning process; listening, reading, speaking, and writing. In this research, the writer will focus on reading skill, because in SMA Negeri 1 BP. Mandoge many students have problems in understand this subject and they always confused to master the reading text. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with

the readers if they did not understand what the content of the text. Other problem in reading is lack of vocabularies and also pronunciation. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching learning more effective.

CIRC Model will be used in learning reading for the students of SMA N 1 BP. Mandoge. The *Cooperative Integrated Reading and Composition* (CIRC). Model is an approach, strategy, method or model in learning reading that informs the learners/students how to comprehend a text using three units namely: (1) *Orientation*, (2) *Complication*, and (3) *Resolution* which will help them to improve their reading comprehension. More over this model is expected to help the students to learn reading which will be integrated with other skills.

Considering the importance of reading as the core skill that contributes to other language skills, many efforts are made by experts. One of them is by doing research in the education field, to find out the possible constrains of problems, which may hinder the teaching and learning process of English in general and reading in particular.

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so

II. Review Of Related Literature

2.1 Theoretical Framework

well worked-out. A theoretical framework guides your research, determining what things you will measure and what statistical relationships you will look for.

There are three relevant studies based on this research :

1. "The Effect of CIRC Model On The Students' Ability in Reading Comprehension of Procedure Text at Grade XI of SMA Swasta Tamansiswa in 2016/2017 Academic" This Title of Skripsi from FKIP UNA with Agus Mulyo
2. "The Improve of Students' Ability in Reading Comprehension with CIRC Model", this jurnal of Sarkawi, M.Pd from UPI.
3. " The Study of CIRC Model in Narrative Text", This Jurnal of Hamidah Sidabalok, M.Hum Froms UNA

Based on the literatures above, the writer get conclusions as follow:

1. CIRC is one of model in learning that is suitable in teach reading in class because the students will be relax when they are studying.
2. CIRC is model learning that can be used by teacher to improve student's ability in Reading Comprehensions.
3. In Study narrative text, CIRC is suitable because it can help the teacher and the students to interaction with one of themselves.

2.1.1 Definition of Reading

Alderson (2000:12) states that: "Reading is commonly viewed as consisting of decoding and comprehension activities of written verbal stimuli. Decoding activities refer to word recognition activities,

whereas comprehension activities consist of activities to parse sentences, to understand sentences in discourse, to build a discourse structure, and to integrate what is understood from the discourse with what a reader already knows.

For a fluent reader, Grabe in Anderson (2003:13) says that "Reading may consist of six components namely: a. Automatic recognition skill, b. Vocabulary and structural knowledge, c. Formal discourse structure knowledge, d. Content/ world background knowledge, e. Synthesis and evaluation skills, f. Meta cognitive knowledge and skill monitoring."

Sometimes the students face comprehending difficulties. Those difficulties cause deficiency in the reading process. The number of factors usually creates inadequate comprehension. According to Cushenbery (1985:62) there are several factors that influence reading comprehension so that the comprehension is not optimum. They are as follows:

a. Emotional Factors

Learners usually become severely frustrated when they are not able to comprehend reading material satisfactory. There unsuccessfully attempts to read, which make them conspicuous in a socially unfavorable way, which are the reasons they are disappointed and ashamed. Children who are depressed or hyperactive have great difficulty attempting to read. Their home environment that is not in harmony may limit their concentration. As a result, they spend the time coping with the home environment, instead of attending to the reading lesson that involves

b. Intelligence Comprehension

There appears to be a significant correlation between level of intelligence and reading comprehension, especially when the intelligence score has been obtained from an individual intelligence test. Barnet (1983) stated that "reading comprehension can be defined as information processing." It assumes that reading comprehension is a cognitive process. The input is first perceived in its visual mode and then further processed on a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different levels of intelligence needed in dealing with comprehensive questions at the literal, interpretive, critical and creative levels.

c. Physical factors

Many students who have reading disabilities tend to have a higher incidence of visual defects than the children who are average or above average readers. Those learners who have eyes fusion difficulties have problem such as obesity, malnutrition, neurological difficulties and granular disturbances may have a significant negative impact on reading in general and comprehension in particular.

d. Background Experience

Those who have limited experiences with words in the number of setting will have difficulty with comprehension in general because of their low level of schemata. Besides, Baker and Brown (1985:32) stress that "the ability to grasp the logical organization of the

text is firmly rooted in the reader's prior knowledge of the world." If a reader does not have the relevant background information, it may be difficult, or impossible for him to detect the logical organization of the text being read. It can be said that efficient comprehension requires the ability to relate the textual material to the reader's existing or prior knowledge.

2.2 Narrative Text

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways (Siahaan and Shinoda: 2008). In addition, Knapp and Watkins (2005: 221) state that narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitude.

2.3 Conceptual Framework

Reading is a very important task in teaching English. Reading as one of the important skill from four skill plays a very important role in learning language. By using successful model to present text items used in textbook, students' will find text easier and become more motivated in class so that they can improve their reading text.

Therefore, students should have a strategy in learning especially in learning English to increase their quality in studying English. The strategies they can imply are through group discussion among them from which they can learn from each other. Cooperative learning usually involves learner-centered

characteristics. Work together in pairs and groups they share information and come to each other's aid. They are a 'team' whose players must work together in order to achieve goals successfully.

To obtain more sufficient result in teaching, the teacher often apply various teaching technique and strategies that can improve the students' reading. One of the alternative ways that is predicted to be a good to reach the goals in teaching reading is through CIRC. CIRC provides contribution to the teaching and learning process especially in teaching reading. It contributes the students' comprehension on the reading taken from the passage they are learning.

Teaching reading through CIRC to help teachers in teaching reading in order to increase students' comprehension ability and to understand the text. The action of the teaching and learning process is on the learner rather than the teacher. This notion implies that since the Constructive emphasis on the learner rather than the teacher in a teaching and learning process. It might be said that the students will be more active than teacher in teaching and learning process.. The teacher functions as guide, facilitator or co-learner in the classroom. And it will to help the students find easier in learning reading.

2.4 Hypothesis

The hypothesis of this thesis is as follow:

1. (Ha): There is significant effect of the Cooperative Integrated Reading and Composition

(CIRC) on the students' ability in reading comprehension of Narrative Text at Grade X of SMA N 1 BP. Mandoge in 2018/2019 Academic Year.

2. (Ho) : There is no significant effect of the Cooperative Integrated Reading and Composition (CIRC) on the students' ability in reading comprehension of Narrative Text at Grade X of SMA N 1 BP. Mandoge in 2018/2019 Academic Year.

III. Data And Data Analysis

3.1 Data Analysis

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 10,28. It means that there is a significance increase in teaching reading by using CIRC. From the result of calculation, it is obtained the value of the t observation (t_o) is 10,28 the degree of freedom (df) is 29 (obtained from $N-1$) = $(30 - 1 = 29)$. The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 29 and on the degree of significance of 5% and 1%, the value of degree of significance are 2,045 and 2,756. If the t_o compared with each value of the degrees of significance, the result is $2,045 < 10,28 > 2,756$. Since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

1. If the result of t observation is higher than t table ($t_o > t_t$), the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there is a significance difference between variable X and variable Y.

2. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significance difference between variable X and variable Y.

3.2 Research Finding

Based on the result of the data analysis, it is proven that the students' score of reading taught by using CIRC is better. It means that the use of CIRC in teaching reading is quite effective. Another reason based on the students' responses is because most students find that CIRC is enjoyable. This reason leads to better attention in learning and stimulate them to participate in CIRC activities.

But the problem that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of CIRC the students were uncomfortable and uncertain. This led to initial lapses of silence. But soon they began helping one another to decide what to do. Towards the end, their shyness left them and they began prompting each other with ideas.

3.3 Discussion

According of the result of the data analysis, it is proven that the students' score of reading taught by using CIRC is better. It means that the use of CIRC in teaching reading is quite effective. Another reason based on the students' responses is because most students' find that CIRC is enjoyable. This reason leads to better attention in learning and stimulate them to participate in CIRC activities.

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Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 10,28. It means that there is a significance increase in teaching reading by using CIRC. From the result of calculation, it is obtained the value of the t observation (t_o) is 10,28 the degree of freedom (df) is 29 (obtained from $N-1=(30-1=29)$). This research used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 29 and the degree of significance of 5% and 1%, the value of degree of significance are 2,045 and 2,756. If the to compared with each value of degrees of significance, the result is $2,045 < 10,28 > 2,756$. Since to score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

IV. Conclusion And Suggestion

This chapter consists of two sections. The first section presents the conclusion of the research. The second section proposes some suggestions for English teachers and other researchers. The suggestions are mostly given to the reading lecturers who will apply the CIRC in their teaching of reading.

5.1 Conclusions

From the result of the study, the conclusions were drawn. In order to find out the answer to the research problem number one, the ideas and concepts of the reading model were applied. It was aimed at gaining the theory of the reading models as the basis to design the CIRC. On the other hand, in order to answer the research problem number two the model was implemented in teaching and learning process of reading technique. The results are as follows:

1. CIRC is significantly affects student' reading comprehension achievement. It can be seen from the result of the data analysis that group A (experimental group) gets 77.
2. The development of the students' comprehension achievement individually is also significant improved so CIRC is very suitable to increase students' ability in reading comprehension.
3. If the result of t observation is higher than t table ($t_o > t_t$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a significances difference between variable X and variable Y.
4. If the result of t observation is lower than t table ($t_o < t_t$), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significances differences between variable X and variable Y.

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