

**THE EFFECT OF COOPERATIVE INTEGRATED READING
COMPOSITION (CIRC) TECHNIQUE TOWARD STUDENT READING
COMPREHENSION ON RECOUNT TEXT AT GRADE VIII MTS
NURUL IMAN ULU GEDONG**

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ABSTRACT

The four basic English skills are speaking, listening, reading, and writing. Receptive skills are reading and listening, productive skills are speaking and writing. Reading establishes textual meaning in language. Reading is a vital ability for English learners. It's important since reading helps pupils learn a lot. The first issue with this study was students' low vocabulary. Second, students lack reading motivation. Third, kids think their reading has no relation to the word. Fourth, the teacher applies old reading strategies without student participation. This study examined how the Cooperative Integrated Reading Composition Technique affected reading comprehension on recount texts in grade VIII at MTS Nurul Iman Ulu Gedong. There were 54 students in this study. In the experiment, 28 class VIII pi were utilized to sample. In this study, the mean pre-test score was 63,21 and the post-test score was 79,10 (79,10>63,21). At 27 degrees of freedom and 5% significance. Table values are 2.052 and t-test values are 0.54 (0,54≥2,052). It showed H_1 accepted and H_0 declined. Thus, the study advised English teachers to employ Cooperative integrated reading composition (CIRC) to teach reading comprehension, particularly recount text.

Keywords : Cooperative Integrated Reading Composition, Reading Comprehension, Recount

A. INTRODUCTION

Reading sets information and meaning in language. Jeremy Harmer (2002) defines reading as a receptive skill that helps people understand conversation. Reading requires making sense of the written word, according to Carroline.T. Linse (2005). Thus, English language learning requires reading. It's important since reading helps pupils learn a lot. Second, reading helps pupils learn speaking, listening, and writing.

M.F. Patel, Praveen M.Jain (2007) say reading renews knowledge. Language aptitude depends on reading. Thus, Hermer(2007) says reading helps language acquisition. The more they read, the better they understand it since kids become less mindful of what they read. People had to comprehend what they read. When they read without understanding, their actions are pointless. Therefore, the teacher must create a pleasant and enjoyable learning environment, especially in reading class. Since the pupil had to read English. The explanation above shows that reading was crucial. Reading was the basis of science, so Allah asked Muhammad to read. The curriculum requires students, especially eighth graders, to grasp narrative, descriptive, and recall texts. In this study, researchers employed recall text to improve pupils' reading comprehension.

Most students in MTs Nurul Iman did not understand the text properly, according to preliminary findings. The research also interviewed an English teacher, who said that first, the students had limited vocabulary to read the text. Second, pupils lost interest in recount text. Third, kids think their reading has no relation to the word. Students lost interest in reading. In addition, students just follow the learning process because they don't want to get a bad grade for English, and the research interviewed some students who said they had trouble understanding the recount text and that the classroom reading techniques didn't help them. The result was below expectations.

Based on this issue, English teachers must create ways to engage and comprehend pupils' reading. We can use several language teaching strategies, like the Cooperative Integrated Reading and Composition (CIRC) reading technique, but we must be accurate and appropriate. The experimental groups in this study are the sample. CIRC is a cooperative learning method that combines and composes reading into significant pieces. That is, reading from many sources and writing collectively. CIRC is a complete program that teaches reading and writing in primary and senior schools, according to standards. Madden, Slavin, and Steven (2005) say CIRC can assist learners strengthen their skills. Because this learning

technique describes the underlying thinking, development, and evaluation of the supplied material.

Mitra Widyasari's study, The Effect of CIRC Learning Technique Towards Student Critical Thinking Ability in Senior High School Geography Subject, is one of many. The research design is Ouasi. Social class 2 grade XI experiments and Social class 3 grade XI controls the research subject. Test technique data examined with unpaired t test. SMA Negeri 1 Talun Blitar regency conducted this research. The research reveals that CIRC learning influences senior high school students' critical thinking.

Thus, the researcher wants to research “The Effect of Cooperative Integrated Reading Composition (CIRC) Techniques on Grade VIII MTs Nurul Iman Ulu Gedong Students' Reading Comprehension on Recount Text in 2020/2021”.

B. METHOD

The research being conducted is quantitative in nature. Quantitative research is the explanation of phenomena through the collection and analysis of numerical data (in particular, statistics). Dawson added that quantitative research generates statistics through the use of large-scale survey research employing techniques such as questionnaires and structured interviews. This study employs a Pre-Experimental Design with a Pre-Test and Post-Test for a single group. The research design is represented by the following formula:

O1 X O2

Note :

O1 : Pre-Test

X : Treatment

O2 : Post- Test

C. FINDINGS AND DISCUSSION

The research aimed to investigate the impact of the Cooperative Integrated Reading Composition (CIRC) technique on students' reading comprehension of recount texts in grade VIII at MTs Nurul Iman Ulu Gedong. The experiment was conducted with class VIII Pi as the experimental group. The analysis of the data revealed a significant improvement in students' comprehension after the implementation of the CIRC technique. The mean scores in the pre-test and post-test showed a notable increase, further supported by a t-test value that exceeded the critical t-table value. As a result, it was confirmed that the Cooperative Integrated Reading Composition technique led to a significant enhancement in students' reading comprehension of recount texts. The acceptance of the hypothesis (H_i) and the rejection of the null hypothesis (H_0) affirmed the effectiveness of the CIRC technique.

Throughout eight sessions, including two for testing and six for treatment, the researcher observed the positive impact of the technique. The utilization of pre-test and post-test evaluations provided a clear indication of the improvement achieved through the CIRC technique. In essence, this study highlights the efficacy of Cooperative Integrated Reading Composition in addressing the challenges faced by students in understanding recount texts, ultimately leading to improved reading comprehension outcomes.

This research examined how cooperative integrated reading composition (CIRC) affected grade VIII MTs Nurul Iman Ulu Gedong students' recount text reading comprehension. Class VIII pi was used for this experiment. The study examined the impact of cooperative integrated reading composition (CIRC) on grade VIII MTs Nurul Iman Ulu Gedong students' recount text reading comprehension. Data study showed substantial students before and after treatment.

The calculation showed that the mean pre-test score was 63,21 and the post-test score was 79,10 ($79,10 > 63,21$). The hypothesis has level significant 5%, degree of freedom 27, table value 2.052, and t-test value 0.54. In short, the t-test value exceeds the t-table ($0,54 \geq 2,052$). Thus, cooperative integrated reading composition improves recount text reading

comprehension following therapy. Thus, H_1 is accepted and H_0 is refused. Cooperative Integrated Reading Composition Technique improves recount text reading comprehension at grade VIII MTs Nurul Iman Ulu gedong. Eight meetings were held for this project. two test meetings and six therapy meetings. The researcher offered pupils a pre-exam to measure their reading comprehension in the first meeting. Before conducting the pre-test, the researcher greeted the students and explained her goal. After that, the researcher explains how to complete the pre-test and guide students' discipline.

The researcher then allowed students to ask questions regarding the method. The researcher used cooperative integrated reading composition from the second to the seventh meeting and offered the students a post-test in the last meeting. Based on the aforementioned explanation, the researcher concluded that before CIRC technique, students' reading comprehension was low and they had certain problems. The researcher chose Cooperative Integrated Reading Composition (CIRC) to solve their difficulty. The researcher measured student reading comprehension with pre- and post-tests. The post-test outcome was better. its signify that kids' reading comprehension improved significantly.

D. CONCLUSION

Based on the results of the previous chapter, it can be concluded that the Cooperative Integrated Reading Composition (CIRC) technique produced significant differences in students' reading comprehension of narrative texts in eighth grade at MTS Nurul Iman Ulu Gedong. The success of the investigation can be demonstrated by the post-test reading scores of both classes. At the school MTs Nurul Iman Ulu Gedong, the use of cooperative integrated reading composition (CIRC) had a significant impact on students' reading comprehension of narrative texts. It was demonstrated by the fact that the mean score on the pre-test was 63.21 and the mean score on the post-test was 79.10. It indicates that the post-test score was higher than the pre-test score. It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

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