THE EFFECTIVENESS OF USING CIRC TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ON RECOUNT TEXT

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ABSTRACT

The title of this research is The Effectiveness Of Using Circ Technique To Improve Students' Reading Comprehension On Recount Text. The main problem of this study is that students have low motivation to read and also most students do not understand what they have read. Students' limited background knowledge in English. This study aims to determine the effect of Cooperative Integrated Reading and Composition (CIRC) learning model on students' learning outcomes. This research uses quantitative research the writer uses pre-test and post-test the population of this research is class X students of SMK Utama Bakti Palembang with class X TKJ II as the experimental class and X TKJ I as the control class. Data collection used is by using multiple choice test sheets. Based on the calculation results in the table, the Sig. (2-tailed) 0.000 $< \alpha$ ($\alpha = 0.025$) and because tcount $= 39.937 >$ ttable $= 2.052$ and with a significant value < 0.05 then H0 is rejected, which means that: "There is a significant effect of using Cooperative Integrated Reading and Composition technique to improve students' reading comprehension on recount text.

Keywords: CIRC technique, reading comprehension, recount text

ABSTRAK

Judul penelitan ini adalah The Effectiveness Of Using Circ Technique To Improve Students' Reading Comprehension On Recount Text. Masalah utama dari penelitian ini adalah siswa memiliki motivasi yang rendah untuk membaca dan juga sebagian besar siswa tidak memahami apa yang telah mereka baca. Latar belakang pengetahuan siswa yang terbatas dalam bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Cooperative Integrated Reading and Composition (CIRC) terhadap hasil belajar siswa. Penelitian ini menggunakan penelitian kuantitatif penulis mengunakan pre-test dan post-test populasi dari penelitian ini adalah siswa kelas X SMK Utama Bakti Palembang dengan kelas X TKJ II sebagai kelas eksperimen dan X TKJ I sebagai kelas kontrol. Pengumpulan data yang digunakan adalah dengan menggunakan lembar tes pilihan ganda. Berdasarkan hasil perhitungan pada tabel diperoleh nilai Sig. (2-tailed) 0,000 $< \alpha$ ($\alpha = 0,025$) dan karena thitung $= 39,937 >$ ttabel $= 2,052$ dan dengan nilai signifikan $< 0,05$ maka H0 ditolak, yang berarti bahwa: "Terdapat pengaruh yang signifikan dari penggunaan teknik Cooperative Integrated Reading and Composition untuk meningkatkan pemahaman membaca siswa pada teks recount.

Kata Kunci: Teknik CIRC, pemahaman membaca, teks recount

INTRODUCTION

The CIRC learning model is an innovative learning model that is increasingly being developed today. Originally a cooperative learning model developed from other cooperative learning models, in CIRC learning, the learning process takes place in groups. It aims to bring out the social integration between the learners in their groups during the learning activities. In the learning model, there is a function of the learning model, namely

as a guide for instructional designers and a map for teachers in carrying out learning. Cooperative Integrated Reading And Composition (CIRC), one learning model based on cooperation, designed to develop the ability to read, write and other language skills Cooperative Integrated Reading And learning model Composition CIRC makes students motivated in the learning process, because it works in Group. Students not only expect help from the teacher but also get help from peers, and students can also be motivated to learnfast, accurate, and can achieve mastery learning in all material (Fitri *et al.*, 2021, p. 4).

Reading is an activity that is very common for anyone, anywhere and anytime along with very diverse objects. And the purpose of doing this activity is also very varied, although it can be said simply here, is generall to gain as much knowledge a possible in addition to seeking entertainment. By reading, a person will gain knowledge that has been created by experts in the world throughout the history of human life (Dr. H. Nuriadi, 2019, p. 1)

Reading activities include 3 basic skills namely recording, decoding, and meaning. Recording refers to words and sentences, then associating them with their sounds according to the writing system used. Decoding refers to the process of translating graphic sequences into words. Meanwhile, meaning is the process of understanding the meaning that takes place from the level of comprehension, interpretative, creative, and evaluative understanding. The process of recording and decoding occurs in early grade students, while meaning is emphasized in high grades (Muhsyanur, 2014, p. 20).

Observation result the limition of student background knowledge in English so that they have less vocabulary secondly students have low motivation to read and also most of the student do not understand what they have read and they not get information. This condition the writer wantsto conduct a study by using cooperative integrated reading and compostion (CIRC) technique that will help student to improve reading comprehension skills.

RESEARCH METHODS

In this research the writer used experimental research method, The method used in this research is the experimental method. The experimental method is one of the quantitative methods, used primarily when research wants to conduct experiments to find the effect of certain independent variables/ treatment/ on dependent variables/outcome/output inder controlled conditions (Sugiyono, 2019, p.126). Data analysis is carried out if the data processing process has been carried out completely. This research will be analyzed by conducting data analysis of normality test, homogeneity test, and t test.

RESULTS AND DISCUSSION

The writer gave two tests, namely pre-test and post-test. The pre- test was given before treatment to determine students' reading comprehension before treatment and the

post-test was given after treatment to determine students' reading comprehension after treatment. To assess students' reading comprehension ability, the writer gave a multiple choice test to collect data for this study The following is the data on the results of the experimental class and control class research.

Tabel 1. Control Class Pre-test and Post-test

No	Pretest	Postest
1.	40	65
2.	55	75
3.	35	55
4.	45	60
5.	55	55
6.	30	45
7.	55	65
8.	40	55
9.	35	50
10.	55	65
11.	45	65
12.	55	65
13.	50	60
14.	40	60
15.	55	75
16.	35	60
17.	75	70
18.	45	65
19.	70	70
20.	55	70
21.	50	75
22.	40	65
23.	55	60
24.	35	55
25.	40	70
26.	55	80
27.	40	65
Total	1285	1720

Based on the results of the pre-test and post-test in the class table above, it can be seen that out of 27 control class students less than 5 students scored above the average of 70. From the data table of the experimental class posttest scores, data management can be carried out as follows.

Tabel 2. The Experimental Class Posttest Scores

Frequency		Percent	Valid Percent	Cumulative Percent
	45	1	3.7	3.7	3.7
	50	1	3.7	3.7	7.4

Valid	55	4	14.8	14.8	22.2
	60	5	18.5	18.5	40.7
	65	8	29.6	29.6	70.4
	70	4	14.8	14.8	85.2
	75	3	11.1	11.1	96.3
	80	1	3.7	3.7	100.0
	total	27	100.0	100.0	

Based on the statistical data frequency table above, the frequency of the control class post-test scores can be seen. The table above explains that the posttest scores of students who got a score of 45 were 1 student, a score of 50 were 1 student, a score of 55 were 4 students, a score of 60 were 5 students, a score of 65 were 8 students, a score of 70 were 4 students, a score of 75 were 3 students, a score 80 of were 1 students. The highest post-test score in the control class was 80 and the lowest score are 45.

Tabel 3. Pre-Test And Post-Test Eksperiment Class

No	Pretest	Postest
1.	50	80
2.	55	90
3.	30	70
4.	55	80
5.	55	85
6.	55	80
7.	40	75
8.	55	90
9.	50	80
10.	55	80
11.	45	85
12.	40	75
13.	50	85
14.	50	80
15.	55	85
16.	50	80
17.	40	80
18.	55	80
19.	40	80
20.	45	85
21.	55	85
22.	50	90
23.	60	80
24.	55	85
25.	65	90
26.	40	80
.	45	85

Total	1345	2210

Based on the results of the pre-test post-test in the experimental class, there was a lot of improvement in student learning outcomes by using the circ method. The data can be seen from the results of the post test in the experimental class. From the data table of the post test value of the experiment class, data management can be done as follows.

Table 4. The Post Test Value Of The Experiment Class

Frequency		Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.7	3.7	3.7
	75	3	11.1	11.1	14.8
	80	12	44.4	44.4	59.3
	85	7	25.9	25.9	85.2
	90	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Based on the frequency table of statistical data above, there is an increase in students' reading comprehension by using the CIRC method, it can be seen the frequency of post-test scores of the experimental class. In the table above, it is explained that the posttest scores of students who got a score of 70 were 1 student, a score of 75 were 3 students, a score of 80 were 12 students, a score of 85 were 7 students, a score of 90 were 4 students. The highest post-test score in the experimental class was 90 and lowest score was 70.

Data Analysis

Based on the data obtained, the next step is to analyze it in order to know the clarity of the data obtained. The data analysis technique in this study uses normality test, homogeneity test, and hypothesis testing.

Table 5. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Sig.	Df	Sig.
Result	Pretest control class	174	27	036	912	27	026
	Post-test control class	156	27	092	967	27	521
	Pre-test experimental class	182	27	021	899	27	013
	Post-Test Experimental Class	236	27	000	900	27	013

Based on the results of the research normality test in the table, the significant value for the control class pre-test results is 0.026 with a value of α = 0.05, because 0.026> 0.05, the data can be said to be normally distributed, the control class post-test results are

0.521 with a value of α = 0.05, because 0.521> 0.05, the data can be said to be normally distributed, for the experimental class pretest results are 0. 13, because 0.13> from 0.05, the data can be said to be normally distributed and for the experiman class post-test results are 0.13, because 0.13> from 0.05, the data can be said to be normally distributed. So this study can be concluded that the data taken from the population is normally distributed.

Table 6. Test of Homogeneity of Variances

Levene Statistic			Df1	Df2	Sig
Result	Based on Mean	4.356	1	52	.042
	Based on Median	3.549	1	52	.065
	Based on Median and with adjusted df	3.549	1	46.679	.066
	Based on trimmed mean	4.152	1	52	.047

Based on the results of the research homogeneity test in the table, a value of 0.047 was obtained with a value of α = 0.05, because 0.47> 0.05, it can be concluded that student learning outcomes are homogeneous.

Table 7. Result Test Of Hypothesis
Paired Samples Test

		Mean	Sig. (2-tailed)	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Result - Class	58.241	15.155	1.458	55.350	61.132	39.937	107	0.00

Based on the calculation results in the table obtained Sig. (2-tailed) $0,000 < \alpha$ ($\alpha = 0,025$) and because $t_{ount} = 39,937 > t_{tabel} = 2,052$ and with a significant value <0.05 then H0 is rejected, which means that: "There is a significant effect of using Cooperative Integrated Reading and Composition technique to improve students' reading comprehension on recount text."

DISCUSSION

This research is entitled "The Effectiveness of using CIRC technique to improve students' reading comprehension on recount text".The purpose of this study is to test the effectiveness of the CIRC model in learning exposition text writing skills. Based on the initial observation that the writer did to the learning process at SMK Utama Bakti Palembang, the writer found several problems that occurred in the school, including the limited background knowledge of students in English so that they have less vocabulary, students have difficulty in understanding.English texts To overcome these problems, the author must use the right technique in the learning process, namely by using the

Cooperative Integrated Reading and Composition (CIRC) technique.The CIRC model was more successful in this study because it provides students with a reading group that can help them become better at mastering vocabulary.

CONCLUSION

The CIRC model in this study is successful because it provides students with a reading group that can help them become better at mastering vocabulary. As a result, students are not only proficient in writing exposition texts, but also have a broad vocabulary base. In addition, in the CIRC model, all students collaborate in groups to teach each other. Making better use of time is the main goal of the CIRC model activities. To achieve other goals including reading comprehension, vocabulary, reading messages, and spelling

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