

**THE IMPLEMENTATION OF COOPERATIVE INTEGRATED  
READING COMPOSITION (CIRC) METHOD ON THE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT**

**SKRIPSI**

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

**By**

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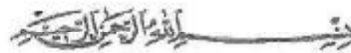


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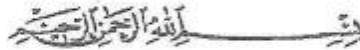
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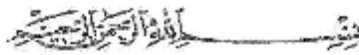
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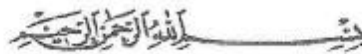


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## ABSTRACT

*Astuti, Delvina. The Implementation of Cooperative Integrated Reading Composition (CIRC) Method on the Students' Reading Comprehension Achievement. Skripsi. English Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. 2019.*

This study is aim to describe the improvement of the students' achievement in reading narrative text through the implementation of Cooperative Integrated Reading Composition Method. This is a classroom action research which was conducted in two cycles. The subject of this research is the eighth grade of SMP Budi Satrya, Jl. Letda Sudjono, Medan, which was chosen by using purposive sampling method. A multiple choice test consist 20 (twenty) items were administrated to the students' in pre-test, post-test 1, and post-test 2 to gain the data of the students' improvement. The results showed the student improvement from the increasing of the students' score and the students' completeness. The increasing of students' total score from pre test was 1.950 with the mean 69,64 into 2.214 with the mean was 79,07 in post test cycle 1, and 2.438 with the mean was 87,07 in post test cycle 2. The students' completeness was also rising from 0% in pre test into post test 39% in cycle 1, and 89,3% in post test cycle 2. Therefore the implementation of Cooperative Integrated Reading Composition Method can improved the students' achievement in reading narrative text.

**Keywords:** *reading, narrative text, implementation, cooperative integrated reading composition, method.*

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This study is entitled "*The Implementation of Cooperative Integrated Reading Composition on The Students' Reading Comprehension Achievement*". In writing this study, the researcher had faced so many difficulties and problems. And without any help from the following people, it might be impossible for her to finish this study.

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Hopefully, this thesis will be useful for the readers, especially for the students of English Department of FKIP UMSU. The researcher realized that her study was still far from being perfect. And the researcher expected suggestions and comments from all of the readers or other research who want to learn about this study. May Allah SWT the most almighty always bless all of us.

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The Researcher

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Study**

Reading is one of the four language skills that very important beside writing, listening and speaking. Reading is also something crucial and indispensable for the students, because the success of their study to read. Ones' academic success has a strong correlation with reading. Academically, reading is one of the most important skill. Reading can be defined as the ability to get understanding from written text. L2 reading can best be understood as a combination of skills and abilities that individuals bring to bear as they begin to read (Grabe, 2002).

Teaching reading comprehension in Junior High School can be done in many ways. The teacher can use some techniques that may lead a learners' comprehension and intrinsically motivating the students to help them achieve the lesson objectives. To comprehend a reading text, the reader should be able to recognize the words correctly, know the meaning almost all of the words, and connect the meanings sequentially into a coherent message.

In fact, there are many problems appear from their comprehension. Most of the students of VIII grade of SMP SWASTA BUDI SATRYA think twice to read comprehend the text given. Moreover, they could not get the main idea and supporting details of the text. Consequently, most of the students think that reading comprehension is a hard thing todo. The students' difficulties in reading comprehension are affected by many factors, such as lack of vocabulary, the



concept of the words, unfamiliar syntactical grammar, etc. Besides that, the students feel monotonous and uninteresting when they get teaching and learning process for their teacher. The teacher just asked the students reading the text repeat, identifying the difficult words, translating the words and look up the dictionary if they don't know the meaning.

The different of students' 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. Some strategies are needed to master the reading skill as they will help and give many advantages.

Reading articles and composition need a lot of ideas to convey its meaning. Those contain a lot of meaning and are not easy to be understood by students. Students need more practice to get the goal of the articles. Sometimes students cooperate with their friends by the teacher's guidance. So the teachers need a method to improve students' reading skill. One of the methods is Cooperative Integrated Reading and Composition (CIRC), which is enables the students to understand the text by paired with another student.

Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for the students. It includes story related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Each student is paired with another student and then assigned to a group of students at the same or different reading level. Pair of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practice spelling, decoding and

vocabulary. It enables the students to understand the text by paired with other students (US Department of Education, 2012:1).

Therefore the researcher was does the research with the title The Implementation of Cooperative Integrated Reading Comprehension.(CIRC) method on the students' reading comprehension aschievement.

### **B. Identification of the Problem**

Based on the background above, the problems in this study are formulate as follows :

1. It is hard for the students' to comprehend the reading comprehension material.
2. The student's motivation in reading is low.
3. The students' faced difficulties in learning reading comprehension.

### **C. Scope and Limitation**

The scope of this study is reading Comprehension and the limited on Narrative text.

### **D. The Formulation of the Problem**

Based on the problem statement above, the purposes of this study how is the students' reading comprehension achievement after the implementation of Cooperative Integrated Reading Comprehension (CIRC) method.

### **E. The Objectives of the Study**

From the problem formulation above, the objectives of this research is to investigate

1. The improvement of the students' achievement in reading comprehension.

### **F. The Significance of the Study**

In theoretically the result of this research to be very useful for:

1. The English teachers who want to develop their ability in Teaching Reading, especially in teaching Narrative Text.
2. The students who want to develop their comprehension in reading Narrative text.
3. The other researcher, who will conduct further research in the same topic or method. It can give them information about teaching method, especially in Cooperative Integrated Reading and Composition (CIRC) Method. So that, make them easier in their research.

In practically the result of this research to be useful for:

1. To the students will improve their ability in reading by using CIRC method.
2. For English teacher in teaching reading can make increasing the quality of teaching and learning reading in the classroom.
3. The next researcher to provide preliminary information for those who are interested in the same study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In the theoretical framework, the writer trying to gives information on what the cases are all about. It is useful to minimize or prevent miss understanding between the readers concerning the topic.

##### **1. Cooperative Learning**

According to EndangFauziati (2009: 166), Cooperative learning is more effective increasing motive and performance students. A lot of studies have investigated the effect of cooperation on students' achievement and most of the results are extremely favorable, since cooperative learning creates a more positive affective climate in the classroom, while it also individualized instruction and raises student motivation.

Cooperative learning is one of the technique in teaching learning. Where the students' learning and working by makes small groups and collaborated in group 4-6 students' with heterogeneously groups. Must of the teachers do not apply the cooperative learning in the classroom because of many reasons. The main reason is the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It is was happened because the misinterpretation of cooperative learning it self. The model of Cooperative learning is not similar with other usual group work.

But, Cooperative learning is successful teaching strategy in small team, which every student have a different level of ability, use a variety of learning activities to improve their understanding of subject.

And according to Johnson suggest, cooperative means activities individuals seek outcomes that are beneficial to all other groups members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and teach other as learning. Slavin also suggest, in cooperative learning methods, students work together in four members team to master material initially presented by the teacher.

### **1.1 Cooperative Integrated Reading and Composition (CIRC)**

According to Hannesy and Evan, Cooperative Learning can be defined as a Learning approach in which small, mixed student groups form both- in the clas environments to ensure students' help each other in learning an academic subject in the scope of common goal; where their self- esteem increases and their communication , problem- solving and thinking skills develop; and where they actively participate in the teaching learning process.

According to Slavin (2005: 200) in CIRC Reading, students are taught in reading groups and they are asked to focus in collaborating their ability teams to work on a series of cooperative activities, including partner reading, making prediction, identification of characters, setting, problems and problems solution, summarization, vocabulary, spelling, reading comprehension exercise, and story related writing.

In addition, the main component on CIRC according to Slavin (2005: 204) has eight

components. The eight components include:

- 1) Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students,
- 2) Placement test, for example, obtained from the average value of daily tests before or on the report card for teacher to know students' strength and weaknesses in specific areas,
- 3) Student creative, carry out tasks in a group by creating a situation where individual success is determined of influenced by the success of the group
- 4) Team study, the stages of learning actions to be undertaken by groups and teachers about providing assistance to groups who need it.
- 5) Team scorer and team recognition, the scoring of the work group and provide criteria for the award of the group that managed to be brilliant and groups that are considered less successful in completing the task,
- 6) Teaching group, which provides a brief matter of the teacher ahead of group work,
- 7) Facts test, namely the implementation of the test or test based on the facts obtained by the students.
- 8) Whole class units, namely granting summary of the material by the teacher at the end of time learning with problem-solving strategies.

Based on the statement above, the researcher concludes that Cooperative Integrated Reading and Composition (CIRC) is one of type of cooperative learning which usually used to teach reading and writing. The application of this type of learning makes students more active in learning process. There are some

steps in Cooperative Integrated Reading and Composition (CIRC): (1) Team, (2) Placement test, (3) Student study, (4) Team study, (5) Team scorer and team recognition, (6) Teaching group, (7) Facts test, (8) Whole classunits.

a. Elements of program in Cooperative Integrated Reading and Composition(CIRC)

Teaching cooperative learning using CIRC has elements to studying this class.

There are some elements of CIRC based on Slavin (2005: 106 110):

1. *Team of Reading*. If used teams of reading, the student are divided in the teams consist of 2 or 3 people in level ability reading which can definitely by teacher.
2. *Team*. The students are divided couple in team reading, and then these couples divided in team consist of couples from two teamsreading.
3. *Connection activity in the story*. The students are used well subject to based on reading like novel or comic. Discusses structural story to ability like make and spirit predict and identification problem in form narrative. After know this story, to student give list story, consist of all activities to them do this team moment them not work teacher together in reading team. Steps activities, followsas:
  - a) *Couple reading*. To students read their experience in the form of narrative text in heart and then by turns reading story with loud this couple together, take turns to each paragraph. Listener corrects every wrong to reader. Teacher give score to work student with round and listen student read one byother
  - b) *Write Story to involve and Arrangement Language Story*. Students are given

questions which interrelated with each story to all narrative. In the end of story student response story all and write some paragraph about topic.

- c) *Word Express with Loud*. Student are given list new words, then they are must study reading this words with true and not doubtful or wrongsay
- d) *Semantic*. Students are given words list in the story new includes the vocabulary and look words in the dictionary, write means with simple understand.
- e) *Independent Reading and Book Report*. Student read this book and change choosing student work team in the class during 20 minutes. And then parents form in signature if the student was read this job book. Student also finish book report is regular, and then they are get point in the team for thistask.

## **1.2 The Procedure of CIRC in Teaching Reading**

According to Durukans' journal (2011: 103), the procedures of Cooperative Integrated Reading and Composition (CIRC) are as follows:

- a. Introduction by teacher

First of all, teacher shares basic information to the students in the classroom.

- b. Groupwork

Four or five student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and conveyed to other groups. Other numbers also control the answers and the process continues thisway.

- c. Assessment



Depend on the features of the selected technique, skills or information learnt by students in relation to course content is accessed by students individually or cooperatively.

d. Detection of successful group

Steps of CIRC type of cooperative learning models are as follow: Individual and group assessment of the student score are entered on a group scoreboard and the resulting score are summed. The group with the highest final score is rewarded.

### **1.3 The Advantages and the Disadvantages of Cooperative Integrated Reading and Composition**

#### **1.3.1 The Advantages of this method:**

- 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 increase students' participation to share ideas in classroom.
- 3) Cooperative Integrated Reading Composition give chance to study collaborate with friends.
- 4) Cooperative Integrated Reading Composition can increase quality of students' ideas
- 5) In the discussion, the different answer from the students can enrich their knowledge and help them to choose the answer.

### **1.3.2 The Disadvantages of this method:**

- 1) Too many time waste.
- 2) Class management and students' organizing more difficult. ImasKurniasih and Berlin Sani. Kinds of developing learning model for increasing teacher professionalism. Kata Pena.(2005). Yogyakarta.

### **1.4 The Purpose of Cooperative Integrated Reading and Composition**

The process of Cooperative Integrated Reading Composition method is designed as follows:

- 1) First, reading together, each students substitutes to read aloud in different paragraph.
- 2) Second, writing generic structure of the text, teacher gives question related the Narrative text, such as characters, setting conflict and resolution.
- 3) Third, retelling the story, members of the group retell the story based on the discussion.
- 4) Fourth, testing students' comprehension, teacher asks the student to write a sentence related to generic structure of the text.
- 5) Five, closing by teacher as usually.

## **2. Definition of Reading**

There are many definitions of reading. Firstly, According to Anderson et. all (1985: 17) reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good reader skill fully integrate information in the text what they already know. Reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading (Aebbers old and Field, 1998:15).

Reading involves a reader, a text and a writer. Reading skills are developed in an active process. This process involves the surface representation encoded by a writer and ends with interpretation of the written text and interchanges between the writer and the reader. If the writer is careless, the reader may not get the message. If the writer makes demand that the reader cannot fulfill, the message will not be received, even though to another reader it might be clear. If the reader careless, reading will result in incomplete interpretation. The reader tries to interpret the text through his/her own experiences, but they may differ from the writers experiences. This explanation proves that reading is not just an active process, but also an interactive one.

Based on the definition above, the researcher concludes that reading is a means of communication between the reader and the writer so that the reader understand what the writer says in a certain text, and then the reader reads these

graphic symbols as the message representation. Beside it, reading has some basic aspects that reading for active, interactive process that go on between the reader and the text, resulting in comprehension.

## **2.1 The Basic Type of Reading**

There are basic types which can be learned by students step by step. Teacher gives some tasks to students begin from the easier question. Teacher can use perceptive, selective, interactive, and extensive category in a series to give treatment to students.

In Language Assessment Principle and Classroom Practice, Brown (2004: 189) stated the basic types of reading are:

### a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom up processing is implied.

### b. Selective

This category is largely an artifact of assessment formats. The example tasks of selective are used: picture-cued tasks, matching, true or false, and multiple-choice. Stimuli include sentences, brief paragraphs, simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

### c. Interactive

Interactive reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in-take is the product of that

interaction. Typical genres of interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of this type is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

d. Extensive

This category applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

## **2.2 Definition of Reading Comprehension**

The meaning constructed from same text can vary greatly among people because of differences in the knowledge they possess. According to Anderson et. al (1985: 18-25) the successful of reading achievement depend on five generalizations, they are:

- a. *The first reading is a constructive process. No text is completely self explanatory.* In interpreting a text, readers draw on their store of knowledge about the topic of the text. Readers use this prior knowledge to fill in gaps in the message and to integrate the different pieces of information in the message. That is to say, readers “construct” the

meaning.

- b. The second *reading must be fluent*. The foundation of fluency is the ability to identify individual words. Since English is an alphabetic language, there is a fairly regular connection between the spelling of a word and its pronunciation. Every would be reader must “break the code” that relates spelling to sound and meaning. Reader must be able to decode words quickly and accurately so that this process can coordinate fluidly with the process of constructing the meaning of the text.
- c. The third *reading must be strategic*. Skilled readers are flexible. How they read depends upon the complexity of the text, their familiarity with the topic, and their purpose for reading.
- d. The fourth *reading requires motivation*. As every teacher knows, motivation is one of the keys to learning to read. It will take most to learn to read well. Somehow, attention must be sustained during this period and must not lose the hope that eventually will become successful reader. Teachers whose classes are motivated are described as business-like but supportive and friendly.
- e. The fifth *reading is a continuously developing skill*. Reading, like playing a musical instrument, is not something that is mastered once and for all at a certain age. Rather, it is like that continues to improve through practice. The process begins with a person’s earliest exposure to text and a literate culture and continues throughout life.

### **2.3 Reading Method**

According to Nunan (2003: 68), reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.

Based on definition above, the researcher concludes that reading is interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. Reading process to know the information from the text and to understand the meaning of the text.

When comprehending a topic, a reader should have knowledge to catch the meaning, getting information, or messages effectively from the reading texts. There are two techniques will help the readers understand the topic:

i. Skimming

According to Brown (2003: 308) stated that “skimming consist of quickly running one’s eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas”. Before the students are familiar with skimming skill, the teacher has to explain how to skim and give some exercises afterwards. There are two important things to do in developing skimming skill: the time must be strictly controlled and student must be prevented from reading the whole text. The purpose of skimming is to know whether the text meets the readers’ needs.

## ii. Scanning

Brown (2003:308) defined that “Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or date, to find a definition of key concept or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

## iii. Reading with Comprehension

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the authors' purpose, making judgments, and evaluating.

From the explanation of the reading technique is important for the reader to facilitate and to comprehend the text. The reading techniques are skimming, scanning, reading with comprehension is reading the text quickly in order to get disk of it that is the general meaning without any of details. Scanning is reading technique that aim to get the students have a final answer of specific questions particular information. Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge.



### **3. Genre of Text**

There are some description and part of Narrative Text, as follows :

#### **3.1 Narrative Text**

The Narrative text is telling of a story or an account of a sequence of events and generally imaginative. Pardiyono ( 2007:94) states that narrative text is a kind of text which tell activities or events in the past time, there are problematic experience and resolution that has purpose to amuse the reader. A narrative text relates a realistic, fiction or imagine story. According to Wahidi in Muntaha (2014: 7) Narrative can be divided into traditional fiction like folks, tales, parables, fables, moral tales, myths and legends and modern fiction including modern fantasy and contemporary realistic fiction. It can be concluded that the social function of narrative text is to amuse (entertain) and give amoral value to the readers or listener about the story or event which happened in the past.

#### **3.2 The Purpose of NarrativeText**

The purpose of narrative text are to amuse, to entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The point of view of narrative text is third person. The narrator as the omniscient (all seeing) and relate the entire story leaving the reader to make sense of what is happening.

### 3.3 Generic Structure of Narrative Text

#### b) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

#### c) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

#### d) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

#### e) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Sometimes the arrangement (generic structure) of narrative text can contain:

**Orientation, Complication, Evaluation, Resolution and Reorientation.**

Although the “Evaluation” and ”Reorientation” is optional; may be added, and could not. Evaluation provides assessment /evaluation of the course of the story or conflict. While Reorientation contains content inference ending.

### 3.4 Language Features of Narrative Text

#### 1. Description of characters and places using:

Adjectives to describe nouns – heavy, frosty, transparent, grumpy

#### 2. Adverbs – to describe verbs – quickly, secretly, quietly, energetically, suddenly

3. Similes – to compare one thing with another, using like or as ... as – as bright as the moon,
  4. Time words – Once upon a time, long ago, then, last weeka
  5. Verbs indicating actions in the story – hid, ate, ran, whispered, looked
- Grammar (grammar) that often arise in making the narrative text are:  
Using tenses “Past“, both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous

### **3.5 Social Function of NarrativeText**

According to DereWianka (1946: 40) states that the basic of narrative is to entertain.i.e. to gain and hold the readers’ interest in story. But narrative may also seek to teach or inform, to embody the writers’ reflections on experience, and perhaps most important to nourish and extend the readers’imagination.

## **B. Review of Related Study**

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researches discuss on their research. And the writer will take some points of their researchers that are related to the writer's study.

1. The first research entitled "*The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Reading Comprehension at The Eight Grade Students of MTsN 01 GEMOLONG In The Academic Year of 2016/2017 (A Classroom Action Research)*" conducted by HanifahRahmawati in 2017. Thesis, English Education Departement of Islamic Education and Teacher Training, State Islamic Institute of Surakarta. This study, aims that investigate The Use of CIRC Technique to Improve Students' Reading Comprehension. The subject of the study are Class E with 36 students. The researcher used the Procedure Research Method from Kemmis and Mc Taggart in Burns (2010:8). This research was conducted in collaboration with the English teacher of MTsN 01 Gemolong. The researcher was the teacher who implemented the action research, and the English teacher was the collaborator. This research was conducted at the eight grade of MTsN 01 Gemolong for about one month. The researcher conducted the action research in two steps. First, she did the pre-research and then she conducted the action research. In this research, the implementation was held in two cycles. The each cycle consisted of three meetings for delivering material and post-test. It is also described the steps of each cycle: plan, action, observation, reflection.

2. The second research entitled “*Cooperative Integrated Reading Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders*” conducted by Madhu Gupta and Jyoti Ahuja in 2014. In this research, Gupta and Ahuja compared Cooperative Learning, i.e. CIRC, with conventional teaching learning classroom structure using an experimental design. 140 students of seventh class were randomly selected out of which 70 students formed Experimental Group (E) and 70 students formed Control Group (C). Reading Comprehension Achievement Test in English and Instructional Material were developed by themselves. At the end of the experiment, Reading Comprehension Achievement test in English was given to the subjects. Data were analyzed by using t-test. The findings revealed that Experimental Group outscored significantly Control Group on post-test showing the obvious supremacy of Cooperative Learning Technique (CIRC) over Conventional Method of teaching.

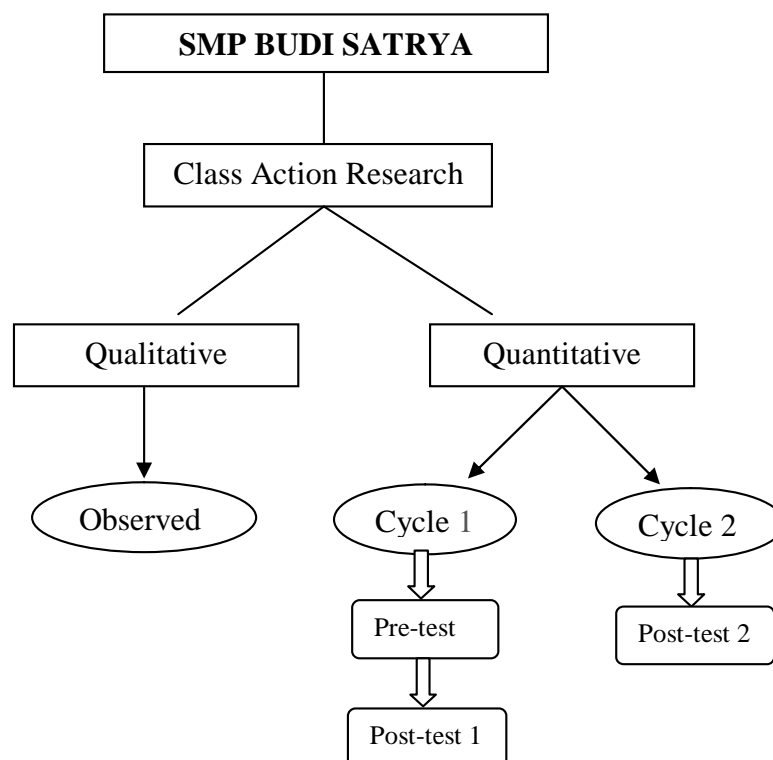
### **C. Conceptual Framework**

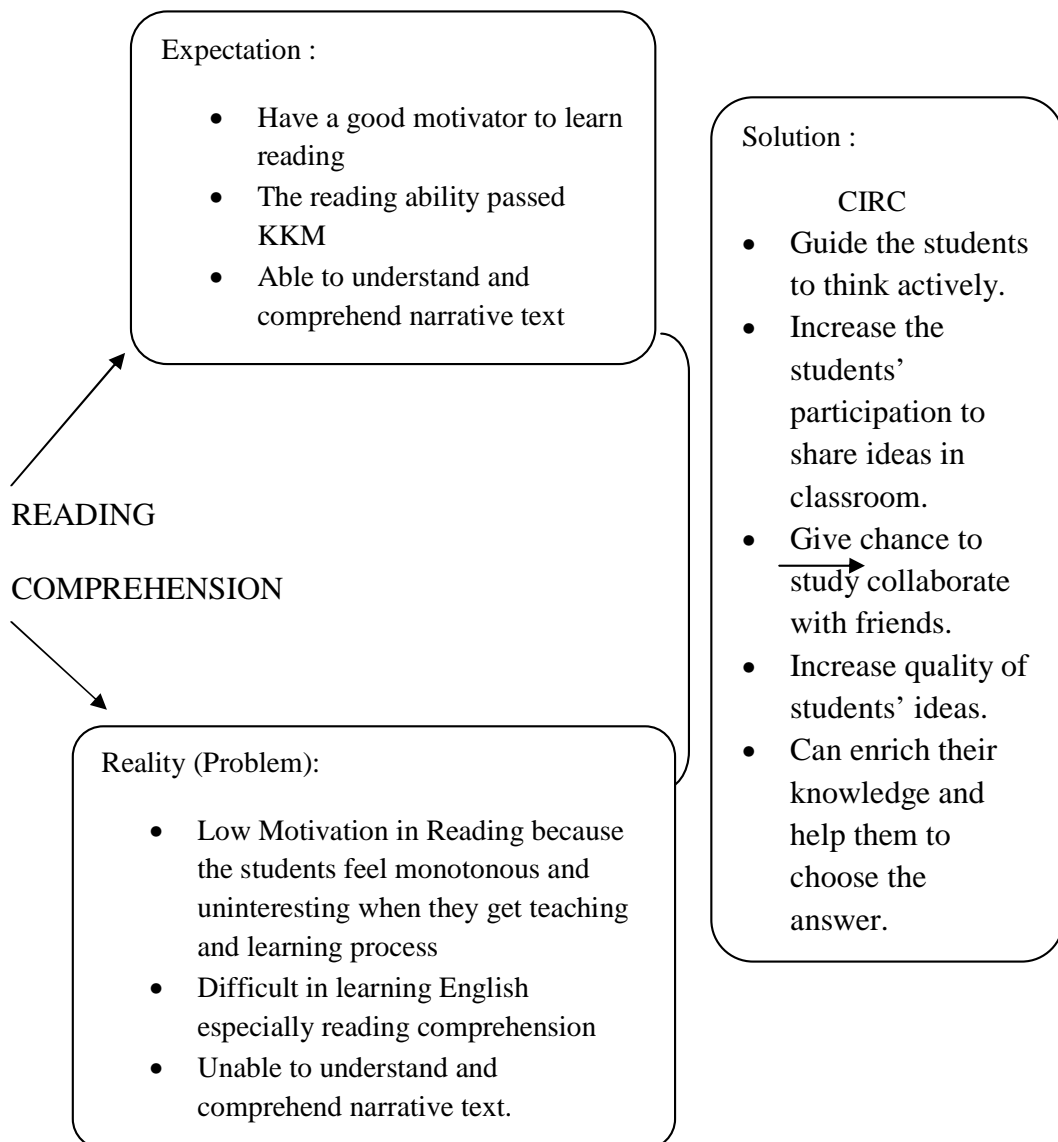
Learning English is what people do when they want to learn to speak and to listen to the English Language. Reading is active cognitive process of consulting meaning from written symbolic done by the reader.

In reading comprehension, the reader does not only try to understand what the writer wants to give, but also the readers should compare what they read and what they have known, called knowledge. Here the reader will be practiced more in developing his thinking while they are reading the text. It is called as critical reading comprehension. By doing this, the reader will be a critical reader in comprehension what the writer writes and find out some information. The

information which is suitable for them are selected and gives their opinions about the contents of the text including the accuracy, appropriateness and timeless after reading it.

In order develop this reading activity, there are numerous technique that improve student's reading comprehension. Cooperative Integrated Reading Composition is one of those technique, which is suitable to help the reader in reading . This technique is very helpfully 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 student's.





### **CHAPTER III**

#### **METHOD OF RESEARCH**

##### **A. Subject of Research**

This research was conducted at Eight Grade of SMP SWASTA BUDISATRYA Medan in Academic year of 2018/2019. The reason for choosing this school, because there are some problems faced by the teacher and students in teaching and learning narrative text. The students' have less motivation for reading because the teacher is monotonous in doing the teaching and learning process from their teacher. The teacher just asked the students reading the text repeat, identifying the difficult words, translating the words and look up the dictionary if they don't know the meaning.

The subject of this research was the eight grade of SMP SWASTA BUDISATRYA Medan in academic year of 2018/2019.

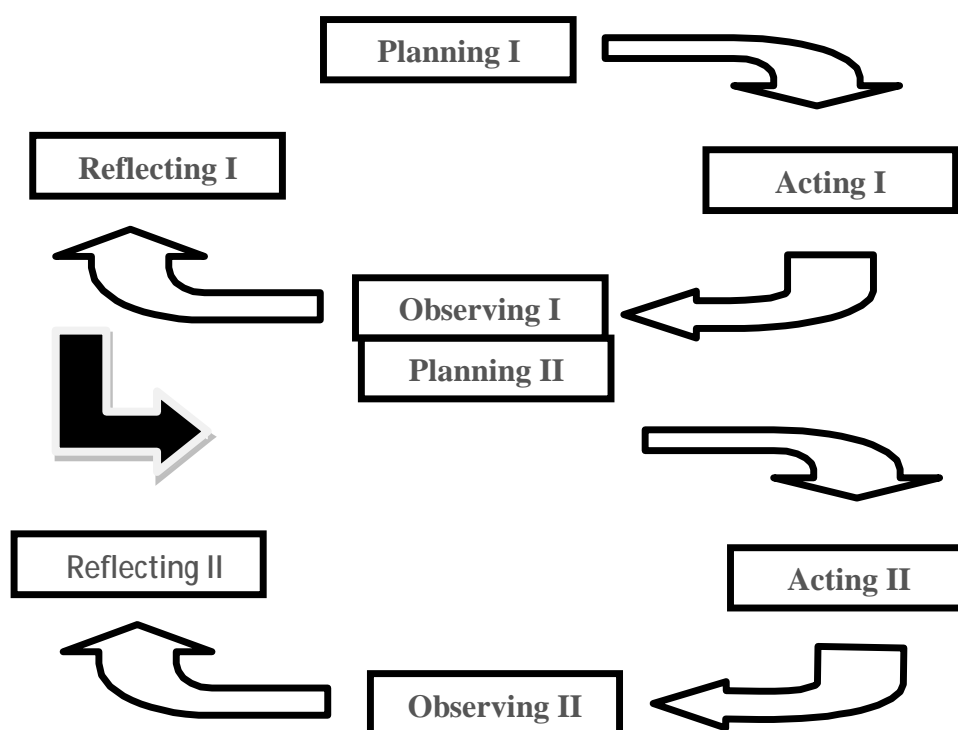
##### **B. Research Design**

A classroom action research by Kemmis Mc Taggart's was applied in this research. Kemmis and McTaggart (1988, 5): Action research is a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.



This research applied Kemmis and Mc Taggart's model of classroom action research's method in Arikunto (2010:137) that informs that the principal concept of CAR according to both of those experts consists of four stages (and its repeating); they are planning, acting, observing, and reflecting.

The researcher spent two cycles in this research. This stage can be drawn as follows:



**FIGURE 3.1**

**Classroom Action Research model of Kemmis& Mc. Taggart**

(Arikunto, 2010; 138)

The procedures of Classroom Action Research :

a Planning

Planning explains about WH question (what, why, when, where, who and

how the action done) (Arikunto, 2010; 138). The activities in the planning are:

- 1) Preparing materials, making lesson plan, and design the step in doing the action
- 2) Preparing list of students' name and scoring
- 3) Preparing teaching-aids
- 4) Preparing sheets for student's and teacher's observationsheet
- 5) Preparing a test for pre-test and posttest (to know whether students' reading comprehension improve or not)

#### b. Acting

In accordance to Arikunto (2010:139), acting is the implementation of planning. The researcher spent two meetings to do a classroom action research.

- 1) The first meeting is the action of cycle I.
  - a) The researcher introduced herself
  - b) The researcher informed her purpose in doing the research
  - c) The researcher used some text in the pre-test and post-test in each cycle.
  - d) The researcher gave a pretest to know the students' achievement before the applying "CIRC" strategy.
  - e) The researcher explain and applied "CIRC" method to teach the students and observe learning activity.

- f) The researcher gave occasion to the students to ask any difficulties or problems
  - g) The researcher gave a posttest and an assignment to the students to read narrative text as the learning material.
  - h) The researcher reflected the learning activity with the observer in order to prepare the better TLP in the second cycle.
  - i) The researcher gave assignment to the students for cycle II.
- 2) The second is action of cycle II.
- a) The researcher explain and applied “CIRC” method again to remaining and teach the students and observe learning activity.
  - b) The researcher gave occasion to the students to ask any difficulties or problems
  - c) The researcher gave a posttest and an assignment to the students to read narrative text as the learning material.
  - d) The researcher reflected the learning activity with the observer in order to prepare the better TLP in the next cycle.

(AgusSuprijono2009:130-131)

### c. Observation

Observation is data gathering. In other word, observation is the instrument to show how far the effect of the action. Observation can be systematically used to observe and note the phenomenon investigated like the students’

feeling, thinking, and something they do in teaching learning process. Observations focused on the implementation of the learning activities and write something that happened in the classroom.

d. Reflecting

Reflection is made after teaching learning process to analyze the action research along with the implementation of the action. It is needed to remember what has happened in the classroom. Reflection seeks to make sense of process, problem and real issues in strategy action. It is a device to comprehend the issues and circumstance in which they will arise. Reflection has an evaluative aspect, it asks the writer to weigh the experience, to judge whether effects were desirable, and to suggest ways of proceeding.

### **C. Instrument of Research**

In collecting the data, the following instrument will be used :

1. Test

A multiple choice test consist of 20 items will be administrated to the students in order to gain the data in pre-test and post-test in each cycle. The test will be taken from the students' hand book published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017.

2. Diary Note

Diary note was used to observe all activities happen during the teaching learning process. The activities were included teacher and students' activities.

#### **D. Technique of Collecting the Data**

Before conducting the research, the researcher prepared some instruments. The instruments in this study will be the observation data and test (pre test and post test).

1. Giving pre-test
2. Treatment
3. Giving post-test, if less the 75% of students' doesn't passed the KKM so the next cycle will be done.
4. Collecting the students' answer sheet.

#### **E. Technique of Analyzing the Data**

1) Analyzing the qualitative data, observation will be distributed to collect the data. To analyze about it, the information which gives the description of students' expression about comprehension level toward the subject (cognitive), students' respond toward new method (affective), and students' activity toward learning a subject, their attention, their enthusiastic in learning, their response, their motivation of learning that can be analyzed qualitatively. The researcher uses descriptive analysis to analyze these data, which consists of the observation of students' activities and teachers' performance during the teaching learning process, the

interview before and after classroom action research.

2) To analyze the quantitative data, the researcher analyzes numerical data that gains the average of students' score in each cycle, it is used to measure the students' reading comprehension. The increasing of their achievement can be shown with increasing score which is gotten by students from pre-test to post-test.

The quantitative data will be analyzed by using formula as follow :

$$\bar{x} = \frac{\Sigma x}{n} \times 100\%$$

Which :

$\bar{x}$  = The mean of the students' score

$\Sigma x$  = The total score of students

N = number of students

Next, to categories the number of the students' who pass the test successfully, the writer will apply the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score 70

R : The number of the students' getting score 70

T : The total number of the students.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. The Data**

The data of this research consisted of two kinds. They were quantitative data and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of multiple choice, and qualitative data was obtained from the observation. This research was conducted in one class exactly. It consisted of 29 students. It was accomplished in two cycles which had four stages, namely: planning, action, observation, and reflection. The research was conducted into two cycles. Cycle I was conducted one meeting and cycle II was conducted one meeting.

#### **B. Data Analysis**

##### **1. Description of the Initial Conditions**

This research was accomplished in two cycles. Every cycle was conducted in one meeting, but before running to the treatment in cycle 1, the researcher did pre-test to measure the students' achievement in reading comprehension. The researcher gave multiple choice questions which consisted of 20 questions. With the mean of students' score from the Pre-test was 69,64, the mean of students' score from the

Post test Cycle I was 79,07 and the mean of students' score from the Post test Cycle II was 87,07.

In the cycle I, the teacher gave a strategy in teaching reading and the researcher as an observer. The first meeting in cycle 1, the researcher gave the pre-test before explained CIRC method.

## **2. Cycle I**

### **a. Planning**

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Cooperative Integrated Reading Composition (CIRC) method. And preparing the researcher instrument which was used in teaching English through the implementation Cooperative Integrated Reading Composition (CIRC) method, they were observation sheet and multiple choice tests. After instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

### **b. Action**

In applying this strategy, the researcher collaborated with the English teacher. The action was done based on the plan. First, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about analytical text. The teacher explained about how to apply



Cooperative Integrated Reading Composition (CIRC) method to improve their reading comprehension achievement.

At the last, the teacher divided the students into five groups in which group there were consisted of five and six students. The teacher asked them to found the generic structure and analyzed what was the main idea of the text and put their own words to make a simply paragraph. Finally, the students were given multiple choice tests to be answered.

### **c Observing**

#### **1. Students' score**

The quantitative data was taken from the student' score in a reading comprehension test of Narrative Text. That consisted of 20 questions of multiple choices. The students who got score more than 75 in pre-test was 25% or 7 students. Based on the result, it concluded that the students' achievement in reading comprehension was classified in very low category and it should be improved. So to improve the students' achievement in reading comprehension the cycle 1 was continued.

After give the pre-test, the researcher explain and then, applied the CIRC method. The researcher gave occasion to the students to ask any difficulties or problems. The researcher gave a posttest and an assignment to the students to read narrative text as the learning material. So the researcher, has know the studnts' improvement in reading comprehension achievement.

But, the result from the Post-test Cycle I also not satisfying as researcher

expect. Because there are some students not passed the KKM. KKM for English Lesson in Budi Satrya is 82. From the post-test cycle I, the students who got score more than 82 was 39% or just 11 students. From there, the researcher decided to continue to next cycle, cycle 2.

#### **d. Reflection**

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle I as follows:

1. The students became had better understanding on the materials though using this strategy. It could be seen from the results of their enhancement, in which the mean score in pre-test was 69.64 and post-test was 79.07 was in the first cycle.
2. While doing the pre-test in cycle 1, there were few students who were not able to comprehend the text. They kept on looking up the words in a dictionary and asked the teacher to find out the meaning of the words. It could be seen from the students who got score more than 82 was 11 students and the percentage of the students who got score more than 82 in cycle 1 was 39%.
3. The students' learning activity using Cooperative Integrated Reading Composition (CIRC) method in reading narrative text was considered fairly active. Based on the result of the first cycle, it was still required to continue into second cycle because the result showed their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choice test and didn't passed the KKM.

### **3. Cycle II**

#### **a. Planning**

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which Cooperative Integrated Reading Composition (CIRC) method. And prepared the researcher instrument which used in teaching English through the implementation of Cooperative Integrated Reading Composition (CIRC) method, that is multiple choice tests. After instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened. Implementation of the second cycle were substantial similar to the execution of the first cycle.

#### **b. Action**

In action session in second cycle, firstly the teacher had given reinforcement to the students to be focus to answer correctly. Then, the teacher gave a picture with the title and asked the students to analyze the generic structure that happened in the text. The last, the teacher divided the students into six groups and the teacher asked them to found the generic structure and analyzed what was being the main topic of the text that given. The teacher always had been the facilitator to help them if they need the teacher's help. Finally, the students were given the multiple choice test to be answered. In this cycle the students did not get many difficulties and the students did the test well. It can be seen from the result and the scoring of testing on appendix.

### c. Observing

#### 1. Students' Score

The step cycle II was same with the cycle I. After explain agin about the method, the researcher the applied the method and give the students' Post-test to know how far the improvement of the students' reading comprehension achievement in cycle II. The comparison between the result from Cycle I and Cycle II is:

**TABLE 4.1STUDENTS' SCORE**

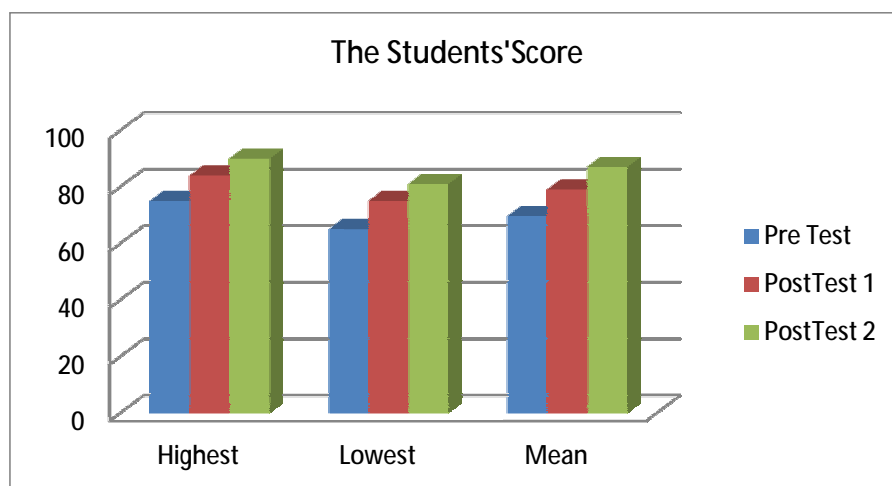
Criteria	Pre-test C1	Post-test C1	Post-test C2
Highest	75	84	90
Lowest	65	75	81
Mean Score	69.64	79.07	87.07
Total	1.950	2.214	2.438

From the cycle 1 the pre-test collected the score with the highest was 75 and the lowest was 65, with the total of the score was 1.950 and the mean 69.64 and the result no one was passed the KKM. But, on the post-test cycle 1 with the highest score was 84 and the lowest was 75, with the total of the score was 2.214 and the mean was 79.07, its' increases as much 264 from the total of pre-test. And the students' who passed over the KKM was 11 students'. And from the table above, the improvement on the students' reading comprehension from cycle 1 and cycle 2 increases significantly. Because the post test in cycle 2 the highest score was 90 and the lowest was 81, with the total of the score was 2.438 and the mean was

87.07. Its' increases as much 224 from the total of post-test cycle 1. . The comparison between the result from Cycle 1 and Cycle 2 with the chart :

**Figure 4.1**

**The Students' Score**



**2. The Students' Completeness**

The implementation of CIRC method can improve the students' completeness and its' increases significantly from the cycle 1 into cycle 2. The students' percentage who passed the KKM from the cycle 1 into cycle 2 as much 50,3%. And the percentage incompleteness disincrease from the cycle 1 into cycle 2 as much 50%.

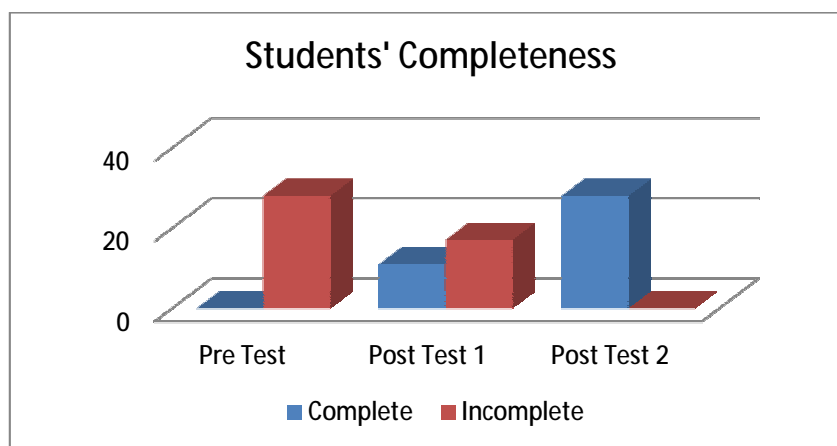
**Table 4.2 Students' Completeness**

Completeness	Pre-test C1		Post-test C1		Pos-test C2	
	Frequency	%	frequency	%	frequency	%
Complete	0	0	11	39	25	89,3
Incomplete	28	100	17	61	3	10,7
Total	28	100	28	100	28	100

The implementation of CIRC method can improve the students' completeness and its' increases significantly from the cycle 1 into cycle 2 as we can see in the chart :

**Figure 4.2**

**The Students' Completeness**



**d. Reflection**

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle II as follows:

1. The different students' score in learning material looked significantly based on the data of the means value of the results in the second cycle evaluation was 79,07 in the first cycle, with the students who got score more than 82 was 39%, in the second cycle was 87,07 with the students who got score more than 82 was 89,3%. Based on the indicators of completeness if less than 75% student doesn't passed the KKM, the next cycle will be continued. Therefore the student who did not passed the KKM was 10,3%, it means the condition is full filled and not continue to the next cycle.

2. In the process of teaching and learning students' activities already tended to be better towards Cooperative Integrated Reading Composition (CIRC) method in reading narrative text. This was evident from the ability of students already participate more actively. The means score of student' activity between the first cycle was 39% and second cycle, 89,3%, it could be explained that in the process of teaching and learning activities of students had showed a good development.

### **C.Research Findings**

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by applying Cooperative Integrated Reading Composition (CIRC) method. It could be seen from the quantitative data. The mean score of pre-test in cycle 1 was 69,64 and the mean score of post-test cycle I was 79,07. The mean score in cycle 2 was 87,07; the students who got score more than 82 in cycle 1 was noone students, the students who got score more than 82 in cycle 2 was 25 students; and the percentage of the students who got score more than 82 in cycle 1 was 39%, the percentage of the students who got score more than 82 in cycle 2 was 89,3%.

It also could be seen from qualitative data that was observation sheet. The means score of students' activity between the first cycle was 39% and second cycle was 89,3%. It could be explained that in the process of teaching and learning activities of students had showed a good development. The ability of teacher in applying Cooperative Integrated Reading Composition (CIRC) method

in teaching reading of narrative text already looked very good. It could be concluded that Cooperative Integrated Reading Composition (CIRC) method could improve the students' achievement in reading comprehension.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

After analyzing the data, the conclusion could be drawn as followed:

There was improvement of students' achievement in reading comprehension by implementing Cooperative Integrated Reading Composition (CIRC) method was a good way in teaching reading comprehension. The improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 79,07, the mean score in cycle 2 was 87,07; the students who got score more than 82 in cycle 1 was 11 students, the students who got score more than 82 in cycle 2 was 25 students; and the percentage of the students who got score more than 82 in cycle 1 was 39%, the percentage of the students who got score more than 82 in cycle 2 was 89,3%.

The improvement of students' achievement could be shown from qualitative data too. The qualitative data got from observation sheet. From observation sheet every cycle showed the improvement of teacher and students' behavior.

## **B. Suggestion**

Suggestion was stage as followed:

1. For English teacher, it was better to use Cooperative Integrated Reading Composition (CIRC) method to improve students' achievement in reading comprehension because it could make the students could comprehend the text in reading comprehension.
2. For students, to Cooperative Integrated Reading Composition (CIRC) method in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.
3. The other researchers, this research could be used as the reference to teach other subject, because Cooperative Integrated Reading Composition (CIRC) method was easy to apply.

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