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COOPERATIVE INTEGRATIF READING AND COMPOSITION (CIRC) METHOD TO INCREASE STUDENTS' READING FOR COMPREHENSION ABILITY
(Experimental study on students of Class XI IPA SMA Negeri 1 Anyer Academic Year 2018/ 2019)

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ABSTRACT

Reading for comprehension (dokkai) is important in Japanese language learning, considering that it is still difficult for students to understand Japanese reading texts. The purpose of this study was to determine the effectiveness of learning using the CIRC learning method with those without using the CIRC method, the ability to read for comprehension without using the CIRC method, the difference in reading skills using the CIRC method and those who did not, and the response and quality of the CIRC method according to students' opinions in Dokkai learning . In connection with the problem that will be raised namely about "CIRC Learning Method on students' reading for comprehension at SMAN 1 Anyer", the type of research used is a type of pure experimental research. To analyze the data using the pretest posttest Group Design control formula. The sample of this study was the grade XI students of SMAN 1 Anyer in the 2018/2019 Academic Year. The instruments used were test and questionnaire. Based on the results of the study, it was obtained that the final reading for comprehension ability of students who used the CIRC method was higher than students who did not use the CIRC method.

Keywords: Cooperatif Integrated Reading and Composition

A.   Introduction

Reading is a very important means of language skills besides three other language skills. According to Bowman, (1991: 67) reading is an appropriate means to promote a life-long learning by teaching children how to read means giving children a future, namely giving a technique of how to explore the "world" whichever he chooses and gives him the chance to get a life purpose. However, reading is not an easy job. In general, learning to read in schools must lead to achieve some of the main objectives of learning to read. According to Abidin (2012: 5), there are at least three main goals of learning to read in school, namely: (1) enabling students to be able to enjoy reading activities, (2) being able to read silently with flexible reading speeds, and (3) obtaining levels of understanding of the content of the reading. Based on the first objective, learning to read should be emphasized in efforts to support students so that they are able to enjoy the reading activities they do.

In learning Japanese language, it more emphasizes on vocabulary learning activities and sentence patterns, compared with reading for comprehension activities that are in the books or on student worksheets. The lack of reading activities, in this learning Japanese language process, makes students confused when they are given a test in the form of a simple discourse. Another difficulty faced by students in reading Japanese texts is students cannot read the reading text quickly, then understand the vocabulary in the reading text and do not understand the use of proper sentence patterns. Besides, there are still some students who are not fluent in reading hiragana letters.

While in the 2013 Ministry of Education and Culture curriculum (2016: 1), especially at the SMA / MA level, students' abilities in developing Foreign Language learning, especially in reading for

comprehension skills, students understand simple discourse in the form of exposure or simple dialogue, in the form of reading words, phrases or sentences in Simple written discourse quickly. Able to identify the form and theme of simple discourse appropriately, and obtain general and or detailed information from simple discourse appropriately with general and or detailed information keywords. In accordance with the demands of the curriculum of basic competence in Japanese language and literature in high school / equivalent (Perkemdikbud Year 2016 number 24) namely students can understand short and simple discourse about the exposure of characters and daily matters in transactional interaction written text by paying attention to social functions, text structures, and linguistic elements according to the context of its use. Reading activities for high school students, in learning Japanese only at the basic level, students are only directed to read sentences, but students are rarely directed to be able to understand the contents of the reading text and the main ideas contained in the reading text.

Based on the results of interviews with Japanese language teacher at SMAN 1 Anyer, one of the problems experienced by students learning Japanese language is reading for comprehension. Factors that influence reading difficulties, students still have difficulty in reading hiragana and katakana letters, limited vocabulary understood by students, as well as difficulties in understanding sentence patterns and the lack of understanding the meaning of the contents of the reading. In addition, in learning to read Japanese, teachers still use traditional teaching methods. Reading activities, often carried out together with reading focused on the teacher who plays an active role, while students simply read and answer questions given by the teacher or answer the exercises that exist in the book. Seeing these conditions, to carry out reading activities, a good method is needed in improving reading for comprehension skills.

Based on the above problems, it takes a method in learning to read, the researcher offers the application of cooperative learning methods. The use of cooperative learning methods is based on the belief that learning is most effective when students are actively involved in the learning process (Zakaria and Iksan, 2007). One type of cooperative learning methods is Cooperative Integrated Reading and Composition (CIRC). The CIRC learning method requires students to study in groups and the teacher provides material to be understood by students.

CIRC learning method is one of the appropriate methods used in the process of learning reading for comprehension material so that learning becomes meaningful, contextual and not boring. Through this type of CIRC cooperative learning, they have the opportunity to do that. This is in accordance with what was conveyed by Vui (2006) that student communication in learning is a major component of the process of learning to read comprehension, so that they can better understand concepts well.

Based on the problems explained above, the purpose of this study is to describe the ability of reading for comprehension in Japanese language at SMAN 1 Anyer using the CIRC method and students who do not use a significant CIRC method before and after using the CIRC method, differences in reading comprehension skills of students who use the CIRC method with which, without using the CIRC method, as well as the quality of the CIRC method in the opinion of students in *dokkai* learning.

B. Theoretical Framework

- **Cooperatif Integratif Reading and composition (CIRC) Method**

The definition of cooperative learning methods as explained by Johnson & Johnson (1993) is the application of learning to small groups so that students can work together to maximize their own learning and the learning of other group members. Another opinion is also explained by Woolfolk (2001) who defines learning as an arrangement that allows students to work together in a mixed group with different skills, and will get an award if grouped to achieve a success.

The CIRC method, including one of the cooperative learning methods that was originally an integrated reading and writing cooperative, is a comprehensive or comprehensive and comprehensive program for teaching reading and writing for high school elementary classes. Based on the opinion of Robert, Madden, Slavin, and Farnish (1987: iii) that CIRC is a comprehensive cooperative learning

method for teaching reading and writing. Besides that Cooperative learning with the CIRC method in terms of language can be interpreted as a cooperative learning method that integrates a reading as well as overall then composes it into important parts.

Learning to read by the CIRC method consists of three important elements namely basic activities related to direct learning, learning to understand reading, and the art of writing integrated language. In all lessons activities students learn in heterogeneous study groups. All activities involve regular cycles that involve teacher presentations, team exercises, independent exercises, peer previews, additional exercises, and tests.

The development of CIRC is focused on teaching methods, an attempt to use cooperative learning as a means of introducing the latest techniques in practical teaching of reading and writing learning. The cooperative learning approach emphasizes group goals and responsibilities of each individual. In group activities students practice interacting in groups, such as respecting the opinions of friends in the group, making decisions related to answering questions, refuting the opinions of other groups, and so on.

Moreover, the role of CIRC in improving effectiveness in learning to read is as follows: CIRC learning design uses stages in teaching reading and variations in student activities in teaching reading.

- **Reading for comprehension (*Dokkai*)**

Reading is an interactive activity to pick and understand the definition or meaning contained in the written material, besides, reading is also a process that is carried out and used by readers to obtain the message to be conveyed by the writer through the media of words or written material. Understanding this reading, expressed by several experts including, Gilet and temple (in Syafi'ie 1999: 6) which states that reading is a visual activity, in the form of a series of eye movements in following lines of writing, concentration of sight on words and groups of words, review words and groups of words to get an understanding of the reading.

Besides that, Safie (1998: 8) added that reading as a thought process, word recognition activities, literal understanding, interpretation, critical, and creative understanding. From the notion of reading above, Rubin (1982: 106), defines reading for comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. This opinion views that in reading comprehension, there is simultaneously a two-way concentration in the reader's mind in reading activities. The reader actively responds by expressing the sound of the writing and the language used by the writer.

- **CIRC Method in Learning of Japanese Language Reading**

Japanese language learning activities are carried out with a variety of methods according to learning objectives, materials, learning objectives, and other learning components. In learning Japanese there is a study that learns reading comprehension skills called Dokkai. Dokkai consists of two letters namely 読 む (which means reading) and 解 く (toku meaning, open, dismantle, finish, decipher, solve, cancel). According to Kimura (1982; 113) 読 解 は 文 を 読 ん で 内 容 を 理 解 す こ と で あ る。The Dokkai is a combination of the two letters which means not only just reading but also understanding the contents of the discourse.

Tadao (1995: 1553) Dok 解 と 章 文 章 の 意 味 、 を 読 む 取 り 。。 *Dokkai to wa bunshou no imi, naiyou wo yomutori koto. Dokkai* is reading and then taking the contents and understanding the contents of the writing. Based on the above opinion it can be concluded that *Dokkai* is a learning that learns reading skills and includes reading activities, understanding their meaning and understanding the contents of the reading.

In learning to read Japanese language there are levels that must be passed by Japanese language learners. The level of learning to read Japanese in high school is the basic level or *shokyuu reberu*, this level is focused on discussing new vocabulary and expressions in a text one by one. Then prioritizing

exercises to support listening and speaking skills (oral variety).

The basic of reading activities is to understand the content of reading, preceded by an introduction to the vocabulary and its meaning, then discuss the content of the reading with the help of the teacher. Writing exercises are also given in order to realize the purpose of reading and are limited to exercises to review and recall important vocabulary and structures that require to master the reading material. The relationship between reading and writing seems to be a reciprocal relationship and is influenced by factors such as proficiency level, learner characteristics and the teaching approach used. In learning activities, Chamot learning and Kupper suggests that teachers use retrospective interviews, recalling what was done, or think-alind methods, students are asked to think and at the same time explain aloud what they think, as a way to find out what reading methods students use in groups . In terms of increasing student competency, CIRC uses groups as student activities in reading. In this cooperative learning stage there are several learning steps that will be used during the process of learning to read Japanese comprehension. The steps consist of:

1. Pre-reading

    First of all the teacher builds students' apperception and motivation by asking questions and showing pictures about their daily activities. Then the teacher starts dividing groups heterogeneously consisting of 4 or 6 groups in one class. The teacher explains about learning objectives that are tailored to the theme in accordance with the demands of KD class XI.

2. The reading stage

    Students read silently the discourse that has been shared by the teacher. Students pay attention to the rules of reading vocabulary and sentences that are in accordance with the spelling and pressure in reading. Students discuss with the group about how to read vocabulary and sentences that are difficult to read. Furthermore, students write vocabulary and sentences by grouping difficult words.

3. Reading for comprehension

    In this reading phase students are directed to be able to work together with a group of friends, to read and explore their knowledge to find new or difficult vocabulary meanings. Next write the meaning of the vocabulary and story ideas in the discourse. Students also make questions related to the ideas in the story.

4. Present

    Students communicate the findings of Japanese discourse. This discovery can be something new or just a verification of his observations. Learners give questions to the group presenting and respond to questions given by other groups.

5. Conclude

    The teacher draws conclusions together and corrects if something goes wrong. In addition, teachers can also ask students to provide the essence by making a brief report of the discourse.

    In learning to read Japanese language using the CIRC method, there are several advantages during reading activities. With the CIRC method, improving students' skills in solving problems. Motivated to learn actively in groups. And students understand the meaning of the questions and check each other's work. But the CIRC method also has weaknesses, such as requiring a lot of time, complicated preparation and presentations of active students who ask a lot of questions.

C.   Research Method

The research method is basically a scientific way to get data with specific purposes and uses. Based on this there are keywords that need to be considered, namely the scientific method, the data purpose and usability.

The method used is an experimental method. In the experimental method there is treatment. There are two sample classes consisting of the experimental class and the control class. The experimental class will be treated with the cooperative integrative learning method of Reading and Composition (CIRC), while in the control class without using the learning method. The design of this study uses pure experiments (Pretest-posttest control Group Design). The instruments used were tests (pretest and posttest) and questionnaires. Pretest is done before there is treatment, while posttest is done after treatment. The questionnaire was given to find out the students' responses in learning to read Japanese understanding through the CIRC method.

In this study the population is the class XI student of SMAN 1 Anyer in the academic year 2018 / 2019. Class XI IPA 3 as an experimental class, while class XI IPA 6 as a control class, 35 students in the experimental class and 35 students in the control class.
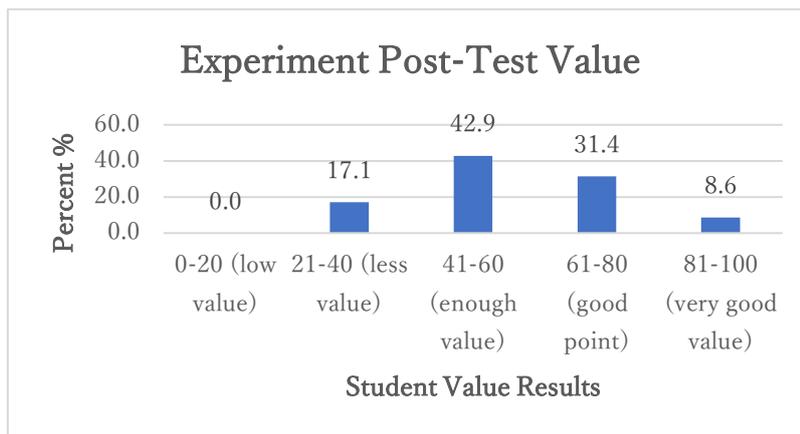
D. Result and Discussion
a. Students' Ability to read for comprehension after using the CIRC method

Based on the analysis of the data, it can be seen in the chart below is the results of the initial test given before the treatment is carried out in the experimental class. This preliminary test is conducted to find out the students' abilities before the treatment. Initial test results can be seen in the chart as follows.
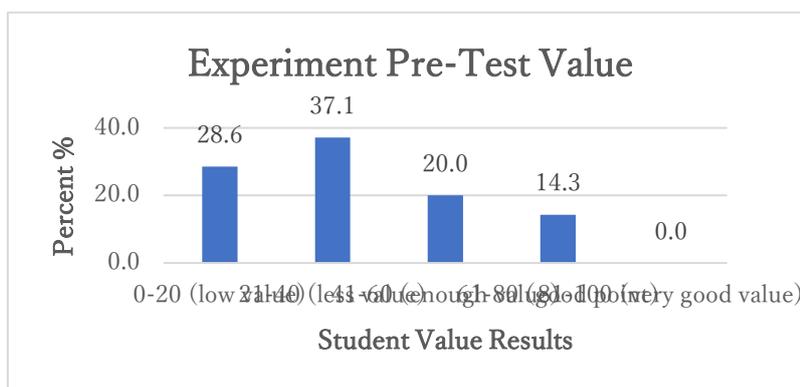
On the above chart, it is known that students' reading comprehension ability before using Japanese language reading for comprehension through CIRC method has an average score (61-80) that is in the good category, as much as 14.3%, while students are in the sufficient category with grades (41-60) 20.0%. While the category is lacking, as much as 37.1% and included in the low category is 65.7%. It can be seen from the chart above that students' ability to read for comprehension before treatment was less.
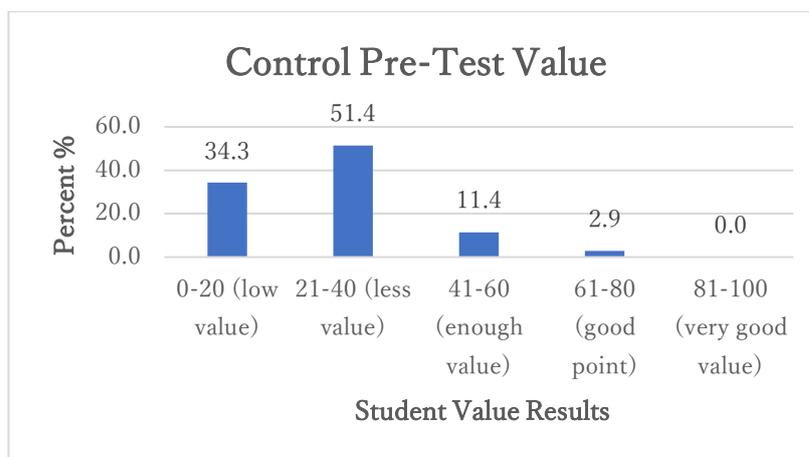
While based on the results of the posttest in the experimental class, after treatment the students' reading comprehension ability was seen in the following chart:

Experiment Post-Test Value

Percent %

- 0-20 (low value): 0.0
- 21-40 (less value): 17.1
- 41-60 (enough value): 42.9
- 61-80 (good point): 31.4
- 81-100 (very good value): 8.6
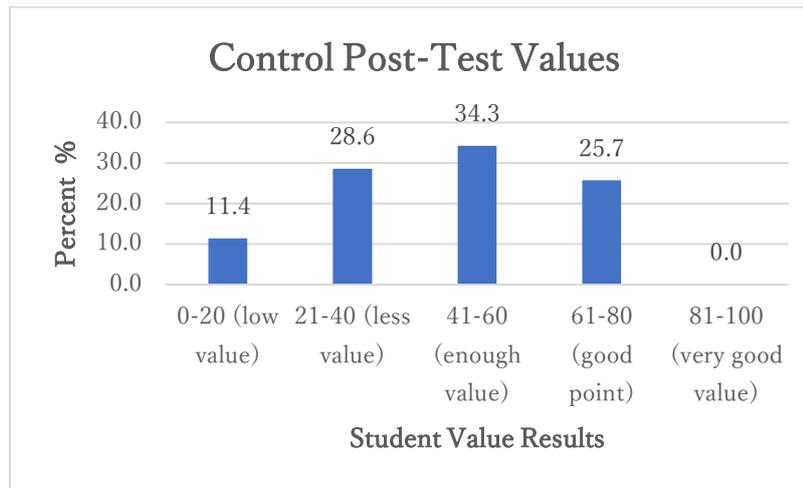
Student Value Results

After treatment, the results of the posttest are clearly seen from the chart above which has shown an increase by having the excellent category. Then from this chart, it is known that students' reading comprehension ability using Japanese reading comprehension through CIRC method has an average score (81-100) with a very good category of 8.6%, while (61-80) who are in the good category, as many as 31.4%, while students are in the moderate category with grades (41-60) of 42.9%. While the category is lacking with an average value (21-40) of (17.1) 0%. Furthermore, the low average category (0-20), as much as 0%. From this data, it can be seen that as many as 40% of students are in the good and very good categories. If you look at this chart, there is a decrease in the low category, after treatment. In addition, increased understanding of reading Japanese in the presence of excellent categories. From the results of this analysis it can be concluded that there is an effect of the CIRC method, after treatment was carried out in the experimental class.

b.   Students' ability to read for comprehension without using the CIRC method

In the control class too, to determine the students' ability to read for comprehension, an initial test was conducted. The results of the initial test shown in the chart below, there are still many students whose reading comprehension skills are in the poor category. It is known that the initial test in the control class has an average value (61-80) which is in the good category, as much as 2.9%, while students are in the sufficient category with a value (41-60) as much as 11.4%. While the ability to read students' understanding in the poor category (21-40) is very high, as much as 51.4% and included in the low category 34.3%.

Control Pre-Test Value

Percent %

- 0-20 (low value): 34.3
- 21-40 (less value): 51.4
- 41-60 (enough value): 11.4
- 61-80 (good point): 2.9
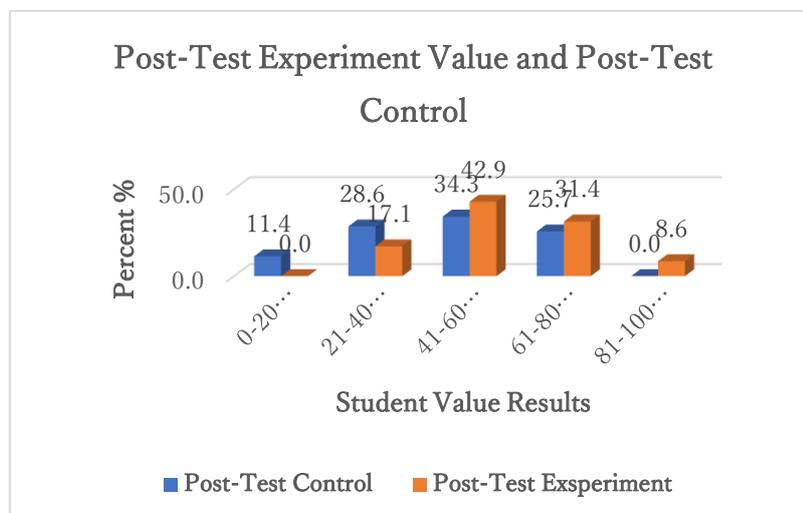- 81-100 (very good value): 0.0

Student Value Results

While the results of the post-test learning in the control class without treatment, no change in reading for comprehension ability of students can be seen in the chart below:

Control Post-Test Values

Percent %

- 40.0
- 30.0
- 20.0
- 10.0
- 0.0

Category	Value
0-20 (low value)	11.4
21-40 (less value)	28.6
41-60 (enough value)	34.3
61-80 (good point)	25.7
81-100 (very good value)	0.0

Student Value Results

From the above data, it is known that students' reading comprehension skills without using Japanese language reading learning through the CIRC method, there are no students who have very good average scores. While students who have an average value (61-80) who are in the good category, as many as 25.7%. While students who are in the sufficient category with an average value (41-60) of 34.3%, students in the category of lacking an average value (21-40) of 28.6%. While students who are in the low category with an average grade (0-20) of 11.4%. From this data, it is still seen that as many as 40% of students are in the poor category.

c.   Differences in Reading Comprehension Ability Using the CIRC method from those without using the CIRC method

Based on the grades obtained by students and the learning process that has been done, it can be seen the difference in the posttest scores of the experimental class that uses the CIRC method treatment with the class that does not treat the CIRC method in the control class. This can be seen in the chart that shows there is a change in the experimental class with a very good value category of 8.6%, which previously at the time of the pretest no one got a very good category value. Then the learning objectives based on predetermined indicators can be said to be achieved and run well. While in the control class there are still students who get grades with low categories and less as much as 40%.

Post-Test Experiment Value and Post-Test Control

Percent %

- 50.0
- 0.0

Category	Post-Test Control	Post-Test Exsperiment
0-20...	11.4	0.0
21-40...	28.6	17.1
41-60...	34.3	42.9
61-80...	25.7	31.4
81-100...	0.0	8.6

Student Value Results

■ Post-Test Control   ■ Post-Test Exsperiment

Thus, this shows that the ability to read comprehension of experimental class students after learning to read Japanese comprehension through CIRC method is higher than the ability to read comprehension of control class students after learning to read Japanese comprehension without using the method. It can be said that learning to read using the CIRC method has a high effect on reading comprehension skills in Japanese.

In this study, a hypothesis test was conducted to measure differences in reading comprehension skills of students who use and who do not use the CIRC method in learning to read Japanese comprehension. Hypothesis testing conducted in this study was processed using IBM SPSS Statistics 23 through the Paired Samples Test with the rule sig <0.005. In testing the hypotheses of these two classes using the following research hypotheses.

H_o: Normal population distribution, if probability> 0.005, Ho is accepted.

H_1: Population distribution is not normal, if probability <0.005, Ho is rejected.

1. Based on the above output, the significance value (Sig) for the experimental post-test data in the Kolmogorov-smimov test is 0.200> 0.005 then H0 is accepted. In the Shapiro-Wilk test the result is 0.290> 0.005 then H0 is accepted. Thus, the research data is normally distributed.

2. Based on the above output, the significance value (Sig) for the post-test control data in the Kolmogorov-smimov test is 0.200> 0.005, then H0 is accepted. In the Shapiro-Wilk test the result is 0.037> 0.005 then H0 is accepted. Thus, the research data is normally distributed.

The results of the calculation of the hypothesis test shows the average (mean) value of the experimental class posttest is 59.77. Meanwhile, the mean (mean) value of the control class posttest is 49.31. This shows the average (mean) posttest value of the experimental class is greater than the control class (59.77> 49.31). It can be concluded that the final reading comprehension ability of the experimental class is higher than the control class, after the two classes have been given treatment. Based on the results of the hypothesis test, obtained information that shows the value of t-count - initial value 34.26 for the control class, the significance value of the initial test (pretest) 39.60 for the experimental class. Based on the data obtained by Sig. (2-tailed) or p-value of 0.030 / 2 = 0.015 <0.05, or H0 is rejected. Thus, it can be concluded that there are differences in the average student learning outcomes between the experimental and post-test control classes. It can be concluded that there are differences in the average reading ability after treatment both using the CIRC method and those not using the CIRC method.

d. Student responses to reading activity by using the CIRC Method

Based on the results of the questionnaire data analysis, it was known that all (100%) students thought that learning of reading for comprehension Japanese language using the CIRC method was very enjoyable. Most (91%) students consider that learning to read Japanese understanding through the CIRC method can increase learning interest and the majority (83%) of students consider that learning of reading for comprehension Japanese language through the CIRC method can increase motivation.

More than half (71%) of students think that learning of reading for comprehension Japanese language through methods can make it easier to remember vocabulary and sentence patterns, and most (89%) assist students in deepening and increasing understanding of the contents of the text. More than half (77%) of students consider that learning of reading for comprehension Japanese language through the CIRC method improves reading content writing skills. Most (91%) students think that the CIRC method can improve concentration, activeness and cooperate in understanding the content of discourse. More than half (71%) of students encourage making it easier to give questions and answer the contents of discourse. Most (86%) students thought it was easy to present and conclude with the group about the content of the discourse in learning of reading for comprehension Japanese language through the CIRC method.

Some (55%) students consider it easy to solve and solve problems   in learning of reading for comprehension Japanese language through the CIRC method. Most (74%) students feel more

responsible in group learning through the CIRC method. The majority (80%) of students consider that the CIRC method is effectively used in in learning of reading for comprehension Japanese language. And most (94%) need to use the CIRC method in learning of reading for comprehension Japanese language.

Based on the results of the questionnaire analysis above, most students were able to respond positively to learning of reading for comprehension Japanese language through the CIRC method, both impressions, opinions, and the effect of learning of reading for comprehension Japanese language through the CIRC method. Students also feel responsible in the process of learning of reading for comprehension Japanese language through the CIRC method in groups.

E.   Conclusion

Based on research that has been carried out, as well as a discussion of the CIRC method in improving reading comprehension skills in Japanese, several things can be concluded, as follows:
1. The ability to read for comprehension in Japanese language using the CIRC method, there are changes in learning to read with the highest score (93) in the excellent category, and grades (27) in the poor category. There is an increase after treatment, seen by the absence of students who get the lowest score.
2. The students' ability to read   for comprehension after learning of reading for comprehension Japanese language without using the CIRC method, with the highest value (80), and the lowest value (20).
3. There are differences in the results of students' ability to read for comprehension in Japanese language using the CIRC method, and those who do not use the CIRC method. This can be seen significant differences and the results of students' reading comprehension ability. There is an average value of the highest value in the experimental class (8.6%) and the highest average value in the control class (25.7%).
4. On the results of the calculation of the hypothesis test shows the average (mean) value of the experimental class posttest test of 59.77. Meanwhile, the mean (mean) value of the control class posttest was 49.89. This shows the average (mean) posttest value of the experimental class is greater than the control class (59.77> 49.31). It can be concluded that the final reading comprehension ability of the experimental class is higher than the control class, after the two classes have been given treatment.
5. From the results of the questionnaire it can be concluded that students' responses to the CIRC method in learning to read for comprehension are very positive. Among other things, such as learning to read Japanese understanding through the CIRC method is fun and can increase motivation. The effect of learning of reading for comprehension Japanese language through the CIRC method in the opinion of students makes it easier to understand the contents and increase understanding of the contents of the text; arouse curiosity and increase motivation in reading Japanese comprehension; increasing concentration and activeness and cooperation in understanding Japanese reading texts. Students also feel responsible in the process of learning of reading for comprehension in Japanese language through the CIRC method in groups. Students also argue that the CIRC method needs to be applied in learning to read Japanese comprehension.

Suggestions

Based on the conclusions stated above, it can be suggested as follows:
1. In learning to read can use the CIRC method, to improve students' reading comprehension skills.
2. Further research needs to be done in using the CIRC method, in learning of reading for comprehension in Japanese language for students.

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