

THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING COMPOSITION ON IN READING INTEREST

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ABSTRACT

To improve students' reading interest, a comprehensive research was needed. The purpose of this research was to implement Cooperative Integrated Reading Composition (CIRC) on reading interest. This research was quasi experimental research. It was nonequivalent control group design; post-test only design. The treatments were only done in experimental class while control class was taught as usual. Regarding to population selection, total sampling was used. It consisted of two classes. They were thirty nine students. Control class was taught by small group discussion and experimental class was taught by Cooperative Integrated Reading Composition. Reading comprehension test, Questionnaire, and interview were used to collect the data. The data were analyzed by using independent t-test. The finding was students who were taught by cooperative integrated reading composition (CIRC) had better scores (comprehension well) than those who were taught by small group discussion. However the reading interest of students were still low that can be seen from the time spent for reading and kinds of book read.

Keywords; *Implementation, Cooperative Integrated Reading Composition (CIRC), Reading interest*

INTRODUCTION

Reading is one of the important parts in human life. It is very essential in all alive. However, people are less in reading for some reasons. One of them is reading is not a habit, both done in their spare time or done to increase knowledge. Then, actually people like reading but lazy to do and getting bored. The next is people prefer getting information from television and radio to reading. The development of information and communication technology could be one factor in the decline in student's reading interest.

Students must like and do reading especially for the students of English study program. Reading is their subject. In our university, reading is

varied and taught in five times different semesters. They are reading I, II, III, extensive reading I and II. Students are expected to be interest in reading. However, they are reluctant to be accustomed to read.

One of method to help students in reading is Cooperative Integrated Reading Composition (CIRC). According to experts, it is assumed to help students in reading interest. It caused CIRC leads the students work cooperatively in pairs to read for each other, summarize, write responses to literature, and practice their spelling, decoding, and vocabulary development skills. With the result that students will

feel easy to understand the text in order to they are interest to read. Therefore, this research focuses on investigating

the effect of CIRC on students' reading interest. In other word, whether CIRC influence reading interest.

REVIEW OF LITERATURE

Reading Interest

When reading an academic text, the reader recreates the meaning of the text, together with the author. To make reading is joyful it needs an interest in reading. Edgier (1999) claims that interest is a powerful psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, not to mention the importance for one's attitudes toward reading. Moreover, Sandjaya (2006:2) says that interest is a tendency that causes a person trying to look for or try activities in a particular field. People who are interest to something tend to do something by themselves without asked by someone. It means that the interest is very important in doing an activity such as reading, writing, or sports. This is because the interest is essentially a desire for someone to do something that is based on pleasure and without coercion is due to meet his needs. Therefore, the work grounded by high interest will make the job better than the jobs that are not based on the interest of the perpetrators of these activities.

Interest can be conceptualized as individual interest and situational interest. Both individual interest and situational interest consist of two phases. For individual interest, these involve an emerging individual interest and a defined individual interest. As for situational interest, these involve a phase in which interest is triggered and a subsequent phase in which interest is maintained (Subramaniam: 2009).

From the descriptions above, interest in reading means a person's desire to read that because of the need to obtain information or knowledge. In other words, interest in reading is a powerful and deep concern accompanied by feelings of pleasure on reading activities that lead one to read on their own accord. As for the aspect of reading interests include reading pleasure, awareness of the benefits of reading, reading frequency and the number of books that have ever read. According Sutarno (2006: 110), quoted by Ridwan (2008) that the factors affecting the level of interest in reading are two, as follow;

1. Direct factor
It involves parents (family), teacher, librarian, and environment.
2. Indirect Factor.
It involves source of material, government, and private company concerns to education.

The research result from Nugroho (2000) in Kurniadi (2010: 284) showed that the people's interest in reading very depends on the extent to which people perceive the urgency of an information. That is, the perception of each person determines the quality of interest in reading. If the information is assumed not important, someone tends to be not interested in reading. Therefore, how much interest a student of FKIP UPP also depends on how much the students consider the information or content of that reading text is important.

Cooperative Integrated Reading Composition (CIRC)

Cooperative Integrated Reading and Composition is a technique which is based on cooperation. It is designed to develop reading, writing, vocabulary, and spelling. Slavin (2005:12) states that students in CIRC are assigned to teams composed of pairs of students. They are working a series of cognitively engaging activities such as oral reading, contextual guessing, summarizing, retelling the text, writing composition based on the text, revising and correcting composition, practicing spelling, decoding, and vocabulary. Madden (2004:569) states that CIRC guides the teachers in motivating students to work in groups in all levels of performance toward a group goal. Then, Farnish (2005) adds that CIRC has three basic elements; text-related activities, direct instruction in reading comprehension,

and integrated language. According to Sharan (2005:6), CIRC gives effect on reading and writing skills. The learners work cooperatively in pairs to read for each other, summarize stories, write responses to literature, and practice their spelling, decoding, and vocabulary development skills. Likewise, they develop comprehension and writing skills through reading and process writing workshops. Based on the explanation above, it can be concluded that CIRC is one kind of cooperative methods which can be applied in various activities. It is very effective in reading, writing, and language arts. As the result, students are motivated to finish their task in the teaching learning process. CIRC is developing to integrated writing and reading lessons. Moreover, this technique motivates the students and improves their reading comprehension and writing/language arts.

RESEARCH METHODOLOGY

The type of this research is quasi-experimental research. The design was the posttest-only control group design. There was no pre-test given either on experimental or control class. This research was conducted on sixth semester students of English study program of University of Pasir Pengaraian. There are 39 students. There are 22 students at class A and 17 students at class B. Class A was experimental class and class B was

control class. CIRC was applied in experimental class and small group discussion in control class. The instrument of this research is reading comprehension test, questionnaire, and interview. Reading comprehension test was used to get the students' achievement in reading comprehension. Then, questionnaire and interview were used to know students' reading interest. The instrument was valid and reliable.

FINDING AND DISCUSSION

All of the data were gathered from students' writing test. The test was given on posttest in experimental class and control class. The data were gathered from 39

students. The results of research findings were analyzed statistically by using SPSS. It could be summarized in the table below;

Table 1
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
Control class	Equal variances assumed	2.895	.097	-3.235	37	.003	-7.04545	2.17787	-11.45824	-2.63267
Experimental class	Equal variances not assumed			-3.059	25.640	.005	-7.04545	2.30346	-11.78352	-2.30739

The table shows that t-calculated both of classes were 3.23. Degree of freedom (df) was 39. The t-calculated was compared to table α 1% = 2.704 and table α 5% = 2.021 with df (39). As the result, t calculated was bigger than t table α 5% and t table α 1% ($2.704 < 3.23 > 2.021$). In addition, Sig (0.004) was smaller than α (0.05). Thus, null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It means that Cooperative Integrated Reading Composition (CIRC) gave effect on students' reading comprehension. In conclusion, students who were taught by CIRC had better reading skill than those who were taught by small group discussion at sixth semester students of English Study Program of University of Pasir Pengaraian.

From the questionnaires distributed to students, researchers asked whether they like to read in their spare time. A total of 10% respondents answered that they really like, 36.8% said they like to read, whereas 52.8% answered less like and no one answered so dislike. Then, about their reason like reading, the respondents said that by reading they could get new knowledge and refresh their mind.

While some respondents said that they dislike reading because for them reading make them bored. The other said that they preferred listening teacher's lecture than reading books. Implicitly, it showed that students tend to like teacher centre learning.

Moreover, researcher asked the duration of reading in a day. 79 % students spent their time for reading not more than one hour. They argued that they would read if they had homework or exercise. In contrary, the rest respondents said that they would like to spend the time except reading such as help parents, watch on TV or go to friend's house. It means that the students' consciousness in reading still low.

While 20 % respondents spent their time to read around 2-3 hours per day. They said that they like reading because they can add their knowledge and for entertainment reasons. The rest respondents said that they can spend more than three hours a day for reading. The next question was about the kind of books read by students. The result showed that 20% respondents like reading lesson books, 24 % respondents like reading novel, short story and comic, 32 % respondents like reading

newspaper or magazine and the rest (10%) respondents like reading informative books such as religion, technology, and entrepreneurship books. From the result above, it can be

concluded that the reading interest of students still low that can be seen from, the time spent for reading and kinds of book read.

CONCLUSION

Conclusion

Based on the finding and discussion, the result of study shows that Cooperative Integrated Reading Composition (CIRC) gave effect on students' reading comprehension of essay than who were taught by small group discussion. However, the reading interest of students still low. It can be seen from the time spent for reading and kinds of book read.

Suggestion

Based on the conclusion above, the English Lecturers are suggested to apply Cooperative Integrated Reading Composition (CIRC) in teaching reading comprehension.

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