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2013 Curriculum
Based Innovative English Language Teaching

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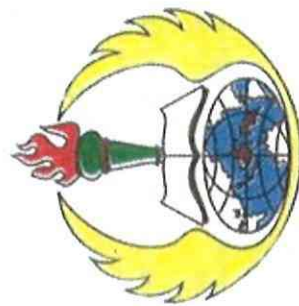
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IMPLEMENTING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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The problems in teaching learning process at SMP is the students' reading comprehension is not comprehensible. Many students were uninterested with teaching English strategies reading comprehension. The teacher does not use kinds of strategy in teaching and learning process so that the learners can't reach the goal of the lesson overall. Based on the problem, the article to know Cooperative Integrated Reading and Composition improve students' reading comprehension of descriptive text. The design of the article was CAR. The application used questionnaire and implementing Cooperative Integrated Reading and Composition Strategy to teach Descriptive text. The result is more than 87% gave good response in the class. They had motivation and attention in following the lesson. In the test at first cycle, 34% of the students had the score above KKM and the second cycle, 87% of the students had the score above KKM. The reflection was succeed, the result of cycle 2 showed the increasing from cycle 1. The conclusion was the use of Cooperative Integrated Reading and Composition strategy could apply successfully and made the class situation more active.

Keyword: Reading Comprehension, CIRC, Descriptive Text

INTRODUCTION

As the international language, English plays an important role in process of modernization. This is why the Indonesian government chooses English as the first foreign language to be taught in our school. Most of the society begins to realize that English has an important role all in sectors of life, especially in education. As one of the international language, English language must be thought to all of students in Indonesian school.

Based on the 2013 curriculum, the national policy as reflected in content Standard 2013 implies that the teaching of English at the Junior High School has four language skill that should be taught integrated and must contribute to the formation of attitudes, skills, and knowledge. English is taught to form language skill. Reading as one of the four basic language skills plays a very important role in the context of English teaching in Indonesia. Therefore, the teacher should apply a method to be more active in the teaching and learning process (Harmer in Cahyono, 2011: 57).

Based on interview on August, 21st 2013 of an English teacher in SMP Negeri 2 Kesamben, there are some problems found in the field when giving reading materials to the students, especially reading comprehension skill. The first problem is that the students'

reading comprehension is not comprehensible, because their vocabulary is very limited. The second problem, The students are not actively involved in teaching and learning process.

According to Harmer, 2007: 99, Reading is once important activity in every language. Reading makes people understand and find out the information from the text. Reading text also provide: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text. In addition, reading is the way that is used to improve knowledge. The best way to improve knowledge of a foreign language is to go and live among its speaker; the next best way is to read extensively.

The teaching and learning reading in many classrooms is presented using monotonous and boring strategy (Nuttal in Sadhegi, 2007: 195). Many English teachers tend to use old technique, in which they take the major role in explaining everything. Besides that, teaching reading in many schools did not facilitate students to be skilled in reading (Heaton, 1975: 103). It is so because the teachers do not use specific strategy that can arouse student; interest in reading. Therefore, it does not make students get motivated during the learning process. As a result, it will be difficult for the students to comprehend a text because they do not engage for reading the text.

According to the 2013 curriculum, recommends that teachers have to use learning model that the students must be activate during the learning process. Teacher must use scientific learning approach. There are three teaching learning models: Problem Based Learning, Project Based Learning, dan Discovery Learning. So, teacher is not only as learning sources but also as a facilitator that encourages the students to be active to participate during the learning process and help them to achieve the purpose of learning. Teachers only try to use the appropriate strategy and facilitate the students to look for information independently. The duty of a teacher is organizing the class as a team that work together to find something new for the class or students.

From the explanation above, Cooperative Integrated Reading and Composition is one of strategy can arise and attract the students in reading comprehension class. The students do not just do boring activity such as reading whole passage then answering many questions and listening to the teacher's explanation, but the students will also get motivated to be active to discuss the topic and to get information from the text by themselves; therefore, they will not be passive and bored during the learning process.

Based on the statements on the background of the study above, the article formulate the problems how can Cooperative Integrated Reading and Composition improve students' reading comprehension of descriptive text at eighth grade at SMP Negeri 2 Kesamben.

Related to the statement of the problem above, the purpose of the article to know the improving student's reading comprehension using Cooperative Integrated Reading and Composition strategy at eighth grade at SMP Negeri 2 Kesamben.

METHOD

A. Design

Action Research is a form of self reflective enquiry undertaken by participants (teacher, student principles for example) in social (including educational) situation in order to improve the teaching and the quality of education an justice of (a) their own social or educational practice (b) their understanding of these practice and (c) the situation can from institution in these practice are carried out , in brief action research is necessary done by the teacher to improve and enhance the quality of teaching and learning practice in classroom. In Classroom Action

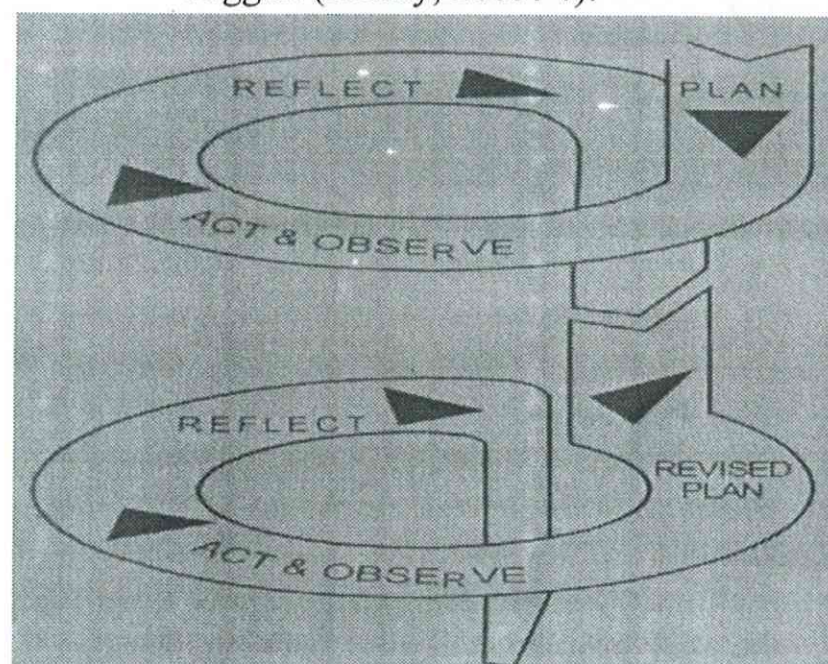
Research, English teachers assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment. The design of this study belongs to a Classroom Action Research (CAR). It is a cyclic process, which consists of four steps are planning, implementation, observation, and reflection (Kemmis & Taggart in Koshy, 2005: 4).

This study is categorized as a collaborative action research. The researcher works collaboratively with one of the English teachers at school who will help the researcher in preparing several activities such as designing a plan of action, observing and monitoring the action process. At the implementation stage, the researcher acts as the practitioner who conducts the teaching in the class. His collaborator sits at the back of the class and plays the role as observer who conducts the classroom observation.

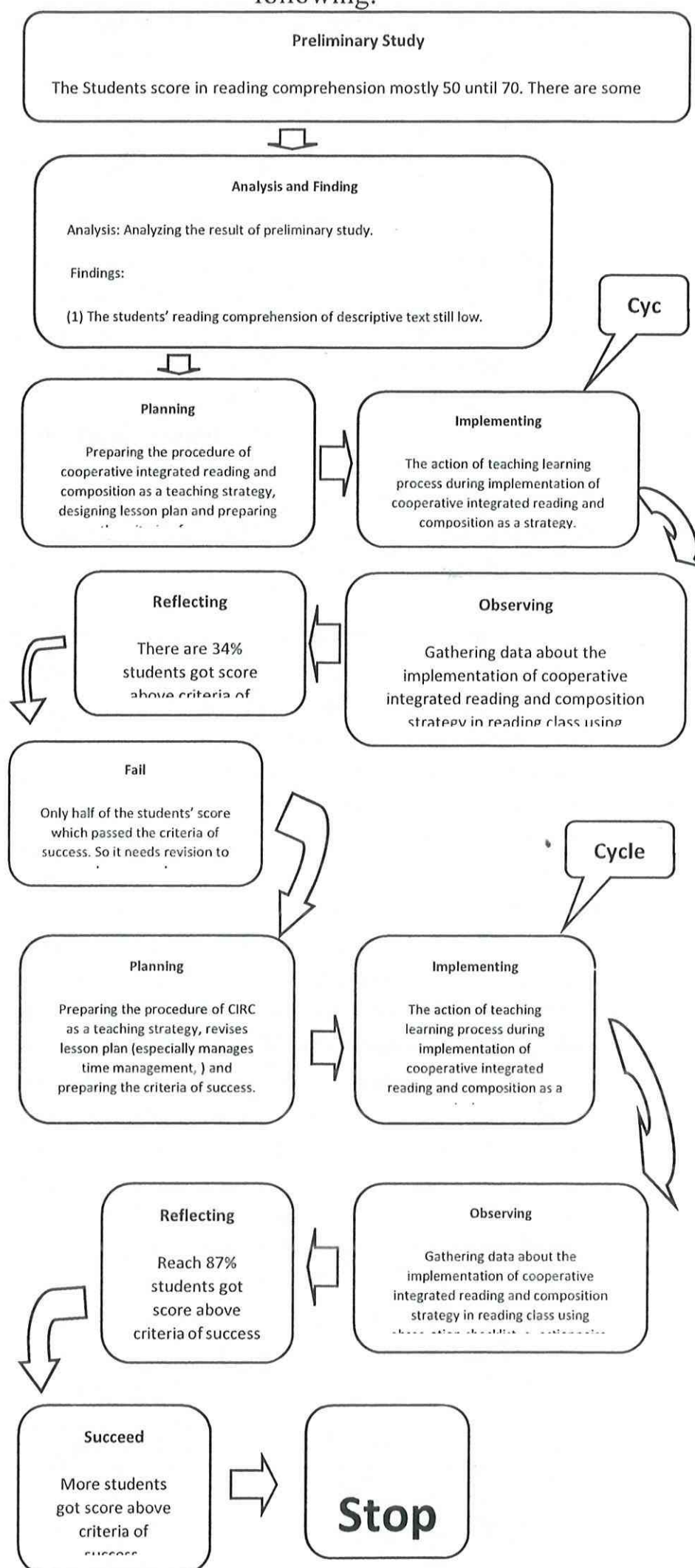
This research focuses on action research and conducts at eighth grade students at SMP Negeri 2 Kesamben- Jombang in academic year 2013/2014 and aim to solving the problem encounter there. In the case of this present research, the problem is how to improve the students' reading comprehension. And the teacher's problem in developing an appropriate strategy in the teaching learning of reading at SMP Negeri 2 Kesamben Jombang using Cooperative Integrated Reading and Composition that can give good impact on increasing the students' reading skills.

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy (Koshy 2005: 4).

Figure 1: Research Design Kemmis & Mc Taggart (Koshy, 2005: 4).



The design is adapted from Kemmis & Mc Taggart, 1990:14 (Kusumah 2010: 14) as following:



B. Procedure

The research started with an observation to the class activities and discussion with the teacher. This study was initiated with the preliminary observation in search for identifying the real problems in the teaching learning of reading comprehension as well as finding out a

general description about the students' ability in the study of English subject.

After the preliminary study, the researcher conducts the study by following the procedures of the action research, which start from planning the action and then, implementing, observing and reflecting.

1. Preliminary Study

The preliminary study was done in order to collect the data about the problems faced both by the teacher and the students in teaching and learning process. The data were from the results of observations in the classroom activities at eighth grade at SMP Negeri 2 kesamben. and by conducting informal interview with an English teacher in SMP Negeri 2 Kesamben Jombang. From them it could be stated that the teacher had not found a better model in teaching reading comprehension and the students' motivation in learning English especially reading comprehension was very low. Consequently, the students' achievement in reading comprehension ability was still insufficient.

2. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. After the researcher find out problems on the preliminary study, the researcher would like to make planning on her action research. The researcher will must be prepared the planning to make good management class. So, the researcher makes the strategy, lesson plan, and instrument in doing the classroom action research.

a. Teaching Strategy

In this step the researcher and the collaborator prepared the strategy of teaching reading comprehension by using Cooperative Integrated Reading and Composition.

1) **Pre Reading Activities**, the procedures in this step as follows: (1) opening the class, (2) give students leading question based on the topic to be discussed, (3) asking students to predict the topic to be discussed, (4) asking students to mention words that may be used in the text (predicting).

2) **Whilst Reading Activities**, (5) the teacher explain about the material descriptive text. (6) Then the teacher gives some examp of descriptive text. After that the teach explains the Reading strategy. (7) The studen make a group and discuss with their group consist 4 member. After that one of groups read the characteristic and other about the descriptive text.

3) **Post Reading activities.** The procedures in this step as follows: (8) discussing the result of sharing ideas. Students may check and evaluate their work with fellow students, as the teacher again guided and facilitated. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better read. (9) Making a conclusion of topic and closing the class.

b. Designing Lesson Plan of Reading

The lesson plan design by the researcher together with the collaborator. Lesson plan contains the basic competence and the instructional objectives that expect to be achieve by the students. It also contains the procedure for presenting the lesson in each meeting. The teaching procedure divide into three steps: pre reading, whilst reading, and post reading.

c. Preparing the Criteria of Success.

In this research the researcher use the criteria success based on the school regulation, the standard minimum criteria is 73 for English language lesson. Below is the criteria success based on the school regulation of SMP Negeri 2 Kesamben. Student have completed the study if the student reached 73 score, and the class has completed if that class has reached $\geq 73\%$.

➤ **Completeness of the students**

To find out the completeness or percentage of the study is used the following formula:

$$P = \frac{\sum \text{the students complete the study}}{\sum \text{all of the responses}} \times 100$$

3. Implementing

In implementing the action, there are two meetings in the cycle 1, the first meeting was conducted on Wednesday, 8th January, 2014 and the second meeting was conducted on Thursday, 9th January, 2014. The second cycle, there two meetings, the first meeting was conducted on Wednesday, 15th January, 2014 and the second meeting was conducted on Thursday, 16th January, 2014. It was decided that the researcher was the teacher of the class, while the collaborator's job was observing the students' and the teacher's activities and performance during the implementation of the lesson plan to make sure that the planned action was well done.

In implementing the action plan, the researcher is assisted by collaborator who at the same time acts as observers in teaching learning process of reading descriptive text.

4. Observing

The observation conducts during the process of the teaching and learning using Cooperative Integrated Reading and Composition as a strategy at the some time with the implementation. It's conduct in order to see the teacher's and the students' activities and performance in the application of the strategy Cooperative Integrated Reading and Composition. During this stage, the implementation of the action plan and both intended and unintended effects of the action were carefully monitored.

The collaborator and the researcher observe the students' activities during the implementation of the teaching reading descriptive text by using Cooperative Integrated Reading and Composition strategy. In doing observation, they use observation sheet and documentation.

The instruments are test, observation checklist, questionnaire, field note and documentation. Test is intended to measure the event of the students' ability of reading comprehension in descriptive text using Cooperative Integrated Reading and Composition strategy. From the result of the test, researcher collects the data to know whether the students score can reach in teaching comprehension using Cooperative Integrated Reading and Comprehension strategy in descriptive text eighth grade students at SMP Negeri 2 Kesamben. The test is multiple choices. In this research the researcher use the criteria success based on the school regulation, the standard minimum criteria is 73 for English language lesson. It will be conducted of each cycle.

Observation checklist is data collecting use of observation if researcher hits with processes human behavior job, nature phenomena's, but in here the researcher as a teacher and the English teacher as an observer. e.g. the observer can observe how straight forward learning process and interaction a teacher with its students on class already being made as place of research.

Questionnaire is data collecting tech that did by gives a set of question or statement can also know definitely variable which will be measured. Its example is to know students in understand material that worded by a teacher and students ability in answer question. To find out the average questionnaire results, there are several ways that would be used to calculate it. It is the way to calculate the mean of questionnaire:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of Students' Answer

F = Frequency Responses

N = Number of Respondent

(Sumanto, dkk, 2008: 94)

Field note is used for keeping a record of what happens, of why and where the teacher ideas evolved and the research process. This instrument applies every time there was a meeting. Documentation is used to record or take picture the information about the events, dates, the person involves in teaching learning process and help get the accurate data.

5. Reflecting

The reflection stage actually covers two processes, that are the process of analyzing and concluding the data obtained through the observation stage. The researcher and the collaborators evaluate the process and the result of the implementation. They interpret the data to decide whether the action done is successful or not. If it is not successful, the researcher will decide a plan for next cycle. It means that based on the observation stage, the researcher decides whether it is successful or not and then decides the next cycle.

FINDING AND DISCUSSION

Researcher gave the questionnaire before and after the implementing cooperative integrated reading and composition strategy in teaching Reading Comprehension Descriptive text. The questionnaire is used to know the students' response the use of cooperative integrated reading and composition strategy in teaching Reading Comprehension Descriptive text. And the result will be used to measure whether Cooperative Integrated Reading and Composition strategy is effectively or not to help the students in Reading Comprehension Descriptive text. Bellow is the explanation of the data for each cycle:

A. Finding

1. Finding In Cycle 1

There were two meetings in cycle 1, the first meeting was conducted on Wednesday, 8th January, 2014 and the second meeting was conducted on Thursday, 9th January, 2014. Each meeting is 2 x 40 minutes.

The result of student's reading comprehension by using Cooperative Integrated Reading and Composition. In this cycle many students still low in reading comprehension about descriptive text. The minimum standard of completeness (minimum achievement criteria) is

73, there are 11 students that have been completed the study, they get score passed the minimum standard and 21 students were not completed the study because their score under the minimum standard. The highest score is 80 and the lowest score is 55. Only half of the students' score which passed the criteria of success. In this cycle, students are passive in class activities and students still confused about Cooperative Integrated Reading and Composition strategy. So it needs revision to the next cycle. The researcher revises lesson plan especially the steps of teaching learning and the time management. The researcher revises also about the teaching descriptive text by using Cooperative Integrated Reading and Composition strategy. The steps of teaching must appropriate with the time composition. Teacher should distribute the time well, so, the teaching and learning activity on the next cycle can run well. The teacher made out 1 the descriptive text. Teacher not onl the time but also manages the class ar ore active and can make the students enjoy. This planning was made to make students more active and creative in the teaching learning process on the next cycle and also to improve their reading comprehension of descriptive text.

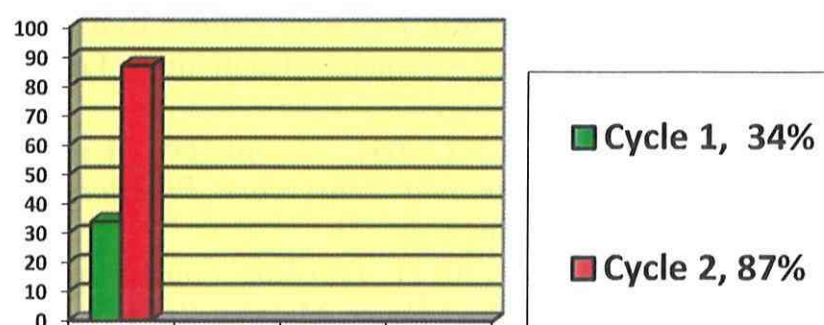
2. Finding In Cycle 2

The result of student's reading comprehension of descriptive text in cycle 2 of observation. The minimum standard of completeness is 73, there were 28 students that have been completed the study, they got score passed the minimum standard and 4 students were not completed the study because their score under the minimum standard. The highest score is 90 and the lowest score is 70. The researcher conclude that the student have to show a good motivation. The teacher used Cooperative Integrated Reading and Composition strategy for teaching learning activity, all of the student more enthusiastic and interested with teacher explanation. The classroom activity became more fun and the students were active to follow the lesson and they also showed good respond. The student's activities showed a significant improvement.

The reflection in cycle 1 and 2. Based on the data observation of each cycle above, which the completeness of study on cycle 1 reaches 34% and the completeness of the study on cycle 2 reaches 87% because on cycle 2 more students passed the minimum standard. Both of those cycles were succeeding, the result of cycle 2 shows the increasing from cycle 1. The researcher and the collaborator decided that cycle 2 is succeeding, so the researcher stops the cycle.

The result of cycle 1 and cycle 2 shows the improvement of reading comprehension of descriptive text, the improvement of study increases from 34% on cycle 1 to 87% on cycle 2. Students' reading comprehension is improved by using Cooperative Integrated Reading and Composition strategy, and they are also motivated to study English by using Cooperative Integrated Reading and Composition strategy.

Table 1.a the improvement students score from cycle 1 to cycle 2.



B. Discussion

In this stage discuss about the implementation of Class Room Action Research using Cooperative Integrated Reading and Composition strategy can improve students' reading comprehension of descriptive text. The implementation of Classroom Action Research (CAR) by using Cooperative Integrated Reading and Composition strategy has good effect in improving student's reading comprehension ability. Students are not just silent. They moved, playing, etc. This method is appropriate used in second learner. Because of the character of second learner are always enthusiasts and have not long attention.

The result students can be more motivated and easy understand about reading comprehension of descriptive text. The 28 from 32 students can understand well about the lesson by using Cooperative Integrated Reading and Composition strategy. It shows from their best score and the enthusiastic during learning process.

The strategy truly efficient and improve students reading comprehension especially descriptive text. The students are more active in following the material. Many students can understand about the material and 87 % of them understand the material of descriptive text by using Cooperative Integrated Reading and Composition in classroom. They also can learn English happily. Whereas they never like learn English, because they thing English is difficult and crucial. It is proving that this method is success.

The improvement of the student's reading comprehension of descriptive text by using Cooperative Integrated Reading and

Composition strategy. Based on the findings of the study, there is significant improvement on the student's reading comprehension of descriptive text. The findings dealing with the student's reading comprehension of descriptive text showed that the student's reading comprehension of descriptive text has been increased through the implementation of Cooperative Integrated Reading and Composition strategy.

Before the implementation the students of Class Room Action research using Cooperative Integrated Reading and Composition strategy, some students have low to understand because their vocabulary is very limited and not actively in English teaching and learning. They think it was difficult and crucial. They just follow the lesson and uninterested. From the first meeting at cycle one, the students look passive. There are only 34 % can active, and the other just silent. So, in the cycle one is unsuccessful to make students active. In the cycle two, the students were more active they star to enjoy the lesson. They have motivation to follow the lesson, and have attention in the teacher. 87% of them can active and enjoy following in class. The minimum criteria of success are 73. Only 34% of them can pass the minimum criteria of success and the other score of the students is under of the 73 (Appendix 9). There find 21 students have score below the minimum of criteria of success. At the second cycles, 87% of them get good score. Their score pass the minimum criteria of success. It is very satisfaction.

The data obtained from the test showed that the student's score during the learning process increased from the cycle 1 to the following cycles. The English teacher Mrs. Musriati says that the teaching process is success if 80% of the students pass the minimum Criteria of success. At the second cycles, 87% get good score. Their score pass the minimum criteria of success. Based on the statement of the English teacher, this teaching strategy is success.

CONCLUSION

Based on the data from the observation and questionnaire that have been discussed in the last chapter, the researcher could conclude that using cooperative integrated reading and composition strategy in improving students' reading comprehension is one of the ways to make students more active in teaching reading. Cooperative integrated reading and composition can motivate them to learn because cooperative integrated reading and composition as a strategy in teaching learning with group. In teaching reading process by using cooperative integrated

reading and composition strategy, the students can understand well about the meaning of descriptive text (the main idea, characteristic, generic structure and generic features). Students more like studying English with cooperative integrated reading and composition strategy because the students can discuss with each other about the material. Students can enjoy and understand well about the meaning of descriptive text by cooperative integrated reading and composition as a strategy. They can more interactive with their friends by using cooperative integrated reading and composition strategy in teaching reading comprehension of descriptive text.

After analyze the data from teaching reading comprehension of descriptive text by using cooperative integrated reading and composition at eighth grade students of SMP Negeri 2 Kesamben can be assumed that by using cooperative integrated reading and composition strategy, students could improve their reading comprehension especially in reading comprehension of descriptive text.

The final result of students reading comprehension of descriptive text by using cooperative integrated reading and composition strategy gives the progressing from the first to the second cycle. Many students got better score on cycle 2 than cycle 1. The result of teaching reading comprehension of descriptive text by using cooperative integrated reading and composition on cycle 1 is 34%, and cycle 2 is 87%. The result between cycle 1 and cycle 2 shows the improvement of reading comprehension of descriptive text, the improvement of study increases from 34% on cycle 1 to 87% on cycle 2.

In this research, the researcher applied the cooperative integrated reading and composition as a strategy, but the researcher yet to be applied the composition. The data from the questionnaire also shows that cooperative integrated reading and composition are an interesting and effective strategy in teaching learning activities. By using cooperative integrated reading and composition strategy students can understand the material well. They can understand easily and increase their reading comprehension especially in teaching reading comprehension of descriptive text.

Students' response of teaching reading comprehension descriptive text by using cooperative integrated reading and composition strategy is very good. This strategy gives the students pleasure and motivate them to studying English.

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