

INTEGRATED READING AND COMPOSITION OF SELECTED LEARNING  
MATERIALS FOR ESP STUDENTS' COMPREHENSION

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**ABSTRACT**

*This research reports the investigation on the use of using Integrated Reading and Composition (IRC) in teaching TEFL II at class VI/A of English department students of university of Pasir Pengaraian in academic year 2013/2014. The purposes of this study were to find out to what extent can integrated reading and composition (IRC) improve students' reading comprehension of selected learning materials of ESP at Class VI/A of English department students of Pasir Pengaraian university? And (2) what factors influence the changes of students' reading comprehension of the selected materials by using IRC. This research used classroom action research design consisted of two cycles and the instruments used were test, observation and interview. The data were analyzed quantitatively and qualitatively. The finding showed that use of using Integrated Reading and Composition (IRC) in teaching TEFL II at class VI/A of English department students of university of Pasir Pengaraian had positively improved the students' reading comprehension of selected materials, especially the materials of teaching English as a foreign language. Also found the factors contributing to the changes of students' comprehension, were classroom atmosphere to supported their motivation to get better, beside the role of partners' contribution and group discussion among students-students and students- a lecturer in the class.*

Keywords: *Integrated Reading and Composition & selected learning resources*

**INTRODUCTION**

Based on the Indonesia qualification national frame-based curriculum owned by English department of university of Pasir Pengaraian, the aim of TEFL II course is to enable students to comprehend the knowledge of basic teaching competencies as the preparation to take the microteaching course. The students are prepared to be proficient to use the language in the real life. The students learn how to read and comprehend the text well. They should be able to identify the main idea, generic structure and linguistics features of the texts. From the researcher's own experiences in teaching the TEFL II as the compulsory subject, some students still use learning materials from the old

books that they got from libraries. As the result, the students' knowledge of teaching English as a foreign language is limited just on the information available in the books. It seemed as the lecturer, he needed to support the students to have more learning resources from others references. One of the cheapest and easiest learning material is gained from the online resources such as articles written in various journals.

In addition, to upgrade the students' information, they need to have more opportunities to interact not only with the learning partners but also with the learning materials selected. Cooperative learning facilitates the demands of students' interaction between the learning partners and the materials. Slavin (1995:2) mentions that

in cooperative learning methods, the students can help each other. Therefore, the researcher assumes that cooperative learning can give good results on teaching learning process especially in the TEFL II subject. There are some kinds of cooperative learning that can be applied by the teacher in the classroom, for examples: Students Teams Achievement Divisions (STAD), Cooperative Integrated Reading and Composition (CIRC), Teams Games Tournaments (TGT), Team Accelerated Instruction (TAI) and Jigsaw. Therefore, the researcher assumes that CIRC can be an effective strategy to solve the problems.

This research used cooperative integrated reading and composition (CIRC) as the method used. This consideration was based on the ideas that CIRC gave students more opportunities to read and rewrite it on their own words.

### **Reading Comprehension**

Reading is one of the skills in English that requires the students to engage in exchange of ideas with an author, to read in order to gain information from the texts and to combine information from a text from a text and their own background knowledge (Nuttal, 1982; Burnes and Page, 1985; Nunan 2003). In relation to comprehension, Burnes and Page (1985) defines reading comprehension is as the process world knowledge of the reader interacts with the message encoded in text to generate an understanding of the author's message.

To measure the students' reading comprehension, there are some forms of reading tests proposed by Hughes (1989), such as multiple choice, unique answer, short answer, summary cloze, and information Transfer. Similarly, Weir (1990) states that there are some of the available options to test reading comprehension, namely multiple choice

questions, short answer questions, cloze, elective deletion gap filling, close elide and information transfer.

### **Writing Composition**

Related to teaching ESP such TEFL II by using Integrated Reading and Composition, students' reading comprehension includes writing activity also cover activities such as paraphrasing and summarizing (Nunan, 2003; Harmer, 1998).

In discussion of integrated reading and writing composition the students have a composition activities at the last stages of the classroom instruction. Accordingly, at the end of stages, the students write compositions which considers some good writing aspects. Hughes (1989) lists five aspects to develop a good writing. They are grammar, vocabulary, mechanics, fluency and organization.

### **Integrated Reading and Composition Technique (CIRC)**

Integrated reading and composition is a kind of cooperative learning. Cooperative learning refers to instructional methods in which students of all level of performance work together in a small group, usually toward a group goal (Slavin, 1995; Ledlow, 1999; Johnson et.al, 1984). Slavin (1995:5-6) states some types of cooperative learning such as student teams-achievement divisions, teams-games-tournament, team assisted individualization, cooperative integrated reading and composition, jigsaw, learning together and group investigation.

Since this research is a study on students' comprehension of learning materials of TEFL II subject, in which the material in form of printed and online materials, the use of integrated reading and composition (IRC) was interested. IRC cover three principal elements such as basal related activities, direct instruction in reading

comprehension, and integrated language arts and writing.

Finally, it is important to describe the steps or procedures of applying the IRC in the learning and teaching activities. Slavin (1995) divides the aspects of IRC into some procedures. First is reading Groups. Here, students are assigned to groups according to their reading level, as determined by the teachers. Second are teams' activities. Students are assigned to pairs (or triads) within their reading groups, and then pairs are assigned to teams composed of partnerships from two reading groups or levels. The third is story-related activities. Stories are introduced and discussed in reading groups for approximately twenty minutes. In these groups, teacher sets a purpose of reading, introduce vocabulary, reviews old vocabulary, discuss the story after the students have read it, and so on. Story discussions emphasize on such skills as making predictions, or identifying problems. After the stories are introduced, students are given a story packet, which contains a series of activities for them to do in their teams. The sequence of activities can be supported with partner reading, story grammar and story-related writing, words out loud, word meaning, story retell, spelling, partner checking and tests.

### **RESEARCH METHODS**

This research was a classroom action research. It was used to help the teacher to improve the way of teaching in classroom. Mills (2003) states that action research is a systematic inquiry conducted by the teachers or researcher to gather information about how well their particular school operates, how well they teach and how well their students learn. Accordingly, Gay and Airasian (2000) state some purposes of action research are to find the problem and solution, the researcher should change a situation so that it is the same

preference, to effect the teacher action, and to study and increase their own activities. The researcher conducted an action research to solve problems in his TEFL II subject consists of 35 students. The researcher used some instruments to get the data of this study by using as follows reading test, observation and interviews.

### **RESEARCH FINDINGS**

This study was to answer the research question of (1) To what extent can integrated reading and composition (IRC) improve students' reading comprehension of selected learning materials of ESP at Class VI/A of English department students of Pasir Pengaraian university? And (2) what factors influence the changes of students' reading comprehension of the selected materials by using IRC?.

#### **a. CIRC and Students' Reading Comprehension**

Based on the applying of CIRC that the researcher had done for two cycles, it was found that IRC could improve students' reading comprehension of selected materials significantly. The result of scores supported the students' improvement by the cycles.

In the pre-test, the average score was 57.1 and at the end of cycle I, the average score was 67.6. However, at the end of cycle II, the average score was 78.9, it was higher than score in cycle I. The level of students' comprehension also increased from the pre-test until at the end of cycle II. The level of excellent increased from 1, 2 and 10 students. It means that the students' ability increased well. The level of good from 6, 19, and 21 students at the end of cycle II. The level of fair decreased from the pre-test until the end of cycle II. There were 18, 11, and 4 students at the end of cycle II. The level of bad decreased from 7, 1, and no student at the end of cycle II. The level of poor decreased from 3, 2 and no student at the end of cycle II.

Furthermore, there were also significant improvements in each indicator of reading comprehension. The improvement of students' ability in every score improved. In finding the main

information listed, the scores increased from the pre-test until the end of cycle II. There were 56.2, 81.4, and 84.6. While in finding the summary, the scores increased at the end of cycle I but decreased at cycle II. There were 52.9, 82.9 and 77.1. Fortunately, the score at the end of cycle II was still higher than 70.

In short, using Integrated Reading and Composition (IRC) in teaching TEFL II at class VI/A of English department students of university of Pasir Pengaraian had positively improved the students' reading comprehension of selected materials of teaching English as a foreign language in the TEFL II course.

#### **b. Factors Contributing Students' Reading Comprehension**

From interview data, it was gained that classroom atmosphere at the learning process became the factors supported their motivation to get better, beside the role of partners' contribution and group discussion among students-students and students- a lecturer in the class.

#### **CONCLUSIONS**

Based on the findings of the research, the researcher concluded the use of using Integrated Reading and Composition (IRC) in teaching TEFL II at class VI/A of English department students of university of Pasir Pengaraian had positively improved the students' reading comprehension of selected materials of teaching English as a foreign language. Factors contributing to the changes of students' comprehension were classroom atmosphere to supported their motivation to get better, beside the role of partners' contribution and group discussion among students-students and students- a lecturer in the class.

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