TEACHING INTENSIVE READING BY USING “COOPERATIVE INTEGRATED READING COMPOSITION (CIRC)” MODEL FOR VIII GRADE

(MENG AJAR MEMBACA INTENSIF DENGAN MENGGUNAKAN CIRC MODEL UNTUK KELAS 8)

Duri Indriyana Dewi (duriindriyanadewi@yahoo.co.id)
Lubaibatul Humaidah
Yuanita Devy Kuspriyanti

STKIP PGRI Sidoarjo Jl. Jenggala 149 Kemiri Sidoarjo

ABSTRACT

The purpose of this study was, to describe the problems faced by the students using implementation Cooperative Integrated Reading Composition (CIRC) strategy for eight grade at SMPN2 Tarik. The researcher used Recount text in each meeting to teach intensive reading ability. Based on the finding explain about each meeting, the researcher finds bad score before implementing Cooperative Integrated Reading Composition (CIRC) strategy in teaching Intensive Reading. And than, after implementing Cooperative Integrated Reading Composition (CIRC) strategy the researcher finds high score in teaching learning process. During the implementation of the action, the technique applied by the researcher is proved to be able to make the students more active and enjoyable than the previous condition. It can be concluded that the students learning Intensive Reading achievement by implementing CIRC strategy is much better than the students learning achievement without the implementation of CIRC strategy.

Key words: Cooperative Integrated Reading Composition (CIRC), Intensive Reading, Recount text.

ABSTRAK

Maksud dari penelitian ini adalah, untuk mendeskripsikan permasalahan dari setiap siswa dengan menerapkan strategi CIRC untuk kelas 8 di SMPN2 Tarik. Peneliti menggunakan Recount teks ini di semua pertemuan untuk mengajar kemampuan dalam membaca intensif. Dari temuan penelitian ini di di setiap pertemuan, peneliti menemukan nilai yang buruk sebelum menerapkan strategi CIRC di dalam mengajar membaca intensif ini. Dan kemudian, setelah menerapkan strategi CIRC peneliti menemukan nilai yang bagus selama proses belajar mengajar berlangsung.

Setelah menerapkan tindakan itu, strategi yang digunakan oleh peneliti mampu membuat siswa lebih aktif dan senang dari pada kondisi sebelumnya. Itu dapat disimpulkan bahwa prestasi siswa dalam belajar membaca intensif menggunakan penerapan strategi CIRC sangat baik dari pada siswa belajar membaca intensif tidak menggunakan penerapan dari strategi CIRC.

Kata kunci : Kooperatif Terpadu Membaca dan Menulis (CIRC), Membaca Intensif, teks Recount.
INTRODUCTION

As an International language, English is very important in our daily life. It is a matter of fact that English is very important because English has already been one of the most important languages. English is one of the international languages which is learned by all students both in Indonesia and other countries. The purpose of learning a foreign language, especially English is for students to be able to use English as their second language and to practice it in their daily conversation. In today's world, we have to get knowledge of advanced technologies and all kinds of branches of Science that almost written in English language. There is an urgent need of such a common language which can be understood by youth all over the world and the language in which all data and information is available.

In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not or discussion active, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active. So they enjoy learning and they can improve their reading skill.

As we know that reading is one of the most important skills that should be learned by the students. Reading, especially reading intensive is a complex thing to be learned, because to produce a proper sound the students need to understand the words first. And the biggest problem in this case is vocabulary and pronunciation it selves, that become a foundation of learning reading intensive. Most of the students could not read the words in the text correctly. They have a big limitation in producing and understanding the words in English. As we know that both of them has a great relationship. So without any ability in understanding the words the students will feel difficult to produce or pronounce the words in English correctly.

Teaching reading for junior high school students must be differed from children in elementary school because of their different characteristic of psychological background. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. Students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities. English teacher must give them tasks which they are able to do, rather than humiliating risk.

One of the good methods that can be applied in teaching and learning activities is cooperative learning. Cooperative learning is an approach to organizing classroom activities
into academic and social learning experiences. One of the model is CIRC. CIRC (Cooperative Integrated Reading Composition) one of the branches of Cooperative model that could be one of the best choices to support teaching and learning process in the class. CIRC (Cooperative Integrated Reading Composition) technique is very simple to apply. It is observes that CIRC technique effects increasing the academic success in addition to the social and intellectual abilities of the students.

With the use of recount text, at least the students will feel not boring to learn about English. Especially when we give them a certain kind of topic or title that suit with their level to make them enjoy learn about English, because they can study while entertain themselves till they can feel and come in to the text. That’s why learning English through recount text can make them feel more comfortable because the form of this text is almost the same with narrative that can make their imagination work.

Based on the reason above the researcher decide the title for the thesis is Teaching Intensive Reading By Using “Cooperative Integrated Reading Composition (CIRC)” Model for the eight year of SMPN 2 Tarik.

FINDINGS

Classroom action research taken by the researcher took place at SMPN 2 Tarik which is located in Kedungbocok. As the sample, in academic year 2014/2015 the research taken by researcher was class VIII-1 and the students consist of 34 students in this class.

In this chapter, the researcher observed the instructional process for three meetings. In each meeting, the researcher used camera digital to take the data supported by field note during teaching and learning process. This chapter set out to describe the various activities which are developed as part of implementing CIRC teaching technique in improving student’s intensive Reading. In this chapter, researcher will present the research finding to answer the problem statements, such as below:

1. First Meeting

The first meeting the researcher completes some data to support the research, such as: Interview with the English teacher and the students, students task, and the researcher used camera digital to take the data supported by field note during teaching and learning process.

2. Second Meeting
In the second meeting on Friday, September 19\textsuperscript{th} 2014 at 07.30am - 09.00am. In this meeting, the teacher prepared a short text is recount text and some questions from the text. In this time, the students formed group heterogeneous consisting of 4 or 5 students.

3. Third Meeting

In the third meeting on Tuesday, September 23\textsuperscript{rd} 2014 at 07.00am - 08.30am. In this third meeting, the researchers formed with individual learning systems to support their intensive reading. The teacher prepare blank text and random sentences, then the student completes the text and prepare to become a good sentence. And the students are asked to read their work in front of the classroom to support the learning process of intensive reading.

4. Meeting Analysis

Meeting analysis is a chapter which should be written by the researcher as the result or report of implementing teaching Intensive Reading score before and after by using CIRC strategy.

DISCUSSION

The action of Cooperative Integrated Reading Composition (CIRC) strategy in teaching Intensive Reading is describe below. In this section, the researcher discusses the process of reading learning process by using CIRC. The data presented from observation.

Based on the result of observation, the researcher could conclude that CIRC strategy was implemented successfully in the teaching reading ability. It could be indicated by the difference students discipline during the reading learning process between the first meeting with the second and third meeting. In the first meeting, the students looked bored and lazy when the teacher instructed them to read and translate the text. While in the second and third meeting, they looked enthusiastic to read the text after the teacher asked them to implementing CIRC strategy.

Cooperative Integrated Reading Composition (CIRC) strategy is a versatile and simple technique for improving students' reading ability especially Intensive Reading with Recount text. It gives students time to think about an answer and activates prior knowledge. CIRC enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

CONCLUSION

Based on the finding and discussion, the researcher recorded both some strenghts and some weaknesess in term of conducting some techniques in improving students Intensive
Reading to class VIII-1 SMPN 2 Tarik in Academic year 2014/2015 by using Cooperative Integrated Reading Composition (CIRC) technique. The researcher was successful to improve the students Reading ability. The students were able to find vocabulary and word meaning in the Recount text, the students were able to identify some information in the Recount text, and the students were able to retail the communicative object in the Recount text by using their own understanding. Beside that, the students were able to interact with their friends as well in a group collaboratively in solving the problem which was served by the teacher.

During the implementation of the action, the technique applied by the teacher is proved to be able to make the students more active and enjoyable than the previous condition. Especially in improving Intensive Reading. The students were involved in teaching and learning activities. The students got some techniques to process learning in Reading text. From the teaching technique, the students got more experience. It was proved that by implementing Cooperative Integrated reading Composition (CIRC) technique the students were able to improve their cognitive aspect in doing evaluation in each meeting.

REFERENCES


