

# THE IMPLEMENTATION OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE TO INCREASE GRADE 8 STUDENTS' ACTIVE LEARNING IN AN ENGLISH CLASS

**Carollina Anggi Puspitasari**

Sekolah Palembang Harapan, Palembang, Sumatera Selatan  
[carollina.anggi@yahoo.com](mailto:carollina.anggi@yahoo.com)

**Dylmoon Hidayat**

Universitas Pelita Harapan, Tangerang, Banten  
[dylmoon.hidayat@uph.edu](mailto:dylmoon.hidayat@uph.edu)

## Abstract

Based on class observations, some students in grade 8 of XYZ Junior High School were not contributing actively in an English class. One of the reason was because they were not used to speaking English. This research was aimed at increasing students' active learning in studying English in the classroom by implementing the Cooperative Integrated Reading Composition (CIRC) technique. The research method used was Classroom Action Research (CAR) of Kemmis and McTaggart's, conducted within three cycles. The subjects were four students who were not speaking English actively. The data was collected through questionnaires and mentor's observation checklist. The result showed that the implementation of the CIRC technique in an English class could increase students' active learning significantly.

**Keywords:** English, Classroom Action Research, active learning, Cooperative Integrated Reading Composition, CIRC.



### Abstrak

Berdasarkan hasil observasi di VIII SMP XYZ tidak berpartisipasi aktif saat pembelajaran Bahasa Inggris. Salah satu alasannya adalah siswa tidak terbiasa menggunakan bahasa Inggris. Tujuan dari penelitian ini adalah meningkatkan keaktifan siswa kelas VIII SMP dalam pembelajaran Bahasa Inggris dengan menggunakan teknik *Cooperative Integrated Reading Composition* (CIRC). Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart dengan 3 siklus. Subyek penelitian berfokus pada empat orang siswa yang tidak terlibat secara aktif di kelas Bahasa Inggris. Data dikumpulkan dengan kuesioner dan *checklist* observasi mentor. Hasil penelitian memperlihatkan bahwa dengan penerapan teknik CIRC dalam kelas Bahasa Inggris, keaktifan siswa mengalami kenaikan yang signifikan.

**Kata kunci:** Bahasa Inggris, Penelitian Tindakan Kelas, keaktifan belajar, *Cooperative Integrated Reading Composition*, CIRC

### Introduction

Language is a gift from God, which enables His creation to communicate with others (Poythress, 2009, p. 9). The importance of language can be seen in Psalm 33:6, which refers to the importance of a language as a media of God in creating the universe. Through language, human being can communicate and understand each other easily. The Bible proves that God use language to communicate with His creation. Therefore, English as one of a language is a gift from God that enables men to understand others.

Graddol (2006, as cited in Butler, 2014, p. 3) states that in this twenty-first century, English is a “basic skill” for success. English as lingua franca is a language that is widely used in the world. Harmer states that English, as lingua franca is the adopted language from two speakers who have different mother tongue and not English, they use



## **The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class**

English as their second language (1998, p. 1). Therefore, as the lingua franca, English plays the important role in this twenty-first-century. In the other word, English is a subject that should be learned in the school.

Based on the research observation, the researcher found out that most students in grade VIII XYZ School were not participated in English class actively. From the data, there were four major reasons the students did not discuss during the English class. First, the students were not used to speak English. Second, the students were not confident to speak English, although they know English. Third, the students were afraid to talk in English because of their cultural background. Lastly, some students were not familiar with English vocabulary.

Djamarah & Zain (2013, p. 38) view that students are required to be active both physically and emotionally to achieve the learning objectives. The learning process can be effective if the students put an effort to learn. Moreover, learning English is an integrated learning because there are four basic skills which should be learned. Krashen (1981, as cited in Richards & Rodgers, 2005, p. 22) states that learning is a formal study of language rules, which is a conscious process. Therefore, when learning language students need to be active to participate in the learning process.

One way to increase student's active learning is through applying the cooperative learning style in the class. Daryanto & Karim (2017, p. 136) propose that through cooperative learning students can experience to work in a group which triggers the students to interact with their friends. One of cooperative learning style is Cooperative Integrated Reading and Composition (CIRC) technique. The technique application is possible to integrate the four English's skills in learning.

Thus, this research would discover the implementation of CIRC technique to increase grade VIII student's active learning in English subject. During the implementation, there were some treatments applied to help students achieved their maximal results in the learning process. The treatments used were providing a reward and conducting an icebreaker at the beginning of the lesson. The result showed that student's active learning from four research subjects had increase significantly. This research would answer two research questions which



are: (1) how does the implementation of Cooperative Integrated Reading and Composition (CIRC) technique increase student's active learning in English subject? (2) Does the implementation of Cooperative Integrated Reading and Composition (CIRC) technique increase student's active learning in English subject?

### **CIRC Technique**

Slavin (1995, as cited in Zainuddin, 2015) mentions that the practice of CIRC is a comprehensive technique to teach language skills for the upper elementary grade (p. 12). Besides, Durukan (2011, p. 103) gives a definition that CIRC is one of the cooperative learning technique which concerns to develop reading, writing, and other language skills to be applied in the learning process. CIRC is a cooperative learning technique which combines reading and other activities in delivering the learning material (Lestari & Yudhanegara, 2015). Daryanto & Karim (2017, p. 28) state that one technique from cooperative learning which triggers student's active learning is Cooperative Integrated Reading and Composition (CIRC) technique, where the students work in a group to finish their learning goal through a given group task.

From the definitions above, the researcher concluded that CIRC as one of the cooperative learning is a way to increase student's active learning in English class which combines more than one language skills and requires the students to be active in the learning group to achieve the goal of the learning. Based on Stevens et al. (1991, as cited in Huda, 2014, p. 222); Wahyudi & Ariani (2016, p. 81); and Daryanto & Karim (2017, p. 153), the researcher synthesized the CIRC technique indicators, through these procedures:

- 1) The teacher explains the instruction and learning objectives for the class.
- 2) The students will be divided into group consist of 4-5 students.
- 3) Each student will read the reading text given related to the English topic.
- 4) The students will discuss the main idea from the text given guided by the teacher through some questions.



## **The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class**

- 5) The students from each group will write down their finding on a piece of paper and present it for the class.
- 6) The teacher and the students are making the conclusion.
- 7) The teacher and the students reflect and evaluate the lesson.

### **Student's active learning**

Hurtado & Carter (1997, as cited in Braxton, Milem, & Sullivan, 2000) state, active learning is different from academic integration (p. 571). Active learning can be defined as students' decision while learning and active learning as the mental abilities in learning (Huber & Stern, 1997, p. 19). Huber & Stern (1997, p. 19) explain that in one sense, students have an opportunity to decide whether they want to learn or not. In the other word, active learning can be defined as the strategy to deliver the learning material or students' attitude during the learning process.

According to Mel Silberman, he mentions that "active" is the core character of the active learning strategy, which in psychology it refers to self-actualization (as cited in Suyadi, 2013, p. 33). Suyadi concludes that in education which emphasizes on character building, the term active refers to hard work, independence, responsibility, and curiosity (p. 33). Huber & Stern (1997, p. 19) believe that active learning refers to a certain extent the learner is dealing with, their mental abilities to learn something. Katsap (2009, as cited in Alkilany, 2017) also states that active learning requires a big effort from the teacher and students to acquire knowledge whether physical, emotional, or mental resources (p. 12). Student's active learning refers to the effort, both physically and emotionally, which should be done by the students while learning process occurs to achieve the learning objectives (Djamarah & Zain, 2013, p. 38). Therefore, throughout this research, the term active learning refers to the students' respond and attitude during the learning process which relates with students' awareness and effort to gain the knowledge in the learning process, especially in learning English.

Based on the Sanjaya (2008, p. 140); Sudjana (2010, p. 61); and Paul B. Diedrich (as cited in Sardiman, 2010, p. 101), the researcher synthesized the indicators of student's active learning, as follow:



- 1) The students are listening to the instructions from the teacher which delivered in English attentively.
- 2) The students are actively involved in the group work discussion using English.
- 3) The students are contributed to the learning activity through asking and answering the question, giving an opinion, or response the teacher and their friends using English.
- 4) The students have experienced the English learning process which requires students' contribution.

### **Research Method**

Classroom Action Research of Kemmis and McTaggart's spiral model cover the 4 stages: plan, action, observation, and reflection, was used as the research methodology which. It concerned to 4 students in grade VIII who were not participated actively in English class. The research was done within three cycles from September 27<sup>th</sup> to October 20<sup>th</sup>, 2017.

The researcher used two main research instruments to measure the indicators of the variables. Student's active learning was measured through questionnaire and mentor observation checklist; whether CIRC technique was measured through peer's observation checklist. The questionnaires would be calculated use the Likert scale. Whether the observation checklist would be measured through the Guttman scale. The researcher wants to gather data which focus on the firm answer from the implementation of CIRC in English class through the observation checklist. The result from both instrument would be interpreted through triangulation and qualitative descriptive. The researcher used professional judgment to explain student's active learning numeric result since number might not represent student's behavior. The researcher divides the instrument in two groups based on the data resources, they were data from the students and from the teacher. The research has fulfilled its expected result when there are three out of four students already discuss using English.



## The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class

### Comparing results from three cycles

After finishing the research, the researcher analyzed the result from the implementation of CIRC technique in increasing student's active learning from each cycle. The result of the research would be divided according to the stages of Kemmis and McTaggart's spiral model.

Table 1

#### *The Analysis of Cycle 1-3*

Cycle	Description
Cycle 1	<u>Planning</u> <ul style="list-style-type: none"> <li>- Was done in three meetings.</li> <li>- Discussed about procedural text.</li> <li>- Students were expected to distinguish the language feature and create a procedural text properly.</li> </ul>
	<u>Action</u> <ul style="list-style-type: none"> <li>- A set of clear rules and procedure was delivered.</li> <li>- Activities: The students learned about simple future tense and to created sentences using simple future tense.</li> <li>- The students work on the task given within their group.</li> </ul>
	<u>Observation</u> <ul style="list-style-type: none"> <li>- The four students were reluctant to work in the group in the beginning. But, be more opened to the guidance from their group partner to finish the task.</li> <li>- S1 &amp; S4 had difficulty to understand unfamiliar English word. Whether S2 did speak in English but still combining with Bahasa</li> <li>- S4 was easily distracted during the discussion time.</li> <li>- The students who passed the criteria was S3, one student.</li> </ul>
	<u>Reflection (focused on the weaknesses to be improved)</u> <ul style="list-style-type: none"> <li>- The learning process supported the students to work together, but the researcher should provide encouragement for the students or give praise for the students.</li> </ul>



- There are three students who did not pass the standard because S4 and S1 did not contribute in the learning process actively.
  - The researcher should gain the students full attention when the researcher explains the instruction and ask one student to restate the instruction.
  - Keep using English by considering the word selection and choose the simpler vocabulary.
  - Provide an extra point for the group who ask using English as a reward of their effort.
- 

#### Planning

---

- Was done in two meetings.
  - Discussed about recount text.
  - The researcher would conduct an icebreaker for the students by providing some English video. From the video, the students should be able to recite the values of the video.
  - The researcher would provide an extra point for the group or students who speak in English. The researcher would not mention the reward in the beginning, to see the effort of the students during the learning.
- 

#### Action

---

#### CYCLE 2

- Stated the clear rules and procedures using high frequency English words.
  - There were some students who raised hand and retold what they got from the video.
  - The researcher complimented the students who answered and wrote their name to give an extra point.
  - Activity: The students arranged the jumbled paragraph about a procedural text.
- 

#### Observation

---

- Some students were show their effort to speak English compared to the first cycle.
  - S3's active learning was decreased because S3 was sick and did not contribute too much in the learning process.
- 





## The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class

- 
- According to the observation S1 & S2 already contributed actively in English class by discussed using English.
  - S4 showed the progress compared with cycle 1, S4 showed interest in learning English when S4 asked question in English.
  - S3 and S4 contributed actively in the learning process but did not consistent. S3 and S4 spoke in English but combining the language with Bahasa.

---

### Reflection (focused on the weaknesses to be improved)

---

- Lack of time, the students could not finish the task on time.
- According to the instruments' analysis and the observation, S1 and S2 passed the research passing criteria.
- The researcher might state that there will be an extra point for those who try to speak in English. To see whether the students are engaging in the learning process.
- The use of English in the discussion was not consistent from the beginning until the end.
- Besides, there were two students who did not pass the criteria.

---

### Planning

---

#### CYCLE 3

- Was done in three meetings.
  - Discussed about procedural recount text.
  - The students were expected to create a procedural recount text according to the video. Which considering the time management.
  - The students would present their story as well.
  - In this cycle, the researcher stated that those students who were speak in English will get an extra point.
  - The researcher engaged the students to the learning process by play BINGO. The researcher replaced the number with the transitional words that would be used to write the procedural recount text.
- 



Action

---

- The students asked using English during the discussion.
  - The researcher the researcher added extra 15 minutes to do the task.
  - The students did the task division to create the procedural recount text based on its generic structure.
  - Activity: create the text based on the generic structure of the procedural recount text they had read. Each group would present the text result according to their part i in front of the class
- 

Observation

---

- The researcher implemented the CIRC technique according to the procedure.
  - The research subjects had pass the research's target, which is four students speak in English.
  - The student's awareness from S1, S2, S3, & S4 to do the group task increase.
  - They learned to acquire the language by experiencing the target language through the group task.
  - The students know their role in the group. It was proved when the four students contributed to create the text.
- 

Reflection (focused on the weaknesses to be improved)

---

- The implementation of cooperative learning, especially CIRC technique, help the students in learning the second language.
- 

Based on the analysis from the cycle 1, 2, & 3, the researcher found several action which help the implementation of CIRC technique be efficient when the researcher: 1) used high frequency English words when deliver the materials and instruction in English, 2) provided icebreaker to gain the students' attention, 3) complimented and give an extra point for the students, 4) considered the time that used in the learning process.



## The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class

### Analysis and Discussion

From the triangulation, the researcher compared the result of student's active learning from the three cycles as shown in the diagram below:

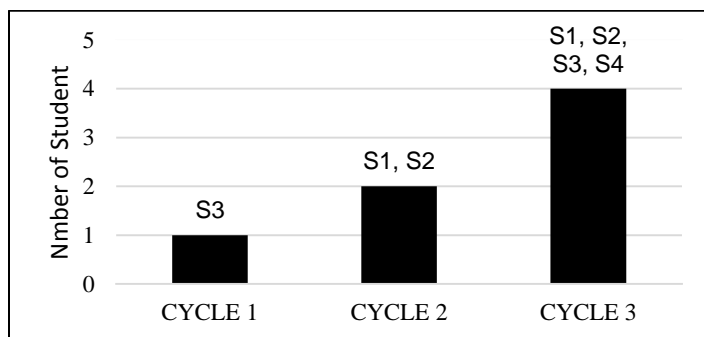


Figure 1. Students' Active Learning from Three Cycles

The result shows that from every cycle, student's active learning had increased by the implementation of CIRC technique. It means that student's active learning is getting better from cycle to cycle by the implementation of CIRC technique.

Kurniasih & Sani (2015, p. 90) propose one of CIRC phase is concept introduction, which covers the introductory of the learning materials. In this research, the consideration by using more than one session was to expose the language feature which will be learned. Learning is a series of transformation processes which experienced by students starting from the beginning of the learning to the end (Djamarah & Zain, 2013, p. 38). The process of changing was analyzed by compared each indicator of student's active learning from the three cycles. The researcher found that student's active learning in English class had a significant improvement after compared the indicator of the student's active learning from the three cycles.

**Indicator 1:** Students listen to the instruction from the teacher which delivered in English. In cycle 1, the researcher used English to explain the instruction and the materials from the beginning to the end. Paul B. Driedich (as cited in Sardiman, 2010, p. 101), mentions one of student's active learning classification can be observes through their attitude in listening. The researcher found out that S4 had problem to pay



attention, the student is easily distracted. Besides, S4 has difficulty to understand an unfamiliar vocabulary. Then, the researcher used the simpler word to explain the material.

**Indicator 2:** Students actively involved in the group discussion using English. Through cooperative learning type CIRC, students have a chance to discuss their thought in the group. Which according to Gillies (2016, p. 41), positive interdependence is occur during the discussion because the group has the same goal to finish the given task together. The proof was showed through the observation checklist during the discussion time. It indicates that students could work cooperatively in their group, especially to finish the task. Students are required to speak, asking, and giving opinion using English actively during the discussion.

**Indicator 3:** Students contribute in the learning process through asking and answering questions, giving opinion, or response teacher's and friend using English. Jhonson & Johnson (2009, as cited on Tran, 2014) believe that cooperative technique provides a chance for the students and the teacher to have verbal communication in the process (p. 131). In the cycle 1, only S3 who contributed in English class by answered teacher's question in English. But when the teacher used the simpler words and motivating the students during the learning process, the result has increased.

**Indicator 4:** Students are experience the learning process which requires students' contribution. In teaching language, Harmer (1998, p. 52) views that students should familiar with the target language. Then, student's active learning is achieved when students can respond the stimuli, which is the language, positively (Budinarsih, 2005, p. 20). In the process, the researcher might not apply the technique perfectly but from the reflection, researcher fixed the weaknesses which occur in every cycle. The action was by provided an interesting opening using video or played a modified BINGO which relates to the learning topic. Besides, the researcher motivated the students to speak English confidently and gave extra point for the students who tried to speak in English.

From the three cycles, the researcher has a special role as the leader of the class. To be a leader means the researcher should be firm when delivering the learning materials. Van Brummelen (2009, p. 99)

## **The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class**

views that the teacher is the one who share God's work through conducting a meaningful learning. Daryanto & Karim (2017, p. 7) support that as a catalyst agent teacher should bring positive renewal in learning. In the cycle 2 and 3, the researcher decided to give an extra point as a reward for the students who speak in English. The researcher's viewed that it was not about the extra point, but on how students gave their best bravely. The researcher considered Sardiman's point of view that the goal of the learning, is not the reward (Sardiman, 2010, p. 92). Therefore, at the cycle 2, the researcher did not mention to give extra point to the student who speak in English.

Through CIRC technique, students' social interaction is built, students can collaborate with the others and create a good communication by respecting other's thought (Kurniasih & Sani, 2015, p. 91). Learning in a group do have the positive impact in learning, both academically and emotionally. As a Christian teacher, introducing the students to face the real world by learning is challenging. Future students will be expose with worldly perspective about learning in a community. Knowledge can be accessed easily through the technology which caused the students to become passive in learning. The worst is when the students are reluctant to communicate with other and become ignorant. In Christian sense, man is blessed with love, kindness, and responsibility (Knight, 2009, p. 247).

The CIRC technique provides a learning environment where students understand their role in the group and to work as a team based on their ability. Students can learn how to be responsible for the group to achieve the goal together. Therefore, teacher supposed to refer students to God's reflection who each of them is unique and they need to build a community who can help students in learning. The real action from the researcher which reflect the role of Christian teacher was happen when the teacher talking eye to eye with S4. The researcher asked the student and has a good conversation about the lesson and S4's personal background. Realize or not, this action could bring impact for the student, because the researcher care for S4 and S4's progress in learning.



## **Conclusion**

Based on the result of the research, students' active learning can be increased by applying the CIRC technique which are: (1) explaining the learning objective and the instruction to the students. In the beginning, students should understand what the goal of the learning process is. The teacher can motivate the students or introducing the lesson in this step. (2) Dividing the student into a heterogeneous group consist of 4-5 students. The teacher should know each student's English skill before putting the student in the group. (3) Ask students to read the reading materials provided relate to the learning topic. The teacher should adjust the time to read according to the reading content and the length of the text. (4) Instruct students to discuss the main idea of the reading materials. The teacher can provide a guideline for the students in a form of questions. (5) Ask students to write down their finding on a piece of paper and present their answer to be discussed. (6) Concluding the learning result. (7) Reflecting and evaluating the learning process together.

Therefore, the implementation of Cooperative Integrated Reading and Composition technique can be used to increase student's active learning in English subject. It is supported from the result of the research analysis and discussion which shows that student's active learning is significantly increased in each cycle.

## **REFERENCES**

- Alkilany, A. (2017). The impact of the use of active learning strategies in the development of mathematical thinking among students and the trend towards Mathematics. *Journal of Educational and Practice*, 8(36), 12-18. Retrieved from <http://iiste.org/Journals/index.php/JEP/article/viewFile/40433/41580>
- Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on the college student departure process. *The Journal of Higher Education*, 71(5), 569-590. <https://doi.org/10.2307/2649260>
- Budiningsih, C. A. (2005). *Belajar dan pembelajaran*. Jakarta, Indonesia: PT Asdi Mahasatya.



## **The Implementation of The Cooperative Integrated Reading and Composition Technique to Increase Grade 8 Students' Active Learning in an English Class**

- Butler, Y. G. (2014). Current issues in English education for young learners in East Asia. *English Teaching*, 69(4), 3-25. <http://doi.org/10.15858/engtea.69.4.201412.3>
- Daryanto, & Karim, S. (2017). *Pembelajaran abad 21*. Yogyakarta, Indonesia: Penerbit Gava Media.
- Djamarah, S. B., & Zain, A. (2013). *Strategi belajar mengajar: Cetakan ke-5*. Jakarta, Indonesia: Penerbit Rineka Cipta.
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102-109. Retrieved from <https://eric.ed.gov/?id=EJ923632>
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 38-54. <http://dx.doi.org/10.14221/ajte.2016v41n3.3>
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow, England: Addison Wesley Longman Limited.
- Huda, M. (2014). *Model-model pengajaran dan pembelajaran: Isu-isu metodis dan paradigmatis*. Yogyakarta, Indonesia: Pustaka Pelajar.
- Knight, G. R. (2009). *Filsafat & pendidikan: Sebuah pendahuluan dari perspektif Kristen*. Jakarta, Indonesia: Universitas Pelita Harapan.
- Kurniasih, A., & Sani, B. (2015). *Ragam pengembangan model pembelajaran: Untuk peningkatan profesionalitas guru*. Surabaya, Indonesia: Kata Pena.
- Lestari, K. E., & Yudhanegara, M. R. (2015). *Penelitian pendidikan Matematika*. Bandung, Indonesia: PT Refika Aditama.
- Poythress, V. S. (2009). *In the beginning was the Word: Language - A God-centered approach*. Wheaton, IL: Crossway Books.
- Richards, J. C., & Rodgers, T. S. (2005). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). New York, NY: Cambridge University Press.



- Sanjaya, W. (2008). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta, Indonesia: Kencana.
- Sardiman, A. M. (2010). *Interaksi dan motivasi belajar mengajar*. Jakarta, Indonesia: PT Raja Grafindo Persada.
- Sudjana, N. (2010). *Penilaian hasil proses belajar mengajar*. Bandung, Indonesia: Remaja Rosdakarya.
- Suyadi. (2013). *Strategi pembelajaran pendidikan karakter*. Bandung, Indonesia: PT Remaja Rosdakarya Offset.
- Tran, V. D. (2014). The effect of cooperative learning on the academic achievement and knowledge retention. *International Journal of Higher Education*, 3(2), 131-140.  
<http://doi.org/10.5430/ijhe.v3n2p131>
- Van Brummelen, H. (2009). *Walking with God in the Classroom: Christian approaches to teaching and learning* (3<sup>rd</sup> ed.). Colorado Springs, CO: Purposeful Design Publications.
- Wahyudi, S., & Ariani, D. (2016). *Model pembelajaran menulis cerita: Buku panduan untuk guru ketika mengajar menulis cerita*. Bandung, Indonesia: PT Refika Aditama.
- Zainuddin (2015). The effect of cooperative integrated reading and composition technique on students' reading descriptive text achievement. *English Language Teaching*, 8(5), 11-21.  
<http://doi.org/10.5539/elt.v8n5p11>

