

Exploring Values through Cooperative Integrated Reading and Composition

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Common problems faced by English as a Foreign Language (EFL) teachers in Indonesia especially in Junior high school level are developing students' cognitive, affective, and psychomotor ability. Although there are supporting factors such as qualified teachers, appropriate basic teaching media, and supporting school environment, yet the issues have not been resolved. Cooperative Integrated Reading and Composition (CIRC) were applied in this study at one class of Al Qudwah Islamic Junior High School Depok to overcome some issues faced by the English teacher at the 8th grade. An action research was conducted to improve students comprehension in reading and writing. Integrative teaching media has been implemented as part of the efforts. Promising results was shown as the students were enthusiastic to gain information and critically discuss trending issues including the environment changes and social media. Religious values explored from the texts provided by the institution and selected by the students were reported in this study.

Keywords: cooperative learning, critical reading, religious value, EFL

Masalah yang dihadapi oleh guru Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia khususnya di tingkat SMP adalah mengembangkan kemampuan kognitif, afektif, dan psikomotorik siswa. Meskipun ada faktor pendukung seperti guru yang berkualitas, media pengajaran dasar yang tepat, dan lingkungan sekolah yang mendukung, namun masalah tersebut belum terselesaikan. Pilihan teks dalam Bahasa Inggris dan Cooperative Integrated Reading and Compositio (CIRC) diterapkan dalam penelitian ini di satu kelas SMP Islam Al Qudwah Depok untuk mengatasi beberapa masalah yang dihadapi oleh guru bahasa Inggris di kelas 8. Penelitian tindakan dilakukan untuk meningkatkan pemahaman siswa dalam membaca dan menulis. Media pengajaran integratif telah diterapkan sebagai bagian dari upaya. Hasil penelitian menunjukkan para siswa antusias untuk mendapatkan informasi dan secara kritis dari bacaan, mendiskusikan isu-isu tren termasuk perubahan lingkungan dan media sosial. Nilai-nilai religius yang dipelajari, dipahami, dipresentasikan dan ditulis oleh siswa dari teks-teks yang telah disiapkan oleh guru dieksplorasi disampaikan dalam artikel ini.

INTRODUCTION

One of the aims of teaching English as a Foreign Language in Indonesia is to enable the students to communicate meaningfully in speaking and writing skills. Based on its function, then the goals of teaching English Subjects in the current curriculum include: (1) develops the ability to communicate in both oral and written. Such capabilities include listening, speaking, reading, and writing; (2) Growing awareness of the nature and importance of English as a foreign language to become a major tool of learning; (3) develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus, students have a cross-cultural insight and engage in cultural diversity. To achieve the goal of teaching Class in English is required interconnections between components in the curriculum, the teaching objectives in the context of the current curriculum.

In line with the current issues proposed by the Indonesian minister of Education 2019 about “Merdeka Belajar”, strengthening students character building was one of the focus in developing the quality of education. Values developed and integrated in EFL classroom practices are one of the ways as Content Standards set out in Government Regulation No.19, is expressed in terms of the standard formula and basic competencies here in after formulated specifically in the form of indicators that are used as consideration in choosing and developing other curriculum components, namely teaching materials, learning activities, and learning evaluation.

Therefore, with the above-mentioned goal, cooperative learning is one of the teaching strategies that can be implemented to construct the students' skill in reading and through pair or group assignment. The cooperative learning type CIRC (Cooperative Integrated and Reading Composition) has been researched and proven for its effectiveness in improving students' skill in their reading. In this method of learning, the students are involved in some activities, such as story reading and direct instruction in reading comprehension. This requires a good teamwork, yet, the students are synergizing to each other, read for each other, to understand the main idea, predicting the story or text, rewrite the story or text, or answering the question related to the story or text.

English takes part in most of areas of life. It is inevitable that mastering English is one of the solution in strengthening competitiveness in free trade, yet this is a huge challenge for Indonesian, especially the students. Moreover, in education sector, English is one of the prerequisite for further study. Reading is one of the most important skills in mastering English, as it is the way that we can get a meaning from a written text. It could be a process of analyzing at a series of letters, word, and then written symbols of printed text.

Based on the researchers' observations, experiences, and data in teaching English at a post grade of Junior High, the obstacles were in the students' lack of comprehensions in reading the text –both expressed or implied- that result in difficulties to write or answering some questions. Moreover, the students' learning outcomes were not satisfactory. The English score marked on main subjects before the research being conducted (pre-cycle) were 42% from 20 students that have completed minimum passing grade. Their mean score of daily test was 53. It showed that in teaching and learning activities low ability in analyzing the text and answering the questions were indicated.

In the current observations, the researchers tried to identify the problems. The poor performance and low score of students' learning outcome might be caused by several reasons, they were (1) the students' thinking skill are still low, due to the low-input (incoming students are less qualified), (2) the learning strategy and learning media was inappropriate, (3) the assessment technique did not fit so the development of students' skills were less measurable.

Therefore, the English teacher will have to raise some efforts on how to improve their comprehension and learning performance. On the other hand, the National Exams contains lots of text that they have to understand and comprehend in order to response to the questions given.

To evade a wide-range discussion, this study focused on teaching strategy by emphasizing of the use of Cooperative Integrated Reading Composition (CIRC). That effort was utilized in improving students' reading comprehension and composition of the 8th grade of Junior High at SMPIT Al Qudwah.

METHOD

Research Design

The methodology applied in this research is in a Class Action Research (CAR) with quantitative and qualitative approach. This methodology was chosen since it is applicable for the teacher straight forward in facing the real problem.

Setting and Participants

The research was conducted at SMPIT Al Qudwah. The parties involved in this research are as follows :

1. The teacher of English subject as the researcher, and another English teacher from 7th and 8th grade as the observer.
2. The students of 8th grade of SMPIT Al Qudwah as the subject of research. The research will be conducted at 8th grade class, since the researcher is in charge in teaching English at this class, and also in accordance with the problem studied.

Data Collection Method and Analysis

Planning

1. The research team work collaboratively to provide a narrative text and some questions corresponding to the text given.
2. Preparing the heterogen group formation and one student acted as the leader
3. Create the lesson plan
4. Assign one teacher to teach, and the other one to observe

Action

1. The teacher delivered the English text material
2. Teacher formed some groups consisting 4-5 students with 1 student as the leader
3. The teacher asked some questions based on the topic in the text given, and each group will work on the questions based on CIRC type.
 - a. One or more member read the text and question corresponded to it, translate uncommon words and write them on the whiteboard as a word bank.
 - b. The students make a prediction or interpret the text, including what is expressed and what is implied on the text.
 - c. They create a discussion about the event happened on the text
 - d. The students compose correct answer in respond to the questions and submit it to the teacher.

4. The teacher assigned one of the member of the group to present their findings in front of the other groups.

Observation

In accordance with the indicators of learning achievement, the focus of the observation are as follows :

1. The teacher observed the students improvement shown with their courage to ask, and none of the group nor the member being passive.
2. The implementation of CIRC learning model was observed in order to obtain the effectiveness of the application.
3. It was also observing the improvement on the learning outcomes of English subject of 8th grade students of Al Qudwah especially in reading comprehension.

Reflection

Basically, the reflection stage is to evaluate all the cycle activities that had been conducted previously to improve the next cycles. In principle, the activities in cycle II were the same as cycle I. On this cycle, some correction and improvement will be done based on the evaluation on cycle I (reflection stage). The learning materials was the continuation from the previous cycle.

As in cycle II, the activities in this cycle were the improvement and correction of cycle II (based on the reflection) and the learning material will be the continuation from cycle II. At the end of cycle III, the students will be given a test about the subject that they have learned.

The researchers' role were as a facilitators on how to achieve the research goal in improving students' reading skill. The researcher also acted as the teacher, action planner, data collector, data analyser, and research reporter.

Beside worksheet-based tests, the students were interviewed, and recorder by a recording application provided in hand phone. They filled out a questionnaire with closed ended questions regarding the attitude toward the learning process before, on, and after the implementation of the Cooperative Integrated and Reading Composition model.

Data analysis were the comparative descriptive analysis, which means to compare the test score between cycles with performance indicator. Therefore, the data analysis in this research was generated both quantitatively and qualitatively. The test scores were analysed quantitatively based on percentage.

The success indicators of this research were proven by :

1. The improvement result of learning outcomes for every students in 8th grade of Junor High of Al Qudwah, especially in their reading comprehension and the ability to answer the questions of the corresponding topic on the text.
2. The improvement on their thinking skill which proven by the creativity in answering the questions, the courage shown by each students and they all are active (shown by percentage).
3. The effectiveness of the CIRC implementation.

FINDINGS AND DISCUSSION

Precondition

The subject in this research are students and teacher of 8th grade of SMPIT Al Qudwah Depok. The number of participants are 12 male students and 7 female students with the total participants are 19 students. Their background are : (1) having a low education so that the culture of learning in the environment is also low, (2) they came from middle-low economic status family, (3) low parental support for learning, (4) middle-low English skills.

Table of average score taken from daily assessment and student learning completeness

Unit	Daily Assessment pre-cycle	
	Average	Percentage of learning completeness
SMPIT AL Qudwah Depok	53	42%
Total : 20 students		

Source: English teachers' documentation of SMPIT Al Qudwah from 8th grade

Cycle I Description

Action Planning

On this first cycle, the action planning to overcome the problem are:

1. Preparing cooperative learning plans for two face-to-face meetings. CIRC learning were adapted in this cycle
2. Compiling observation sheet for CIRC model for every meetings.
3. Preparing student assessment instruments in the form of an assessment sheet of student observation result.

4. Preparing 2 daily test questions for each cycle
5. Composing rubric assessment sheet

	SKILL	Advanced 4	Proficient 3	Basic 2	Below Basic 1
COMPREHENDS	Identify theme or message and supporting details	Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence	Restates understanding of theme or message and identifies supporting details	Identifies theme or message inconsistently	Identifies theme or message with guidance
	Summarize with evidence	Summarizes in own words by including a summarizing statement about topic's key concept with title and author of selection and identifying three main ideas/events by elaborating using correct form	Summarizes in own words by including a summarizing statement and identifying three main ideas/events from the beginning, middle, and end from text	Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details	Recognizes a summary statement, but lacks ability to write a summary independently/ Retells selection randomly
	Make inferences	Recognizes subtle clues in selection and consistently makes valid inferences	Makes independent inferences based on numerous ideas in the selection	Makes inferences when coached or given obvious clues from selection	Works with others to understand inferences when explained
	Interpret vocabulary	Applies word structure, origin, and context clues to interpret meanings of unfamiliar words	Interprets meanings of unfamiliar words	Decodes unfamiliar words but is not always able to interpret meaning from context	Attempts to decode unfamiliar words in text, but does not independently interpret meaning

Reading Comprehension Rubric

Action Planning

For teacher :

1. Teacher divided participants into eight group consist of average 5 students.
2. Teacher distributed materials in the form of narrative text and question sheet.
3. Teacher observed the discussion conducted by the each group
4. Teacher informed instruction for the students to present their discussion result.
5. Teacher conducted an evaluation.

For students :

1. Students formed a group following the teacher's direction
2. Students accepted the assignment of narrative text and question sheet
3. Students carried out discussion of the given text and do some questions.
4. Students did the presentation about the above mention material.
5. Students did the evaluation.

Observation

There are four components that the observer is focused on. They are : (1) the ability to determine the topic and gist, (2) the ability to determine the lexical verbs, such as antonym or synonym, (3) the ability to comprehend the meaning of the text, (4) the ability to point out detail and general information as well as answering some questions relating to the text based on the result in the first cycle, the researcher found out that:

- Student's average score was 52,20 show still below minimum passing grade which is 60%.
- 12 student passed the minimum criteria, while 8 students didn't, or 40%
- the highest score was 80, achieved by 1 students and the lowest score was 25 achieved by 2 students

Reflection

The reflection was conducted to assess the result of the treatment given in cycle I, so it can be described as follows:

- Students' average score was low
- Students' average score didn't meet the minimum passing grade

Refer to the result above, follow-through cycle have to be conducted. Some points that caused the unsuccessful of previous cycle were:

1. Students were not accustomed to participate in active group learning
2. The novelty of the CIRC type especially in learning English among students
3. The material given (narrative text) was not yet comprehended

For the second cycle (cycle II), the observers divided the groups with the consideration from the result of the first cycle. The researcher put the students' who have achieved good score in each group, so they were spread out eventually. One of the text used in developing the values is shown below.

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 مُحَمَّدٌ رَسُولُ اللَّهِ (ﷺ) ٣-
Prophet Muhammad (ﷺ) (3)

Chapter

16

The Quraysh Approach Abu Talib

Some of the Quraysh chiefs, which included Utbah and Abu Jahl, went to Abu Talib to make him convince the Prophet (ﷺ) to change his mind. They made the same suggestions which Utbah had already put before the Prophet (ﷺ). Abu Talib sent for the Prophet (ﷺ) and told him what the people had said. Abu Talib then added, "My nephew, I have become old. It is not possible for me to face the attack of the Quraysh. Do not put me in such trouble. It is beyond my power." Allah's Messenger (ﷺ) answered, "My uncle, by Allah, if they put the sun in my right hand and the moon in the left so that I would abandon this matter, I would not abandon it until Allah gives me victory or I die while calling to it."

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 مُحَمَّدٌ رَسُولُ اللَّهِ (ﷺ) ٣-
Prophet Muhammad (ﷺ) (3)

Abu Talib was a very important person in Makkah. He commanded the highest respect among the chieftains of Makkah. He was the chief of the Banu Hashim tribe. The enemies of the Prophet (ﷺ) were reluctant to attack the Prophet (ﷺ) because of the presence of Abu Talib. The Prophet (ﷺ) got up. His eyes were filled with tears. Moved by what the Prophet (ﷺ) said, Abu Talib said to him, "I will not withdraw my support. I will not hand you over to your enemies while it is within my power."

Exercises

A. Fill in the blanks with suitable words.

- The Quraysh approached _____ to make the Prophet (ﷺ) change his mind.
- The Prophet (ﷺ) said that he would not give up calling to Allah even if they put the sun in his _____ hand and the _____ in his left hand.

B. Answer these questions.

- Whom did the Quraysh approach to make the Prophet (ﷺ) change his mind?

Cycle II Description

Action Planning

On the second cycle, the action planning are:

Preparing cooperative learning plans for two face-to-face meetings. CIRC learning was adapted in this cycle

2. Why were the enemies of the Prophet (ﷺ) reluctant to attack him?

- C. Think-up

Why do you think Abu Talib disagreed to help the Prophet (ﷺ) first, then agreed later?

1. Compiling observation sheet for CIRC model for every meetings.
2. Preparing student assessment instruments in the form of an assessment sheet of student observation result.
3. Preparing 2 daily test questions for each cycle
4. Composing rubric assessment sheet

Action Planning

For teacher :

1. Teacher divided participants into eight group consist of average 5 students, with different composition from the first cycle
2. Teacher distributed materials in the form of narrative text and question sheet.

Allah's Messenger (ﷺ) says about this supplication, "No Muslim calls upon Allah by these words, about anything, but that Allah will answer his supplication." (Ahmad and At-Tirmidhee)

Allah showed mercy to Prophet Yunus (ﷺ) and saved him from the trial. He commanded the whale to spit him onto the shore. It was because of Yunus' praising of Allah and seeking repentance that he was saved from the belly of the whale. Otherwise he would have stayed there until the Day of Resurrection.

The whale swam to the shore and threw him onto it. Yunus (ﷺ) was exhausted. He was ill. He lay there under the bright glare of the sun. He was feeling very weak.



Allah again showed His Mercy to Prophet Yunus (ﷺ). He commanded a plant of the gourd kind to grow over him abundantly. Its leaves were very soft. It provided much shade, and flies never approached him. He ate of the fruit, whether cooked or not!

When Yunus (ﷺ) had fully recovered, he went back to his people and preached to them once again. This time his people believed him and a hundred and twenty thousand or more of them accepted his teachings.

There are lessons for the believers in the story of Yunus (ﷺ). The lesson is that we should never give up our duty to call to the worship of Allah. We should not give up hope or be angry if we do not succeed first; we should continue to do our duty. Success will eventually come. It may be closer to us than we think!

A. State whether these statements are true or false.

1. Animals have rights. _____
2. Muslims are allowed to kill animals for sport. _____
3. Allah shows mercy to those who show mercy to animals. _____
4. It is OK to treat animals in a cruel way sometimes. _____
5. Branding animals on the face is not allowed in Islam. _____

B. Answer the following questions.

1. Allah has created animals for our benefit. What must we do in return?

2. Mention some animals that help us and in what way they extend their help to us?

3. What did the Prophet (ﷺ) say about those who kill animals for sport?

3. Teacher observed the discussion conducted by the each group
4. Teacher gave the students instruction for to present their discussion result.
5. Teacher conducted evaluation.

For students :

1. Students formed a group by following the teacher's direction
2. Students received the assignment of narrative text and question sheet
3. Students carried out the discussion of the given text and answered some questions.
4. Students presented the result of the discussion.
5. Students did the evaluation.

Observation

Based on the result in the second cycle, the researcher found out that:

- Student's average score was 64,30. It lies in middle minimum passing grade which is 75%.
- 15 student passed the minimum criteria, while 5 students didn't, or 25%
- the highest score was 92, achieved by 1 students and the lowest score was 40 achieved by 2 students

Reflection

The reflection was conducted to analyse the result of the treatment given in cycle II, so it can be described as follows:

- Students' average score has not met the minimum passing grade.

Refer to the result above, follow-through cycle have to be conducted. Some points that cause the unsuccessful of previous cycle are:

1. Some of the students were not accustomed yet to participate in active group learning
2. Some students still considered CIRC type as something new in learning English.
3. The narrative text distributed to the students was not yet comprehended by some students.

For the next cycle (cycle III), the observers divided the groups with the consideration from the result of the first cycle. The researchers put the students' who have achieved good score in each group again.

Cycle III Description

Action Planning

In the third cycle, the action planning were:

1. Preparing cooperative learning plans for two face-to-face meetings. CIRC learning were adapted in this cycle
2. Compiling observation sheet for CIRC model for every meetings.
3. Preparing student assessment instruments in the form of an assessment sheet of student observation result.
4. Preparing 2 daily test questions for each cycle
5. Composing rubric assessment sheet

Action Planning

For teacher :

1. Teacher divided participants into eight group consist of average 5 students, with different composition from the second cycle
2. Teacher distributed materials in the form of narrative text and question sheet.
3. Teacher observed the discussion conducted by the each group
4. Teacher gave instruction for the students to present their discussion result.

5. Teacher conducted evaluation.

A. Fill in the blanks with suitable words.

1. The story of Yunus (ﷺ) teaches us that Allah's help comes when His slaves are in and hardship.
2. Prophet Yunus (ﷺ) was sent to the people of .
3. Nineveh was on the left bank of the River , opposite the present city of .
4. Prophet Yunus (ﷺ) said his people would be punished after days.
5. Allah commanded a to swallow Yunus (ﷺ).

B. Answer these questions.

1. What did the people of Nineveh worship?

2. Why was Yunus (ﷺ) thrown over board from the ship?

3. How did Allah care for Yunus (ﷺ) on the shore?

4. What lesson do we learn from the story of Yunus (ﷺ)?

C. Think-up

Why do you think the whale did not eat Yunus (ﷺ)?

For students :

1. Students formed a group following the teacher's direction
2. Students read the text, did the assignment of narrative text and filled in the question sheet
3. Students carried out discussion of the given text and do some questions.
4. Students presented the result of the discussion.
5. Students did the evaluation.

Observation

Based on the result in the second cycle, the researcher found out that:

- Student's average score is 69. It was in middle minimum passing grade which is 90%.

- 18 student passed the minimum criteria, while 2 students didn't, or 10%
- the highest score was 100, achieved by 1 students and the lowest score was 50 achieved by 2 students

Reflection

The reflection is conducted to assess the result of the treatment given in cycle II, so it could be described as follows:

- Students' average score is middle
- Students' average score meets the minimum passing grade
- Average criteria observation result was high, daily assessment result meet the minimum passing grade, so further cycle was not needed.

Inter cycles Description Result

At the end of the cycle, the analysis of CIRC type for English learning was conducted. From the total of 20 students from 8th grade, 18 students or 90% fulfilled the minimum passing grade and 2 students' scores or 10% were still below passing grade. Based on the data from English result, the highest score was 100 and achieved by 1 student while the lowest score was 50 and achieved by 2 students.

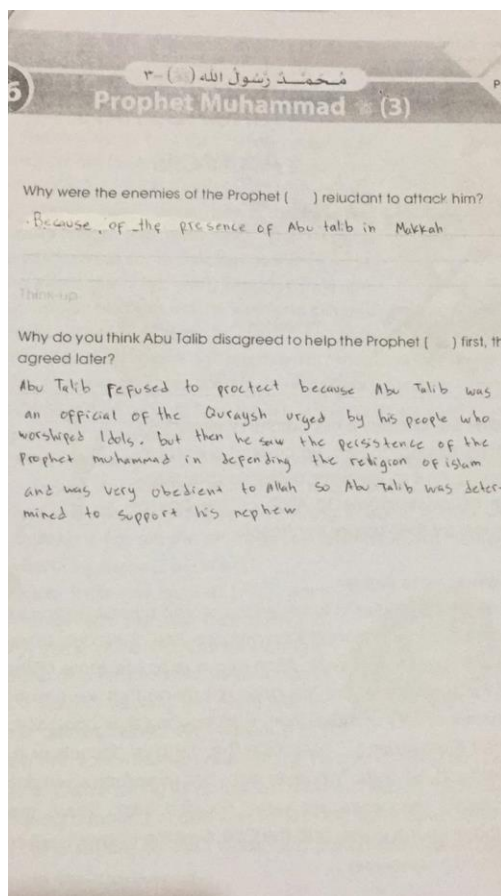
Discussion

Reading comprehension's activity has shifted from a static activity to dynamic activity whereas the readers are constructing the meaning beyond understanding. In higher education the language learning strategies could be trained to strengthen the students' beliefs about language learning especially in reading (Wijirahayu, 2011). Katherine Maria in her book *Reading Comprehension Instruction-Issues and Strategies* (1990) defines reading comprehension as follow:

“holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read. (p. 14-15)”.

Fauziati (2001) argued that the function of reading comprehension is to enable the students to interpret and gain the meanings and ideas provided from the text, and they need to get accustomed with how sentences are functionally exploited to bear meanings in a discourse and manipulated to form a paragraph through analysis. In application, teachers' beliefs about language learning strategies in primary education classroom practices should be considered as they were influenced by the teachers' prior knowledge and experiences of applying the strategies in their EFL teaching and learning (Wijirahayu, 2018)

From the first topic with the text 'Prophet Muhammad' discussed in cycle one in this study, the students learned some values about how the prophet grew as an orphan in his family and how he struggled to develop his faith among believers in his family and friends. The biography of prophet Muhammad and his supporting families and process of developing Islamic society. The process of developing students critical thinking could be supported by the teacher in the teaching learning process by providing challenging task and suitable teaching media (Wijirahayu, Priyatmoko, Hadianti, 2019)



Evident from the students' group answer sheet

According to Gillies (2007, p.4-5), cooperative learning has five elements that are important and crucial to enhance both the learning processes and social aspects among the participants involved. They are resumed as follows : (1) the individual reliability and accountability in their contribution to the group, (2) the participants' social skill including communication skill to cooperate successfully, (3) face-to-face interaction, engage in a small groups interaction, (4) positive interdependence that encourage the participants' understanding that every member's contribution is important to achieve their goals, and (5) Group Processing

refers to the assessment of cooperative learning, including their reflection on what they still need to do to achieve their objectives. From the answer sheets in this research the cooperation has proven increasing the awareness of the students to the context discussed in the text. Some values learned together were developed. It also influence their ability in comprehending the text as well as improving their abilities in writing. Similar evidence was shown in higher education (Wijirahayu, 2018)

Cooperative Integrated and Reading Composition (CIRC) is an integrated composition of reading and writing collaboratively in a small group or pair. Basically, CIRC learning type model especially applied for language learning in order to read and find the main idea, main topic, or discourse of a passage/text. While CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition (Durukan, 2011). In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. In this study, CIRC provides a structure to help teachers and students succeed in helping all students become effective reader. Nevertheless, the students’ attitude in cooperating as well as overcoming challenges in cooping new texts and contexts will influence their achievement (Wijirahayu & Dorand, 2018)

Hadiwinarto and Novianti (2015) validated the effect of cooperative learning on reading comprehension performance in EFL. In their study titled “*The Effects of Using CIRC Model on the English Learning Skills among Junior High School Students*”, the implementation of CIRC model had yield a significant effect on the students’ reading and writing skills. Ziba Javadi Rahvard (2010) also validated the effect of cooperative learning on the reading comprehension performance in EFL classes. Arthy (2012) investigated the relative effectiveness of Small Group Interaction Techniques in Enhancing Reading Comprehension Skills and concluded that cooperative learning to be an effective method for improving reading comprehension. Related to the cooperation model, Fogarty (1991) classified integrated learning as follows:

1. Within dicipline course consisting connected model and nested model
2. Interdicipline course consisting sequenced model, shared model, webbed model, threaded model, and integrated model
3. Interstudents model

The Relevance of the Concept to the Problem

Some learning strategy in the latest curriculum 2013 such as scientific approach, discovery/inquiry, project based learning, problem based learning, and including cooperative and collaborative learning are considered contains a value of critical thinking skill owned by western and Europe as their culture in education. So this critical thinking skill is become one of the prerequisites needed by students in reading comprehension.

Gordon (1988: 109) explained some dimensions contained in the concept of competency as follow:

1. Understanding, which means the cognitive depth possessed by someone
2. Skill, which means the talent possessed by someone to do certain tasks
3. Knowledge, which means consciousness in cognitive sphere
4. Interest, which means someone high propensity to something or to perform an act
5. Attitude, which means someone's reactions toward the stimuli from outside, such as happiness, likes, or dislikes
6. Value, which means a standard of behavior or attitude that is believed to be psychologically been fused to someone

Competency in this study is defined as knowledge, skill, and basic value that reflected into habits of thought and action. These habits of thought and action consistently and continuously enable someone to become competent, in the sense of knowledge, skill, and basic value to act or do something. This shows that the knowledge and skill of post-grade of Junior High students of Al Qudwah can be accelerated too.

One of the rubrics used in the observation was based on the reading assessment rubric, adopted from Reading Advisory Committee, specifically understanding, comprehension and connections. From the writing result, the students showed the "B" level (or level 3), which demonstrate confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension. The observer also found no major errors in text-based facts. The narrative text also provide 'think up' section which stimulates students to think critically and connecting the text being presented with their religious learning experiences and the values that have been taught. This experience showed that the students exhibited a level of comprehension that reflects extensions that are more literal or personal. In other word, the students were able to make connections to personal experiences and background knowledge.

Based on the observation in collaborative aspects, the observer found an improvement through the cycles. The observation is based on International Reading Association and National Council of Teachers of English. The rubrics covers six aspects of collaborative learning, they are contribution, time management, problem solving, working with others, research technique, and synthesis.

Trial #: _____ Date: _____

Expectation	Seldom/Never Demonstrates 1	Sometimes Demonstrates 2	Frequently Demonstrates 3	Consistently Demonstrates 4	Score
Listens to Others	Monopolizes discussions; does not listen to other group members' ideas	Does most of the talking; listens to some group members' ideas	Listens to others' ideas; sometimes talks too much	Listens to others' ideas; speaks when appropriate	
Cooperates With Others	Does not cooperate; argues with most teammates	Sometimes cooperates; argues with some teammates	Cooperates with teammates; sometimes argues	Cooperates well with others; does not argue; disagrees agreeably	
Respects Other Group Members' Ideas/Decisions	Verbally disparages ideas of other group members; wants things his way	Usually sides with a group member who has ideas similar to his own	Usually withholds disparaging remarks about the ideas of others; supports others' ideas/ideas	Respects opinions of group mates; supports group decisions	

The result in average are as follows:

- (1) Contribution : in large and small group discussions, often shares helpful ideas and clearly strive to participate (scores 3 out of 4)
- (2) Time management : Might put things off but complete the assignments on time. It did not cause the group to change deadlines or reassign work because of lateness (score 2 out of 4)
- (3) Problem solving : Made clear effort to find and shared answers to problems (score 4 out of 4).
- (4) Working with others : Students listened well and assisted others in their efforts. It did not facilitate group work, yet, it did not hinder either (score 3 out of 4)
- (5) Research techniques : Students studied various sources and records information in some detail (score 3 out of 4). In addition to this, they also utilize technology (Google) to search for additional information.
- (6) Synthesis : Students arranged information found by self and others into useful formations; they need help in managing complex ideas (score 3 out of 4). This process also involved students' other experiences and subjects learned (Fiqih and Islamic studies) to enrich their writing composition.

In reading the texts, students were required to have a higher-level thinking skill, according to their age. So basically, the students required to be drilled in comprehending the text, especially English text gradually. Some values is in Islam related to the rights of animals were part of the result in critical thinking process. The animal are suggested to be respected in both life and dead. So “don't do any harm, respect the animal, don't overburden them, and feed them accordingly” were the students' expression in their writing. On the other hand, for *Fawasiq* animal (the harmful ones, such as rats, scorpions, snakes) based on the Prophet issue was an advice to kill and those are part of the lesson learnt in their collaboration. The CIRC is the appropriate learning model to

foster the students to have critical and high order thinking. It is supporting the previous research in higher education about creativity and reflective teaching (Wijirahayu, Ayundhari, 2018)

CONCLUSIONS

Some values developed from the texts learnt by the students in this research were the lesson from Abu Thalib of using his power as important chieftains to protect his nephew (Muhammad SAW) due to his very strong beliefs in Allah and put Allah above all matters. The beliefs that Allah will put victory to those who belief in Him. They learnt that they should never give up our duty to call to the worship of Allah. Therefore, we should not give up hope if we not succeed first since success will eventually come.

Based from the above result, it can be resumed that CIRC has positive effects in improving students' reading comprehension writing and developing values. However, based on the observation, there are some flaws in this CIRC model.

1. Students need more time to conduct a group division not to mention some refusal to work with certain member,
2. Some active students were dominating the group resulting in inequality in conveying their ideas,
3. Speaking anxiety found for some students in presentation session should be reduced

From the above findings, the researchers suggest some advises for both teachers and students. The first one is for the teacher to spare sometime, prior to teaching, to compose groups of students, so the time spent will not affect the duration of the study. Second suggestion is that the teacher should be more active in checking the students' participation in each group. In this case stimulating the passive students by asking more simple questions would encourage them to speak up. Other suggestion is to motivate the students to read more variety of reading passages and develop reading strategies of using context for vocabularies instead of the finding the meaning of difficult words in dictionary.

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