

**THE EFFECT OF APPLYING COOPERATIVE INTERGRATED
READING AND COMPOSITION STRATEGY TO THE STUDENTS'
ACHIEVMENT IN READING COMPREHENSION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

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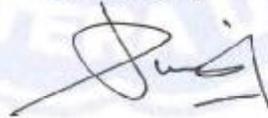
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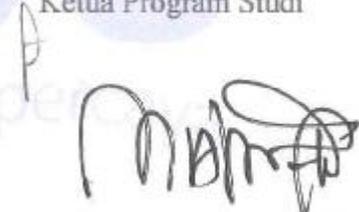
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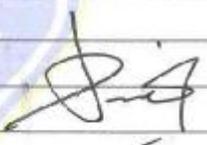
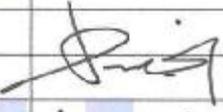
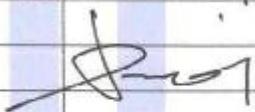
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Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13-9-2019	Abstract, Acknowledgments, Table of Contents, Introduction, Review of Literature, Research Design, Data and data collection, References, Proving	
10-9-2019	Abstract, Acknowledgments, Table of contents, Introduction, Review of Literature Relevance, Method of Research, data and data Analysis, Reference	
20-9-2019	Technique for E-pirs	
23-9-2019	ACC untuk diujikan	

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ABSTRACT

Mutiara, Ulfah, 1502050161: “The Effect of Applying Cooperative Integrated Reading and Composition Strategy to The Students’ Achievement in Reading Comprehension”. Skripsi, English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

This study deals with the effect of applying Cooperative Integrated Reading and Composition. This is an experimental research which applied Reading Comprehension using quantitative method. The objective of the research was to investigate the effect of Applying Cooperative Integrated Reading and Composition to the Students’ Achievement in Reading Comprehension. This research was conducted in SMP Muhammadiyah 2 Medan. The population of this research was the VIII grade of SMP Muhammadiyah 2 Medan. Total sampling technique was applied to take the sample. The experimental group, class VIII-2 was taught by using Cooperative Integrated Reading and Composition and Control Group, class VIII-1 was taught by using conventional Method. The instrument used in collecting data was multiple choices. The total items of the test was 20 items. The finding test shows that t_{observe} was higher than t_{table} (11.483 > 2.056). Program got significant Effect of Applying Cooperative Integrated Reading and Composition Strategy to the students’ Achievement in Reading Comprehension.

Keywords: *Cooperative Integrated Reading and Composition Strategy, Reading Comprehension*

ACKNOWLEDGMENTS

In the name of Allah, The most Gracious and The Most merciful.

Firstly , the researcher would like to praise to Allah SWT who has given her chances to finishing this study. Secondly, blessing and big thanks be upon our prophet Muhammad SAW who has brought beings from the darkness to the brightness.

The tittle of this study is “ *The Effect of Cooperative Integrated Reading and Composition Strategy to the Students’ Achievement in Reading Comprehension*” one of the proposing of writing a study is to fulfill on of requirements to get the degree of education from the Faculty of Teachers’ Training an Education of UMSU.

In finishing this study, many people support the researcher. Without them, it is impossible for her finish it. Therefore, she would like to take this opportunity to sat thank, especially for her parents, Muhammad Mukhtar and Farillah Hertuty who hs given moral,material,support, loving care and affection since has born till today. Next she takes this oppurtunity to thank:

1. Dr. Agussani, M.AP., The rector of University of Muhammadiyah Sumatera Utara
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara who has

encourage the researcher and taught the educational materials for the researcher.

3. Mandra Saragih., S.Pd., M.Hum., Pirman Ginting S.Pd., M.Hum ,the Head and the Secretary of English Education Department FKIP of Muhammadiyah Sumatera Utara for their administration help, So the researcher can be finish this study.
4. Dra. Diani Syahputri, M.Hum her supervisor who had given her suggestions, ideas and guidance in writing this study.
5. All the lectures who had given their knowledge, their valuable thought in teaching English for the researcher, during her academic year at English Education program FKIP of Muhammadiyah Sumatera Utara
6. Muhammad Andreas, S.Pd.I the Headmaster of SMP muhammadiyah 2 Medan, Mawarliah S.Pd, the English Teachers and students who have given a good cooperation and help during the experiment.
7. Her beloved brothers Muhammad Hasbi Fauzi and Muhammad Adib Ajwad who have cared and support the researcher.
8. Her beloved friend ever Sri Nurhidayati for support, kindness and has become a best friend
9. Her partner Bagus Triyadi Muslim , who have given support and prayed to the researcher.

10. All friends in the eight semester of FKIP UMSU, especially VIII C morning class of English Education. Thanks for the advices, kindness, support, and everything.

The words are not enough to say any appreciations for their help and contributions on this thesis. May Allah SWT protect and give them happiness through their life. Finally, the researcher realizes that the thesis is far from being perfect. It is a pleasure for her to receive constructive critics and suggestions from the readers.

Medan, September 2019

The researcher

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
APPENDICES	ix
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Identification of the Problem	3
C. Scope and Limitation	3
D. Formulation of the Problem.	4
E. The Objectives of the Study.....	4
F. The Significance of Study.....	4
CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework.....	6
1. Definition of Effect.....	6
2. Definition of Reading	5
3. The Purpose of Reading	7
4. Reading Comprehension	8
5. Recount Text	8
5.1 Definition Recount Text.....	8

5.2 The Purpose of Recount Text.....	8
5.3 Reading Assessment.....	9
5.4 The Generic Structure of Recount Text	9
5.5 The Example The Recount Text.....	9
6 The Definition of Cooperative Intergrated Reading and Composition	12
7 The purpose of Cooperative Integrated Reading and Composition Strategy	12
8. The Steps of Cooperative Integrated Reading and Composition Strategy.....	13
9. The Implementation of Cooperative Integrated Reading and Composition in Teaching Reading	13
10. The Advantages of Cooperative Integrated Reading and Compostion Strategy.....	14
11. The Disadvantages of Cooperative Integrated Reading and Compostion Strategy	15
B. Relavant Studies.....	15
C. Conceptual Framework	16
D. Hyphothesis.....	17
 CHAPTER III RESEARCH METHODOLOGY	
A. Location and Time	18
B. Population and Sample.....	18
C. Research Design	19

D. Research Instrument.....	21
E. Technical For Collecting.....	23
F. Technique of Data Analysis.....	24
G. The Statistical Hypothesis.....	26

CHAPTER IV DATA AND DATA ANALYSIS

A. Data	27
B. Data Analysis	30
C. Testing Hypothesis.....	39
D. Research Finding.....	47
E. Discussion	48

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	49
B. Suggestion.....	49

REFERENCES	50
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APPENDICES

LIST OF TABLES

Table 3.1 The Population.....	18
Table 3.2 The Sample	19
Table 3.3 Research Design	20
Table 4.1 The Result of Pre-test and Post-test in Experimental Group.....	27
Table 4.2 The Result of Pre-test and Post-test in Control Group	28
Table 4.3 The Difference of Score of Pre-test and Post-test in Experimental Group	30
Table 4.4 The Difference of Score of Pre-test and Post-test in Control Group.....	34
Table 4.5 The Calculation Table.....	38
Table 4.6 The Analysis Item for the Test of Validity	42
Table 4.7 The Analysis Item For the Test of Reliability	44

APPENDICES

Appendix 1 Lesson Plan Experimental Group

Appendix 2 Lesson Plan Control Group

Appendix 3 Test item

Appendix 4 Attendant List of Experimental Group

Appendix 5 Attendant List of Control Group

Appendix 6 The Result of Pre-Test and Post-Test in Experimental Group

Appendix 7 The Result of Pre-Test and Post-Test in Control Group

Appendix 8 Documentation

Appendix 9 Form K1

Appendix 10 Form k2

Appendix 11 Form K3

Appendix 12 Surat Keterangan

Appendix 13 Pengesahan Hasil Seminar Proposal

Appendix 14 Proposal Surat Pernyataan Plagiat

Appendix 15 The letter of Research

Appendix 16 answer of the Letter Research

Appendix 17 Berita Acara Bimbingan Proposal

Appendix 18 Berita Acara Bimbingan Skripsi

Appendix 19 Surat Keterangan Bebas Pustaka

Appendix 20 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an active process for building meaning of words . Reading aims to help direct information towards the goal. The main purpose of reading is to understand the reading text so that the reader more easily understand the meaning of the reading. Reading is also a thought process. And this is allows the reader to use what he might already know.

Reading is one of the English skills that should be learnt by the students beside listening, speaking, and writing. Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009:14).

However, in fact, based on research when researcher internship 3 of SMA Muhammadiyah 01 Medan, the researcher found that many students had difficulty in learning english, especially in reading and understanding the recount text. The students are able to read the next only without being capable of interpreting the meaning and information from the text. The students reading comprehension are low, no of the factors causing process, the students are just asked to read and answer the questions related to the text.

To solve this problem, the teacher needs to know the new strategies. There are so many strategies that can be used to make students have better abilities in the teaching and learning process. One of them is the CIRC Strategy. In this research, the researcher chosen junior high school of Muhammadiyah 02 Medan academic

years 2019/2020 , because Cooperative Integrated Reading and Composition strategy very effective used on junior high school. Cooperative Integrated Reading and Composition is technique which is based on cooperation. It is design to develop reading, writing, vocabulary, and spelling. By implementing this strategy, it is expect to improve students ability to read especially in understanding the contents of the text.

Cooperative integrated reading and composition is technique which is based on cooperation. It is designed to develop reading, writing, vocabulary, and spelling Slavin (2016:12).

The purpose of this study was to saw the effect of cooperative integrated reading and composition in increasing students understanding of reading. This research is experimental research. In learning to use cooperative integrated reading and composition, to improve student performance in academic assignments. Slavin (2005) discloses six strength ideas of CIRC strategy in teaching reading such as: 1) CIRC ideal to enhance students' skill in solve the problems, 2) the dominance of the teacher in the process learning is decreases, 3) students are motivated on the result carefully, because working in groups, 4) students can understand the meaning of questions and they check their work with the member group, 5) helping the weak students in the classroom, and 6) improving students' comprehension especially in solving the problem in the form of problem-solving. Many experts argue that learning using this strategy is superior in helping students to understand difficult concepts so that the existence of this strategy is expected to help students understand the text more easily and

easily understand the information conveyed in the text. Because the students' interest in reading skill is low and then the students' vocabulary is lack, like the researcher saw the teacher still used conventional strategy in teaching reading.

B. The Identification of the Problem

Based on the problems of the background of this research, the identifications of the problem as following :

1. The students' interest in reading skill is still low.
2. The students' vocabulary is still lack.
3. The students still have difficulty in reading process.
4. The teacher still uses conventional strategy in teaching reading.

C. Scope and Limitation.

The scope of this researcher explains that the cooperative integrated reading and composition, especially the recount text about vocation using cooperative integrated reading and composition strategy at Junior High School Muhammadiyah 02 Medan, academic years 2019-2020 . The researcher chosen Muhammadiyah 02 Medan because in there more appropriated with researchers strategy.

D. Formulation of the Problem.

Based on the identification of the study above in school Muhammadiyah 02 Medan, academic year 2019/2020. the problem was formulated as follows: Is

there any significant effect of applying cooperative integrated reading composition strategy to the student's achievement in reading comprehension?

E. The objective of the Study

The object the study to find out the significant effect of applying cooperative integrated reading and composition strategy to the students' achievement in reading comprehension.

F. The Significance of Study

The result of this study are expect to contribute either the theories or practice for:

1. Theoretically

- a. This researcher as a reference for conducting related research of cooperative integrated reading and composition
- b. As reference material for other researchers who use the cooperative integrated reading and composition.

2. Practically

- a. To the students, to increase their achievement in reading comprehension through Cooperative Integrated Reading and Composition
- b. The teacher as learning resources to improve students ability to reading
- c. To students to improve the quality of reading
- d. To the other researchers, the result of this research can be the information for further research in the same interest

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conducting research, theory has need to explain some concepts or terms applying in research. Some terms were incorporated in this study and to be explain theoretically.

1. Definition of Effect

The effect in language teaching techniques according to Richard (in Slameto 2003:2) is to change the abilities of students after being treated using certain teaching strategies. Usually in an experimental approach to educational research where an idea or method, where it is a hypothesis is tested or verified by setting a situation where the relationship between the subject and variables can be determined. The effect of teaching in language is related to the changes that make a person enter the cognitive system. The final result of the effect in teaching is an increase in ability in ability in students. Ability is the result of the learning process involving the teacher towards students which is reflected in the knowledge of the students.

2. Definition of Reading

Reading is a mental process when one looks into written text and begins to absorb information from written linguistics message. Reading is important for the lives of students to explore their experiences and get new information

Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe & stoller,2002)

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It means of language acquisition, of communication, and of sharing information and ideas. In, addition, reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number interelld sources of information. (Anderson et al :1985)

3. The Purpose of Reading

Grabe and Stoller (2002:13) state the purpose of reading follows:

a. Reading to search for simple information.

In reading to search , students typically scan the text fo a specific piece of information or a specific word.

b. Reading to Skimming Quickly

Reading to skim (i.e sampling segments of the text for a general understanding) is a common parts of many reading task and a useful skill it is own right, it involves, in essench. A combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to Scanning Quickly

Scanning is reading text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming. Which is reading quickly to get a general idea of meaning

4. Reading Comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van den Broek & Espin ,2012). Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo & Tindal, 2005)

Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

5. Recount Text

5.1. Definition Recount Text

Recount is a text that describes events in the past or events that can be based on the author's personal or historical events.

5.2. The Purpose of Recount Text

The purpose of a recount text is to inform and entertain the readers. To attain its purpose, the text needs to involve several steps namely an orientation which lets the reader know who is involved, where when and others and the retelling of events in chronological sequence (Derewianka,1990)

5.3. Reading Assessment

Assessment Rubric

Rubric of Score

The result true answer

1= 5 score

So , many questions 20, $20 \times 5 = 100$ score

Description : perfect (p) = 100

Near (N) = 80

Far (F) = 40

5.4. The generic structure of recount text:

Orientation : provides the setting and introduces participant

Events : tell what happened, in what happened, in what sequence

Re- orientation : optional closure of events

Discussion of Generic Structure of Recount Text is :

I spent the last vacation in father, mother, with my sister. We fast semarang for Bali at 9.45 a.m. however, we could not go directly to Denpasar. Our plane had to stop at Jakarta, then we took another plan to Denpasar. Actually, we could go through Surabaya which was to closer . however my father could not

get the tickets to Surabaya. That's why we decided to go through Jakarta, though it was a bit more expensive. (**Orientataion**)

We arrived at Ngurah Rai at 7 p.m. and went directly to the hotel. The hotel was amazing. The name was Inna Grand Bali Hotel in Sanur. The hotel was very large. It's about 45 hectares and just next to Sanur beach. We just needed to walk for three minutes from our room to reach the beach. My sister and I went to the beach nearly every morning. (**Events**)

We spent the first day enjoying our staying in the hotel. On the second day, we were picked by a minibus and went to Tanjung Bena harbor. From Tanjung Bena , we took a boat to go to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We enjoyed the unique Balinese village life there. After that we snorkeled in the sea. Wow, the fish and coral were amazing! Late in the evening we went back to our hotel in Denpasar.

We spent the third day by shopping in Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my room . My sister decided to buy necklaces made of shells. She wanted to share them with her friends. My father didn't buy anything. Finally, we flew back to semarang in the afternoon. (**Re-orientation**)

5.5.The Example of Recount Text

My Vacation Bali

I spent the last vacation in father, mother, with my sister. We fast semarang for Bali at 9.45 a.m. however, we could not go directly to Denpasar. Our

plane had to stop at Jakarta, then we took another plan to Denpasar. Actually, we could go through Surabaya which was closer. However my father could not get the tickets to Surabaya. That's why we decided to go through Jakarta, though it was a bit more expensive.

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6. The Definition of Cooperative Integrated Reading and Composition Strategy

Cooperative integrated reading and composition is technique which is based on cooperation. It is designed to develop reading, writing, vocabulary, and spelling Slavin (2016:12). Students are working a series of cognitively engaging activity such as oral reading, contextual guessing, summarizing, retelling the text, writing composition based on the text, revising correcting composition, practicing spelling, decoding, and vocabulary.

Cooperative integrated reading and composition is a kind of integrated method which can be use by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should be responsible in teaching and learning process. Cooperative integrated reading and composition is a comprehensive reading that is make to be applying to students. This includes activities relation to stories, direct teaching in reading comprehension, and integrated reading and language arts activities.

7. The Purpose of Cooperative Integrated Reading and Composition Strategy

The purpose of learning to use cooperative integrated reading and composition is that students are required to learn independently without having to always rely on the teacher's role, because in the learning process they have been divided into groups that have the same ability. The group has not been able to

complete this task so that the learning process can run well and students can more easily understand through group discussions.

8. The Steps of Cooperative Integrated Reading and Composition Strategy

1. The teacher explains the material
2. The teacher provides an easy strategy to understand the contents of the text quickly
3. The teacher gives texts to students that were suitable for learning.
4. The students work together to read each other and look for difficult words and find the main ideas or answers to problems so students were able to understand the contents of the text.
5. After students understand the contents of the text, The teacher gives practice questions to students.
6. The teacher and students made conclusions together.

9. The Implementation of Cooperative Integrated Reading and Composition in Teaching Reading

The implementation of Cooperative Integrated Reading and Composition (CIRC) in reading, in the application of CIRC students were expected to be able to understand the contents of the text easily and be able to improve students' understanding in reading. The students worked together to find the main core of the text. The students were expected to be able to explore knowledge so that students were able to answer the given practice questions

correctly. At the end of the meeting the teacher conducts a review to discuss the material being taught and provide reinforcement/ increase students' knowledge and make conclusions together

10. The Advantages of Cooperative Integrated Reading and Composition Strategy

The advantages of cooperative integrated reading and composition strategy are as follows:

1. Cooperative integrated reading and composition strategy can improve students participations to share ideas in classroom and solve the problem about the text.
2. Cooperative integrated reading and composition strategy can dig the prior knowledge of students to get the new fact or ability and guide the students to think actively.
3. Helping students that has low ability in reading
4. The students are able understand the questions and check their work.
5. Trained to be able to cooperate and respect the opinion of others.
6. Reduced the dominance of teacher in the learning
7. Improve learning outcomes

11. The Disadvantages of Cooperative Intergrated Reading and Composition Strategy

The disadvantages of cooperative integrated reading and composition strategy are as follows:

1. When presentation only smart students that active to convey ideas.
2. Passive students will feel bored.

B. Relavant Studies

There were many researcher applying Cooperative Integrated Reading And Composition Strategy in different field of their researchers. They proved the application of cooperative integrated reading and composition strategy has a good effect in learning process especially in teaching reading :

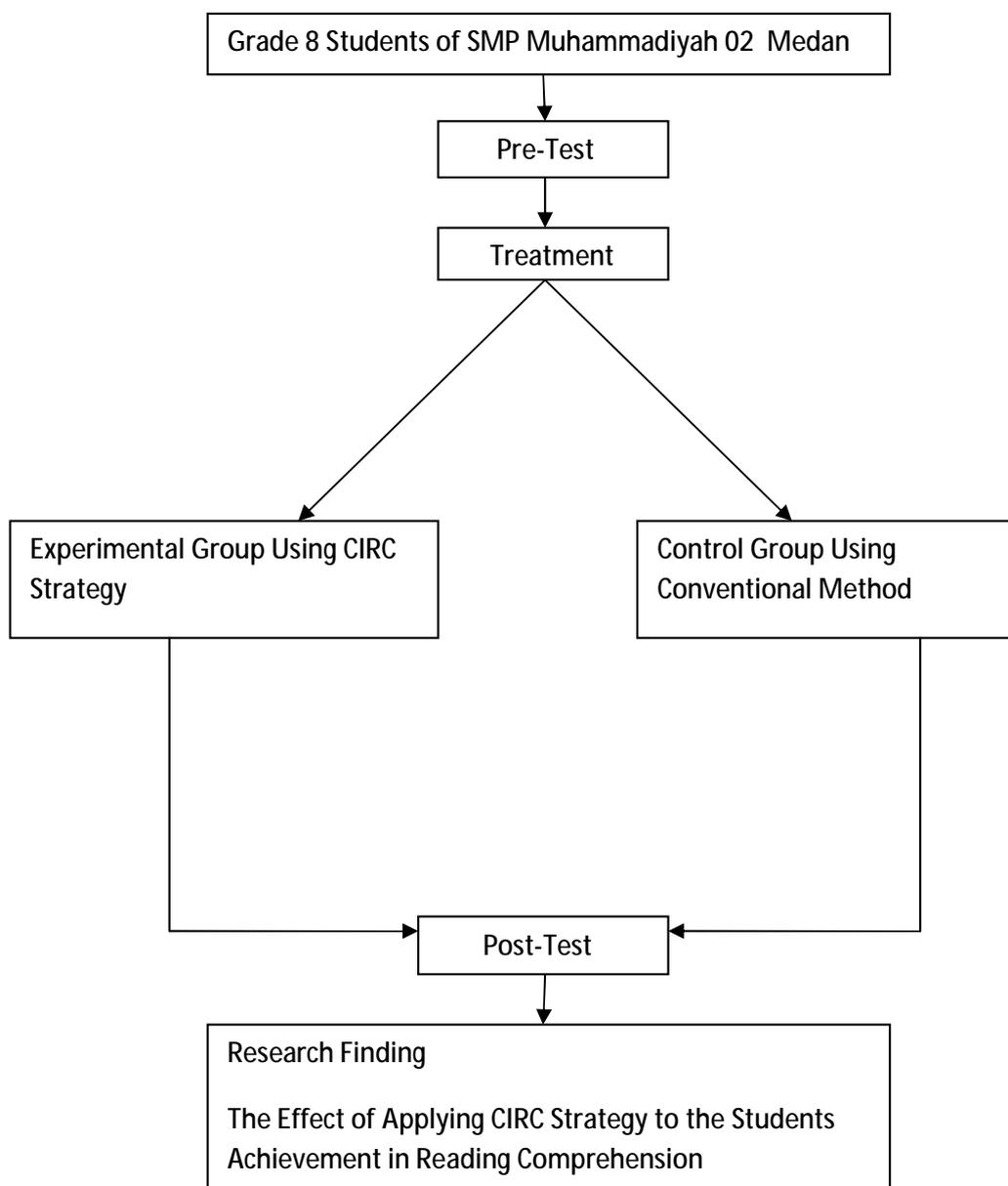
1. The result of the research of Andri Donal and the study (2017) , entitled “*The Implementation of Cooperative Integrated Reading And Composition in interest Reading*”. The purpose of this study were to saw students understanding in reading. The students taught using Cooperative Integrated Reading And Composition have better scores, and able to understand well, students taught using group small discussions using the strategy.
2. The result of the study by Husni Mubarok, Dwi Erlin Effendi and Nina Sofiana, (2016) entitled Cooperative Reading and Composition (CIRC) Based Interactive CD In Teaching Reading through the use of this strategy there are an increase in student also before and after implementation. Indicated by the average score of students 76 (previous) , 78 (first cycle) , and 80 (second cycle) by student.

C. Conceptual Framework.

In concluding the research, the conceptual framework was designed as the following

Figure

Conceptual Framework



From the above figure, it describes the condition of grade 8 students in Muhammadiyah 02 Medan. First, the researcher made pre-test to measure how many percent the percentage of students in reading comprehension.

After that if the students had bad score, the researcher given treatment, in the experimental group, the researcher used CIRC strategy and in the control group the researcher used conventional method. Finally, if the treatment had done, the researcher given post-test to measure the result of using CIRC strategy. Based on the framework above, the expectation of reading comprehension after using CIRC strategy made the effect of applying cooperative integrated reading and composition strategy to the students achievements in reading comprehension.

D. Hypothesis

Based on the explanation from theoretical framework and conceptual framework, the researcher formulates an alternative hypothesis as follow :

Ha :There was significant effect of applying Cooperative Integrated in Reading Composition strategy to the students' achievement in reading comprehension.

Ho :There was no significant effect of applying Cooperative Integrated in Reading Composition strategy to the students' achievement in reading comprehension

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research were conducted at junior high school Muhammadiyah 02 Medan Academic Year 2019-2020 on. Jl. Pahlawan No.67, Medan Perjuangan, Sumatera Utara. The time of the study was 5 meetings, starting on the 27 august 2019- 31 of august 2019. The reason was chosen this school because the researcher found the problem and CIRC strategy was suitable to solve this problem

B. Population and Sample

1. Population

The population of this research were the VIII grade students academic year 2019-2020 of junior high school Muhammadiyah 02 Medan which consist of two classes, namely VIII-1 and VIII-2. The total population were 56 students.

Table 3.1

The Population

No	Class	Population
1	VIII-1	28
2	VIII-2	28
TOTAL		56

2. Sample

The sample of this research were VIII-1 and VIII-2 where VIII-1 that consisted of 28 students and VIII-2 that consisted of 28 students. In taking the sample, the researcher use total sampling technique, it can be seen in the following table.

Table 3.2

The Sample

No	Class	Sample
1	VIII-1	28
2	VIII-2	28
TOTAL		56

C. Research Design

The study had conducted by using an experimental design that is a research to test and prove a hypothesis by giving treatment the sample. The experimental design showed whether using cooperative integrated reading and composition strategy. The sample of study consisted of two groups; Experimental and control group that taught by using different treatment. It can be seen from the following table:

Table 3.3**Research Design for Experimental Group and Control Group**

Group	Pre-test	Treatment	Post-test
Experimental (X) VIII-1	ü	Using Cooperative Integrated Reading and Composition Strategy	ü
Control (Y) VIII-2	ü	Using conventional Method	ü

Based on the table 3.3, Experimental group is the class which received by using cooperative integrated reading and composition strategy in teaching reading and control group is the class which received by using conventional method in teaching reading.

1. Pre-Test

The pre-test were given to experimental and control group. It had used to measure the students' ability before applying the treatment. There was 56 students in pre-test control group and experimental group.

2. Treatment

In teaching reading recount text the experimental group and control group, different treatment use. The experimental group had given the treatment by using cooperative integrated reading and composition strategy , and the control group had given by using conventional method.

3. Post-Test

The third session the experimental group and control group were given post-test, the post-test function's get mean scores of experimental and control group. It applying to know the effect of teaching presentation in both class. The test was prepare in such away in the attempt to now the result of teaching using cooperative integrated reading and composition as media and conventional method. The sample has two group:

1. Experimental group: Comparising of 28 students has teach by using cooperative integrated reading and composition strategy.
2. Control group: Comparising of 28 students has teach by using conventional method.

D . Research Instrument

The instrument of this research was multiple choice test which consisted 20 items taken from Erlangga book pages 83-86. For the correct answer was scored 5 points and the incorrect answer was score 0, so the incorrect answer was not given score. So, the maximum points of the tests were 100 The purpose of test was to measure the ability of students.

Validity

To calculated the assessment on testing using the Pearson Product Moment method, according to Sugiyono (2010) with the formula as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX^2 = the sum of the square score in each text, and

ΣY^2 = the sum of all texts' square

1. Reability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N (\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired score.

a. Difficulty Level

Formula to find out the level of difficulty when students after a pre-test as follows :

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

E. Technical for Collecting Data

In this research, some steps for collecting the data and the steps are:

1. Giving pre-test.

Make a group, the experimental and control group and give a pre-test.

2. Scoring the students answers.

To give a value to the pre-test result, give a score of 0-100 .

3. Applying the treatment.

In this treatment the Cooperative Integrated in Reading And Composition given to the experimental group. Meanwhile , the conventional method given to the control group.

4. Giving post-test.

The post-test has give to the groups the experimental group and the control group.

The aims to find out the final result of the tests conduct by researchers.

F. Technique of Data Analysis

This research data were form experimental and control group.

The procedures of analyzing the data was as the follow:

1. Score the pre-test of experimental and control group.
2. Score the post-test of experimental and control group.
3. Compare the mean of two groups
4. Analyze the data by using t-test formula.

T-test formula is:

- a. Coefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2015})$$

- b. Test of Significant :

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2015})$$

- c. Test of Linear

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2015})$$

d. Test of The Effect

$$D = (r_{xy})^2 \times 100 \%$$

e. Test of Sample Related

$$t = t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2015})$$

Note :

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation square (variance) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

l = Number Consonant

r = Correlation of product moment between X_1 and X_2

G. The Statistical Hypothesis

Ha : $P \neq 0$ there were any significant effect of used effect of applying cooperative integrated reading and composition strategy to the students' achievement in reading comprehension

Ho : $P = 0$ there were no any significant effect of used effect of applying cooperative integrated reading and composition strategy to the students' achievement in reading comprehension

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were the result of multiple choice tests of 20 questions, there were 56 students in the sample study. In this study there were two parts, namely the control group and experimental group. In each class given a pre-test and post-test to seen an increase in student result. The description could be seen in the following table :

Table 4.1

The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AW	60	85
2	AF	65	75
3	AA	65	90
4	CH	65	80
5	DNL	65	85
6	DS	60	95
7	F	65	90
8	HAR	60	85
9	HAL	60	90
10	IW	60	75
11	II	65	80
12	ISAH	65	80
13	LA	65	75
14	MJP	65	80
15	MR	65	80
16	MFH	55	75
17	MN	65	75
18	MRAN	65	85

19	MYH	65	85
20	NA	60	90
21	RPS	65	80
22	RF	60	95
23	RS	60	75
24	RRS	65	90
25	S	65	90
26	SKS	60	75
27	SA	65	85
28	VE	65	85
Total		T₁ = 1765	T₁ = 2330

Based on the data in the table above, the students' initial (sample) and the students' score in the pre-test and post test of experimental group could be seen in the table 4.1 in the pre-test, the highest score of pre-test in the experimental group was 65 and the lowest was 60 with the total score of pre-test was 1765. while the high score of post-test was 95 and the lowest was 75 with the total score of post-test was 2330

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AIN	60	80
2	A	65	70
3	AWN	60	75
4	APL	65	75
5	DA	60	80
6	DL	65	70
7	FZ	65	65

8	H	60	70
9	LJ	65	75
10	MFSN	60	60
11	MPA	65	75
12	MT	65	80
13	MM	65	70
14	MR	60	65
15	MS	65	65
16	MZM	60	60
17	NR	65	80
18	NK	60	85
19	RPH	60	65
20	RA	55	60
21	RAT	55	60
22	RAZ	65	80
23	RAP	55	70
24	SA	65	65
25	SN	65	65
26	MFA	60	75
27	RRS	55	60
28	SA	50	65
Total		T₁ = 1.720	T₁ = 1965

Based on the data in the table above, the students' initial (sample) and the students' score in the pre-test and post test of control group could be seen in the table 4.2 in the pre-test, the highest score of pre-test in the control group was 65 and the lowest was 50 with the total score of pre-test was 1720. while the highest score of post-test was 85 and the lowest was 60 with the total score of post-test was 1965

B. Data Analysis

From all the data of the pre-test and post test of experimental group and control group obtained, then researcher analyzed the data to find out the differences of the sample score between pre-test and post-test in experimental group.

1. The Effect of Applying Cooperative Integrated Reading and Composition Strategy to The Students' Achievement in Reading Comprehension

Based on the table above, the following table 4.3 and 4.4 showed the differences scores between pre-test and post-test of both experimental group and control group

Table 4.3

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AW	60	3600	85	7225	25
2	AF	65	4225	75	5625	10
3	AA	65	4225	90	8100	25
4	CH	65	4225	80	6400	15
5	DNL	65	4225	85	7225	20
6	DS	60	3600	95	9025	35
7	F	65	4225	90	8100	25
8	HAR	60	3600	85	7225	25
9	HAL	60	3600	90	8100	30
10	IW	60	3600	75	5625	15
11	II	65	4225	80	6400	15
12	ISAH	65	4225	80	6400	15
13	LA	65	4225	75	5625	10

14	MJP	65	4225	80	6400	15
15	MR	65	4225	80	6400	15
16	MFH	55	3025	75	5625	20
17	MN	65	4225	80	6400	15
18	MRAN	65	4225	70	4900	15
19	MYH	65	4225	75	5625	10
20	NA	60	3600	75	5625	15
21	RPS	65	4225	70	4900	5
22	RF	60	3600	70	4900	10
23	RS	60	3600	70	4900	10
24	RRS	65	4225	70	4900	5
25	S	65	4225	65	4225	0
26	SKS	60	3600	75	5625	15
27	SA	65	4225	75	5625	10
28	VE	65	4225	65	4225	0
Total		$\Sigma T_1 =$ 1255	$\Sigma T_1^2 =$ 111475	$\Sigma T_2 =$ 2180	$\Sigma T_2^2 =$ 171350	$\Sigma (X1)$ =425

From data in the table 4.3 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying cooperative integrated reading and composition strategy had significant effect on the students' achievements in reading comprehension. the collected data were analysis t-test formula. In experimental group, pre-test was 1225 and post-test was 2180. The differences of the pre-test and post-test were $T_2 - T_1 = 425$

1. The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{425}{28}$$

$$= 15.17$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T2-T1)^2}{N}}$$

$$= \sqrt{\frac{(425)^2}{28}}$$

$$= \sqrt{\frac{2175625}{28}}$$

$$= \sqrt{\frac{6450892}{28}}$$

$$= 230.38$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T1}{N}$$

$$= \frac{1255}{28}$$

$$= 44.82$$

b. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\
 &= 111475 - \frac{(1255)^2}{28} \\
 &= 111475 - \frac{1575025}{28} \\
 &= 111475 - 56250 \\
 &= 5522.5
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
 &= \sqrt{\frac{111475}{28}} \\
 &= \sqrt{1992.37} \\
 &= 44.6
 \end{aligned}$$

3. The calculation for post-test in experimental group

a. Mean

$$\begin{aligned}
 MT_2 &= \frac{\sum T_2}{N} \\
 &= \frac{2180}{28} \\
 &= 77.85
 \end{aligned}$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$\begin{aligned}
 &= 171350 - \frac{(2180)^2}{28} \\
 &= 171350 - \frac{4752400}{28} \\
 &= 171350 - 169728.5 \\
 &= 1621
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum T^2}{N}} \\
 &= \sqrt{\frac{171350}{28}} \\
 &= \sqrt{6119.25} \\
 &= 78.02
 \end{aligned}$$

Table 4.4

The Difference of Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AIN	60	3600	80	6400	20
2	A	65	4225	70	4900	5
3	AWN	60	3600	75	5625	10
4	APL	65	4225	75	5625	10
5	DA	60	3600	80	6400	20
6	DL	65	4225	70	4900	5
7	FZ	65	4225	65	4225	0
8	H	60	3600	70	4900	10
9	LJ	65	4225	75	5625	10
10	MFSN	60	3600	60	3600	0
11	MPA	65	4225	75	5625	10
12	MT	65	4225	80	6400	15

13	MM	65	4225	70	4900	5
14	MR	60	3600	65	4225	5
15	MS	65	4225	65	4225	0
16	MZM	60	3600	60	3600	0
17	NR	65	4225	80	6400	15
18	NK	60	3600	85	7225	25
19	RPH	60	3600	65	4225	5
20	RA	55	3035	60	3600	5
21	RAT	55	3035	60	3600	5
22	RAZ	65	4225	80	6400	15
23	RAP	55	3035	70	4900	15
24	SA	65	4225	65	4225	0
25	SN	65	4225	65	4225	0
26	MFA	60	3600	75	5625	15
27	RRS	55	3035	60	3600	5
28	SA	50	2500	65	4225	15
Total		$\Sigma T_1 =$ 1780	$\Sigma T_1^2 =$ 57525	$\Sigma T_2 =$ 1965	$\Sigma T_2^2 =$ 139425	$\Sigma (X1)$ =245

From data in the table 4.4 showed the differences scores between pre-test and post-test in the control group. From the result of the test previously, the data was calculated to find out whether applying cooperative integrated reading and composition strategy had significant effect on the students' achievements in reading comprehension. the collected data were analysis t-test formula. In control group, pre-test was 1780 and post-test was 1965. The differences of the pre-test and post-test were $T_2 - T_1 = 245$

2. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$\begin{aligned}
 M1(X1) &= \frac{\sum(T2 - T1)}{N1} \\
 &= \frac{245}{28} \\
 &= 8.75
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD_t &= \sqrt{\frac{\sum(T2-T1)^2}{N}} \\
 &= \sqrt{\frac{(245)^2}{28}} \\
 &= \sqrt{\frac{511225}{28}} \\
 &= \sqrt{214375} \\
 &= 463.06
 \end{aligned}$$

2. The calculation for pre-test in control group

a. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T1}{N} \\
 &= \frac{1780}{28} \\
 &= 63.57
 \end{aligned}$$

b. Variances

$$\begin{aligned}
 S^2 &= \sum T_i^2 - \frac{(\sum T_1)^2}{N} \\
 &= 57525 - \frac{(1780)^2}{28} \\
 &= 57525 - \frac{3168400}{28} \\
 &= 57525 - 11315.7 \\
 &= 4620.0
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
 &= \sqrt{\frac{57525}{28}} \\
 &= \sqrt{2054} \\
 &= 45.32
 \end{aligned}$$

3. The calculation for post-test in control group

a. Mean

$$\begin{aligned}
 MT_2 &= \frac{\sum T_2}{N} \\
 &= \frac{1965}{28} \\
 &= 70.35
 \end{aligned}$$

b. Variances

$$\begin{aligned}
 S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\
 &= 139425 - \frac{(1720)^2}{28} \\
 &= 139425 - \frac{2958400}{28} \\
 &= 139425 - 138603 \\
 &= 822
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{T_2^2}{N}} \\
 &= \sqrt{\frac{139425}{28}} \\
 &= \sqrt{4979} \\
 &= 70.5
 \end{aligned}$$

Table 4.5
The Calculation Table

No	X	Y	X ²	Y ²	XY
1	85	80	7225	6400	6400
2	75	70	5625	4900	5250
3	90	75	8100	5625	6750
4	80	75	6400	5625	6000
5	85	80	7225	6400	6800
6	95	70	9025	4900	6650
7	90	65	8100	4225	5850
8	85	70	7225	4900	5950
9	90	75	8100	5625	6750

10	75	60	5625	3600	4500
11	80	75	6400	5625	6000
12	80	80	6400	6400	6400
13	75	70	5625	4900	5250
14	80	65	6400	4225	5200
15	80	65	6400	4225	5200
16	75	60	5625	3600	4500
17	80	80	6400	6400	6400
18	70	85	4900	7225	5950
19	75	65	5625	4225	4875
20	75	60	5625	3600	4500
21	70	60	4900	3600	4200
22	70	80	4900	6400	5600
23	70	70	4900	4900	4900
24	70	65	4900	4225	4550
25	65	65	4225	4225	4225
26	75	75	5625	5625	5625
27	75	60	5625	3600	4500
28	65	65	4225	4225	4225
Total	2180	1965	171350	139425	153000

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find the t-critical value both group as the basis to the hypothesis the research.

C. Testing The Hypothesis

a. The Equation of Linier Regression

$Y = a + b$ was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(1965)(171350) - (2180)(170550)}{28(171350) - (2180 \cdot 2180)}$$

$$a = \frac{336702750 - 3717990}{4797800 - 4752400}$$

$$a = \frac{332984}{45400}$$

$$a = 73.3$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{28(153000) - (2180)(1965)}{28(171350) - 4283700}$$

$$b = \frac{4284000 - 4283700}{4797800 - 4283700}$$

$$b = \frac{300}{514}$$

$$b = 0.58$$

$$Y = a + bx$$

$$= 73.3 + 0.58x$$

b. Coefficient r^2

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{28(153000) - (2180)(1965)}{\sqrt{\{28 \sum 171350 - (2180)^2\}\{28(139425 - (1965)^2)\}}}$$

$$r_{xy} = \frac{4295705 - 4283700}{\sqrt{\{4797800 - \}\{4752400 - 3861225\}}}$$

$$r_{xy} = \frac{12005}{\sqrt{\{4797800\}\{891175\}}}$$

$$r_{xy} = \frac{12005}{53836}$$

$$r_{xy} = 0.222$$

a. Examining The Statistical Hypothesis

Ha : P#0 there was any significant effect of cooperative integrated reading and composition strategy on the students' achievement In reading comprehension

H₀ : P=0 there was not any significant effect of cooperative integrated reading and composition strategy on the students' achievement In reading comprehension

With the criteria examination, Ha was accepted if $t \{1 - 1\alpha\} < t < t_{\frac{1-1\alpha}{2}}$ where $t_{\frac{1-1\alpha}{2}}$ was getting by t distribution with dk = n -2. dk = 40 - 2 = 38.

□ = 5 % = 0.05. In the other way, H₀ was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.222\sqrt{28-2}}{\sqrt{1-(0.222)^2}}$$

$$t = \frac{1131}{\sqrt{0.97}}$$

$$t = 11.483$$

$$t_{tabel} = \left(1 - \frac{1}{2} \cdot a\right) \quad (38)$$

$$= \left(1 - \frac{1}{2} \cdot 0.05\right) \quad (38)$$

$$= t_{0.9975}(38)$$

$$= 2.056$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or $11.483 > 2.056$. So, H_0 was rejected. It meant that H_a was acceptable or “there was any significant the effect of Applying cooperative integrated reading and composition strategy to the students’ achievement in reading comprehension.

- a. Determining the percentage of the effect of X variable toward Y variable

$$D = (r_{xy})^2 \times 100 \%$$

$$= 0.222^2 \times 100\%$$

$$= 0.0492 \times 100\%$$

$$= 4.92\%$$

It meant the effect of X variable toward Y variable or the effect of applying cooperative integrated reading and composition strategy on the students’ achievement in reading comprehension 4.92% .

- b. The Validity

Table 4.6

The Analysis Item for The Test of Validity

No	X	Y	X ²	Y ²	XY
1	85	80	7225	6400	6400
2	75	70	5625	4900	5250
3	90	75	8100	5625	6750
4	80	75	6400	5625	6000
5	85	80	7225	6400	6800
6	95	70	9025	4900	6650
7	90	65	8100	4225	5850

8	85	70	7225	4900	5950
9	90	75	8100	5625	6750
10	75	60	5625	3600	4500
11	80	75	6400	5625	6000
12	80	80	6400	6400	6400
13	75	70	5625	4900	5250
14	80	65	6400	4225	5200
15	80	65	6400	4225	5200
16	75	60	5625	3600	4500
17	80	80	6400	6400	6400
18	70	85	4900	7225	5950
19	75	65	5625	4225	4875
20	75	60	5625	3600	4500
21	70	60	4900	3600	4200
22	70	80	4900	6400	5600
23	70	70	4900	4900	4900
24	70	65	4900	4225	4550
25	65	65	4225	4225	4225
26	75	75	5625	5625	5625
27	75	60	5625	3600	4500
28	65	65	4225	4225	4225
Total	2180	1965	171350	139425	153000

Surat Permohonan Ujian Skripsi

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$R_{xy} = \frac{28(153000) - (2150)(1965)}{\sqrt{\{28(171350) - (2180)^2\} \{28(139425) - (1965)^2\}}}$$

$$R_{xy} = \frac{4284000 - 4224750}{\sqrt{\{4797800 - 4752400\} \{3903900 - 3861225\}}}$$

$$R_{xy} = \frac{85087}{\sqrt{\{45400\} \{4265\}}}$$

$$R_{xy} = \frac{85087}{\sqrt{193631000}}$$

$$R_{xy} = \frac{85087}{139151}$$

$$R_{xy} = 0.6114$$

It meant that 0,61 that the validity of the test was validity is high. It could be seen in the following range of validity based on Arikunto's statement :

1. 0.00 – 0.20 = validity is low
2. 0.21 – 0.40 = validity is sufficient
3. 0.41 – 0.70 = validity is high
4. 0.71 – 1.00 = validity is very high

c. The Reliability

In this research, the test reliability was calculated by using Kuder and Richardson (KR_{21}) formula, the data were got from Appendix, and it was shown below :

Table 4.7

The Analysis Item for The Test of Reliability

No	X	X ²
1	25	625
2	10	100
3	25	625
4	15	225
5	20	400
6	35	1225
7	25	625
8	25	625
9	30	900
10	15	225
11	15	225
12	15	225
13	10	100

14	15	225
15	15	225
16	20	400
17	15	225
18	15	225
19	10	100
20	15	225
21	5	25
22	10	100
23	10	100
24	5	25
25	0	0
26	15	225
27	10	100
28	0	0
Total	245	830025

From the data above, the next step was to find out the mean data, total variance, and to count the reliability of the test by using KR₂₁ formula, as follow :

1. Total Mean

From the data above, it was known $\sum X_1 = 632$ and $N = 30$. So :

$$Mt = \frac{\sum X_1}{n}$$

$$Mt = \frac{245}{28}$$

$$Mt = 8.75$$

2. Total Variance

Before calculating the total variance, $\sum X_t^2$ was calculated as below. It was known $\sum X_1^2 = 830025$, $\sum X_1 = 245$, and $N = 28$.

$$\begin{aligned} \sum X_t^2 &= \sum X_1^2 - \frac{(245)^2}{28} \\ &= 830025 - (8.75)^2 \end{aligned}$$

$$= 830025 - 76.56$$

$$= 8299.48$$

Based on the calculation above, $\sum X_t^2 = 8299,48$ and $N = 28$, to find the total variance (St^2) it was used :

$$\begin{aligned} St^2 &= \frac{\sum X_t^2}{n} \\ &= \frac{8299.48}{28} \\ &= 296.41 \end{aligned}$$

3. The calculation of the reliability of the test used this formula where :

$$N = 28, Mt = 8.75, \text{ and } St_2 = 296.41$$

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1} \right) \left(1 - \frac{Mt(n-Mt)}{(n)(St_2)} \right) \\ &= \left(\frac{28}{28-1} \right) \left(1 - \frac{8.75(28-296.41)}{(28)(268.41)} \right) \\ &= \left(\frac{28}{27} \right) \left(1 - \frac{8.735(268,41)}{13082.4} \right) \\ &= (1.037)(0.179) \\ &= 0.18 \end{aligned}$$

Based on the calculation above, the result of reliability of the test was 0.93. It meant that the reliability of the test is very good.

d. Difficulty Level

To know the difficulty level of the test, the writer used the formula :

$$TK = \frac{B}{JS}$$

B = The number of the students who answer an item correctly.

S = the total number of the students

$$TK = \frac{8}{28}$$

$$= 0.28$$

TK = 0.00	= Very difficult	0.70 – 0.99	= Easy
= 0.00 – 0.30	= Difficult	1.00	= Very easy
= 0.30 – 0.70	= Medium		

D. Research Finding

The finding of this research was the t-test showed that t_{observe} was higher than t_{table} ($11.483 > 2.056$). It also found that the students who were taught by applying cooperative integrated reading and composition strategy in experimental group got higher scores than the students who were taught by applying conventional way control group. So, the researcher concluded that the alternative hypothesis was accepted or there was any significant effect of applying cooperative integrated reading and composition strategy to the students achievement in reading comprehension.

E. Discussions

At the first meeting in the experimental group and control group was given question, which was a question about recount text. The post-test an questions given were also the same as the pre-test. For experimental group on pre-test scores, the results obtained by students were very lowest score of 55 and the highest score of 65, because students were not understand the contents of the text so students had difficulty in answering questions. Then in the post-test in the experimental group, the result shown by the students were very significant, with the highest value of 95 and the lowest score of 75. This could occur because the treatment using cooperative integrated reading and composition strategy made students become enthusiastic in paying attention to the material and following the learning process.

For the control group the score obtained by students in the pre-test is below average, with the lowest score being 50 and the highest score is 65 Whereas in taking the post test value in control group that is with the lowest 60 and the highest value 80.

While based on the results of the two classes (experimental group and control group) . From these results the researchers concluded that the final results obtained in the control group were lower than experimental group because there was no used of strategy during the learning process. it turns out that strategy is very influential in improving students learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis and the discussions, conclusions were drawn as the following. It was found that the applied of Cooperative Integrated Reading and Composition could cause a positive effect to the students' achievement in reading comprehension, which was from the result of test showed that t_{observe} was higher than t_{table} ($11.483 > 2.056$).

B. Suggestions

In relation to the conclusions, suggestion were put forward as follows. The teachers should apply Cooperative Integrated Reading and Composition in teaching reading in the class room and it was suggested to the students to practice Cooperative Integrated Reading and Composition by themselves to encourage their confidence and to improve their ability in reading comprehension.

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