

**THE EFFECT OF APPLYING COOPERATIVE INTEGRATED
READING COMPOSITION (CIRC) METHOD TO STUDENTS
ACHIEVEMENT IN DESCRIPTIVE TEXT**

SKRIPSI

*Submitted in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan (S.Pd)
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By

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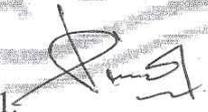
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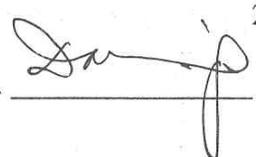
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ABSTRACT

ALI AMAR,1402050340 “ The Effect of Applying Cooperative Integrated Reading Composition Method to Students Achievement in Descriptive text “Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU) Medan 2018.

The objective of this research was to find out the effect of applying cooperative integrated reading composition method to students achievement in descriptive text. This reserch was conducted at SMP Al hikmahMedan ,jalanmarelan 1 pasar 4 kecamatanmedanmarelan. The population of this research was the IX gredestudentsof the academic year 2017/2018. There were 7 clasessconsiting 128 students. The sample was of 60 students were taken by using random smpling. The sample devided into 2 classes , the experimental group which consisted of 30 students though by using CIRC . and control group consisted 30 students by using lecturing method. Multiple choice test was used as the instrument. Each group was given a pre test , treatment and post test. The result of this research showed that t- test (6.94) was higher than t- table (2.00) and degree of freedom (df) was 58. The final hyphotesis showed that Ho was rejected and Ha was accepted . It means that there was a significant effect of using CIRC Method .

Keyword : CIRC (Cooperative Integrated Reading Composition) Method ,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

A language in the natural approach was very viewed as a vehicle for communication meaning and messages. It is considered as a system to communicate with other people by using sounds, symbols, and words to express the meaning, idea or thought. There are four basic language skills: reading, writing, speaking and listening. They important role in language communication.

Reading is one of the four language skills that is very important. reading is also something crucial and indispensable for the students, because the success of their study to read. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is complex interaction between the text and the reader. Reading is the window of the world because it is an important tool for people to get information. It is suggested in the holy Qur'an on surah surah Al-alaq verse 1-5 as follows: Translation: "*Proclaim! Read! In the name of thy lord and cherisher, who created, created man, out of a (mere) clot of congealed blood, proclaim! And thy lord is most beautiful, he who taught (the use of) the pen, taught man that which he knew not*". The first word of this verse is iqra' it means "read". So reading is the first lesson or instruction that Allah SWT commanded to our prophet Muhammad. Muhammad muhsin, Tt. *The Noble Qur'an English Translation of Meaning and the Commentary*. (Madinah: King

Fahd complex for the Printing of the Holy Qur'an) ,p.747SAW. In the other words, the meaning of this verse is all of the Muslims were obligated to read. This obligation is no exception for students, therefore they should have paid attention about it. So, actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

According to Olson and Dilner that comprehension is the ability to understand and apply the material. It means that comprehension is understanding the material. When the students can get comprehension from the text, they understand the message of the text. In other words, to comprehend a text we have to be able to take much information from the reading text in learning language, Especially by the student's comprehension in reading, the activities of educating, instructing, or teaching activities are accruing that in part knowledge or skills. Student can read wherever they do. In classroom, the teacher is the most important participant that make the process of learning teaching run well.

In fact, the students' difficulties in reading comprehension were affected by many factors, such as lack of vocabulary, the concept of the words, unfamiliar syntactical grammar, etc. Beside that, the students were difficult to identify the detail information and also to find the main idea of the text. The teacher just asked the students reading the text, translating the words and look up the dictionary if they don't know the meaning. Those problem are also found by the researcher in teaching practice at SMP AL HIKMAH MEDAN. and such things make the student feel difficult to comprehend the text well. In other cases,

the heterogenous of the students' cognition in the class was making the problem of the teacher. The differences of student's critical thinking made the teacher had big problem. The teacher should make the average of their knowledge about the material that they want to read at the time. This condition becomes the reason why the researcher would like to conduct a research by using strategy cooperative Integrated Reading and Composition (CIRC) which would have the students increase their ability in reading comprehension in descriptive text.

Slavin and Nur (2000: 8) state that CIRC is a technique where the student's work in their teams on a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach. CIRC stand for (Cooperative Integrated Reading and Composition). Cooperative learning can be defined as a learning approach in with small, mixed student's group form both in the class and out of the class environments to ensure student's each other in learning an academic subject in the scope of a common goal; where their self esteem increases and their communication, solving- problem and critical thinking skills develop; and where they actively participate in the teaching- learning process. To this study this technique is focused on the learning system where the students work together in a working group. Group work is believed can improve student motivation. Motivation from inside or outside the student can make more spirit and can improve the quality of student's learning, which in this case in particular can enhance students' ability to understand the content of the reading text.

Daily lessons provide the students with an opportunity to practice comprehension and reading skills in pairs and small group . pairs of students read to each other : predict how stories will end , summarize stories, write responses to questions posed by the teacher: and practice spelling, decoding, and vocabulary.In all of these activities, students work in heterogeneos learning teams. All activities follow regular cycle what involves teacher presentation, team practice,independent pratice, pre assessment, additional practice, and testing.

In this case, cooperative learning has big contribution in cooperative integrated reading and composition strategic, because the students are taught to work together to achieve goals has always been a popular and en effective way to succeed in face our lives. Futhermore , it is very utilizes in the classroom and it will help the students in the learning process.

In cooperative integrated reading and composition , the teacher presented the strategies (reading group and teams) to whole class using modeling and role playing. It is hoped that the students developed their proficiency in aplying the strategies and how minimize of students of the hoterogenous ability, where the students have the same ability in their learning.The goals of cooperative integrated reading and composition are to improve reading comprehension by minimizing the heterogeneous of student's ability in order to make the teacher aesy to teach in teaching learning process. In Cooperative Integrated Reading And Composition(CIRC), teacher use descriptive text.Because thus text about the funny and usuall incident in the end of story. So the student can enthusiasm to read. It means that they would read the text fully to satisfy their curiosity about

the story. So students worked in pairs on a series of cognitively engaging activities, including read to each other, predicted how stories will and summarized stories. Each other, wrote responses to stories. students worked in teams to understand the main ideas and master other comprehension skills. Based on the explanation, it is essential to use an effective technique to help students to develop their reading comprehension problem.

B. The Identification of the Study

Based on the problems described above, then the problems were identified as follows:

1. the students were not interested in English especially in reading.
2. the students did not like reading
3. the students were less motivated in reading
4. the students were lack of vocabulary

C. Scope and Limitation of the Study

The scope of this study focused on the reading comprehension. And the limitation of the study is limited in the descriptive text by using cooperative integrated reading composition method to ninth grade at SMP SWASTA AL HIKMAH MEDAN.

D. The Formulation of the Study

The problems of study was formulated as follows:

1. was there any effect using Cooperative Integrated Reading and Composition Method students reading comprehension in descriptive text at SMP AL HIKMAH MEDAN ?

E. The Objectives of the Study

The objectives of this research was:

1. to know the effect on students reading comprehension in descriptive text by using Cooperative Integrated Reading and Composition (CIRC) Method at SMP AL HIKMAH MEDAN.

F. The Significances of the Study

The findings of this research was expected to be useful theoretically and practically.

Theoretical

To add knowledge, experience and insight, as well as the application of CIRC Method in teaching reading as one of language skills especially descriptive text.

Practically

- a. The teacher, to enrich their knowledge about CIRC in teaching reading descriptive text.
- b. The students, to get the knowledge of reading to increase their reading skill.

c. The researcher, this study could help the next reseacher getting the information for further relevant study

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the researcher was described some important points which include lots of theoretical reviews from some related literature support to this study. There are five descriptions that include such as conception of reading comprehension, kinds of reading, component of reading, teaching reading comprehension, and cooperative integrated reading and composition (CIRC).

1. Conception of Reading Comprehension

Brown (2011:7) states that reading involves the identification and recognition of printed or written symbol, in which it serves as stimuli for the recall of meaning built up through past experience, and further to the construction of meaning throughout the reader manipulation of relevant concept already in his possession. Harmer (2008:8) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading comprehension is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the reader needs many abilities and skills to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves

the reader's abilities to discover the meanings needed to achieve the particular piece of information, solving problem through reading, working to grasp ideas of following a set of direction.

Mikulecky (2000:55) proposes several ways, which should be known by the readers in order to be able comprehend different reading material most efficiently of six ways as follows:

1. Develop new schemata about what reading is and how it is done most effectively.
2. Break the habit of reading every word
3. Learn how to tap background knowledge to better employ top-down processing.
4. Acquire some skills which are required for fluent reading in order to strengthen or support the bottom-up processing
5. Acquire reading skills which enhance the interaction of top-down and bottom-up processing modes.
6. Read English text for pleasure or enjoyment. Successful and skilful readers should be able to read by using the above tips as basis for comprehension. Study reading comprehensions have revealed that the use of above points result in efficient reading. In order to comprehend written materials, the readers must have schemata for defining the purpose of reading, identifying the organization patterns of the materials and interpreting the key concepts

2. Kinds of Reading

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of classroom reading performance such as : (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

2.1 Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students reading comprehension. If one student is reading aloud, the teacher ask to the other students to pay attention to the next part of the text being read rather than listen to their friends.

Kenneth (2001:309) states the teacher must first make the distinction between reading aloud and reading for comprehension, since the term reading is often used for both. Practice in reading aloud is a preliminary step to both reading for comprehension and writing. Before the students can do either very well, the connection between the sound and its written symbol needs to be firmly established. In addition, Bell (2011:115) explains that read text aloud serves four purpose for the readers: (1) to analyse the text a literary critic, (2) to grow and to develop as performer, (3) to communicate a message to the audience, (4) to perform an artistic creation. All of these apply to oral reading and should

be extension of the classroom literary and language arts activities in short story poetry and children's fiction. In general oral reading fluency provides one of the best measures of reading competence including comprehension

2.2 Silent Reading

In general assumption about reading is the students to improve their reading ability in reading a lot. Studies also have shown that the amount of time spent for reading is related to students' reading comprehension and vocabulary growth; they also develop more positive attitudes toward after silent reading sessions. Students like silent reading because it is quiet, which is much indication that it is the only quiet time in their entire day. Readers responded that since no one watches them they are not so worried when they make mistakes. Silent reading is the opposite of reading a lot this activity is really intended to improve the students' comprehension. They have to find out what is the content of reading text. The student will use all their semantics and syntax ability to predict the meaning of the whole text

2.3 Intensive Reading

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication rhetorical relationship, and states intensive reading is usually concerned with shorter text for the student, it will be easier to extract specific information shortly intensive reading is basically and essentially applied for information by doing this activity the students surely hope to find out something new in order to grasp and draw on different lexical clues and

structural devices to extract meaning from different text as marked. Some reading activity, including intensive reading, is certainly an activity with a purpose. The purpose of the reader determines the way in which they treat the reading material and the comprehension skills they need to use. Comprehension is defined as a text of skill, which develops over time as a complex process involving all aspects of a deficiency in any aspect of reading interferes with the comprehension process.

2.4 Extensive Reading

In extensive reading, the students are reading in quantity, without bothering to check every unknown word structure. The main purpose in helping the classes with extensive reading should be to train the students to read fluently in English for their enjoyment and with no help or guidance from the teacher. Grellet (2011:208) states that extensive reading is a fluency activity involving global or holistic understanding of much longer reading text. The topic of the text is usually different kind and they badly meet the interest and concern of the readers themselves. Extensive reading activities are therefore and it is usually done for one's pleasure or enjoyment. Extensive reading is carried out to achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also be extensive. The latter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre-reading activity, skimmed for the gist, and scanned for some key details, extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning. Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and

trained teacher will be able to choose suitable handouts or activities books for the students.

3. Component of Reading

There are two components of reading that will be discussed here, they are vocabulary and grammar. Both of them are described as the following.

3.1 Vocabulary

How to understand the meaning of words, based on the context, is a very important factor in reading comprehension because many words have alternative meanings. This is essential to make sense of the whole text (Smith, 2001 : 119) Vocabulary is one of the important things in language components, in learning English that need to be having more attention. It is considered as an important aspect because if the students have less of knowledge in vocabulary they might not be able to express their ideas. So the mastery of vocabulary will help learners in English especially in understanding the content of text. Fisher (2000:129) states that vocabulary development is a crucial aspect of learning to read. In other words, the number of different meanings for these quoted words both affect the reading ability. And the more words we know, the more easily we can recognize words in print. Moreover, to read more effectively and efficiently, students in English will need to enlarge their vocabulary. So the student who has difficulty in recognizing words quickly or accurately is likely to be a slow reader. And it also has disadvantages for the learners when they wish to find the answer for a question.

3.2 Grammar

The students might encounter some difficulties in answering the best test especially in form of easy test. Most of the students were fail to answer the question because they do not understand how to answer the question with a good grammar, in term of structure. In this case, the aspect of grammar has an important rule as well as vocabulary that we cannot separated in reading comprehension. Harmer (2002:110) writes that besides vocabulary, there are also some other factors that make the reading text difficult. The difficulty may also be the cause of syntax complexity. The reading material, which is written in a very complex structure, will be difficult for the students to understand especially for those who have limited knowledge in grammar

4. Technique of Teaching Reading Comprehension

The ability to understand the reading text depends on familiarity with the type of material involved and the particular purpose of reading. This particular skill will develop with practice of reading. In addition, good result in reading comprehension can be achieved if the reader can choose and apply an appropriate strategy.

There are many kinds of strategy is teaching reading according to Harmer (2000:69) some strategies of reading to be manifested on technique of teaching reading as follows.

The first strategy is identifying the purpose in reading. Efficient of reading consist of clearly identifying the purpose in reading something. By doing

so, they know what they are looking for and can eliminate potential distracting information. So in teaching reading in English the teacher should make sure that the students know their purpose in reading text.

Second strategy is using grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners). At the beginning level of learning English, one of the difficulties students encounter in learning to read is making correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They need to be given hints and explanation about certain English orthographic rules and peculiarities

The third strategy is using efficient silent reading technique for relatively rapid comprehension (for intermediate and advanced level). This strategy will not apply to beginning level students because they are still struggling with the control of limited vocabulary and grammatical patterns. Intermediate to advanced level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not to „pronounce each word to themselves, they should try to visually perceive more than one word at one time, and unless the a word is absolutely crucial to global understanding, students should skip over it and try to infer its meaning through its context.

Fourth strategy is skimming. Skimming consisted of quickly running one's eyes across a whole text (in essay, article, or chapter for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of

the message, the main topic or message, and possibly some of the developing or supporting ideas.

Fifth strategy is scanning. Scanning consisted of quickly searching for some particular piece of pieces of information in a text, scanning exercises may ask students to look for name or dates, to find a definition of a key concept or list a certain number of supporting details. The purpose is to extract certain specific information without reading through the whole text. Almost every teacher in every classroom used question as we know by asking question the students, the teacher may help students to stimulate their mental activity and whether to attract their attention. And when using this technique, the question should not mainly come from the teacher himself, but the students should be asked to make question related to the passage that being discussed. It is believed by using this technique the comprehension of student could improve their reading.

5. Assessing the Reading Comprehension

The assessment was usually with test. Generally, there were two kinds of tests that can be used in measuring the students' ability, namely, oral test (usually used in test of listening and speaking) and written test (usually used for making test of reading and writing). Brown (2004:165) argues that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Based on this, it can be mentioned that assessment

used to determine the quality of students' works. Elizabeth (2004:215) defines that there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension. Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. Therefore, these terms are called higher order questions.

6. Cooperative Integrated Reading and Composition (CIRC) Method

Slavin (2000: 8) state that CIRC is a technique where the students work in their teams on a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach. To this study this technique is focused on the learning system where the students work together in a working group. According to Westwood (2008: 96), the success of CIRC depends on the composition of the working groups and the nature of the tasks set for the students. Shalomo (2012:75) states when utilising group work as a strategy it is important to consider the following basic points.

1. The size of the group is important. Often children working in pairs is a good starting point.
2. Initially there is some merit in having groups working cooperatively on the same task at the same time. This procedure makes it much easier to prepare resources and to manage time effectively
3. It is not enough merely to establish groups and set them to work. Group members have to be taught how to work together. They may need to be taught behaviours that encourage cooperation – listening to the views of others, sharing ideas, praising each other, and offering help to others.
4. Choice of tasks for group work is very important. Tasks have to require collaboration and teamwork
5. The way in which individual tasks are allotted needs to be carefully planned and should be based on students' abilities.
6. Teachers should monitor closely what is going on during group activities and must intervene when necessary to provide suggestions, encourage the sharing of a task, praise examples of cooperation and teamwork, and model cooperative behaviour themselves.
7. Seating and work arrangements are important. Group members should be in close proximity but still have space to work on materials without getting in each other's way.
8. Group work must be used frequently enough for the children to learn the skills and routines.

Infrequent group work results in children taking too long to settle down. Agarwal (2011:73) states that cooperative integrated reading and composition (CIRC) focused on using cooperative learning as the vehicles by which to introduce practices identified in research on reading and writing into routine classroom practices, and to embed cooperative learning within the fabric of the elementary reading and program. Mayer (2011:355) states that in CIRC technique. The students work as a total team to master main idea and other comprehension skill. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing for publications of team books.

The CIRC program consist of three principal elements : basal-related activities, direct instruction in reading comprehension, and integrated language art/writing, in all of these activities, students work in heterogeneous learning teams (Agarwal.2011:73). CIRC teachers conduct daily small group based instruction along with weekly direct instruction reading lesson in comprehension fostering and metacognitive strategies , using special CIRC materials. Students work in mixed-ability learning teams to master the basal and direct instruction lesson content. A cooperative reward structure is used, whereby groups are responsible for individual students learning, and teams receive certificates and other rewards.

Slavin in Richardson (2009:204&205) describes a way of teaching reading and writing in upper elementary grades through stressing cooperative groups. In cooperative integrated reading and composition (CIRC), teachers use

basic reading texts and traditional reading groups but assign pairs of students from different reading groups to meet and work on specialized tasks. For instance, students in the pairs might read to each other, make predictions about the reading, summarize stories, and work on vocabulary skills. One important possibility opened up by the development of CIRC is the use of cooperative learning as the unifying element of school reform. It provides a structure within which it is possible to incorporate identification of story elements, prediction, summarization, direct instruction in reading comprehension and integration of reading and writing within the reading period. To maximize the effectiveness of CIRC, teachers have to efficiently structure the presentation methods for each segment of the lesson. They are required to use a vocabulary presentation procedure that requires a demonstration of understanding of word meaning by each individual, a review of methods of word attack, oral reading of vocabulary to achieve perfection and use of the meanings of the vocabulary words to help introduce the content of the story. (Agarwal.2011:75&76)t, it make them easier in their research).

6.1 The Implementation of Cooperative Integrated Reading Composition

Method

a. Before reading

1. Learning process was started by greeting, asked students to pray together, checking students' attendance and then the teacher gave some questions
2. Teacher (Researcher) explained the objectives of learning.
3. Teacher introduces CIRC method and explain about narrative text.
4. Teacher asked the students some questions to motivated them to guess the story talking about.
5. Teacher enlightens students to predict the main content of the story.

b. During reading (applying CIRC method)

1. Forming groups. Teacher formed groups of heterogeneous students.
2. Teacher displayed a narrative video which related to reading material that will be taught and learnt for the students.
3. Teacher distributed the script of reading materials
4. Teacher asked the students from each group to read the text, or story with peer group.
5. Presentation. Retelling story about the sequences and other important parts of the story in written forms, then each group presented their findings or report.

6. Responses. Where students have to provide feedback from the discussions that have been read by other groups, their responses were in oral or written (composition) form.
 7. Making conclusion. The students were summarized the story.
- c. After reading
1. teacher asked the students to give their comments related to reading material.
 2. teacher gave a summary explanation in comprehending the reading material.
 3. Closing. After all the process had finished, the teacher evaluated students by giving a test.
 4. Feedback (Learning Log).
 5. The last, the teacher gave suggestions to the students to study hard. Then, the teacher say *salam* to closed the meeting.

6.2 The Advantages of Cooperative Integrated Reading and Composition

1. Cooperative Integrated Reading Composition can dig the prior knowledge of the students to get the new fact or skill and can guide the students to think actively.
2. Cooperative Integrated Reading Composition can
3. increase students' participation to share ideas in classroom.
4. Cooperative Integrated Reading Composition give chance to study collaborate with friends.

5. Cooperative Integrated Reading Composition can increase quality of students ideas
6. In the discussion, the different answer from the students can enrich their knowledge and help them to choose the answer.

6.3 The Weakness of Cooperative Integrated Reading Composition

1. To waste the time
2. Class management and students' organizing more difficult.

7. Descriptive Text

The Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing., description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something. Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

As Barbara Fine Clouse(2004:142) "Description adds an important dimension to our lives because it moves our emotion and expands our experience". Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive in magazines and newspapers. Traditionally, descriptions are divided into two categories: objectives and

subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.

7.1 Kinds of Descriptive Text

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

1) Identification.

Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark)

2) Impression

The impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a

few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch. they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees

b. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being

described. And the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

To describe a thing the someone must have a good imagination about that thing that will be describe.

B. Related Study

1. Base on Agustina Trianta (2010:53) research, cooperative learning method was usedin other to find the effect of applying cooperative integrated reading andcomposition (CIRC) on students' ability in reading descriptive text on gradeeight of SMP Swassta Belawan . Before conducting CIRC technique , thewriter gave the pre-test to both groups.The total score of experimental group in pre-test was 1675. the highest score was 85. the lowest score was 45. and the mean score was 67.
2. Base on Ade cristalina Hutagalung(2012:32) research was to find out whether theapply of Cooperative Integrated Reading and Composition significantlyeffect on students' reading ability . it was found that the mean of the experimental group (77.66) was higher than the control group (69.5). theresult of the calculation showed that obs value (4.90) washigher than table value (2000) or $t_{obs} \geq t_{table} = 4.09 \geq 2.000 (0.05)$.from the data, found that students' who were taught by applying CIRC significantly effect on students' reading ability especially in narrative text.

C. Conceptual Framework

Reading is active cognitive process of consulting meaning from written symbolic done by the reader. In reading, the reader makes a conversation with the author by interpreting what the author means in his writing and connect it with his prior knowledge.

In reading comprehension, the reader does not only try to understand what the author wants to give, but also the reader should compare what he reads and what he has known, called knowledge. Here the reader will be practiced more in developing his thinking while he is reading the text. It is called as critical reading comprehension. By doing this, the reader will be a critical reader in comprehension what the author writes and find out some information. The information which is suitable for him is selected and gives his opinions about the contents of the text including the accuracy, appropriateness and timelessness after reading it.

In order to develop this reading activity, there are numerous techniques that improve student's reading comprehension. Cooperative Integrated Reading Composition is one of those techniques, which is suitable to help the reader in reading. This technique is very helpful to create a comfortable condition in learning since the students have more opportunity to interact with others by having discussion and improve their reading comprehension.

In conclusion, applying the Cooperative Integrated Reading Composition technique in teaching reading comprehension will have a significant improvement on the students' reading comprehension.

D. Hypothesis

The hypothesis of this research are drawn as follows:

Ha : There is a significantly effect of using CIRC (Cooperative Integrated Reading Comosition Methode) the students achievement in reading comprehension.

Ho : There is no significantly effect of using CIRC (Cooperative Integrated Reading Comosition Methode) the students achievement in reading comprehension.

CHAPTER III

METHODEOLOGY OF RESEARCH

A. Location of Research

This research was conducted at SMP AL HIKMAH MEDAN. It was focused on the problem about teaching reading method . The reason for choosing the school was the school because the students were less in vocabulary so the students did not know the meaning of the text so the students' were not interested in reading. and the English teacher used "teacher centrer" strategy.and the researcher found the problem there about this material.

B. Population and Sample

1. Population

The population of this research was the second years students' at SMP AL HIKMAH MEDAN in academic years 2017-2018. There where seven classess of the ninth years in the school .so the total number of the second years students' are 238 students

2. Sample

Random sampling technique was applied to determine the samples. The samples was choosen IX 4 as experimental group and IX 7 as control group. The number of students of each class were 30 students. So, the total number of the students were 60 students

Population and Sample
Table 1

Class	Population	Sample
IX-1	30	30
IX-2	36	-
IX-3	38	30
IX-4	30	-
IX-5	34	
IX-6	35	
IX-7	30	
Total Students	238	60

C. Research Desingn

Experimental quantitative research was applied in this research. The experimental quantitative research was study with two different group, they were experimental group and control group. The experimental group was taught by using CIRC Method, and the control group was taught by using lecturing method.

Table 1.1

Class	Group	Pre-test	Treatment	Post-Test
IX 4	Experimental	ü	Treatment by using cooperative integrated reading composition method	ü
IX 7	Control	ü	Lecturing method	ü

D. Instrument of Data Collecting

In this research the researcher used two instrument to collected the data they were :

a. Interview

The researcher interviews the headmaster or staffs to get the information about the students rete score and solution and than also interviews the English teacher and students to acquire some information about the situation in the class during teaching learning process.

b. Test

Descriptive text was to measure the ability of the second year student's in reading comprehension at SMP SWASTA AL HIMAH MEDAN Academic years 2017-2018. Technique of collected data was " test". The test was given to both of them, the experiment class by using Cooperative Integrated Reading and Composition (CIRC). and the control class without using Cooperative Integrated Reading and Composition (CIRC). I distributed the test about descriptive text to the students .The test had been given by the researcher to the students and the students had answer directly at that time. The test constructed in multiple choice include 20 questions and 4 options . it was used to measure to more learning that comes in the knowledge, understanding and application. For this test, in giving the score which consisted of how many item that test measures one kind of variable

E. The Technique of Data Analysis

The data would be gathered and analyzed by performing quantitative method .in analyzing the data ,the following the step were considered.

1. Scoring the answer sheets' students
2. Listing their score in two table ,the first experimental group score as x variable , the second for control group as y variable.
3. Calculating the total score post test in experimental group and control group
4. The quantitative data was analyzed by using the following by Sugiono formula:

Where:

$$X = \frac{\sum x_i}{N}$$

X = Mean score

\sum The Sum of Total students value

N = The Total Number of the Students

5. The Standard Deviation was analyzed by using the formula as the

following of an item

$$\frac{\sum x_i^2 - \frac{(\sum x_i)^2}{N}}{N(N-1)}$$

6. Calculating correlation product moment between X and Y

$$r = \frac{\sum x_i y_i - \frac{(\sum x_i)(\sum y_i)}{N}}{\sqrt{(\sum x_i^2 - \frac{(\sum x_i)^2}{N})(\sum y_i^2 - \frac{(\sum y_i)^2}{N})}}$$

4.Hypothesis test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where:

t = t-test

\bar{x}_1 = Mean of variable 1 (experimental group)

\bar{x}_2 = Mean of variable 2 (control group)

s_1 = Standard Deviation of sample 1 (experimental group)

s_2 = Standard Deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of 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)

r = Correlation of product moment between X and Y

F. Statistical Hypothesis

Ha : There was significant effect of using CIRC Methode (the hypothesis would be(accepted)

Ho : There was no significant effect of usin CIRC Method (the hypothesis would be (rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving a multiple choice test. The sample was divided into two classes, they were experimental group and control group. Each group was given pre test of the same test. The student score of experimental group showed that the highest score of pre test was 65 and the lowest was 55. While the highest score of post test was 90 and the lowest was 70. Meanwhile the student's score of control group showed that the highest score of pre test in control group was 65 and the lowest was 40. While the highest score of post test was 70 and the lowest was 50.

B. Data Analysis

The effect of using Cooperative Integrated Reading Composition method to students achievement in descriptive text. Based on the data from the test the score were analysis in order to know the differences between pre test and post test of the experimental group.

Table 2.1
Differences between Pre test and Post test of Experimental Group

No	Student's initial	Pre test ()	Post test ()	Σ	Σ
1	DNS	65	90	4225	8100
2	M	60	80	3600	6400
3	AH	60	80	3600	6400
4	NS	65	80	4225	6400

5	WS	60	90	3600	8100
6	CM	55	75	3025	5625
7	MJ	60	80	3600	6400
8	BA	55	80	3025	6400
9	JK	65	75	4225	5625
10	AP	65	70	4225	4900
11	RP	60	80	3600	6400
12	MJ	60	80	3600	6400
13	SK	65	75	4225	5625
14	NJ	60	90	3600	8100
15	SD	55	80	3025	6400
16	VA	60	70	3600	4900
17	SBP	60	75	3600	5625
18	SN	60	75	3600	5625
19	IP	55	75	3025	5625
20	AR	60	85	3600	7225
21	SS	65	85	4225	7225
22	MN	65	75	4225	5625
23	DN	60	80	3600	6400
24	DP	65	75	4225	5625
25	WS	60	75	3600	5625
26	SD	60	80	3600	6400
27	SKN	55	80	3025	6400
28	FA	55	70	3025	4900
29	SBP	60	70	3600	4900
30	VF	55	70	3025	4900
TOTAL		1805	2345	Σ 108975	Σ =184275

Based on the table 2.1 .above it could be seen there was differences between pre test and post test score of experimental class. After calculated the data for the experimental group above for pre test was 1805.and the total score for post test was 2345. It means the score for post test is higher than pre test .then means score was calculated as follows:

The average (mean)

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{6168}{80} \\ &= 78.1 \end{aligned}$$

Standard deviation of x variable

$$\begin{aligned} &= \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2} \\ &= \sqrt{\frac{490000}{80} - (78.1)^2} \\ &= \sqrt{6125 - 6100} \\ &= \sqrt{25} \\ &= 5.79 \end{aligned}$$

Table 2.2
Differences between Pre test and Post test of Control Group.

No	Student's initial	Pre Test (Post Test (Σ	Σ
1	SR	65	60	4225	3600
2	DP	55	60	3025	3600
3	AYS	40	50	1600	2500
4	DA	40	50	1600	2500
5	R	55	60	3025	3600
6	MZ	60	60	3600	3600
7	WE	60	60	3600	3600
8	FYS	490	60	1600	3600
9	IS	40	50	1600	2500
10	NA	40	50	1600	2500

11	SH	40	55	1600	3025
12	TSH	60	60	3600	3600
13	CA	50	60	2500	3600
14	N	50	60	2500	3600
15	K	60	50	3600	2500
16	MDR	60	65	3600	4225
17	DN	55	65	3025	4225
18	RH	55	60	3025	3600
19	ZZN	40	60	1600	3600
20	DP	55	60	3025	3600
21	PK	50	70	2500	4900
22	H	60	60	3600	3600
23	JA	60	50	3600	2500
24	HMA	60	65	3600	4225
25	SN	55	60	3025	3600
26	AA	65	60	4225	3600
27	AA	50	60	2500	3600
28	NFR	50	60	2500	3600
29	S	40	50	1600	2500
30	DP	65	60	4225	3600
TOTAL		Σ 1575	Σ 1750	Σ =84925	Σ 102900

Based on the table 2.2 above it could be seen that there was differences between pre test and post test score of control class. After calculated the data for the control group above the score for pre test was 1575 and the total score for post test was 1750. It means the score for post test is higher than pre test. The means score was calculated as follows:

$$\begin{aligned}
 Y &= \frac{b}{n} \\
 &= \frac{1750}{30} \\
 &= 58.3
 \end{aligned}$$

Standard deviation of Y variable

$$\begin{aligned}
 & \frac{\sum Y^2}{n} - \frac{(\sum Y)^2}{n^2} \\
 &= \frac{4225}{17} - \frac{(8100)^2}{17^2} \\
 &= \frac{4225}{17} - \frac{6400}{17} \\
 &= \frac{4225 - 6400}{17} \\
 &= \frac{-2175}{17} \\
 &= 5.30
 \end{aligned}$$

Based on the previous data it was concluded in the following Table :

Table 2.3
Calculating Correlation Product Moment between IX 4 and IX 7

NO			Σ	Σ	Σ
1	65	90	4225	8100	5850
2	60	80	3600	6400	4800
3	60	80	3600	6400	4800
4	65	80	4225	6400	5200
5	60	90	3600	8100	5400
6	55	75	3025	5625	4125
7	60	80	3600	6400	4800
8	55	80	3025	6400	4400
9	65	75	4225	5625	4875
10	65	70	4225	4900	4550
11	60	80	3600	6400	4800
12	60	80	3600	6400	4800
13	65	75	4225	5625	4875
14	60	90	3600	8100	5400
15	55	80	3025	6400	4400
16	60	70	3600	4900	4200
17	60	75	3600	5625	4500

18	60	75	3600	5625	4500
19	55	75	3025	5625	4125
20	60	85	3600	7225	5100
21	65	85	4225	7225	5525
22	65	75	4225	5625	4875
23	60	80	3600	6400	4800
24	65	75	4225	5625	4875
25	60	75	3600	5625	4500
26	60	80	3600	6400	4800
27	55	80	3025	6400	4400
28	55	70	3025	4900	3850
29	60	70	3600	4900	4200
30	55	70	3025	4900	3850
	1805	2345	108975	184275	141175

$$= \frac{\sum_{i=1}^n x_i^2 - \frac{(\sum_{i=1}^n x_i)^2}{n}}{n-1}$$

$$= \frac{108975 - \frac{(1805)^2}{30}}{30-1}$$

$$= \frac{108975 - 108975}{29}$$

$$= \frac{0}{29}$$

$$= 0$$

$$= 440.8$$

Determining the value of t –test with formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{5.79 - 5.30}{\sqrt{\frac{5.79^2}{30} + \frac{5.30^2}{30}}}$$

$$= \frac{0.49}{\sqrt{1.11}}$$

$$= \frac{\overline{\overline{\overline{\overline{\overline{W}}}}}}{\overline{\overline{\overline{\overline{\overline{W}}}}}}$$

$$= \frac{\overline{\overline{\overline{\overline{\overline{W}}}}}}{\overline{\overline{\overline{\overline{\overline{W}}}}}} \dot{y}$$

$$= \frac{\overline{\overline{\overline{\overline{\overline{W}}}}}}{\overline{\overline{\overline{\overline{\overline{W}}}}}}$$

$$= \frac{\overline{\overline{\overline{\overline{\overline{W}}}}}}{\overline{\overline{\overline{\overline{\overline{W}}}}}}$$

$$= \dot{y}$$

$$= 6,94$$

C. Testing Hypothesis

After accounting the data previously by using t- test formula that critical value 6.94 then after seeking the table of distribution written test method as vasis of counting t- critical in certain degree of freedom (fd) , the calculation shows that df is (2n-2=60-2=58) in line 58 that t- table is 2.00 for 0.05. it could be concluded t- test > t- table or 6.94 > 2.00. so, Ho is rejected and Ha is accepted or there was the effect of using cooperative integrated reading composition method on the students achievement in descriptive text.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using cooperaative integrated reaaing composition method got higher score than those who were taught by using lecturing method. It was proved from the result of t- test which was 6,94 and t- table which was 2,00 (t- test > t- table , 6.94 > 2.00) . It means that the

students achievement in reading descriptive text by using CIRC Method was significant than using lecturing method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter , the resercher mainly present conclusions and suggestions based on the research findings and discussion presented in previous chapter:

A. Conclusions

Based on data analysis , it could be concluded that using cooperative integrated reading composition method significant effect on the students achievement in reading descriptive text . It could be seen from the data which had obtained of pre test and post test in experimental group, it was based on the student's total score was 108975 and the mean score was 78,1 , while in the control roup were 184275 and mean score 58,3 . Thus, the student's score in experimental group was higher than the students sore in control group .The calculation of the data in the testing hypothesis showed that t- test 6.94 was higher than than t- table 2,00. it means that the alternative hyphotesis is Ha formula was acceptable.

B. Suggestions

The findings of the research score shows that there is significant difference on student's score before they were taught by using cooperative integrated reading composition method . Therefore, the writer tries to give some suggestions as follow:

1. The English teacher, especially for the English teacher of SMP AL HIKMAH MEDAN . They can try CIRC Method in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that were not only interesting but also appropriate with the subject and the student need .
2. The students, should be active in classroom because in the CRIC Method the students are supported to be active in learning process it is hope that the students can be increase the knowledge .
3. Other resercher , it is suggested to study this research in order to get information which still has relationship to their study

APPENDIX 1

LESSON PLAN

(Experimental Group)

Name of school : SMP AL HIKMAH MEDAN

Subject : English

Aspect/ skill : Reading

Class / Semester : IX/II

Time Allocation : 2 X 45 minutes

Material : DescriptiveText

I. Competence Standard

Understanding the meaning of the short text and simple functional essay in the form descriptive text to access knowledge by using cooperative integrated reading composition method.

II. Basic Competence

Read aloud meaningfull the short text and simple functional essay form descriptive by using CIRC strategy to access knowledge.

III. Indicator

1. To identify the meaning of descriptive text
2. Read and understand a descriptive text

3. To explain the main idea from the descriptive text
4. To formulate and developed by their thinking for the material

IV. Objective

At the end of learning process, the students are able to:

1. Identifying the meaning of text
2. Formulate and develop by their thinking for the material
3. Explain the main idea from the text

V. Learning Material

Descriptive Text

VI. Learning Method

Using Cooperative Integrated Reading Composition Strategy

VII. Learning Activity

1. Opening Activity
 - Greeting
 - Prayer
 - Check student's attendance list
2. Main Activity
 - The teacher explain the strategies that will be use is CIRC Strategy
 - Teacher show the example of the descriptive text

- Teacher explain the communicative purpose, generic structure, and grammatical features briefly
- Teacher assigns students to some groups
- Teacher ask student reading text and answer question based on descriptive text
- Teacher correct the answer question true or false

3. Close Activity

- the teacher gives chance to the students to ask about the learning material
- the teacher and students make a conclusion about descriptive text in the end of lesson.
- The teacher close the meeting with say Hamdallah

VIII. Media and Tools

1. Spidol
2. Laptop

IX. Learning Source

English text book: English in Focus for grade IX Junior High School

X. Assesment

Technique : Reading test

Form : Multiple choices

NO.	Aspect	Score
1.	True Answer	1
2.	Wrong Answer	0

- Every correct answer score = 5
- Amount of Maximal Score $5 \times 20 = 100$
- Maximal Score = 100
- Student mark : $\frac{\text{scoreacquisition}}{\text{Maximalscore}} \times 100\%$

Medan, Januari2018

The English teacher

The Researcher

(Nurhayati, S. Pd)

(Ali Amar)

Know by :

The Head Master of Smp Al hikmah Medan

(Jumali ,S.AgM.Si)

APPENDIX 2

LESSON PLAN

(Control Group)

Name of school : SMP AL HIKMAH MEDAN

Subject : English

Aspect/ skill : Reading

Class / Semester : IX/II

Time Allocation : 2 X 45 minutes

Material : Descriptive Text

I. Competence Standard

Understanding the meaning of the short text and simple functional essay in the form of descriptive text to access knowledge by using lecturing method.

II. Basic Competence

Read aloud meaningful the short text and simple functional essay form of descriptive by using lecturing method to access knowledge.

III. Indicator

1. To identify the meaning of descriptive text
2. Read and understand a descriptive text
3. To explain the main idea from the descriptive text
4. To formulate and developed by their thinking for the material

IV. Objective

At the end of learning process, the students are able to:

1. Identifying the meaning of text
2. Formulate and develop by their thinking for the material
3. Explain the main idea from the text

V. Learning Material

Descriptive Text

VI. Learning Method

Using Lecturing Method

VII. Learning Activity

1. Opening Activity
 - Greeting
 - Prayer
 - Check student's attendance list
2. Main Activity
 - The teacher gives material about narrative text
 - Teacher explain the communicative purpose, generic structure, and grammatical features briefly
 - Teacher ask student reading text and a question based on descriptive text

- The teacher gives task to student
- If students finish the answer question, the teacher ask students to correct answer from their friend

3. Close Activity

- the teacher gives chance to the students to ask about the learning material
- the teacher and students make a conclusion about descriptive text in the end of lesson.
- The teacher close the meeting with say Hamdallah

VIII. Media and Tools

1. Spidol
2. Laptop

IX. Learning Source

English text book: English in Focus for grade IX Junior High School

X. Assesment

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- Maximal Score = 100
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Medan, Januari2018

The English teacher

The Researcher

(Nurhayati, S. Pd)

(Ali Amar)

Know by :

The Head Master of Smp Al hikmah Medan

(Jumali .S.AgM.Si)

APPENDIX 3

Text 1

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from

the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at DolGuldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors. The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the

Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien
 - c. Peter Tolkien
 - d. J.R.R Jackson
2. They are based on the... (*Paragraph 1*). The word “they” in the sentence refers to...
 - a. The Hobbit books
 - b. The Hobbit actors
 - c. Adventure series films
 - d. The Hobbit film series
3. The films take place in the fictional world... (*Paragraph 2*). The antonym of “fictional” is...
 - a. Fabricated
 - b. Fictive
 - c. True
 - d. Imagined
4. What did the Wizard want Bilbo to do in the movie?
 - a. To join the dwarves’ journey
 - b. To take care of the dwarves

- c. To accompany him to meet smaug
 - d. To accompany dwarves and smug to the lonely mountain
5. The role of the dwarves' leader is played by?
- a. ThorinOakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen
6. who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.
- a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger
7. who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word "his" in the sentence refers to...
- a. Azoh
 - b. Bolg
 - c. Thorin and ancestors
 - d. Thorin
8. where is the city of The first film in the series premiered at the Embassy Theatre in Wellington
- a. Usa
 - b. Australia

- c. Jakarta
 - d. New zealand
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- a. 1000000
 - b. 100000
 - c. 10000
 - d. 1000
10. Which of the following statement is false according to the text?
- a. The premiers of the hobbit movies were held in the different places of the same country
 - b. The Hobbit movies consists of three epic adventurous film that were released on different years
 - c. The first series of The Hobbit wasn't premiered in Europe
 - d. The Third series of the Hobbit was premiered in a country of an Europea

TEXT 2

MICHAEL JORDAN

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

11. The best title for the text is...

- a. a warm, caring person.
- b. Michael Jordan.
- c. a sports fan.
- d. a famous star.

12. Why is he famous?

- a. He is handsome.
- b. He gives charity.
- c. Sports fans know him.

- d. The author admires him.
13. What is the main idea of the third paragraph?
- a. Michael Jordan is handsome.
 - b. Everyone dreams to be Michael Jordan.
 - c. His playing ability is great.
 - d. Michael Jordan has great personality.
14. The word *outstanding* in “His personality, too, is as *outstanding* as his playing ability” means...
- a. great.
 - b. warm.
 - c. famous.
 - d. determined.
15. The text indicates that the writer is...
- a. Michael Jordan’s son.
 - b. Michael Jordan’s fan.
 - c. Michael Jordan’s coach.
 - d. Michael Jordan himself.

Text 3

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

16. Which of the following statement is not true about Peter?

- a. He plays football and tennis.
- b. He has long and straight hair.
- c. He has bright eyes.
- d. He doesn't play badminton.

17. According to the passage, we know that Peter is...

- a. The writer's elder brother.
- b. The writer's youngest brother.
- c. A friendly boy.
- d. A naughty boy.

18. From the text, we may conclude that....

- a. Peter is a welcoming person.
- b. Peter is older than the writer.
- c. Peter is not diligent at all.

Text 4

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

19. For how many people the meeting facilities are up to?

- a. 5000 people.
- b. 4000 people.
- c. 2000 people.
- d. 1000 people.

20. The text mainly focuses on...
- a. Bangkok's grandeur.
 - b. Bangkok's "River Kings."
 - c. The water of the Chao Praya.
 - d. Shangri-La Bangkok.

APPENDIX 4

Answer Key

1. B
2. D
3. C
4. C
5. A
6. C
7. B
8. D
9. B
10. A

11. B
12. C
13. D
14. A
15. B
16. D
17. B
18. A
19. C
20. D

APPENDIX 5**THE STUDENT'S ATTENDENCE OF SMP SWASTA AL HIKMAH
MEDAN****ACADEMIC YEAR 2018/2019****EXPERIMENTAL CLASS (IX 4)**

NO	STUDENT'S NAME	SIGNATURE	
1	Dwi Nabila Syawalia	1.	
2	Miranda		2.
3	Alyahidayah	3.	
4	NurulSyahputri		4.
5	WulanSyahputri	5.	
6	Citra Muzdalifah		6.
7	BayuAnggita	7.	
8	Jaya Kesuma		8.
9	SintiaDewi	9.	
10	AryaPratama		10.
11	RenaldiPrayoga	11.	
12	HabibAlwi		12.
13	Muhammad Johan	13.	
14	SitiKhairunnisa		14.
15	NurulJannah	15.	
16	Via Audia		16.
17	SalsabilaWulanPratiwi	17.	
18	Sri Nabila		18.
19	IntanPuspita	19.	
20	Amanda Riswari		20.
21	Siti Sofia	21.	
22	MiftahNurhasanah		22.
23	Dimas Nugraha	23.	
24	Dimas Pratama		24.
25	WulanSyahfitri	25.	
26	SintiaDewi		26.
27	Vicky Farel	27.	
28	SitiKhairunisa		28.
29	FaniArdianti	29.	
30	SalsabilaBulan p		30

APPENDIX 6**THE STUDENT'S ATTENDENCE OF SMP SWASTA AL HIKMAH
MEDAN****ACADEMIC YEAR 2018/2019****CONTROL CLASS (IX 4)**

NO	STUDENT'S NAME	SIGNATURE	
1	SafnaRamadani	1.	
2	DilaPuspita		2.
3	AstriYusdianSyahfitri	3.	
4	Dia Agustin		4.
5	Rizky	5.	
6	MutiaZahara		6.
7	WennyEfriani	7.	
8	FitriaYudhaSatria		8.
9	Irma Syahrani	9.	
10	NasywaAnindia		10.
11	Saaddam Husain	11.	
12	TasyaSuciHafidzah		12.
13	CalistaAmirah	13.	
14	Nurhalizah		14.
15	Khairunnisa	15.	
16	M. DickyRamadhansyah		16.
17	Dian Nabil	17.	
18	RizkyHardianto		18.
19	ZaahraZanzabilaNst	19.	
20	DeniPrasetya		20.
21	PutriKinanti	21.	
22	Hamidah		22.
23	Jjovi Andrea	23.	
24	HafizdMuhadistAditya		24.
25	Sabrina Natasya	25.	
26	Alan Agustia		26.
27	AremaAfandi	27.	
28	NisaFitriRohali		28.
29	Salsabrina	29.	
30	DeniPrayedya		30

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APPENDIX 7





Curriculum Vitae

Name : Ali Amar
Place Date of Birth : Pulau,20 Mei 1990
Sex : Male
Religion : Islam
Hobby : Reading

Paren't Name

Father : Sutan Harahap
Mother : Rohani Siregar
Address : Jl Bawal 15 blok C Martubung

Education

1998 – 2003 : SD Tarung Tarung
2003 – 2006 : SMP Darussalam
2003 – 2009 : SMAN 19 Medan
2014 – 2018 : Student Of English Department Of
Faculty Of Teacher Training And
Education Umsu 2014 Until Reaching
The Degree Of Sarjana Pendidikan

Medan , Mei 2018

The Researcher

(ALI AMAR)