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The Effect of the CIRC and Learning Motivation on Reading Comprehension Skills for Junior High School Students

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ABSTRACT

This study aimed to analyze how the CIRC learning model and learning motivation affected students' reading comprehension abilities. This study uses a 2x2 factorial design and a quasi-experimental methodology. A reading comprehension test and a questionnaire about learning motivation were employed in the study. A total of 24 people from each group were used to create the research sample. Data analysis was done descriptively. The results showed that CIRC influenced students' reading comprehension results. The experimental class (CIRC) students had a greater reading comprehension level than those in the control group (conventional). The reading comprehension skills of students with high learning motivation (CIRC) differ significantly from those of pupils with low learning motivation (traditional). The reading comprehension skills of students with low learning motivation (CIRC) differ considerably from those of pupils with high levels of stimulation (conventional). The CIRC model interacts with learning motivation to influence students' reading comprehension skills. Students with high reading interest (CIRC) can improve their ability to read and understand explanatory texts and vice versa.

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1. INTRODUCTION

The goal of learning Indonesian at every educational level, from elementary school to secondary school, is to help students become more proficient in the language. Parinu et al. (2013) the four language abilities of hearing, speaking, reading, and writing are the ones that are prioritized in the development of language knowledge and skills in schools. The four language abilities are essential and connected.

Other language abilities will undoubtedly be impacted by the advancement in the level of proficiency of a skill (Marpuan et al., 2015).

Students need to develop their reading skills since reading is a way for them to learn more, broaden their knowledge, and develop their ability to reason logically. Logical reading skills are very important to be mastered by every student to understand and absorb information from a reading. (Atmazaki et al., 2017) Also revealed that reading skills in Indonesian language learning have an important role in shaping literacy competencies which are currently being activated by the government. Reading is the key to a student's success. A student will be able to explore various sciences and take advantage of their benefits in an effort to optimize the real learning objectives by reading (Mustyka, 2016). Maita (2013) demonstrates that reading is a process of mixing information from many sources, meanings, and techniques for reading materials with the interpretation of reading materials known to the reader. Reading is not only a matter of obtaining information from a specific text.

The significance of reading comprehension abilities Students should be able to comprehend reading clearly. However, based on field observations, pupils struggle to comprehend reading as part of the learning process. Due to this, kids' reading comprehension skills have poor learning outcomes. Students' poor comprehension of what they are reading demonstrates that they have not been able to master reading comprehension. Based on the observations and learning that has been done, the problems that often arise in learning to read comprehension are: First, the lack of interest, motivation, and seriousness of students towards learning to read. This can be seen when learning to reading comprehension. Many students do not concentrate, many do not read, and students prefer to talk to their classmates. Students assess this language skill as difficult to master and requires a long process.

Second, the reading material used by the teacher is less attractive, so it does not foster student interest in learning to read. Third, the learning model used by the teacher is less effective, does not provoke student interest and does not motivate students optimally. Since lecturing is used more frequently by teachers, learning becomes passive for students. Students should be able to participate in interactive learning through effective and creative teaching. As a result, learners can become motivated and engaged.

This agrees with Munaf's (2013) assertion that reading comprehension serves as a bridge in the application of the learning process. Students that excel at reading comprehension will be able to respond to something critically. The viewpoint of L. Gauthier (2016) showed that one of the decisive aspects of the learning process is the capacity for reading comprehension. Understanding reading is a challenging skill for students to master. Understanding the text's content or core concepts is where pupils have the most trouble. This agrees with Tari and my assessment. & Afnita (2020), which showed that students' poor comprehension of the reading's contents results in them just being able to read monotonously and not knowing how to understand a reading's content, making it impossible for them to identify the major clause or main concept which each paragraph contains.

In connection with these problems, it is necessary to strive for a form of learning that not only makes students able to master the learning material but is also able to provide learning experiences to students. Learning motivation can increase students' creativity in learning. There are two factors that influence student motivation, namely extrinsic factors and intrinsic factors. Extrinsic motivation is doing something to get something else (a means of achieving goals) that comes from outside, such as punishments and rewards. Intrinsic motivation is the motivation that comes from oneself to do something in order to achieve the goals desired by a person (personal).

The existence of motivation in students will stimulate them to achieve optimal performance. Dewi (2017) shows that a variety of factors might impact motivation for learning. These elements may originate in the environment and the individual student. Extrinsic and intrinsic motivations in the environment might influence a student's desire to learn. Factors that can affect students' learning motivation if viewed based on the students' personal self, then the motivation from within is the main factor because the desire to succeed in particular learning is controlled by the students themselves. Problems during reading comprehension of explanatory texts are caused by the weakness of students in

finding the main idea in the text. Students find it challenging to follow the learning process as a result. As a result, reading comprehension scores are poor because pupils solely read for the purpose of completing reading-related tasks.

Moving on from the aforementioned issues, using a cooperative learning paradigm is one strategy to improve students' reading comprehension of explanatory texts. Through the use of cooperative reward systems, cooperative learning teaches students to respect one another while allowing them to work together on activities that are common to their backgrounds and circumstances. The cooperative learning concept is used to encourage students to share ideas, be brave in their opinions, and respect those of their friends. The Cooperative Integrated Reading and Composition (CIRC) model was chosen by the researcher in this study to enhance students' reading comprehension abilities, among other cooperative models that are utilized to enhance student learning outcomes.

The CIRC learning paradigm calls for pupils to read a passage or story intently and be able to comprehend and summarize the material. The basic objective of CIRC is to use cooperative teams to teach students transferable reading comprehension abilities (Budiani, 2019). The CIRC does contain a number of components that are directed in this direction. To read and identify the primary concept, main idea, or theme of discourse, language learners might use the CIRC learning paradigm. This model consists of three stages which include the pre-reading stage, which includes reading groups and introducing readings or stories that students read, the reading stage, which includes reading with understanding, and writing the reading content. And the post-reading stage, which includes retelling the reading content.

The researcher aimed to determine whether the CIRC model had an impact on student learning at Junior High School in terms of reading comprehension of explanatory texts based on the background explanation that the author provided earlier. The previous research about the Influence of CIRC on motivation and reading comprehension skills have conducted by Rahmi (2018) which contrasts with this study in that the former examined motivation and reading comprehension skills while the latter examined learning motivation on reading comprehension skills. The second previous researcher's study by Mariadeni (2018) was about the influence of the cooperative, integrated reading and composition learning model assisted by picture story media on reading skills and reading comprehension results. It differs from this study in that it used a different method of investigation. It is adopted a quasi-experimental approach rather than conventional regression or correlation in this investigation. There are changes in the third prior researcher's study named The Effect of the Cooperative Integrated Reading and Composition (CIRC) and Cooperative Script (Cs) Model on Elementary School Students' Reading Comprehension Skills from Humairo (2016). This research was distinct from previous research in that it was conducted in a setting. Then, Aprelintina et al. (2020) researched the use of the CIRC method on students' reading comprehension skills (literature studies). This study focuses on the effect of the CIRC and learning motivation on reading comprehension skills.

2. METHODS

This study employs a quasi-experimental approach to its investigation (quasi-experimental). This kind of study is a quantitative study. Because the data used in this study are numbers derived from measurements or from the outcomes of reading comprehension tests of explanatory texts, it is said to be quantitative. The data processing procedure carried out in this study uses numbers (Ahyar, 2020). The figures in this study are the objective test scores on motivation as well as the scores and scores of objective test scores for students' reading comprehension skills in grade SMP UNP Laboratory Development.

In order to perform this study, the group being studied was split into two groups. The first group is the control group, which receives instruction via lectures. The experimental group is the second group; it receives care (learning) using the CIRC learning model. The determination of samples in quasi-experimental research is not chosen randomly. This is because the subjects in this study were already formed in a natural class, so randomization was not possible. The two selected

samples have the same characteristics, but in this case, the control group does not fully function in controlling the things that affect the learning of reading comprehension skills in explanatory texts. The research procedure can be seen in the following figure:

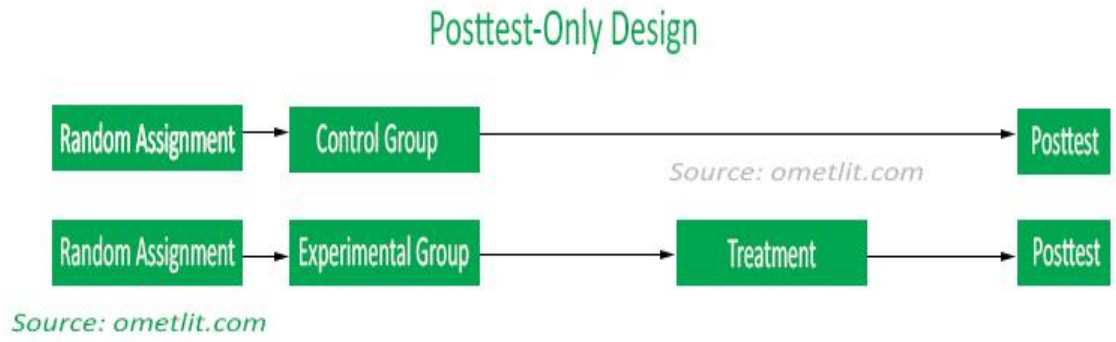

Figure 1. Research procedure
Source: Azmi & Abdurahman (2019)

3. FINDINGS AND DISCUSSION

Based on the results of the treatment that has been given to students in class VIIIB (experimental) and class VIIID (control), the results of reading comprehension ability are as follows:

Experimental Class Students' Reading Comprehension Skills

Students in Class VIIIB who were instructed to utilize the CIRC learning model received the highest score of 95.00 and had very strong credentials. The ability that is still not mastered by students is the ability to understand the structure of an explanatory text (point 17), namely a series of chronological events. This capability can be achieved through the application of the CIRC model in phase 3, namely the introduction of concepts. In the concept introduction phase, students are expected to first identify the type of text that is read and, understand the content of the text, then determine the structure contained in the text. Students will thus have an easier time figuring out the explanation text's structure. The following table shows how well the students in the experimental class could comprehend what they were reading:

Table 1. Reading Comprehension of Experimental Class Students

No.	Score	Amount Student	Qualification
1	95,00	1	Very Well
2	92,50	7	Very Well
3	90,00	6	Very Well
4	87,50	4	Very Well
5	70,00	1	More than enough
6	65,00	2	Enough
7	62,50	2	Enough
8	60,00	1	Enough
Total		24	

There were 18 students who achieved excellent qualifications in reading comprehension. Students still struggle with understanding diction and determining the explanatory text's structure, particularly when it comes to texts that are structured as a series of events. This is in accordance with what was revealed by Azmi & Abdurahman (2019) who explained that on average, students have difficulty determining the structure and understanding diction in various types of texts, including explanatory text, even though they have been taught with various learning models.

There is 1 student who achieves a score with the qualification "More than Enough" (LdC) with a score of 70. Students who get a score with the qualification "Enough" (C), there are 5 people, a score of 65.00 is 2 people; a value of 62.50 there are 2 people, and the value of 60.00 is 1 person. In general, pupils still lack the ability to comprehend the explanation text's contents, identify the specific textual material contained in each paragraph, and correctly identify all of the questions' associated answers. The CIRC model aims to help students actively engage with reading and identify the main idea, crucial details that support it, and other implicit ideas.

Based on the application of the CIRC model in the field, some students who have high learning motivation feel happy with the learning model provided. The kids' excitement for their lessons serves as evidence of this. Not only that, the relationship between learning motivation and the learning model provided also affects the results of students' reading comprehension skills. Students who really follow the learning process are able to get good grades in reading comprehension.

The CIRC model learning was carried out in the experimental class with two meetings. In the first meeting, students were given material about explanatory texts in accordance with KD 3.10, namely studying explanatory texts in the form of exposure to the occurrence of a natural phenomenon that was heard and read. In this first meeting, the teacher guides the students by discussing forming several groups to understand the explanatory text including the content of the text, the structure of the text, and the diction contained in the explanatory text. The second meeting the teacher checked the students' understanding in relation to the activities of reading the explanatory text that had been studied at the previous meeting and provided feedback on the problems encountered. Next, the teacher gives questions in the form of objective tests with the aim of measuring students understanding.

According to field data, students who received instruction using the CIRC model had better reading comprehension results than students who received instruction using the traditional paradigm. This happens because the CIRC learning process is carried out in accordance with steps consisting of five phases as follows: First, before the learning process begins, the teacher performs an appreciation in advance to explore students' knowledge of the material to be given. The goal is to open minds and arouse students' enthusiasm in learning. The kids are then divided into a number of groups, each with three to four students. The instructor gives readings that are pertinent to the subject being studied and discusses the discussion process and homework assignments. Third, the teacher provides opportunities for students to express their initial knowledge, develop new knowledge, and explain the phenomena experienced in accordance with the reading material that has been given. It is intended that there is a cognitive conflict in students and students try to do testing and discuss to explain the results of their observations. Fourth, students are required to be able to communicate the findings and prove their findings about the material discussed. Fifth, the teacher provides reinforcement about the material that has been studied and relates it to everyday life.

The implementation of the steps of the CIRC learning model makes students' ability to understand a reading better than the conventional learning model, which is only teacher-centred. This is also supported by a statement from one student who stated that students were happy and not bored when learning to understand a text, especially explanatory text. However, of the 24 respondents in the experimental class, there were some students who did not follow the application of the CIRC model so it had an impact on the scores obtained by these students.

The result of reading comprehension ability obtained by students is an illustration of reading comprehension, which is carried out using CIRC steps well. That is, if this model is carried out 100%, the reading comprehension results that will be achieved will also reach 100%. If it is done less than perfect, for example, only 50%, it will get 50% results. Model CIRC focuses on the ability to understand a reading so that students can actively master the subject matter. This learning model is commonly used in language learning as a form of learning the ability to understand texts and in its development, it is used in various subjects as a form of increasing understanding of teaching materials (Yunus, M. & Machmury, 2019).

Reading Comprehension of Control Class Students

Class VIIID students are the control class who are taught using the conventional model. There are 3 students who get a score of 75.00, a score of 70.00 as many as 2 people and have "More than Enough" (LdC) qualifications. The experimental class children that were taught utilizing the CIRC learning paradigm had dramatically different reading comprehension results. This happens because in the conventional learning model, students are placed as objects that act as passive recipients of information, delivery of subject matter using the lecture, question and answer, and assignment methods. The teacher dominates learning activities, while students as learning objects, must absorb all information from the teacher. Sidik & Sobandi (2018) support the idea that both teacher skill and the learning model significantly impact student abilities' outcomes. The following table shows the students in the control class' reading comprehension abilities:

Table 2. Reading Comprehension of Control Class Students

No.	Score	Amount Student	Qualification
1	75,00	3	More than enough
2	70,00	2	More than enough
3	67,50	13	Enough
4	65,00	4	Enough
5	62,50	2	Not enough
Total		24	

There were 17 students who achieved sufficient qualifications or 70.83% of the 24 students. When pupils are taught using the CIRC model and have strong credentials, the results of reading comprehension ability are considerably different. According to Dewi (2021), lectures, which frequently employ teacher-centred expository tactics, and one-directional interaction styles, are the conventional model's weaknesses. Teachers find it difficult to know to what extent students have understood the conversation. The lecture method tends to place students in the position of listeners and note-takers. The limited ability at low levels is seen from the taxonomy of teaching objectives, lectures are only able to develop student's abilities at the level of knowledge to understanding, and students often give other meanings from what the teacher means. The lecture method process takes place according to the speed of speech and the language accent that can be used by the teacher. Lack of control over how well students have grasped the teachings that have been taught by the teacher is this method of learning's drawback.

According to the study's findings, students who are taught using the CIRC learning model have reading comprehension skills that are better than those of students who are taught using the conventional model, and who are in more than adequate and sufficient qualifications. These students also have higher grades and very good, more than adequate, and sufficient qualifications. This very different reading comprehension ability is caused by the learning model that has been applied to the two study groups. The CIRC learning model is very well applied in improving reading comprehension skills, while the conventional model is less effective. There are three indicators of reading comprehension skills developed from Core Competencies (KI) and Basic Competencies (KD), namely: Understanding explanatory texts requires three skills: (1) comprehension of their content; (2) comprehension of their structure; and (3) comprehension of their diction. These three criteria serve as the foundation and rules for evaluating reading proficiency. The Indonesian language teacher's learning approach will decide whether or not students receive the best learning results, particularly in terms of their capacity to read and comprehend. The CIRC learning model uses a strategy by emphasizing aspects of understanding text/reading through assignments to students to read teaching materials carefully, which is carried out through five phases, namely orientation, organization,

concept introduction, publication, and strengthening and reflection (Rahayu, 2018). It is advised to use this learning strategy to help pupils' reading comprehension abilities.

4. CONCLUSION

The CIRC model impacts results for pupils' reading comprehension. Students in the experimental class (CIRC) had a greater level of reading comprehension than those in the control group (conventional). The reading comprehension skills of students with high learning motivation (CIRC) differ significantly from those of pupils with low learning motivation (conventional). The reading comprehension skills of students with low learning motivation (CIRC) differ significantly from those of pupils with high levels of motivation (conventional). The CIRC model interacts with learning motivation to influence students' reading comprehension skills. High reading interest (CIRC) students are better able to read and comprehend explanatory materials and vice versa. The CIRC learning model is a very suitable and effective model when used in learning to read, such as in reading comprehension of explanatory texts, and the model also provides interaction with students, who also become motivated and enthusiastic. This is evident from the four conclusions regarding the research hypothesis in continuing the process of learning.

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