COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) – BASED INTERACTIVE CD IN TEACHING READING

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Abstract
This paper was aimed at describing students' activities during the implementation of teaching reading through CIRC-based interactive CD, knowing students' achievement in reading after taught by using the media, and their responses toward the implementation of the media. This study was conducted on nine different junior high schools in Jepara. The subject of the study was seventh grade students. The research method of this study was classroom action research in which the researchers used observation, test, and questionnaire. Observation was used to collect the data dealing with students' activities in the classroom. Test was used to measure students' achievement before the implementation, first cycle and second cycle. Questionnaire was used to get students' responses toward the implementation of the media. The result showed that there were some activities in teaching reading like reading group and team and basal-related activities. The improvement of students' score was also improved before and after the implementation. It was showed by the students' average score 7.6 (before), 7.8 (first cycle), and 8.0 (second cycle). Students' perception toward reading was also changed in the aspect of reading nature, learning reading, strange with vocabulary, getting main idea, and teaching media.

Keywords: cooperative integrated reading and composition, reading

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INTRODUCTION
Nowadays, government uses 2013 curriculum in Indonesia schools. In this curriculum, English uses two approaches namely genre-based and scientific-based approaches. In scientific approach, English is emphasized in the three domains of competences, namely cognitive, affective, and psychomotor domain. Therefore, students are encouraged to think scientifically by using the power of reason in the study. 2013 curriculum has set up various types of text that is used to

improve the attitudes, knowledge and skills of students in communicating using English in accordance with core competence and basic competences that has been set before. Some examples of the text types are narrative, procedure, descriptive, report, procedural, news item, analytical exposition, persuasive exposition, spoof, explanation, discussion and review.

English has been taught in every level of education in Indonesia. It has been started from elementary level until university level.

The skills taught include listening, speaking, reading and writing skill. It shows that English has become the main subject that is used by students as a means to access knowledge and communicate with others both orally and in writing. As proof of why English is taught in elementary is that English should be learnt early to be habitual process in speaking and communicating in the target language. English has taught in other countries. English is a global language (Crystal, 2003:3). The language is used by most of people all over the world which plays important role that is recognized in every country. English is by far the most widely taught language in all European countries in both primary and secondary education. On the whole, more than 90% of all students in Europe choose to study English in secondary education (Alexiou & Mattheoudakis, 2013:101). Although English is not the language with the largest number of native or first language speaker, it has become a lingua franca (Harmer, 2007:1). A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language (Harmer, 2007:1).

One of English skills is reading. Reading comprehension was seen as an active process that engaged the reader. Reading comprehension was also seen as the construction of the meaning of a written text through an interaction between the reader and the text (Zarei & Keshavarz, 2011:42). Reading is unique skill which asks readers to focus on the text and even on the single word to get the meaning. Although in reading there is scanning and skimming skill, making inferences, and getting general information, readers should also understand the meaning and the context of the text.

Reading ability will be developed best in association with writing, listening, and speaking activities (Brown, 2001:289). This is why integrated teaching skill could not be neglected by teachers. When students learn reading, the teachers will also insert writing material in the simple form like making a note of the information got from the text. This will be good for students to remember what they have read before.

Reading skill as one of the language skills always plays an important role in helping students of language in order to have better understanding of their language. Reading skill is necessary for language learners to acquire new information about textbooks (Khansir &Farajolahzadeh, 2015:477). By reading, students could access information, get knowledge, and take writer's idea. In reading, activities need to create a good learning environment to build enthusiasm for the reader to feel relaxed and not tense in reading.

There are three different perspectives in reading like in speaking; practice, product, and process. The first has been the interest of anthropologists and social psychologists whose concern is with reading and writing practices as linked to their uses in everyday life, not merely within schooling (Carter & Nunan, 2001:21). Reading as a practice requires teachers to be able to compile the learning activities and strategies well to make students have the literacy experiences when reading in the target language.

The second orientation focuses on the form and meaning of written texts and their constituent parts. In some reading accounts, priority is given to the text and parts of texts with varying attention paid to form alone of relationship between form and meaning (Carter & Nunan, 2001:21). Therefore, students are asked to find connections

between words in the text with meaning by context. Teachers are expected to deliver a learning strategy as bottom-up and top-down. The third perspective pays relatively greater attention to the role of the reader in the going processing of written language and the strategies that she or he draws on in constructing meaning from text (Carter & Nunan, 2001:21).

For learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and format schemata-background information and cultural experience-to carry out those interpretation effectively (Brown, 2004:185). The use of top-down and bottom-up is used by readers to identify the topic of the text, predict and guess what is the message of the text, and read for general understanding and find specific information.

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature. An ability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension (Brown, 2004:185). In designing reading test, test maker would consider the genre of reading and micro and macro skills of reading. The examples of reading genre are academic reading, job-related reading, and personal reading. Besides that, reading assessment can imply all reading strategies such as identifying general purpose

of reading, guessing meaning, skimming, scanning, and others.

Learners who attend junior high school are in a stage of operational development at the age of 12-18 years. One of the characteristics of the stages of this development is that the child is able to think logically and critically. Brown (2001:90) stated that adult have superior cognitive abilities that can render them more successful in certain classroom endeavors. Their need for sensory input can rely a little more on their imaginations. Their level of shyness can be equal to or greater than that of children, but adult usually have acquire a self-confidence not found in children. In learning-centered perspective, knowledge about children learning is seen as central to effective teaching (Cameron, 2001:17). This is in line with Piaget's view about child as a sense maker. From a piagetian viewpoint, a child's thinking develops as a gradual growth of knowledge and intellectual skills toward a final stage of formal logical thinking (Cameron, 2001:3). Vygotsky's view of development differs from Piaget' view about child learning. Language provides the child with a new tool, opens up opportunities for doing thing and for organizing information through the use of word as a symbol (Cameron, 2001:6).

Views on students should have changed, from passive to view active, which only receives knowledge and information from teachers. Students are children who want to learn and do not know despair. Therefore, teachers should know the characteristics of children in development period. According to Brown (2001:91), there are some characteristics of adult; adults are more able to handle abstract rules and concept; adults have longer attention spans for material that may not be intrinsically interesting to them;

sensory input need always be quite as varied with adults, but one of the secrets of lively adult classes is their appeal to multiple senses; adults often bring a modicum of general self-confidence into a classroom; and adults with their more developed abstract thinking ability, are better able to understand a context-reduced segment of language.

Students in junior high school had low interest in reading a text. This was caused by the strategy and media used in teaching and learning process. The English teacher usually used monotonous teaching strategy or media which was asked students to read the text presented in a book and then did some exercises. Teaching activities done by the English teachers were based on the activities stated on the English book. The English teachers asked students to read the text, translated it into bahasa Indonesia, answered the questions given, and discussed it together. Students felt bored and had negative view in reading. They did not set first their personal goal in reading because reading activities implemented by teachers were not based on students' need. Students were neglected to read intensively and not to find the difficult words they found in the text.

To solve the problem, the researchers used teaching media namely cooperative integrated reading and composition (CIRC) based interactive CD. This teaching media could help students to build their interest and motivation in reading activities because the activities were designed in fun activities. The text presented in the CD was facilitated with sound how to read it correctly. There was also a word bank which could be used by students if they did not know the meaning of the word from the text. The exercises provided were also in various forms like matching, true-false, and short answer questions.

Bastug & Demirtas (2016:601) stated that the student exhibited certain improvements at the levels of reading, reading rate and reading comprehension. These results were discussed in the literature and the findings suggest that child-centered reading strategies such as talking, dictating and writing should be the main focus of instruction for students with low reading literacy achievement to enable these students to meet the demands of the curriculum.

Akyol (2014:200) tried to improve the reading skills of the students having difficulty in reading through an enrichment reading program. At the end of the study, it was found that some developments occurred on the participants' word recognition skills and aloud reading skills. It was concluded that for the development of the reading skills of the students having reading difficulty, construction of appropriate reading environment and implementation of enrichment reading programs can be effective.

Khansir & Farajolahzadeh (2015:478) designed to compare two methods of cooperative learning namely, Group Investigation (GI) and Cooperative Integrated Reading and Composition (CIRC) in learning English at an intermediate level of reading comprehension. The results showed that although the CIRC method is significantly different from GI, but as mean scores of students with CIRC were higher in comparing with students thought with GI and thus, CIRC was suggested as more efficient an effective method in teaching reading and could improve more Intermediate Iranian Foreign language learners' reading comprehension.

The use of the developed reading rubric would establish a standardized program evaluation process by reducing the number of programs that do not meet the criteria for program effectiveness (Pearce, 2015:90). Although making reading rubric is good thing

in reading, reading could not be released from students background and need. If students are in primary school, reading test should meet the cognitive, affective and psychomotoric domain of students.

CIRC is a kind of integrated method which can be used by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should be responsible in teaching and learning process. According to Larsen-freeman (2003:159), good language learners did to facilitate and are willing and accurate guessers who has strong desire to communicate. In CIRC, students are assigned to four-member heterogeneous learning teams. Following a lesson, students work in their teams in a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process of writing approach (Calderon, Hertz-Lazarowitz, & Slavin, 1998:155).

Cooperative learning is an instructional method where students interact with and help each other to solve problems, complete a project or task to maximize their learning to achieve mutual goals (Tanaka & Sanchez, 2016:2). In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively (Larsen-freeman, 2003:159). This is why in cooperative learning, there will be a sharing ideas with other students and students could lead their team discussion.

The term of cooperative learning is based on Vygotsky's social constructivism. According to Vygotsky as cited by Khan & Ahmad (2014:56), the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. This theory is famous with zone of proximal development (ZPD) which compares the actual development level to the level of potential development. In line with the theory of constructivism, the use of cooperative learning in reading instruction links to the belief that students learn better if appropriately guided through the ZPD when working with peers (Tanaka & Sanchez, 2016:3).

This paper was different with other researches above in the form of the media used. It was CIRC based interactive CD. By using this teaching media, the English teachers set teaching and learning process in the form of students-centered not teachers-centered or books-centered. The purpose of this paper was to elaborate students' activities when CIRC-based interactive CD was implemented, to know students' improvement in reading skill by using the media of CIRC-based interactive CD, and to know students' responses toward the implementation of the media of CIRC-based interactive CD.

RESEARCH METHODOLOGY

This study used classroom action research methods to process the data that had been collected. Classroom action research was used to elaborate a systematic approach in order to enhance teaching practices in classroom setting. Glanz, (1998:29) stated that reflective practice is a process by which educational leaders take the time to contemplate and assess the efficiency of programs, products, and personnel in order to make judgments about the appropriateness of effectiveness of these aspects so that improvements or refinements might be achieved. Action research is a model for teaching with high

transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter (Pelton, 2010:3). The model of action research used in this study was collaborative classroom action research. As suggested by Pelton (2010:7), action research teachers are constantly evaluating their classroom performance by identifying both the successes and challenges of their students. In this study, there were two cycles to investigate students' problem in reading class and to implement new teaching media namely CIRC-based interactive CD. This study was conducted on nine different junior high schools in Jepara municipality in the academic year of 2016/2017; 6 state junior high schools and 3 private junior high schools.

Participants
The subjects of the study were seventh grade students of Junior High School. Each school was taken one class randomly to be subject of the research. The subjects had got English as a compulsory course in 2013 curriculum. The total subjects of the research were 344 students from nine different schools.

Instruments
Data collection methods used in this study were observation, test and questionnaires. Observation was used to observe changes in the attitudes and activities of students in the learning process. Students' attitudes and activities changes could be observed before and after the implementation of CIRC in cycle one and two. The researchers used observation checklist to monitor teaching and learning process happened. Test was used to measure students' achievement after they were taught by using CIRC in English class and then compared the result before the implementation of CIRC. This method was

used to know students' progress in cognitive domain. Questionnaires were used to know students perception toward the implementation of CIRC in English class. The researchers provided the option of the questionnaires which consisted of four options; strongly agree, agree, disagree, and strongly disagree.

FINDINGS AND DISCUSSION
CIRC-based interactive CD was one innovation media which was developed to be used in teaching reading. It consisted of a variety of instructional practices which were adapted the principal elements of CIRC. CIRC-based interactive CD comprised a sequences of activities to do in a team when the students learnt autonomously. It was developed to facilitate the reading process of descriptive texts. The activities during the implementation of CIRC were described below.

Reading groups and teams
Before the learning process, the teacher determined the students into two reading groups according to their reading skill level: high and low level. Then, they were assigned into teams consisting of three of four students. The team composed of students from different reading skill level; for example, one team composed of one or two students from high level and one or two students from low level.

Basal-Related Activities
In this activity, the teacher introduced a reading text to the whole students by conducting first a brainstorming activity to activate their prior knowledge about the text will be about. The students were asked some questions related to their family description. This activity was in line with one of the features of CIRC in which it involves students

in creating predictions and in working through the process of confirming and rejecting those predictions. While they were in the middle of the discussion, the teacher then brought the students into the media which showed a description of person. In this session, after the teacher explained the purpose of this reading activity, the students listened carefully to the pronunciation of English words and the natural rhythm of the language in the CD. In the CD, it was shown the text entitled "My Father". It described the physical appearance, the job and its activity, and the interest. The students were also encouraged to read silently following the reader. By doing so, the students unconsciously practice linking between the written and oral forms of the language. Next, the students were asked to find new vocabularies. With the teacher, the students then discussed the meaning of each word in a slide of word bank in the CD. Finally, this activity was ended with the discussion of the text content.

After all activities above were complete, the teacher asked the students to do sequence of activities with the members of their teams. The first activity was words out load. In this activity, the students were asked to read aloud the words correctly within their teams until they could read them smoothly. The words were new vocabularies discussed in teacher-led reading and compiled in the words bank. This activity was carried out to facilitate the students help one another to master the new words.

The second activity was partner reading. In this activity, the students took turns reading the description text aloud with their partner, alternating each sentence. While one student was reading, the others listened and corrected any errors possibly made by the reader. With this activity, the students were trained to help

each other with the correct pronunciation. By reading aloud, they enjoyed this experience because they can help their friends increase their confidence and ability in reading. The concern of CIRC was grouping the students based on the reading ability. So, the students with the higher reading ability were grouped with the low one. By doing this activity, the students with the higher reading ability with pleasure would assist the students with the lower reading ability in reading and correcting errors. In addition, even the students who were most reluctant to learn became actively involved in learning.

Next step was word meaning. Word meaning in the original CIRC was actually asking the students for writing meaningful sentences which shows the definition and a clear picture of the meaning of the word. However, in the CD this activity was replaced with matching selected words from the words bank with its definition. The students were also allowed to look at the dictionary to know the meaning of each word. The replacement was due to the grade level of the students which were still in the level of junior high school.

The following step was story structure. During this step, the students were given questions related to the text. They, in team, discussed the answers for reaching question listed in the CD. In this stage, the students were encouraged to answer the questions in complete sentence so they would practice the structure of the language. They had to work together and help each other in answering the questions. They also had to make sure that everyone in the team saw the answer because the teacher would test the students' understanding about the text. The test was done by the teacher by doing the Numbered Heads Together (NHT) activity in which each team numbered off one to three or four

depending on the amount of the students in one team. The numbers of the students who were called by the teacher had to stand up to answer the teacher's questions. In this stage, the students were active and tried to answer well because each member score would affect the team score. In the end of this activity as the homework, the students were asked to summarize the main point of the text and compose another text with their own words. Before closing this cycle, teacher did a role play how to retell the story so the students would be ready to do story retell in the next cycle.

The subsequent step was retelling story. Again, in this stage the students did an interactive activity in which they had to work together with the member of their team. The students had to read their own text to their teams. Then, the other members had to evaluate their verbal performance. When the students retold their description texts with their team, the teacher circulated to all teams to give guidance on their interaction.

Afterwards, all students told their own description to whole class confidently.

Next activity was spelling activity. This activity focused on mastering spelling. In accomplishing this activity, the students were asked to fill the gap with the appropriate spelling. Before completing this process, the student with the member of their team tested each other on the spelling words by applying hangman game. It was carried out to make them remember more the spelling of each word.

In the end of the cycle, the students were also facilitated with independent reading activity as CIRC-based integrated CD was equipped with various examples of descriptive texts. They could select and read the text of their choice in their free time. The students feel enthusiastic since they have some variation of texts which can help them to enrich their vocabularies. One of problems faced by most students in reading was lack of vocabulary mastery.

Table 1. Students' Achievement

No	School	Average Score		
		Before	1st Cycle	2nd Cycle
1	School A	7.9	8.1	8.5
2	School B	7.6	7.8	8.0
3	School C	7.8	7.9	8.1
4	School D	7.7	7.9	8.3
5	School E	7.7	8.0	8.4
6	School F	7.6	7.9	8.2
7	School G	7.3	7.4	7.5
8	School H	7.5	7.5	7.8
9	School I	7.2	7.4	7.6
	Average	7.6	7.8	8.0

Based on the above table, it showed that students score had increased both before and

after implementation of the CIRC for learning English. It was known from the increasing

score in each cycle for each school although the increasing score was different from one school to another school because of the ability of different students.

Before the implementation of CIRC in teaching English, students learnt English especially in reading skill without using any media at all. They learnt English based on the book given by the teachers. The material and exercises had been provided in the book. This was why students had weaknesses in word bank. They had very limited vocabulary so that could not understand what the message of the text was. They only understood very limited vocabulary. The English teachers did not explain words meaning deeply. So that students could not get the main idea of the text well. From the table above, it was shown that the average score in pre-implementation

of CIRC was 7.6 got by students from nine different schools.

In first cycle, students increased their understanding in identifying the purpose of reading. They paid more attention to general information in the text. This was done by allowing students to participate actively in class learning by doing 'reading aloud' activity and 'partner reading'. In this activity students would read aloud and their partner would listen what their peer read. After that the English teacher would discuss the text in the term of main idea, general information, and specific information. The average score after the implementation of CIRC in first cycle was 7.8. In second cycle, students' average score was higher than second meeting. It was showed 8.0 in their average score from the table.

Table 2. Students' Response Before the Implementation

No	Aspects	SA	A	Da	STDa
1	Reading was difficult	10%	24%	64%	2%
2	Learning reading was difficult	15%	20%	40%	25%
3	Strange with new vocabulary	17%	51%	32%	0
4	Understanding the main ideas	5%	40%	35%	20%
5	Teaching media	15%	37%	48%	0

To know students' perception toward the implementation of CIRC, the researchers used questionnaires which were distributed to students. Based on the questionnaires given to them before the implementation of CIRC, it was found that reading was difficult according to students. There were 34% of students responded strongly agree and agree when they were asked about reading. Reading was still a

frightening specter for students because they were required to understand the content of the discourse as well as general information related to the content of the passage.

From the second aspect of the questionnaire, it was found that there were still 35% of students argued that learning reading was difficult thing to students. In learning reading, they were asked to focus to

the text by getting the main idea, specific information, and general information stated in the text. From the third questionnaire, it was found that students had difficulties in knowing and understanding the some words in English. They never learnt about word bank in English which introduce new vocabulary in the end of the text. They learnt new word only when they found it directly in the text. It was shown that there were still 32% percent of students chose 'disagree' when they were asked about their opinion about difficulties

with new words. Based on the questionnaire number four, it was found that some of students could understand and get main idea of the text easily, but some of them still were difficult which was shown by 55% of students answered disagree and strongly disagree. From the questionnaire number 5, it was found that the English teachers rarely used teaching media or strategy in teaching reading to students. The teachers usually used English textbook and did activities based on activities stated from the book.

Table 3. Students' Response After the Implementation

No	Aspects	SA	A	Da	STDa
1	Reading was difficult	0%	10%	78%	12%
2	Learning reading was difficult	2%	8%	72%	18%
3	Strange with new vocabulary	8%	28%	50%	14%
4	Understanding the main ideas	18%	52%	15%	15%
5	Teaching media	30%	45%	15%	10%

Based on the table above, it could be elaborated that students' perception toward reading had changed after the implementation of CIRC. Because of the implementation of the strategy, students learnt reading and writing in not separated activities but it could be integrated into one meeting activities. It was shown that 90% of students thought that reading was not difficult again. They could learn reading in a more fun and interesting activities provided in the CIRC-based-interactive CD. They changed their perspective about learning reading from difficult-to-be-learnt to be easy.

Students' difficulties in mastering vocabulary had been reduced by

implementing CIRC-based interactive CD. In this CD, students could learn new words and its meaning and how to spell and pronounce it correctly because they could listen what speaker said in the CD. It was proved that 65% of students disagreed when they asked that learning new vocabulary was difficult by using this media. The reducing of difficult words had influenced students' understanding of the text. Students could understand the idea of text and get general and specific information. They did not try to translate every single word. It was proved that 70% of students answered agree and strongly agree. From questionnaire number 5, it was found that the using teaching media could make

students more enthusiastic in learning reading. It was showed that 75% students chose agree and strongly agree. They learnt reading from media which was never used before.

CONCLUSSION

Based on the findings above, it could be concluded that the implementation of CIRC-based interactive CD in reading class could be done by asking students to do reading group and partner. Besides that, students could also do basal related activities like reading words aloud, partner reading, discussing words meaning, structure of the reading text, retelling story and spelling. Teaching reading by using the media of CIRC could increase students' achievement in reading from cycle to cycle. It was shown by the average of students' score which reached 8.0 in last cycle. CIRC-based interactive CD helped students to understand words that they did not know because in the media was provided words bank item and its meaning. Students could read the text provided correctly by listening first to text which was played from the CD. They could understand the information of the reading text because the material in CD was presented in interesting activities. Students perception toward the implementation of the media changed in the aspect of the difficulties of reading and learning reading, strange with new vocabulary, understanding the main ideas, and teaching media used. The changing of students perception could be compared before and after the implementation of the media.

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