

COMPARATIVE STUDY BETWEEN CIRC AND CONTENT BASED INSTRUCTION IN TEACHING READING

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Abstract

This study is aimed at finding out the different influence between two methods that is CIRC and CBI in teaching reading and to find out is there any influence between CIRC and CBI in teaching reading. Using CIRC was had positive effect to students score in learning reading and using CBI was had no effect to students score in learning reading. The kind of this study is causal experimental research. The population of this study was all the students of the second grade students at SMP Negeri 6 Woja Dompu that consist of 100 students from four classes. In which the sample of this research used two classes where each group consist of 25 students. Significant of the sample were divided into two group which were experimental group and control group. The experimental was taught by CIRC and control taught by CBI. The instruments that used the data were objective test with multiple choice were analyzed by using t-test formula. CIRC class get total score of pre-test is 1055 and pos-test score is 1605 and in CBI class get total score of pre-test is 1245 and pos-test score is 1540. The result of the analysis, it showed that the value of t_{test} (t obtained) is 1,890 was higher than t_{table} is 1,677. Based on the result of this investigation, it was proved that the null hypothesis (H_0) was clearly rejected. Therefore the alternative hypothesis is accepted.

Key Words: *CIRC, Content Based Instruction and Reading.*

Abstrak

Penelitian ini di lakukan untuk menemukan perbedaan pengaruh antara dua metode yaitu CIRC dan CBI di dalam pembelajaran Membaca. Pengajaran menggunakan metode CIRC memiliki pengaruh positif terhadap perolehan nilai siswa di dalam pembelajaran membaca dan pengajaran dengan menggunakan metode CBI tidak memiliki pengaruh terhadap perolehan nilai siswa. Jenis dari penelitian ini adalah Causal experimental. Populasi dari penelitian ini menggunakan seluruh siswa kelas dua di sekolah SMP Negeri 6 woja Dompu terdiri dari 100 siswa yang terbagi dalam 4 kelas. Sampel dari penelitian ini meggunakan 2 kelas dan tiap kelas terdiri dari 25 siswa. Significant dari penelitian ini aka di bagi menjadi dua kelompok, yaitu kelompok experimental dan kelompok control. Kelompok experimental di ajar menggunakan metode CIRC dan kelompok control di ajar menggunakan metode CBI. Instrumen yang di gunakan adalah test objektif soal pilihan ganda dan akan di analisa dengan menggunakan rumus t-test. Kelas CIRC mendapatkan total nilai pre-test 1055 dan total nilai post-tes 1605 dan kelas CBI mendapatkan total nilai pre-test 1245 dan total nilai post-test 1540. Hasil dari analisa, menunjukkan bahwa hasil dari t-test adalah 1,890 lebih besar dari nilai t-table 1,677. Berdasarkan hasil dari penelitian ini menunjukkan bahwa null hypothesis (H_0) tidak di terima. Oleh karena itu alternative hypothesis di terima.

Kata Kunci: *CIRC, Content Based Instruction, Membaca*

INTRODUCTION

Reading is most useful and important skill for students. According to Stone (2009: 39), reading is a fundamental goal that children must master in order to be successful in school and in

life. As professional educators, we know that. Parents, principals, district leaders, and even our government are constantly pushing us to increase the reading levels of the students in our classroom. Furthermore, reading is not an

isolated process. Reading is not only a source of information an pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Good reading is that keeps students regular in reading which provide him both pleasure and profit.

However in learning, many students have difficulty in comprehending the text. Especially in Descriptive text if without have enough vocabulary, the students are lack of constructing the meaning in reading, finding main idea, finding information, and almost of the students are bored, sleepy, did not pay attention when teacher explain the material. But it can be avoided if there is stimulus from the teacher to help students in comprehending text.

Based on statement above there is some of students` problem in reading comprehension text. As we have seen those problems related with the student`s difficulty in reading comprehension. It`s necessary for English teacher to solve the problem by implementing some techniques or methods in order to improve in reading comprehension text. Because the successful of student`s learning is determined by technique given by the teacher.

Reading

According to (Johnson 2008: 3), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. According to Duffy (2009: 39), reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text.

The general idea is the main idea of a paragraph tells the topic of the paragraph. The topic tells about what all or most of the sentences are about.

The general idea is the general subject of a written passage. General idea in a piece of writing the point the author is making about the topic. In this case, the reader must provide the general idea by considering all of the support the examples, details, fact, and discussion about the topic provided by the writer. General idea will be general statement which incorporates the information presented by all of the sentences in the paragraph.

There some techniques to find detail information. The technique you choose will depend on the purpose for reading. Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.

During the act of reading found the explicit information on the text, explicit information it means the information that express on the text. We can find the information directly when read the text.

In the process of reading is not only to obtain explicit information but also implicit information. But implicit information is no expressed in a passage. To find the implicit information how the reader should be able to read all the information and be able to analyze the information implied by the information obtained.

Textual reference allows the reader to establish relationships which exist between two linguistic expressions in a sentence or text. Certain expression do not have meaning out of the immediate context, they refer to some other word or phrases in the text. Writers use reference to avoid repetition.

The technique scanning or looking for specific information is very useful when you know exactly that you are looking for in a text. Since you have a very specific goal in mind, when you read, you only read the relevant parts and ignore the irrelevant.

Inference is just a big a word, it means that a conclusion or judgment. There are some form of making inferences, for example infer the meaning of an unknown word from context and propositional information inference, answering question beginning with who, when and what.

CIRC

According to Slavin (1995: 104), CIRC is a comprehensive method for teaching reading, writing and language arts in the upper elementary grades. It implies that CIRC Technique is quite relevant to apply in English Language Teaching for Junior High Schools (SMP Level) in Indonesia.

Content Based Instruction

CBI is a method to the teaching of language in which students are taught their regular school subjects, such as science, history, and math, through the target language (Nunan, 1999: 304).

Content based instruction, a methodology that concerns the teaching of both subject content and language, was originally associated with language immersion education in Canada (Grabe and stoller, 1997: 6), but become increasingly associated with EFL/ESL teaching in the late 1980s. It contrasts with EFL/ESL instruction centered upon the teaching of discrete language skill. One early paper which considered CBI and EFL together was Mohan's (1979) who explored three cases of relations between language teaching and content teaching (namely : language teaching by, with and for content teaching).

RESEARCH METHODS

This Research is Causal-Comparative Research. it is a type of descriptive research since it describes conditions that already exist. It is a form of investigation in which the researcher has no direct control over independent variable as its expression has already occurred or because they are essentially non-manipulable. It also attempts to identify reasons or causes of pre existing differences in groups of individuals i.e. if a researcher observes that two or more groups are different on a variable, he tries to identify the main factor that has led to this difference.

The population is the larger group to which the researcher would like the results of a study to be generalizable (Lodico et al, 2006: 13).

The population of this research is the second grade students of SMPN 6 Woja Domp, class VIII (A, B and C) the total class is three class. Each class consist of 25 students such as VIII.A (25 students), VIII.B (25 students) and VIII.C (25 students).

Sample is part of population. According to Lodico et al (2006: 143), "sample is smaller group selected from a larger population (in this case, realistic of population) that is representative of the larger population. In this research, the writer was used two classes of at eight grade students of SMPN 6 Woja Domp.

In this research, the writer was took the sample by using Random Sampling techniques, is technique to determine the control group and experimental group as sample of this research which is token randomly then lottery (Sugiyono, 2013: 61). The writer was took some students which divided into two classes, namely control class and experimental class. Class VIII.A was be the experimental class while class VIII.C was be control class and each class consists of 25 students as the sample of this research, so the totals are 50 students of this research.

Instrument is very important for writer to conduct research. The Instrument is a tool a collect a data. In this case, the writer were used test as an instrument to measure the students` reading comprehension and to get the data to prove the theory. The student`s are given test after the researcher applies those methods.

In this case, the researcher has done the validity test at SMPN Satap 5 Manggalewa on 1st of June 2017 to the students that consists of 60 items, From the 60 questions that were tested in this study produced 49 valid questions and 11 questions were not valid, and the researcher will use 20 out of the 49 valid test at the SMPN 6 Woja Domp.

Techniques of Data Collection

Data collecting method is systematical and standard procedure used to collect data that is needed. The data of this study were collected by testing.

Test is to collect data related to students` competence of subject by using list of question in assertion test format. According to (Brown, 2003: 3), a test in simple test terms, is a method of measuring a person's ability knowledge, or performance in a given domain. It is an instrument or a set of techniques, procedures, or items that requires performance on the part of the test-taker. The data are obtained through test that consists of pre-test and post-test.

In the process of collecting data, the writer came to the class as a teacher, an examiner, as well as the scorer. Pre- test is the test done before explaining the material that is an item in a studies, it aims to know the student's ability in reading. And it is intended to measure the reading achievement of students before using

pairs compare. The test consists of 20 items of multiple choice tests from reading passages.

After teaching process or treatment, the writer gave Post-test to both of two groups. The tests are similar to the Pre- test, but different redaction. The tests include 20 items of multiple choices in reading test. The teacher was gave score 5 if the answer is true and 0 if the answer is wrong. This result applied as the Post- test.

RESEARCH FINDING AND DISCUSSION

Research Finding

In this chapter, the writer focused with the statistical analysis of data obtained from the pre-test and post-test of experimental and control group. This study was conducted on 10 th June - 1 th August 2017 at SMPN 6 Woja Dompnu, the design was selected two classes as experimental and control group. The total population was 50 students consisted of two classes that were class VIII A and VIII C both of class consist of 25 students. The first steps, the writer gave pre-test both of group to know the basic knowledge of reading. Second, the writer gave the treatment both of groups, for experimental group were treated by CIRC, for control group was treated by CBI. Finally, both of groups were given the post-test to know the result of research.

Data descriptive of experimental group:

The results of data analysis show the highest score were 75 and the lowest score were 55. The mean score were 22, the mode was 63,82, median was 59,78, range was 20 and standard deviation was 7,34.

Data Descriptive of Control group:

The result of data analysis shows at the highest score was 75 and the lowest score was 50. The mean score was 11,6 the mode was 62,35 median was 73,5, range was 25 and standard deviation was 7,44.

Discussion

Before continued we back to Johnson (2008: 3), defines reading is the practice of using text to create meaning.

From the definition of reading, CIRC and CBI above, we might say that in learning exactly in reading, reader not only try to be able to read the text but they also more easily to get information in the text by group study. So that

the writer were tried to applied Cooperative Integrated reading and Composition (CIRC) and Content Based Instruction (CBI) in teaching reading. Because according to Slavin (1995: 104), CIRC is a comprehensive method for teaching reading, writing and language arts in the upper elementary grades. And according to Nunan (1999: 304), CBI is a method to the teaching of language in which students are taught their regular school subjects, such as science, history, and math, through the target language.

On the previous chapter, the writer proposed thee research question. That first was stated "How is the students' score in reading taught by using CIRC method?" Second was stated "How is the students' score in reading taught by using Content Based Instruction (CBI) method?" and the last was stated "Is any different effect between CIRC and Contend Based Instruction?". After computing the result of the data in this study, it was found that CIRC has dominant effect toward student's score in reading then CBI.

It showed that the mean score of experimental group was higher than control group. The mean score of experimental group was 22, and the mean score of control group was 11,6 (22 11,6). Further, the result of calculating t-test was higher than t table, the result of t-test was 1,890, while the result of t table was 1,677 (1,890 1,677).

The data showed that the used of CIRC and CBI not only giving the effect of the students' score in learning reading but also their comprehension in descriptive text. But the class taught by CIRC methods the students get score more highest then class taught by CBI methods, because the students more understand when the teacher applied CIRC methods in the classroom. Based on the lesson plan, students learn not only learn for understanding but also involving other activities such as listening to the teacher and discussed with their group member. In this matter, students gain understanding of reading through supported activities that strength then their ability to acquire knowledge.

Based on the teaching and learning activities that has done by the writer, it could be stated that students enjoyed the used of CIRC and CBI methods allowed students to work in

team which make students open mindedly to figure out what are in their mind and share each other and they were not clumsy anymore such they done with the teacher.

Based on the result above, the writer concluded that CIRC and CBI method has different effect in students scored in reading comprehension. Therefore, Alternative Hypothesis was accepted and Null Hypothesis was rejected.

CONCLUSION AND SUGGESTIONS

Conclusions

Based on the statement of the problem on previous chapter, the first was stated "How is the CIRC methods used by students reading?" second was stated "How is the CBI methods used by students reading?" and the last was stated "Is there any different influence between CIRC and CBI?". Based on the data, the writer found that CIRC method was appropriate for learning reading then CBI methods. There were some points that the writer took toward the advantage of using CIRC method in learning reading. First CIRC method helped students to understand and knowing the meaning of the text especially descriptive text. Second, it helped students to be more active in the class. Third, students were given the opportunities to participate in the discussion because they work in cooperatively.

Through the research, it can be concluded that CIRC and CBI method can be used in learning reading but dominant method is CIRC method. It was found that t-test was 1,890 with t-table degree of freedom (df) $50-2 = 48$ was 1,677. It was showed that t-test value was highest than t-table value. It means that Null hypothesis (H_0) was rejected because t-table was lower value than t-test. Therefore, Alternative hypothesis (H_a) was accepted because t-test is higher than t-table. It means there are any different influence between CIRC and CBI methods in teaching reading.

Suggestions

The teacher has to make new innovation in teaching especially for teaching reading, so the students did not feel bored. The teacher should make the students interested to learn English and also make the students more

creative to learn English. The teacher can create a fun condition in the class by using CIRC method in learning reading.

The writer hopes that the students' participation is more active in teaching learning process in the classroom and every student should improve their knowledge to comprehend the ideas of the text. The writer hopes that the result of this study can be useful for the next researcher who are interested in English and for who wants to conduct further research about the use CIRC and CBI.

The writer gave benefits and contribution to the educational development and the writer was know where is the best methods between CIRC and CBI for teaching the students in reading skill.

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