**THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) IN TEACHING READING**

(A Study Toward Eighth Grade Students of Junior High School 1 Lembang Bandung Academic Year 2014-2015)

**A Paper**

Submitted to the English Department Faculty of Arts and Letters Pasundan University Bandung as a Partial Fulfillment of the Requirements for

Taking Sarjana Degree (S-1)

**By:**

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**ENGLISH DEPARTEMENT**

**FACULTY OF ARTS AND LETTERS**

**PASUNDAN UNIVERSITY**

**BANDUNG**

**2015**

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**Declaration**

I hereby certify that this paper is completely my own work and that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the text.

Bandung, July 2015

Ulfah Bunga Tree Wasmad

**“There is no case except that which Allah make easy, and indeed you, when you want, make difficulties easy”**

**( Ibn. Hibban ).**

**Every Breath of this paper is apologies for my parents who had been Disappointed……**

**Abstract**

The CIRC method is potentially improving reading comprehension skill, because the aspect of the CIRC method possibly makes the students exchange the knowledge in learning process. The present classroom action investigation was basically triggered out by the fact that the students under study still faced problem in reading comprehension. In this classroom action study, the teaching and learning processes were divided into two cycles where each cycle consisted of two cycles. The obtained data of the present classroom action study were collected through the administration of pre-test, post-test, and questionnaire which analysed descriptively. The present classroom action study was started with administering IR or pre-test to the subject under study. The results of the data analysis of the pre-test score showed the mean figure of 30,70. The results of the data analysis of the reflection or post test scores in cycle I (post-test1 and post-test 2) showed the increasing mean figures of 46,61 and 57. The results of the data analysis of the reflection or post test scores obtained by the subject under study in cycle II (post-test 1 and post-test2) pointed out the increasing mean figures of 73,23 and 86,76. Compared with the mean figure of IR scores, the mean figure obtained by the subject under study for each session was convincingly much higher than the mean figure of pre test scores. The grand mean figure of the reflection or post test scores obtained by the subject under study in cycle I was 51,80 and in cycle II was 80. There was a significant difference of the grand mean figure between cycle I and cycle II. The difference of the grand mean figure of cycle I and cycle II was 28.2 (80 – 51,80). These findings clearly showed that CIRC could improve the reading comprehension of the eighth grade students of SMPN 1 Lembang. The result of the present classroom action study were in line with the presented research findings, teaching reading comprehension by using CIRC Method gave significant improvement.

Key words: Cooperative Learning, Teaching Reading, and Teaching Composition.

Bandung, July 2015

Ulfah BT Wasmad

**Preface**

*Alhamdulillahirrobilalamin,*

The writer would like to say thank to Allah SWT and the Prophet Muhammad SAW who have given her blessing to finish this research paper, entitled *“The Implementation of Cooperative Integrated Reading and Composition (CIRC) in Teaching Reading“.* This paper is submitted to the English Department Faculty of Arts and Letters Pasundan University as a partial fulfillment of the requirement for taking Sarjana Degree (S-1).

The writer has realized that this research is not perfect, because she has limited knowledge and ability. The writer hopes this paper can be useful generally for all readers and especially for readers who have similar subject on the research. Beside that the writer hopes for the constructive comment and suggestions from all readers for making this report better.

Bandung, July 2015

Ulfah Bunga Tree Wasmad

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Bandung, July 2015

Ulfah Bunga Tree Wasmad

**Table of Contents**

**Abstract ………………………………………………………………….. i**

**Preface …………………………………………………………………… ii**

**Acknowledgements ………………………………………………………iii**

**Table of Contents …………………………………………………………v**

**List of Table …………………………………………………………….. viii**

**List of Figure ………………………………………………………………ix**

**Chapter I Introduction**

* 1. Background of the Research ……………………………………………1
  2. Identification of the Problem ……………………………………………4
  3. Research Problems ………………………………………………….......5
  4. Limitation of the Problem ………………………………………………6
  5. The Goal of the Study …………………………………………………..7
  6. Significances of the Study ………………………………………………8

**Chapter II Theoretical Foundation**

2.1 Teaching Reading …………………………………………………….. 10

2.1.1 Types of Reading …………………………………………………12

2.1.2 Reading Assessment ……………………………………………...18

2.2 The Strategies in Teaching Reading ……………………………………22

2.2.1 Media and Sources for Teaching Reading ………………………. 25

2.3 Cooperative Learning as an Umbrella of CIRC ………………………. 27

2.4 The Implementation of CIRC in Teaching Reading ……………………34

2.4.1 The Procedures of Implementing CIRC in Teaching Reading ……41

**Chapter III Research Methodology**

3.1 Research Design ………………………………………………………...44

3.2 Research Method ………………………………………………………..49

3.3 Setting of The Study …………………………………………………….50

3.4 Population and Sample …………………………………………………..50

3.4.1 Population …………………………………………………………..50

3.4.2 Sample ………………………………………………………………51

3.5 The Procedure of Collecting Data ………………………………………..51

3.6 The Technique of Analyzing the Data ………………………………….. 56

**Chapter IV Data Analysis and Findings**

4.1 Data Analysis …………………………………………………………… 58

4.1.1 Data Analysis of the Procedure Teaching and Learning …………..60

4.1.2 Data Analysis the Roles of Teacher and Students ……………. ……62

4.1.3 Data Analysis of Teaching Reading Media …………………………64

4.1.4 Data Analysis of the respondents opinion …………………………..66

4.1.5 Data Analysis of the Teacher opinion ………………………………69

4.1.6 Data Analysis of Teaching Reading E valuation …………………...72

4.1.7 Data Analysis of the Result in Teaching Reading ……………........ 75

4.2 Findings ………………………………………………………………… 85

**Chapter V Conclusions and Suggestions**

5.1 Conclusions ……………………………………………………………89

5.2 Suggestions …………………………………………………………….91

**Bibliography**

**Curriculum Vitae**

**Appendices**

**List of Table**

Table 4.1 The Result pre-test and post-test in teaching reading ……………….. 76

Table 4.2 The Subject changing motivation …………………………………….78

Table 4.3 Summary of the research grand mean pre-test and post-test …………81

**List of Figure**

Figure 4.1 the subjects progressing in reading comprehension in cycle 1 …….. 83

Figure 4.2 the subjects progressing in reading comprehension in cycle II…….. 84

Figure 4.3 the subjects grand mean using CIRC method………………………. 85

**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, identification of the problems, research problems, limitation of the problems, the goal of the study and significances of the study.

**1.1 Background of Research**

English language is one kind of language that most used in the world. In many country, English language is used as the second language beside their mother language. English language is the general language that used in the world. Because of that, it is very important for us to learn English language.

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

In many cases, teachers are difficult to raise the student’s interest in reading English because of the media which was not interested. In this paper, the writer will talk about improving reading skill using communication because the writer want to know, how far this method can be effective in learning speaking in school.

Language is one of the most essential human means of communication. It means that through language people can express their ideas, can make statement, convey fact and knowledge, explain or report something and keep social relation among language users.

English is one kind of language, which is used to communicate by people. English now also said as the important language, because it used as the second language in the world. So it is very important and must be learn. It is also called as the international language. In Indonesia, English has an important role for science and technology, and developing relationship in the interational forum.

Learning English is important too. It could increase various knowledge, to comperhend and understand the textbook learned, to obtain knowledge and skills. Alwasilah (1997:36) says:

*“Bahasa asing, khususnya bahasa inggris berperan sebagai bahasa sumber dalam proses alih teknologi dari Negara asing. Akan semakin banyak warga Negara yang menguasai bahasa inggris dan semakin banyak buku teks dan berbagai penerbit yang ditulis dalam bahasa nasional.”*

Cooperative Language is an approach to organizing classroom activities into academic and social learning. Cooperative language is a learning method that is organized into small groups and provides clear guidance with regard to expectation about result and suggestion on group processes.

Everybody has learned mother tongue since childhood. The process occurs naturally and properly in communicating in the society. Communication is a part of human’s daily activities. Through communication, people share ideas and thought with others. In that way, active interaction among people can take place. In line with the more sophisticated world, people are demanded to be able to communicate not only in mother tongue but also in foreign language, especially English. Obviously English is difficult due to limited knowledge in foreign language.

On the other hand as an international language, English is used to communicate information in science and technology. Moreover, English is also very important in education. and business world. English has been the first foreign language taught formally in Indonesia for years. With regard to the new curriculum, students of elementary schools starting from the fourth grade have an opportunity to learn English in school. Thus, English becomes a compulsory subject, from elementary school to university. School as formal institution not only has a role to expand academic ability, but also other abilities such as social skill and emotion. Process of learning teaching English at school the students must be given opportunities of experience so they can have self-confidence in facing the competitions and so they can have a chance to win the competitions and this title make easy to study. Because this is using work in group, so we have to learn it.

**1.2** **Identification of the problems**

There are many problems of using of cooperative integrated reading and composition in teaching reading, in teaching English that can be identified as a research subject. According to identification of the problems, the problems of this research can be Identificated as follows; Method used in teaching and learning process is less effective in improving student’s writing ability because teachers don’t direct students to work in group in learning process; Teacher needs for new methods of teaching reading to increase student’s ability.

The teaching of English through cooperative integrated reading and composition in teaching reading will improve the ability to read. Teaching reading is not easy, moreover if the students do not use English in their daily activities as well. The students will not be brave to reading English.

Without enough knowledge encourage. Besides, there are many aspects that discourage the students to read. In this case the writer hopes, that the students can improve their ability to master English by learning more and practicing, especially in reading skill. The appropriate method in teaching English to the students is really important especially for the second grade students. So that she takes the implementation of cooperative integrated reading and composition n teaching reading. as the title of this paper. The problem that the writer would like to observe in her study.

This research is restricted to the use of recount text as reading materials from text book in English class. By discipline, this research is under applied linguistics. By content, this study is limited to discussion to the reading essay  tests question  method to improve the students reading comprehension and by activity this research administered pre-test and post-test to find out the prior knowledge of the students for example; reading material test that consist of recount text. The topic are wrong thought, special gift, and post-test that would be done after a number of treatment to discover, the reading comprehension subjects in applying this case, the writer used recount text, especially to the second year students of SMP Negeri 1 Lembang. the writer hope for this method or media to the next researcher can be the best and to improve reading comprehension.

* 1. **Research Problems**

Base on background and identification of the problem, researcher formulates the problems as follows and also the problems that the writer would like to observe in this study are :

1. What are the procedures of using Cooperative integrated reading and composition in Teaching reading ?

2. What is the result that is gotten by the students using CIRC method ?

1. What are the respondent opinion/ response on CIRC in teaching reading ?
2. What is the role of the teachers in improving reading by using cooperative integrated reading and composition?
3. What is the role of the students in improving reading by using cooperative integrated reading and composition?
4. What kinds of worksheet is used in learning reading by using cooperative integrated reading and composition ?
5. What kinds of the evaluation in learning reading by using cooperative integrated reading and composition?
   1. **Limitation of the Problems**

The researcher will limit its research to the students of 8th grade 1 junior high school at Lembang. Cooperative integrated reading composition which is used by researcher is work in a group of the materials reading ability.

This research is restricted to the use of narrative text as reading materials from text book in English class. By discipline, this research is under applied linguistics. By content, this study is limited to discussion to the reading essay  tests question  method to improve the students reading comprehension and by activity this research administered pre-test and post-test to find out the prior knowledge of the students for example; reading material test that consist of fable story. The topic are wrong thought, special gift, and post-test that would be done after a number of treatment to discover, the reading ability subjects in applying this case, the writer used fable story, especially to the second year students of SMP Negeri 1 Lembang.

The researcher limits the study about how the implementation of cooperative integrated of composition in teaching reading at the second grade of SMPN 1 Lembang. To limit the problem the writer focuses the study on the fable story reading of English Language and using CIRC (Cooperative Integrated Reading and Composition) technique of communicative approach learning methods for the observation and also using theory cooperative language learning using by curriculum 2013.

* 1. **The Goal of the Study**

Base on identification of the problems, the goal of this research as follows :

1. To find out the procedure of teaching English with communicative language teaching in teaching reading.

2. To find out the role of student in learning English using cooperative integrated in teaching reading.

3. To find out the form of evaluation in learning English using cooperative language.

4. To find out the influences and the improving of use CIRC.

5. To find out the respondent’s opinion of using CIRC as the method in teaching that applied in the class room.

6. To find out the kind of worksheet which is used in learning reading by using CIRC.

7. To find out the kind of evaluation in learning reading by using CIRC.

* 1. **Significances of the study**

The researcher hopes that this research gives benefits for the readers and the other researcher. Basically, the benefits are distinguished into two:

1.Theoretically

to improve English language skills, particularly in terms of reading, to develop cooperative learning method in teaching English, to proof that using cooperative learning method is needed in teaching English.

2. Practically

There are several practical significances of this study, among others :

1. For the students

By using CIRC in teaching reading, it is hoped the students interest to learn English, to know development of using CIRC in teaching reading.

1. For the Teacher

The researcher hopes that the result pf study will be useful to improve the information which will be used by teacher in teaching reading, to know the difficulties that is faced by students when they use CIRC in teaching reading.

1. For the Reader

The researcher can inform to reader about the implementation of Cooperative Integrated Reading and composition.

1. For the next Researcher.

The researcher hopes that the next researcher can apply this study as the information and reference in cooperative integrated and composition in teaching reading process and also can makes all the reader more understand, the best and more better.

**CHAPTER II**

**THEORETICAL FOUNDATION**

In this chapter, some important points which include a lot of theoretical reviews from experts that are described to support this study. They explain the descriptions that cover the theory of reading comprehension, the topics that are discussed: The definition of teaching reading, kinds of reading, definition of cooperative learning the theory of CIRC, the use of CIRC and reading assessment which provide explanation of variables proposed in the present study.

**2.1** **Teaching Reading**

In teaching learning process reading is very important, because through reading we can understanding and getting general information from the text, getting specific information from a text, and for pleasure or for interests. Here are overviews of present several definitions:

Reading is a process to get the message to be conveyed by the author through the medium of words or written language (Tarigan 1986:7). A process which requires that a group of words which constitute a unity will be seen in a glance, and that the meaning of individual words will be able to be in the know ( Hodgon in Tarigan 1986: 7 ).

Reading is an activity to respond to a particular symbols by using the proper sense (Ahmad S.H in Slamet 2006: 67). This means that reading gives a response to any expression of the writer to be able to understand the material is good. Other sources also revealed that reading is an act which is done based on the cooperation of several skills that observe, understand, and think (Jazir in Slamet 2008: 67).

Briefly can do that reading is Bringing meaning to end getting meaning from the printed or written material gather as well as understand the meaning or meanings contained in the written material. Reading an arrest and understanding of ideas, activities accompanied readers appreciate the outpouring of the soul in the manuscript. (Finochiaro and Bonomo in Tarigann 1986: 6).

Of the various in teaching reading of the above can in Drag conclusion that reading is to understand the content, ideas, or ideas expressed or implied in the text. Thus understanding into products that can be measured in reading, not the physical behaviour at the time of reading. The nature or essence of reading is comprehension.

* + 1. **Types of Reading**

There are several two types of reading that are usually applied in reading class as classified by Tarigan (1986:7) as follows:

1. Reading aloud

Reading aloud is one kind of reading activities that can be used to check the pronunciation of the students. They make accurate connections between graphemes and phonemes. It is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces.

1. Silent reading

Silent reading is a very important skill in teaching of English, in this activity the students more comprehend and understand about what they read because there are not any noisy to disturb when they read. This reading should be employed to increase reading ability among learners.

The benefit of using silent reading in the classroom activity does not only enable the students to be more active and accurate, but also need a minimal time because this activity is done at a time. All students participate together in this activity at a time. This activity also helps the students to develop the skill of reading fast, but only bright and intelligent students can learn this skill and average students learn it hardly (Patel, 2008:116). Silent reading have several two types there are extensive reading and intensive reading.

1. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) Extensive reading may be subcategorized into skimming, and scanning

1. Skimming

Usefulness to the reader. Martin Parrot says skimming involve looking through a text quickly to derive the gist of something. It involves a degree of inference and interpretation. The purpose of skimming is to know whether the text meets the reader needs. When it does the reader may go on reading, but when it does not, the reader will leave the text.

According to Harmer skimming is to read through a text quickly to find the gist or the main idea or the text. Very often the gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can only be skimmed skills; the teacher has to explain how to skim and gives some exercises afterward. And according to Brown skimming is the processes of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point if view of the writer, its easy or difficulty, and or its and or its usefulness to the reader.

Martin Parrot says skimming involves looking through a text quickly to derive the gist of something. It involves a degree of inference and interpretation. The purpose of skimming is to know whether the text meets the reader needs. When it does the reader may go on reading, but when it does not, the reader will leave the text.

Of the various in teaching reading of the above can in Drag conclusion that reading skimming is Skimming is used to quickly gather the most important information gist, run your eyes over the text, nothing important information, with skimming student can rapidly for the main point.

1. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking at for the specific piece of information you needed. With scanning student can reading rapidly to find a specific piece of information. According to Harmer scanning is to read through a text quickly to find specific information needed (ex: names, years, numbers, and word). Being interested in one text (the result of skimming), one will be eager to find further information quickly.

According to Brown scanning is a strategy used by all readers to find relevant information in text. The students are not patient enough to read the whole text, what the students want to answer some questions which exist in the students, mind immediately after skimming.

1. Intensive reading

Intensive reading may be subcategorized into two, the first is content study reading which is includes close reading, comprehensive reading, critical reading and for ideas and the second language study reading which is includes foreign language reading and literary reading (Tarigan:12-13).

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy of intensive reading as a "zoom lens" strategy. Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by:

The same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of” Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.

Used on suitable texts and following useful principles, this can be a very useful procedure. Intensive reading courses equip students with basic reading strategies to enable them to achieve fluency and competence in the areas of vocabulary recognition and to develop critical thinking skills.

Base on the explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

Nunan (1980) says It is important to bear in mind that reading is

not an invariant skill, that there are different types of reading skills that

correspond to the many different purposes we have for reading. Rivers and Tampere suggest that second language learner will want to read for the following purposes:

1) To obtain information for some purposes or because we are curious about some topics.

2) To act in a play, play a game, do puzzle

3) To know when or where something will take place or what is available

4) To know what is happening or has happened (as reported in newspaper, magazines, reports).

5) For enjoyment or excitement.

The opinion above means that the students know how to understand the message that is extended by the writer in reading materials.

**2.1.2 Reading Assessment**

Reading assessment is an essential element of education used to inform instruction (Wren:2004). The first step in implementing good reading instruction is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. Due to these various student levels, it is necessary to design literacy instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including students with disabilities (Rhodes & Shanklin, 1993).

The information is gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum. The following information is an overview of the purpose and benefits of early reading assessment, examples of data collection methods, and considerations for selecting a measure for students.

Research provides evidence that specific early literacy concepts can predict students reading achievement (Parecki, 2004). These reading concepts include knowledge, phonemic awareness, decoding, fluency, and comprehension. An effective reading program includes assessments of all of these concepts for several purposes.

The first is to identify skills that need review. Assessment provides teachers with information on what skills students have and have not mastered. It is needed to help teachers know the skill levels of their students, since students have varying experience and knowledge.

The second purpose is to monitor student progress. A teacher can learn which students need review before covering additional content and which students are ready to move forward.

The third purpose is to guide teacher instruction. Through consistent assessment, a teacher can make informed decisions about what instruction is appropriate for each student.

And the last one is purpose is to demonstrate the effectiveness of instruction. The information gained from assessment allows teachers to know if all students are mastering the content covered. It is important for teachers to use instructional time effectively, and this can be done when teachers are knowledgeable about what their students are ready to learn and what they already know. Therefore, the information gained from assessment allows a teacher to create appropriate instruction for their students. Additionally, a fifth purpose of assessment is to provide teachers with information on how instruction can be improved.

The Aspects of Reading as outlined magnitude consist of two important aspects in reading, namely:

1. The mechanical skills (mechanical skills) which can be considered to be in the lower order (lower order cover:

a. Introduction of form letters

b. The introduction of linguistic elements (phoneme / grapheme, words, phrases, patterns of clauses, sentences, etc.)

c. Introduction relations / correspondence patterns of spelling and sound (voice capabilities of written material or "to bark at print")

d. The extent to slow reading speed.

2. The skills are understanding (comprehension skills) which can be considered to be in a higher order (higher order). These aspects include:

a. Understand simple (lexical, grammatical, theoretical).

b. Understand significant or meaning (among other aims and objectives author, relevance / state cultural, and reader reactions).

c. Evaluation or assessment (content, form).

d. Reading speed flexible, easily adapted to the circumstances.

The teacher should set a special time for the group to evaluate their work and their result in order to be able to cooperate effectively. This evaluation should not do any time in team work, but it can be done after students involve in learning activities of cooperative learning. Shortly, the elements above support each other in conducting cooperative learning. One or two elements will not develop cooperative learning successfully. When five elements meet, it will produce a cooperative learning with all students can improve their knowledge by using it.

Pre-made rubrics specifically designed for use with Middle School level students. This rubric pack will make grading much easier. Complete rubrics for assessing Behaviour Class Participation, Homework, Listening, Organization, Presentation, Problem Solving, Project, Research, and Teamwork ( Charles Alderson:1985 ).

**Rubric for scoring reading from Linse (2005)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Poor**  **1** | **Fair**  **2** | **Average**  **3** | **Good**  **4** | **Excellent**  **5** |
| **Fluency** | Speech slow and very terrible | Speech slow and terrible | Almost speech quickly | Speech in story generally with essential. | Speech in story fluent and effortless. |
| **Pronunciation** | Pronunciation problem too much and terrible | Pronunciation problem much and terrible | Almost don’t have problem | Always intelligible. | Pronunciation and intonation approximate. |
| **Grammar** | Error in grammar and words order so severe as to make speech virtually unintelligible. | Grammar and word order | Make frequent error of grammar and word order that occasionally obscure meaning. | Occasionally makes grammatical or word order error. | Grammar and word order approximate. That native speaker. |
| **Vocabulary** | Limitations so extreme as to make story virtually impossible. | Very limited vocabulary | Student frequently uses wrong story. | Student Occasionally uses in appropriate term. | Use of vocabulary and idioms approximate. |
| **Understanding(context)** | Can not said be understand. | Has great difficulty, | Understand most of all. | Understand nearly everything at normal | Understand the whole of the story. |

**2.2 The Strategies in Teaching Reading**

Reading comprehension is understanding safe meaning or purpose in a reading through writing. This definition emphasizes on two fundamental things to read that language itself and writing graphic symbols that present information in the form of readings (Lado in Nurhadi 1987: 222).

Reading is such a complex process with practice and exposure, children develop understanding so that they may begin to comprehend stories better. Students begin to read stories that are longer have deeper meanings hidden messages, similes, metaphor, and even understand very difficult vocabulary ( Bonner, 2008 ).

Of the various understandings of the above can in Drag conclusion that reading is to understand the content, ideas, or ideas expressed or implied in the text. Thus understanding into products that can be measured in reading, not the physical behaviour at the time of reading. The nature or essence of reading is comprehension.

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down process. Following are five such strategies, each of which can be practically applied in the classroom:

1. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something, and as a learner should make sure the purpose in reading something. In identifying the purpose of reading text the teacher should make sure by asking the students what the purpose the text that they are reading. And help the students by giving another example that there is correlation with the text so the students know what they are looking for and can wed out potential distracting information.

1. Skim the text for main idea

Skimming consists of quickly running one’s eyes across a whole

text (such an essay or article). Skimming gives the advantages of being able to predict the purpose of passage, the main topic, or message in the written text. This strategy can be apply by training students to skim passages by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell to the teacher what they learned.

1. Scan the text for specific information

Scanning or quickly searching for some particular piece or pieces of information in a text. And the purpose of scanning is to extract specific information without reading through the whole text. In using this strategy, the teacher can ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

1. Use semantic mapping and clustering

Readers can easily be overwhelmed by a long string of ideas or events. This strategies help reader to provide some order to chaos. For this strategy the teacher can show a first attempt by a small group of students to draw a semantic map of an article. For example: The Planet, “an article about a total solar eclipse”.

1. Guess when we are not certain.

The teacher can help learners to become accurate guessers by encouraging them to use effective guessing in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. The strategies above are obviously the key to all teaching methodology in teaching reading in classroom. By now, teacher may be able to profess at least some strategies above to teaching reading and have a beginning of an understanding of how these strategies enlighten or will enlighten in classroom practice.

**2.2.1 Media and Sources for Teaching Reading**

Media education in general, is a teaching and learning tool. Everything that can be used to stimulate the mind, feelings, concerns and abilities or skills of learners in order to facilitate the process of learning. This limitation is quite extensive and in-depth understanding of the source include, environment, human and methods are utilized for the purpose of learning / training.

Meanwhile, according to Briggs (1977: 16) and the National Education Association (1969:12) revealed that the learning media is a means of communication in print or view-hearing, including hardware technology. Meanwhile According to Daryono (2011:4) states that learning media is a means of intermediaries in the learning process. In the learning process, the media has function as carries of information from the sourer ( the teacher ) to the receiver ( students ). Instructional media is physical means to deliver content / learning materials such as:

1. Media Visual: pictures, graphics, skits, cartoon, map and globe.
2. Media Audio : radio, recorder and tape recorder.
3. Silent projection and projection movement : television, film, video.
4. Multimedia : book, newspaper, text, literature, animation.
5. Things : projector, people, animals, and plants.

in this case the writer will try to use the media multimedia there is a book or texts (narrative text) in teaching reading with the reason would be more effective if the media in the form multimedia there is of text using one of which is a narrative text.

There are several kinds of reading that are usually applied in reading class as classified by Semi (1995:5), Textual types refer to the following four basic aspects of reading. Follows there are [descriptive](http://en.wikipedia.org/wiki/Descriptive_writing), [narrative](http://en.wikipedia.org/wiki/Narrative), [expository](http://en.wikipedia.org/wiki/Expository), and [argumentative](http://en.wikipedia.org/wiki/Argumentative).

1. Descriptive text : Based on perception in space impressionistic of [landscapes](http://en.wikipedia.org/wiki/Landscapes) or persons are often to be found in narratives such as [novels](http://en.wikipedia.org/wiki/Novels) or [short stories](http://en.wikipedia.org/wiki/Short_stories). The purpose is to create a vivid impression of a person, place, object or event.
2. Narrative text : The text that tells something that is imaginative, aims to entertain the reader.
3. Expository text : It aims at explanation, the cognitive analysis and subsequent syntheses of complex [facts](http://en.wikipedia.org/wiki/Fact).
4. Argumentative text : Based on the [evaluation](http://en.wikipedia.org/wiki/Evaluation) and the subsequent [subjective judgement](http://en.wikipedia.org/w/index.php?title=Subjective_judgement&action=edit&redlink=1) in answer to a problem. It refers to the reasons advanced for or against a matter.

Some expects use the term of narrative text in their own book. In this chapter the writer will use term of narrative text instead of using narrative text for the statement of all experts in the explanation of theoretical foundation about reading.

**2.3 Cooperative Learning as an Umbrella of CIRC**

Cooperative learning stands for cooperative and learning. Cooperative is collaboration, Besides learning is an active process of gaining knowledge, insights, and skills through study, experience, or instruction.

According to Morgan (1980) defines learning is any relatively permanent change in behaviour that is a result of past experience. Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks to help themselves and their teammates learn together. It is a beneficial to students because there is a mutual relationship among the classmates academically.

The definition of cooperative learning by Kagan (1992) quoted in Richards and Rodgers (2003:19) as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperation is working together to reach objective together. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other’s efforts (Your success benefit me and my success benefit you),recognizing that all group members share a common fate (We all sink or swim together here), knowing that one’s performance is mutually caused by one self and one’s colleagues (We can not do it without you),and feeling proud and jointly celebrating when a group member is recognized for achievement (We all congratulate you on your accomplishment!).

In cooperative learning situations there is a positive interdependence among students goal attainments, students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.

Students learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements, students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals. Norm-referenced evaluation of achievement occurs.

The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criteria on referenced basis. Students’ goal achievements are independent, students perceive that the achievement of their learning goals is unrelated to what other students do. The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Cooperative learning is a model that helps students in developing their comprehend and attitude agreeing with the true life in the society, so by studying together among groups will improve student’s motivation, interest and comprehend in learning. Cooperative learning is moreeffective in increasing motive and performance students.Learning Modelof cooperative learning motivates student’s ability in solving the problemsthat is obtained as long as learning process, because the students cooperatetogether with the other students in solving the problems.

Johnson (1988:99) states that the essential components of cooperation are positive interdependence, face-to-face promote interaction, individual and group accountability, interpersonal and small group skills, and group processing. Systematically structuring those basic elements into group learning situations helps ensure cooperative efforts. and enables the disciplined implementation of cooperative learning for long-term success.

Positive Interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed and communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that each group member’s efforts are required and indispensable for group success and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

Students need to do real work together in which they promote each others success by sharing resources and helping, supporting, encouraging, and applauding each others efforts to achieve. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other learning. This includes orally explaining how to solve problems, teaching ones knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning.

Each of those activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting

each others learning face-to-face that members become personally committed to each other as well as to their mutual goals.

Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragements in learning. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency.

Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task

work (learning academic subject matter) and teamwork (functioning effectively as group). Social skills for effective work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision making, trust-building, communication, and conflict-management skills empower students to manage both teamwork and task work successfully.

There are several eight kinds of cooperative learning that are usually applied in reading class as classified By Slavin( 1987)

1. Think Pair Share

Originally developed by Frank T. Lyman (1981), Think-Pair-Share allows for students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner.

1. Jigsaw

Students are members of two groups: home group and expert group. In the heterogeneous home group, students are each assigned a different topic. Once topic has been identified, students leave the home group and group with the other students with their assigned topic. In the new group, students learn the material together before returning to their home group.

1. Reverse Jigsaw

This variation was created by Timothy (2003) It differs from the original Jigsaw during the teaching portion of the activity. In the Reverse Jigsaw technique, students in the expert groups teach the whole class rather than return to their home groups to teach the content.

1. Reciprocal Teaching

Brown & Paliscar (1982) developed reciprocal teaching. It is a cooperative technique that allows for student pairs to participate in a dialogue about text. Partners take turns reading and asking questions of each other, receiving immediate feedback. Such a model allows for students to use important metacognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other.

1. Collaborative

Students collaborate to answer a big question that is the learning objective. Each group has differentiated questions that increases in cognitive ability to allow students to progress and meet the learning objective.

1. STAD ( Student-Teams-Achievement Divisions)

Students are placed in small groups, The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group.[[](http://en.wikipedia.org/wiki/Cooperative_learning#cite_note-25)

1. TGT ( Team Game Tournament)

Students are placed into small groups to study and prepare for a trivia game. This gives students incentive to learn and have some fun learning the material. This is a group exercise so not one student is to blame if a team loses.

1. CIRC ( Cooperative Integrated Reading and Composition )

In CIRC, students worked in heterogeneous learning teams for all reading, language arts, and writing activities. In reading, students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the base stories. Students also received direct instruction on comprehension and comprehension activities, followed by team practice.

In this case the writer will be try to examine by using the method CIRC to improving reading ability.

* 1. **The Implementation of CIRC in Teaching Reading**

Progressive educator dares to try new methods that are able to improve

student’s motivation to learn. In order to make students can learn well, so the method in teaching must be effective and efficient as possible. Cooperative learning is an instructional that divide into small group, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a group members is responsible not only for learning what is taught but also for helping their group, thus create.

Students work through the assignment until all group members successfully understand and complete it. Reading is a visual process - vision a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. Reading is one of the most important skills that must be developed by student.

The central aim of reading is the comprehension of the material read. Many readers show some difficulties while English texts, especially when they find a lot of unfamiliar words which they cannot comprehend and use correctly. In this problem, the researcher notices that many students read without any particular strategies for remembering new words or making use of clues in the text. So, they do not comprehend the main of what they are reading, and consequently they get little information.

To use in teaching reading comprehension effectively, students need to be equipped with effective strategies to help them improve their reading competency. Cooperative learning strategy is one of strategies that teacher should use in his or her class. Cooperative learning is an approach in teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. One of cooperative learning is CIRC method.

CIRC method is very majored in teaching and learning process as like: learning together or group work, because this is important to relation among students with another students., the teacher and the students In Cooperative Integrated Reading and Composition Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level; they have equal opportunities for success.

CIRC provides a structure for teacher to teach and students to learn which help all students become more effective readers and writers. Although CIRC has clearly supported more than one skill in learning English, the researcher focuses on development of students’ writing skill. The following is the application Cooperative Integrated Reading and Composition (CIRC) method:

1. Researchers explains Cooperative Integrated Reading and Composition

(CIRC) method process

2. Researchers explain the subject.

3. Researchers makes groups which consist of 4-5 students

4. Researchers gives an issue/reading text of descriptive text

5. The students cooperative in reading a text each other and find the main

idea. The other students gives commands to the issue and it is written in a

pieces of paper.

6. The researcher asks students to read result of their work

7. The researcher makes a conclusion

The involvement of students in learning process and understand the subject by cooperating with their group in making question and answer it will improve student’s understanding the subject and finally will improve their learning result Institutes of Education Science states about definition of Cooperative Integrated Reading and Composition as follows: A Cooperative Integrated Reading and Composition is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary”.

Based one this statement above, teacher can use the method to attract students attention by giving them the simulation that must to be responded by cooperative learning. In short, cooperative learning is the simulation for the students. In CIRC, students worked in heterogeneous learning teams for all reading, language arts, and writing activities. In reading, students worked with partners during follow-up times on partner reading, decoding, story structure, prediction, and story summary activities related to the base stories. Students also received direct instruction on comprehension and comprehension activities, followed by team practice.

In writing and language arts, students use a process approach to write, and participate in peer conferences during planning, revising, and editing stages of the process. Students also received direct instruction followed by team practice on language mechanics and language expression activities, which were integrated with the students writing activities. The authors found significant effects in favour of the CIRC students on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression, and spelling.

The CIRC students also performed better on writing sample and oral reading measure. The endeavour to teach academic skills known as cooperative

learning of interest to behavioural educators due to its record of effectiveness, its use of behavioural procedures, and its relatively widespread adoption by regular educators.

All form of cooperative learning emphasize operations that encourage students to work together to achieve commonly held goals rather than competing with or ignoring the efforts of others. First, it states that some cooperative learning proponents fail to describe the behavioural processes underlying the approach. Second, it is pointed out that it is unclear whether cooperative learning is an independent variable. Given that cooperative learning applies group

Contingencies to academic behaviour, the question is raised as to whether group contingencies do, in fact, produce desirable social interactions, and whether group contingencies are appropriate for academic behaviours. A concern is also raised as to whether the spontaneous peer tutoring generated by cooperative learning compares favourably with planned peer tutoring. Finally, it is claimed that the minor variations from academic group contingencies that cooperative learning proponents have introduced do not require identifying a new process.

CIRC is one of the methods that are developed from Cooperative Learning. In Cooperative Learning, students will seat together in a group to receive the lesson from the teacher. The important thing is students help each other to be successful. All of the cooperative learning gives ideas that students have to make good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

Cooperative Integrated Reading and Composition (CIRC) is also school-based program that targets reading, writing, and language arts in grades 2 through 8. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each students is paired with another student and then assigned to a group of students at the same or different reading level. These learning group work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, and testing.

Students are encouraged to cooperate and help one another, because students’ scores on individual assessments are summed to form team scores. In CIRC, teachers use reading texts and reading groups, much as in traditional reading programs. However, all students are assigned to teams composed of two pairs from two different reading groups.

While the teacher is working with one reading group, the paired students in the other groups are working on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will come out, summarising stories to one another, writing responses to stores, and practicing spelling, decoding, and vocabulary. Students work as a total team to understand the main idea and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another’s work, and preparing for publications of team books.

The effort to teach academic skills known as cooperative learning of interest to behavioural educators due to its record of effectiveness, its use of behavioural procedures, and its relatively widespread adoption by regular educators. All forms of cooperative learning emphasize operations that encourage students to work together to achieve commonly held goals rather than competing with or ignoring the efforts of others.

Despite the apparent soundness of the approach, the present commentary raises several issues. First, it states that some cooperative learning proponents fail to describe the behavioural process underlying the approach. Second, it is pointed out that it is unclear whether cooperative learning is an independent or dependent variable. Given that cooperative learning applies group contingencies to academic behaviour, the question is raised as to whether group contingencies do, in fact, procedure desirable social interactions, and whether group contingencies are appropriate for academic behaviours.

A concern is also raised as to whether the spontaneous peer tutoring generated by cooperative learning compares favourably with planned peer tutoring. Finally, it is claimed that the minor variations from academic group contingencies that cooperative learning proponents have introduced do not require identifying a new process.

**2.4.1 The Procedure of Implementing CIRC in Teaching Reading**

Suprijono (1992) describes the steps of this method that students are

formed as group to give opinion toward expression. The steps are seven

1. Researchers explains Cooperative Integrated Reading and Composition (CIRC) method process.

2. Researchers explain the subject.

3. Researchers makes groups which consist of 4-5 students.

4. Researchers gives an issue/reading text of descriptive text.

5. The students cooperative in reading a text each other and find the main idea. The other students gives commands to the issue and it is written in a pieces of paper.

6. The researcher asks students to read result of their work

7. The researcher makes a conclusion

From the steps above, the teacher should implement the steps accurately so the learning process run well based on the learning outcome.

A variety activities are included in CIRC, thereby preventing boredom. Readers practice with a partner before reading aloud individually. Many opportunities are offered for readers to learn vocabulary and to gain comprehension before writing takes place. Materials are correlated with a wide array of basils and literature. All students have an equal opportunity for success. They learn to work and get along together. Partners have a vested interested in seeing that all members of the team contribute for the good of the team. Follow-up support is provided. Networking has been established in some districts and the disadvantages of CIRC method are this teaching needs a long time from preparation in evaluating. The class’s condition becomes crowded. There are some students do not want to join certain students for example female with female.

According to Ogle (2008:19) there are several activities refer to the following four basic aspects of reading. Follows there are:

1. Running record : individual or pair work the students read orally a piece of known readability level, so that the students instructional level can be estimated.
2. The cloze procedure : individual or pair work when good readers read, they use context and what they know about the topic, the world, and language to help them when understanding is tough.
3. Story map : individual or pair work the ask the students to presentation in front all of the other students.
4. Questions and retellings : individual or pair work for a story it might be a story map of some sort, asking the students about the element of the stories grammar, setting, character, problem, resolution and the students retell about the story when the other students have finished read the stories.
5. Multiple choice techniques : individual or pair work, they allow testers to control the range of possible answers to comprehension questions, and to some extent to control the students thought processes when responding.

Base on the theories above, during the research the researcher will use only two of those activities, multiple choice and questions and retelling alternative in teaching reading narrative text. These activities will become procedure that supporting the Students worksheet.

**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter presents the methodology that is used in conducting the research. It covers research design, population and sample, technique of data collection and technique of analyzing data.

**3.1 Research Design**

The research is about the implementation of cooperative integrated reading and composition to improve reading ability. The research applies descriptive and qualitative method. The researcher does the research by following some steps. These following are the steps that will be done by the researcher.

To make it apparent, the design of the present class action study can be described as proposed by Kemmis and Mc Taggart in Denzin and Lincoln ( 2000:567) in the following:

1. Planning

Before the classroom action study the method could be successfully carried out, the researcher had to prepare instructional planning for all sessions. The planning was expected to be futuristic and flexible to face some non-anticipated effects. Deciding the materials related to the topic to be taught in the class. Set up the teaching learning scenario. The scenario will be as follows:

1. Seeking and preparing a series of reading text and writing exercise which could be appropriately use in teaching reading comprehension by using CIRC to seventh grade students of SMPN 1 Lembang. The reading texts were completed with exercise and test to make sure that the study was effective and efficient.
2. Designing lesson plan or setting up the teaching scenarios of the present classroom action study. The researcher design and planned four lesson plans or teaching scenarios that were used in cycle I and cycle II with four sessions. Thus, each lessons plan used to teach reading once. Four lessons plan were used in two cycles respectively. In line with the time schedule, each sessions or meeting were planned to last about 80 minutes.
3. Constructing reflection or post test at the end of each session of the basis of the reading text which was being taught at the time. The administration of the reflection was used to measure the extent of the subject progress in reading comprehension.

4) Constructing questionnaire to the subjects under study. By the end of the first cycle, the research also administered questionnaire which was actually intended to measure quantitatively the changing learning behaviours of the subjects in improving reading comprehension through CIRC.

2. Implementing

The action was done by following the teaching learning scenario. If something happens outside the scenario, then another action was done to anticipate the cause. Action refers to what the researcher did in the classroom and how to manage the class, each of which was closely related to know what she or he planned in the lesson plans.

In this step, all the students were given a written achievement in order to know their improvement in comprehending the passage that given. They were given about 30 minutes for doing the test. In relation to improving the comprehension of the seventh grade students of SMPN 1 Lembang, there were three main activities as the realization of the lesson plans stated in the planning they are pre-activities, while-activities, and post-activities. The further explanation about what kind of activities they were and their goals can be described as follow:

1. Pre-activities

The implementation of CIRC is to improve reading comprehension. In this stage, the researcher did several activities, namely: greeting, checking students attendance list, trying to active the students knowledge by giving them motivation and a common description related to the material which would be discussed in the class. This activity was done to lead the students‟ attention to the material; therefore, they could be involved in the learning process actively.

1. Whilst-activities

The researcher who acted as classroom teacher applied CIRC as a method for teaching reading comprehension. As the students were positive and just keep

silent. The researcher told the role to be the students. The rules are: first, telling to the students to make a group, each group consists of 5 people. Second, the researcher telling the students about the material based on the topic. Third, the researcher told the students to read and find out the main idea of the material with work together and give some opinion about the material also write down in worksheet. Fourth, the students present about the result of group work and the last, the researcher make a common result.

1. Post-activities

In this activity, the researcher administered reflection or post-test to measure the students ability after being taught through group investigation method. During the post-test activities, the students did the test individually.

1. Reporting

After the writer observes the implementation of the use of pictures cooperative integrated reading and composition in teaching reading to improve ability, then then writer will report the result of her research by using data analysis.

To gain clear understanding comprehension about the model pictured above, each step or phase is described in detail below:

**CYCLE I**

Planning

Action

Observation

Reflection

Reflection

Observation

Action II

Revised Planning

**CYCLE II**

**Next cycle….. ?**

The procedure of teaching in this classroom action study was primarily intended to find out the improving reading comprehension especially through Cooperative Integrated Reading and Composition (CIRC). On account of this fact, the result of the reflection or post-test in cycle I has two sessions was used as valuable input and a basis to accordingly revise the planning in cycle II.

Therefore, cycle II has two sessions was started with revised planning (RP) which was assumed to be more effective than cycle I. Each cycle has two sessions. The degree of improving of teaching reading comprehension by using CIRC was figured out through comparing the mean score of pre-test (X0) obtained by the subject with their corresponding mean score of the reflection or post-test in both cycle, such as cycle 1 (XI) and cycle II ( XII).

* 1. **Research Method**

The method taken is by the writer using descriptive text qualitative method. According to Moleong (states in Suharsami, Arikunto 2013).

*Sumber data penelitian kualitatif adalah kumpulan yang berupa kata-kata lisan atau tertulis yang di cermati oleh peneliti, dan benda-benda yang di amati sampai detailya*

Descriptive qualitative method is taken because the object of this research is describe the procedure of using implementation cooperative integrated reading and composition in teaching reading to improve reading ability.

**3.3 Setting of the Study**

In this study, a classroom action research will be conducted at the eight

grade students of SMPN 1 Lembang in the academic year of 2014/2015. It is

located on Lembang – Bandung Wetan Street Lembang floating market Bandung Wetan. The researcher chooses this junior high school because the genre (narrative) used by junior high school. So the researcher can apply the research in the eighth grades.

**3.4 Population and Sample**

**3.4.1 Population**

According to Arikunto (2013), A complete set of element ( persons or objects) that proses some common characteristic defined by the sampling criteria established by the researcher. Population will be taken from the students of junior high school of SMPN 1 Lembang – Bandung totalling 400 students which divided into 10 classes (class 8A-8I). Each class has 40 students.

Population is all data that concerns use in a scope and time date we specify. As population, the researcher will take the students of second grade of students of SMPN 1 Lembang – Bandung because in implementation plan for learning there was narrative reading aspect reading.

**3.4.2 Sample**

According Arikunto (2013) the sample is partially or representative population to be studied. To determine the sample, the researcher will use class sampling, because the writer has to adjust with the time of teaching schedule in SMPN 1Lembang. It means that using sampling class is more effective. The writer will take 34 students or one class.

The sample of this research is class 8H of second grade of students of SMPN 1 Lembanng – Bandung. The writer will do random sampling to take one class as a sample from ten classes. The class as sampling class is 8H consist of 34 students.

**3.5 The Procedure of Collecting Data**

This study was consistently designed by using classroom action research which is aimed at improving students ability in reading comprehension through Cooperative Integrated Reading and Composition (CIRC) to the students of SMPN 1 Lembang. This study consists of two major cycles. Each cycle has two sessions each of which contains of four steps namely: planning, action, observation, and reflection.

This classroom action research concerns on teaching reading comprehension and the data was collected by using two kinds of test that were pre-test and post-test.

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, the researcher gathered the data to support above. The techniques and methods which are used by the researcher to collect the data are observation, test and interview.

The Data collection is the process of collecting some data which is needed by the writer completing the result of the research. In conducting this research, the researcher will use several technique. They are:

* + - 1. Observation

Observation is a fundamental way of finding out about the world around us. As human beings, we are very well equipped to pick up detailed information about our environment through our senses. However, as a method of data collection for research purposes, observation is more than just looking or listening. Research, simply defined, is systematic enquiry made public (Stenhouse: 1975). It means that the observation will be deeply observed by making notes for the whole activity.

Firstly, in order to become systematic, observation must in some way be selective. We are constantly bombarded by huge amounts of sensory information. Human beings are good at selectively attending to what is perceived as most useful to us. Observation harnesses this ability; systematic observation entails careful planning of what we want to observe. Secondly, in order to make observation public, what we see or hear has to be recorded in some way to allow the information to be analysed and interpreted.

Observation is observing an object. Observation in this research is used to monitor the student’s activities during the teaching learning process of English study by using multiple method to teach reading comprehension at the 8th grade students of SMPN 1 Lembang – Bandung. Observation is a perception activity to know how far the teaching method works well.

Observation is the process of observe and write the phenomena that happened in class systematically. It means that observation is used to observe the students’ activity during the teaching learning process to get a data. To collect a data through observation uses checklist observation to make it more systematic, containing list of students activities and response or happening which might happen.

The researcher will observe about the implementation cooperative integrated reading and composition in teaching reading, the purpose is to improve students reading ability. The relation between implementation and lesson plans that have been prepared, such as the teaching learning materials, the learning result and the procedure of cooperative integrated reading and composition in teaching reading is very important.

The instruments that will be used during observation are checklist form. During the research, the writer also will write all thing that happened during the class activities from start until the end of the class. The writer will also use video record as an instrument in observation, so the instrument is enclosed.

* + - 1. Interview

According to Kuntoro (200: 45), interview is one of methods to collect the data by doing communication, that is through contact or interpersonal between interviewer with respondent. The researcher interviews to the students to know how the teacher’s implementation in their reading.

Interview data is obtained from the questions and answer orally. On this research, the interview is intended to explore the advantages and the difficulties that students and teacher have to learn about reading narrative text using CIRC in teaching reading. The instrument that will be used for interview form which contains some questions. The writer will make an interview by using tape recorder as a tools, so the instrument is enclosed.

* + - 1. Test ( pre-test and post-test )

According to Suyama (2007:325), test is a sequence of question or practising which is used to measure skills, inelegance knowledge. the purposes to know whether the implementation of cooperative learning integrated reading and composition in Test is giving some questions or drills that used to measure the knowledge, the ability from individual or group work. Test method is used to get learning outcome data after using Cooperative Integrated Reading and Composition (CIRC) method at 8 grade of SMPN 1 Lembang – Bandung as an evaluation after the process is running.

Test is an important part of every teaching and learning experience. There are many varieties of test: group test, individual test, written test, oral test, speeded test, and power test. Each test has different characteristics that must be considered when the tests are planning. This research uses an achievement test to measure the students’ progress in every cycle during the classroom action research. The forms of tests are written test. Tests were conducted at the last activities in every cycle In addition.

in getting data, the researcher used pre-test and post-test. As an instrument for pre-test, the student will be asked how to read by themselves. For the post test, the teacher gives some text. The researcher will use the reading assessment form as an instrument to record the data, so the instrument is enclosed.

**3.6 The Technique of Analysing the Data**

The researcher observes to the second grade of SMP N 1 Lembang. The writer uses several steps in analysing data. First, after getting the data from twice observation, the writer reads both of data. Second, the researcher analyzes the data, examine the data, explores the data into unit, arranges into pattern, determines the important stuff, compares between the first and makes conclusion. Then the data will be typed and submitted in the paper.

There are six data that will be analysed. Those data are: the data of teaching procedure by using CIRC to improving reading ability, the data of students and teacher’s role, the data of learning materials, the data of worksheet implementation, the data of evaluation result, the data of student and teachers respondents. The researcher uses several steps in analysing data.

The first data is data of learning procedure by using CIRC in teaching reading to improve reading ability. Data will be analysed by comparing the lesson plan with a data of instrument which is observed. The researcher then makes comments on the data that has been analysed.

Second data is the data of student and teachers role. The role of the teacher and student will be analysed by looking at the results of observation of the activities of teachers and students during the learning process. The activities of teacher and students then is compared with the theory that has been imprinted.

The third data is the data of learning materials by using the instrument of observation, the writer will observe how the teacher delivers the learning materials. the result of observations will be compared with the material contained in the lesson plan.

The fourth data is the implementation of work sheet. The writer will observe the implementation of worksheet using CIRC in teaching reading in narrative text, the writer will compare the result of observation with the theory that has been imprinted.

The fifth is data of learning evaluation result. The researcher will analyse data from test which are pre-test and post-test, first the writer reads both of data secondly, the researcher analyses both the data, examines the data, and then compare both data. The writer use a rubric scoring of reading assessment for evaluating the result of post-test and pre-test. The result of data comparing will be formed in to a description.

The sixth data is the data of students and teacher respondent. The data are collected by doing interview, the writer analyse the data interview then describe the data in to a description. After the writer analyse the data then the writer will make a conclusion base on all data which have been analysed.

**CHAPTER IV**

**DATA ANALYSIS AND FINDINGS**

This chapter presents data analysis and findings. The data analysis and findings consist of the students reading score in pre-cycle, cycle 1, cycle 2, and post-test and the Students response toward the implementation of cooperative integrated reading and composition in teaching reading in the classroom.

**4.1 Data Analysis**

This research was conducted every day during two weeks with 10 active days. It was started from June 04th 2015 until June 13th 2015. The Schedule of the research as describe belows:

**Schedule of the Research**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Activities** | **June 2015** | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **03rd -06th** | **08th -13rd** | **15th-20th** | **22nd-30th** |  |
| 1 | Early observation | √ |  |  |  |  |
| 2 | Pre-test | √ |  |  |  |  |
| 3 | Cycle I | √ |  |  |  |  |
| 4 | Cycle II |  | √ |  |  |  |
| 5 | Post-test |  | √ |  |  |  |

In collecting the data of the present classroom action research, the researcher used three kinds of instruments; namely pre-test, post-test, and questionnaire. The data required was meant to answer the research question through administering the instrument mentioned above to eighth grade students of SMPN 1 Lembang.

The pre-test in reading comprehension was administered to the subject under study to get their pre-existing ability in reading comprehension. In pre-test, the subjects were given 10 of multiple choice test items and 5 of essays items to determine their ability in reading comprehension. Post-test was administered in both of cycle. This was the fact that in each session the researcher administered the post-test as the reflection in reading comprehension through CIRC Method that was presented and discussed in that session.

Data analysis was divided into seven term analysis to answer the research problems, those are: The analysis of the procedure of teaching learning, the role of teacher and students, the data analysis of the teaching media, the student’s opinion and the teacher’s opinion about on CIRC method, analysis of the result and analysis of the evaluation.

**4.1.1 Data Analysis of the Procedure Teaching and Learning**

The result of getting to know the procedure of learning was using comparing the lesson plan and the implementation of learning observation sheet. The data analysis and research findings of the procedure of learning divided into three activities. Those are: pre-activities, the main activities, and closing. It can be seen as follows:

Before started the class, the teacher did greeting, asked the students to pray together, checked the attendance list, gave motivation, so the students could focus. on the lesson. Both of them are implemented by the teacher.

The second activity is the main activities. The main activities that teacher and students did during the learning process included five categories which are: observing, questioning, understanding, exploring and communicating. Each category has sub-categories, which are as follows:

1. Observing, this category has two activities, those are: the teacher gave the example of the text, and the students observed the social function, grammatical, pronunciation and the element of the text. Both of them are implemented by the teacher. This category has done in the first day.
2. Questioning, this category has two activities. Those are: the students asked about the fable story from English and Indonesia, and the students asked the difficult words of the text. From the two activities, one activity was not implemented by the students, they did not ask about the differences between the fable story from English and Indonesian. This category had implemented in the first day.
3. Understanding, this category has two activities, those are: the students read the narrative text, and the students identified intrinsic and extrinsic element of the text. Both of them are implemented by the students in the second day.
4. Exploring, this category has three activities, those are: the teacher asked the students to make a small group and gave the test of the text, the teacher asked to make retelling a short fable, the teacher asked to revise their fairy. From five activities, only one activity was not implemented by the teacher that was giving the test of the text. The category has implemented in the second day and the third day.
5. Communicating, in this category, the teacher asked the students to listen and check the mistake. This category was implemented by the teacher in the second day and third day.

The third activity is closing. In the closing, the teacher did two activities which were the teacher made a summary by involving students and the teacher gave homework to revise student’s reading comprehension.

From the above implementation of learning observation sheet descriptions, it can be seen that the teachers really tried to implement the learning activities using CIRC method in teaching reading.

**4.1.2 Data Analysis the Roles of Teacher and Students**

According to Brown (2001: 167-168), there are five roles of the teacher. In the implementation, the teacher has done all of the teacher activities. In the beginning the teacher has became a manager, she has prepared a lesson plan to teach and in the classroom she asked to the students to make a small group. When the teacher explained about this lesson and gave comment on other works, and the students made revision. The teacher has become a facilitator. The teacher organized the activity of students in the classroom. Beside that the teacher also becoming as the controller, the teacher control every group when the students read together to help them if they had a problems in finding out the meaning.

Finally, the teacher became a resource who answered students questions, gave advice, checked the students final assignments. The students also had the important role in teaching reading. In the implementation of the students have done all of their role. In their group, they have became a good partner because they have heard their friends when he/she read the fable story and corrected their pronunciation.

Beside that they have became an author because they could retell the story that had read before. After they finished retelling the story, they checked their friend’s work. So they became checker.

**The implementation of Teacher’s role**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect yang diamati** | **Pelaksanaan** | |
| Ya | Tidak |
| 1 | Guru mengontrol setiap kegiatan di setiap group ( controller ) | √ |  |
| 2 | Guru berinteraktif dengan siswa secara baik ( Director ) | √ |  |
| 3 | Guru membawa modul, rancangan belajar mengajar sesuai dengan alokasi waktuyang telah di rencanakan ( manager ) | √ |  |
| 4 | Guru berperan sebagai fasilitator yang bertugas membuat pembelajaran menjadi lebih mudah di terima oleh peserta didik ( fasilitator ) | √ |  |
| 5 | Guru menjawab setiap pertanyaan-pertanyaan yang di ajukan oleh peserta didik, guru menrima setiap peserta didik yang ingin berkonsultasi dengannya ( Resource ) | √ |  |

**The implementation of Students role**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect yang diamati** | **Pelaksanaan** | |
| Ya | Tidak |
| 1 | Peserta didik secara bergantian membaca text bersama kelompoknya | √ |  |
| 2 | Peserta didik menceritakan kembali dalam bentu lisan dengan memahami isi dari teks cerita tersebut. | √ |  |
| 3 | Setiap peserta didik menceritakan kembali dan memahami isi cerita di depan teman sekelompoknya dalam bentuk lisan. | √ |  |
| 4 | Setiap kelompok memeriksa kegiatan kegiatan kelompok lainnya dengan baik dan benar. | √ |  |

**4.1.3 Data Analysis of Teaching Reading Media**

The use of media in teaching reading and learning is essential. As lesson planning and the instructional media must think well by the teacher concerned. It was in order to achieve good learning process and also can increase of the students.

In study using cooperative integrated reading and composition in teaching reading method, teacher acts as a facilitator. Teachers role must provide learning the materials and media that is enough for students during the learning process.

The material should be related to the Students personal experience. So students can more easily understand the content of learning. The media in teaching learning also must be used attractive and interesting. Because of the students quickly get bored if it is too long. In accordance with the concept, the teacher put on a good and attractive media in the classroom

**Media for Teaching Reading comprehension**

**The Lion and The Mouse**

One day a lion slept in the jungle. A tiny mouse ran over the lion head and down his nose. The lion awoke with a load roar, he was very angry. His paw cough the little louse. The lion opened his huge jaws to swallow the mouse “pardon me”. O king. I beg of you. Cried the frightened mouse.

“if you for give me this time, I will never forget your kindness. I meant no harm and I certainly didn’t want to disturb your majesty. If you let me stay alive, I can do you a good turn too”

The lion began to laugh. He laughed and laughed. “ how could tiny creature like you ever do anything to help me ? “ and he shook with laughter “ ooh well, “ he shrugged, looking down at frightened mouse ,” you are not so much of a meal anyway..

Then, he released his paw from the mouse and the mouse ran quickly ran away. Sometime after this, some hunters, tried to capture the lion alive. They set up rope nets in the jungle. The lion feel in to the trap. He roared and thrash bed. His thunderous bellows sent through the jungle.

The tiny mouse heard the lion’s roars “that may be the lion who once freed me” he said remembering his promise. And he ran to see whether he could help.

Discovering the sad lion, the mouse sad to him “stop, stop! you must not roar, if you make so much noise, the hunters will come and capture you. I will get you out of this trap” with his scalp little teeth, the mouse gnawed at the ropes until they broke. The lion stepped out of the het and was free.

“ thank you, good mouse, ”said lion gentle, “ you did help me. I see now that kindness is always worth while,.”

Generally in this research, the teacher used a text, to improve the quality reading in teaching and learning process. The media for teaching reading is using simple text narrative fable, can see in the work sheet in appendix.

**4.1.4 Data Analysis of the Respondents opinion**

Data interview and questionnaire: June 10\* 2015

Subject : Asking About CIRC method

Place : in the class

Before the writer did the interview with the teacher, the writer got the student’s opinion using questionnaire and doing interviews. As it is done to know how the students feeling after they were learning reading using CIRC method. In this case, the writer did an interview ten students and the questionnaire was answered by all of the students. The questionnaire consisted of ten questions about this method and the interview five questions. The questionnaire consisted of ten questions and also different questions. As for questions and their responds, we can see the interview in appendix.

Base on the students answer from the interview and questionnaire, we can see how enthusiastic they are with this method. They felt more confident, active and better when they learn reading using CIRC method.

They didn’t feel bored when learning English because before they learn English using CIRC method they didn’t like English lesson because the English lesson is bored. They felt easy and learning reading comprehension and they can comprehend a story faster than before.

Base on the student’s statement ,the writer can conclude that CIRC method can improve the students reading ability, beside that this method helps them in understanding the story fable quickly.

**Implementation of the respondents students**

**Q1.** Bagaimana menurut kalian membaca cerita hewan dengan menggunakan metode CIRC ?

**SA1**. Sangat baik, karena dapat memahami ide pokok.

**SA2**. Baik, jadi kami lebih paham.

**Q2.** Apakah kalian merasa lebih mudah memahami penjelasan guru tentang pelajaran membaca dengan menggunakan metode CIRC ?

**SA1.** Iya lebih mudah

**SA2**. Iya mudah saling berkelompok

**Q3.** Bagaimana pendapat kalian tentang bentuk metode CIRC yang di gunakan guru saat mengajar, apakah sudah cukup menarik atau tidak ?

**SA1**. Iya sangat menarik dan menyenangkan

**SA2.** Menarik dan santai

**Q4.** Hambatan-hambatan apa saja yang kalian rasakan saat membaca tentang cerita fable/hewan menggunakan metode CIRC ?

**SA1**. Banyak kata yang ami tidak tahu.

**SA2.** Kata-katanya susah

**Q5.** Manfaat apa saja yang kalian rasakan saat belajar membaca cerita fable dengan menggunakan CIRC ?

**SA1**. Bisa memahami isi cerita dan tau makna teksnya.

**SA2.** Senang saat kerja kelompok.

Note:Q = Question

SA = Student Answer

**4.1.5** **Data Analysis of the Teacher opinion**

Data interview : June 10\* 2015

Subject : Asking About CIRC method

Place : His Office

After the writer got the data from observation and did the pre-test and post-test ,the writer did the interview to the teacher as implementer to complete the data. The writer wanted to know the teacher feeling after teaching reading using CIRC method. Can be this method help the students easier in learning reading? Can CIRC increase the motivation for the students to like English lesson, especially English reading? What the difficult theme that the student got when they are learning English? Why is reading becoming difficult theme for them? What is your suggestion for English lesson, especially learning reading for the student? The teacher’s answer can see in the interview sheet in appendix.

Base on the teacher’s answer, the writer can conclude that the CIRC can help him to teach reading easier and can be used to learn writing too. Beside that it can be a motivation for the students to like the English lesson and the students didn’t feel bored when they learn reading English. The teacher feels that he has a new good method for teaching English for next time, and he will try to use this method again. Reading comprehension is the difficult theme when the students the problem seemed disappeared.

**Implementation of Teacher opinions**

**Q1.** Bagaimana menurut anda penggunaan metode cooperative integrated reading and composition di dalam belajar membaca ?

**TA**. Bagus untuk di terapkan di berbagai pelajaran termasuk reading, karena reading menurut saya paling sulit untuk di terapkan di kelas,

**Q2.** Hambatan-hambatan apa saja yang anda temui saat mengajar menulis dan membaca cerita fable dengan menggunakan metode CIRC ?

**TA**. Hambatannya sih tidak terlalu banyak yaitu salah satunya harus memilki waktu yang extra untuk lebih efektif karena pembelajaran ini butuh ketenangan dan kekompakan di antara peserta didik yang satu dengan yang lainnya.

**Q3.** Apakah kemampuan membaca siswa dengan menggunakan metode CIRC menjadi lebih baik dan sesuai aspek-aspek membaca ?

**TA.** Jauh lebih baik dan mereka paham baik dari cara membaca maupun isi bacaannya.

**Q4.** Apakah anak-anak lebih termotivasi untuk membaca cerita dengan menggunakan metode CIRC ?

**TA.** Iya tentu saja, karena rata-rata dari segi usia mereka lebih suka membaca bacaan cerita daripada bacaan materi lainnya. Dan pada inti anak-anak lebih suka membaca cerita. Dengan alasan jauh lebih mudah untuk memahminya.

**Q5.** Apa manfaat yang anda rasakan saat mengajar membaca pemahaman dengan menggunakan metode CIRC?

**TA.** Manfaat yang saya rasakan yaitu senang dan lebih mudah untuk menerangkannya, tidak terlalu banyak menerangkan materinya dan anak-anak lebih paham dan mengerti.

Note: TA= Teacher Answer

**4.1.6 Data Analysis of Teaching Reading Evaluation**

The evaluation conducted a final process of students learning particularly in this research, evaluation was conduct to determine students reading comprehension and the learning result after treated by using CIRC method. In other hand, evaluation is describing post-test score of students reading comprehension. Finally it was compared with the pre-test that held before the research cycle.

The evaluation instrument is question forms are different for each pre-test and it is post-test. It is to determine the final result of the use of CIRC method to a good improvement of students reading comprehension.

The research use the scoring criteria item of the students reading. It comprises five assessment, those are: grammar, vocabulary, pronunciation, fluency, understanding. To ensure similar score that both of groups are similar score and capacity so the researcher analysed the students score with the measurement of students reading comprehension.

**Assessment form of students Reading Comprehension Performance 1=poor 2=fair 3=average 4=good 5=excellent**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Aspects** | | | | | Total score | Score |
| Pronunciation | Fluency | Vocabulary | Grammar | Understanding |  |  |
|  |  |  |  |  |  |  |  |  |

Total score= jumlah score x 100

Nilai ideal

Nilai ideal = 25

Rubric Penilaian

1. Aspek Pronunciation

|  |  |  |
| --- | --- | --- |
| No | Deskripsi | Skor |
| 1 | Tidak ada kesalahan artikulasi pengucapan | 5 |
| 2 | Hampir tidak ada kesalahan pengucapan | 4 |
| 3 | Terdapat kesalahan dengan pengucapannya | 3 |
| 4 | Banyak kesalahan dalam pengucapan | 2 |
| 5 | Terlalu banyak kesalahan dalam pengucapan | 1 |

1. Aspek Fluency

|  |  |  |
| --- | --- | --- |
| No | Deskripsi | Skor |
| 1 | Sangat lancar cara bacanya | 5 |
| 2 | Hampir lancar dan tepat | 4 |
| 3 | Terdapat kesalahan dan telat membacanya | 3 |
| 4 | Belum lancar dalam membaca | 2 |
| 5 | Terlalu terlambat membacanya | 1 |

1. Aspek Grammar

|  |  |  |
| --- | --- | --- |
| No | Deskripsi | Skor |
| 1 | Penggunaan grammar sempurna | 5 |
| 2 | Hampir sempurna | 4 |
| 3 | Terdapat beberapa kesalahan grammatical | 3 |
| 4 | Banyak kesalahan grammatical | 2 |
| 5 | Terlalu banyak kesalahan grammatical | 1 |

1. Aspek Vocabulary

|  |  |  |
| --- | --- | --- |
| No | Deskripsi | Skor |
| 1 | Kosa kata sangat tepat dan sempurna | 5 |
| 2 | Hampir sempurna | 4 |
| 3 | Terdapat beberapa kesalahan kosa kata | 3 |
| 4 | Banyak kesalahan kosa kata yang di gunakan | 2 |
| 5 | Terlalu banyak kesalahan kosa kata yang di gunakan | 1 |

1. Aspek Understanding context

|  |  |  |
| --- | --- | --- |
| No | Deskripsi | Skor |
| 1 | Dapat memahami sangat tepat dan sempurna | 5 |
| 2 | Pemahamannya Hampir sempurna | 4 |
| 3 | Kurang pemahaman mengenai isi | 3 |
| 4 | Tidak ada pemahaman | 2 |
| 5 | Sangat tidak mengerti mengenai pemahaman | 1 |

**4.1.7 Data Analysis of the Result in Teaching Reading**

In chapter two, the researcher has explained that the final test of CIRC in making the new reading with their own word, but in this case the writer changed the final test become retelling the story with their own word.

The test was conducted on 03rd of June and 10th of June 2015. The pre-test of reading comprehension to choose the best answer base on “The Lion and The Mouse“ text. The test consisted of fifteen questions. Beside that the test of reading aloud conducted reading one by one on this fairy text.

This scoring criteria of reading of testing CIRC method are : Fluency. Grammar, Pronunciation, vocabulary, understanding context.

As the result, there were 5 sets of raw scores got for the present classroom action study that was pre test scores, and reflection scores for cycle I in X1, X2, and cycle II in X3, X4. The five of scores which were collected in this study could be tabulated as follows.

**Table 4.1**

**The result of pre-test and post-test in reading comprehension of SMP N 1 Lembang-Bandung, Eighth Grade one class.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Pre-test**  **( X0 )** | **Post-test**  **( X4 )** | **X0+X4** | **Final Score**  **(X0+X4)**  **2** | **Increasing** |
| 1 | A.G.Y | 20 | 80 | 100 | 50 | 60% |
| 2 | A. H | 20 | 85 | 105 | 52,5 | 65% |
| 3 | A.P | 30 | 80 | 110 | 55 | 50% |
| 4 | A. CH | 20 | 80 | 100 | 50 | 60% |
| 5 | A. R | 20 | 85 | 105 | 52,5 | 65% |
| 6 | B. M | 32 | 80 | 112 | 56 | 48% |
| 7 | B. A | 20 | 80 | 100 | 50 | 60% |
| 8 | B.W | 24 | 85 | 110 | 55 | 60% |
| 9 | C. S | 32 | 80 | 115 | 57,5 | 45% |
| 10 | D.F | 20 | 85 | 100 | 80 | 70% |
| 11 | D. S | 50 | 80 | 130 | 65 | 40% |
| 12 | D. L | 60 | 100 | 160 | 80 | 40% |
| 13 | E. F | 32 | 90 | 122 | 61 | 58% |
| 14 | F.M | 24 | 90 | 114 | 57 | 66% |
| 15 | F. R | 36 | 80 | 116 | 58 | 44% |
| 16 | F. S | 40 | 80 | 120 | 60 | 40% |
| 17 | G. P | 40 | 90 | 130 | 65 | 50% |
| 18 | I. P | 50 | 90 | 140 | 70 | 40% |
| 19 | I.R | 40 | 90 | 130 | 65 | 50% |
| 20 | K. A | 24 | 80 | 104 | 52 | 56% |
| 21 | L. H | 20 | 85 | 105 | 52,5 | 60% |
| 22 | M. O | 36 | 90 | 126 | 63 | 54% |
| 23 | M. SP | 40 | 80 | 120 | 60 | 40% |
| 24 | M.A | 24 | 85 | 109 | 54,5 | 61% |
| 25 | N. F | 36 | 80 | 106 | 54 | 44% |
| 26 | N. W | 50 | 85 | 135 | 67,5 | 30% |
| 27 | N. P H | 36 | 85 | 121 | 60,5 | 49% |
| 28 | P. S | 20 | 85 | 105 | 52,5 | 65% |
| 29 | R. F | 20 | 80 | 100 | 50 | 60% |
| 30 | H.A | 40 | 80 | 120 | 60 | 40% |
| 31 | R. R | 32 | 80 | 112 | 56 | 48% |
| 32 | R. Z | 20 | 80 | 100 | 50 | 60% |
| 33 | R. R | 20 | 85 | 105 | 52,5 | 65% |
| 34 | R. A | 20 | 85 | 105 | 52,5 | 65% |
| **Total** | | **1044** | **2950** |  |  |  |

Note: X0= Pre-test

X4= Post-test

Computing the data with the following formula

**M= ΣX**

**N**

M= Mean score of the students achievement test.

ΣX= The sum of total score.

N = The total number of the students.

X = Score.

The additional data required for this study were collected through administering questionnaire to the subject under study at the end of cycle II. The answer of the questionnaire was quantitatively scored using the rating scale 0-3. They scored from administering questionnaire showed the subjects changing

Attitudes and motivation in reading comprehension through CIRC Method. The obtained data shown the subjects total scores for items of the questionnaire was tabulated as the following

**Table 4.2**

**Tabulation of Data Showing the Subjects Changing Motivation and Attitude in Learning Reading Comprehension through CIRC Method**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No**  **Item** | **SA** | **Score**  **SA** | **A** | **Score**  **A** | **D** | **Score**  **D** | **SD** | **Score**  **SD** | **Total** |
| **1** | 16 | 48 | 18 | 36 | 0 | 0 | 0 | 0 | 84 |
| **2** | 15 | 45 | 19 | 38 | 0 | 0 | 0 | 0 | 83 |
| **3** | 15 | 45 | 17 | 34 | 2 | 2 | 0 | 0 | 81 |
| **4** | 14 | 42 | 14 | 28 | 6 | 6 | 0 | 0 | 76 |
| **5** | 4 | 12 | 19 | 38 | 11 | 11 | 0 | 0 | 61 |
| **6** | 3 | 9 | 24 | 42 | 10 | 10 | 0 | 0 | 61 |
| **7** | 8 | 24 | 24 | 48 | 2 | 2 | 0 | 0 | 74 |
| **8** | 7 | 21 | 20 | 40 | 7 | 7 | 0 | 0 | 68 |
| **9** | 9 | 27 | 21 | 42 | 4 | 4 | 0 | 0 | 73 |
| **10** | 8 | 24 | 19 | 38 | 7 | 7 | 0 | 0 | 69 |
|  | | | | | | | | | 730 |

Note: SA= Strongly Agree ( Sangat setuju)

A= Agree ( Setuju )

D=Disagree ( Tidak setuju )

SD= Strongly Disagree ( Sangat tidak setuju )

The calculated of questionnaire can be computed by using the following formula:

X= The total score of each option x 100

Grand total score all options

The total correct of each students (X)

X = The total correct answers x 100

The total number of items

Determining qualification of the students achievement

Finally, the Students achievement will be calculated into the following criteria

|  |  |
| --- | --- |
| **Percentage** | **Criteria** |
| |  | | --- | | 80% - 100% | |  | | |  | | --- | | Excellent | |
| |  | | --- | | 70% - 79 % | |  | | |  | | --- | | Good | |
| |  | | --- | | 60 % - 69 % | | Fair |
| |  | | --- | | 50 % - 59 % | | Poor |
| |  | | --- | | 0% - 49 % | | Failure |

From the result above, there were five sets of raw scores, which showed the students progress in reading comprehension by using CIRC Method, that based on the research instrument in which the researcher administered pre-test and post-test in each session.

After getting the data as showed on Table 4.1, all of the gathered data were computed in order that could find the mean of initial reflection scores (X0) and the mean of post-test scores for four sessions (X1, X2, X3, X4, ). The computation of the data could be shown as the following:

1. The main score of Pre-test : X0 = 1044 = 30,70

N 34

2. The main of score Post-test : X4 = 2950 = 86,76

N 34

The results of the above analysis were considered as the findings of the present classroom action study.

**Table 4.3**

**Summary of the Research Showing the Mean of Each Session**

**And the Grand Mean for Pre-test and Post-test**

|  |  |  |
| --- | --- | --- |
| **IR**  **Initial reflection** | **Grand Mean** | **Students Achievement** |
| PRE-TEST | X 0 = 30,70 | FAIR |
| POST-TEST | X 4 = 86,76 | EXCELLENT |

The additional supporting data were collected by means of administering questionnaire by the end of the study research. The data obtained from the questionnaire had to be computed. The computation of the comparative percentages for the scores of the items the questionnaire showed the total subjects answers for items of SA, A, D, and SD were shown as follow:

**The Percentage of Questionnaire**

1. Total Percentage of item SA : 297 X 100% = 40.68%

730

1. Total Percentage of item A : 384 X 100% = 52.60%

730

1. Total Percentage of item D : 49 X 100% = 6.71%

730

1. Total Percentage of item SD = 0%

In Table 4.4, it showed the first finding of the mean score of pre- test (X0) 30,70 The second, it presented the mean of the post- test scores of cycle I X1 is 46,61, X2 is 57 attained by the subjects under study. Next third, it showed post- test in the cycle II, X3 is 73,23, and X4is 86,76. From these data, it was found that the mean score from cycle I until cycle II significantly increased.

The grand means obtained by the subjects under study for both cycle I and cycle2I which showed the grand mean scores of Cycle 1 is 51.80 and Cycle 2 is 80 were rationally much higher than the corresponding of mean score of pre-test X0 is 30.70. The data showed that vocabulary mastery of subjects under study increased from cycle I until cycle 2. The difference was obviously significant.

The finding of this present study viewed the rising comparative mean scores of the initial reflection (IR) with the post–test scores obtained by the subjects under study for the cycle I and cycle 2.

**Figure 4.1**

Figure depicting the Subjects‟ Progressing Mastery in reading comprehension after Being Taught CIRC Method in Cycle I.

Note: X0= Pre-test

X1=The first post-test in cycle 1

X2= The second post-test in cycle 1

**Figure 4.2** Figure Depicting the Subjects Progressing Mastery in Reading comprehension after Being Taught CIRC Method in Cycle II.

Note: X0=Pre-test

X3= The first post-test in cycle 2

X4= The second post-test in cycle 2

**Figure 4.3** Figure showing the Subjects Grand Mean Taught in teaching reading comprehension by using CIRC Method.

**4.2 Findings**

The data analysis of the present classroom study indicated that the mean of the Pre-test scores which were collected from the subjects under study in reading comprehension showed the mean figure of 30.70. This means the student’s ability in reading comprehension was low. That is call low because the standard achievement in SMPN 1 Lembang is 7,5.

The mean figure obviously showed that the ability of the subject under study is relatively low. It was hard to figure out why the ability of the students in reading comprehension was quite low as there were many factors dealing with it such as: finding the word meaning, main idea, and general information.

The researcher conducted the CIRC Method in teaching, the reading comprehension of the subjects under study increased significantly in cycle I X1 is 46.61 and X2 is 57. The grand mean score obtained by the subjects under study in cycle 51.80. Comparatively, the grand mean score of cycle I much higher than mean score of the pre-test is 30,70.

The data that were found in improving students reading comprehension was showed by the analysis of data of reflection or post- test in cycle II X3 is 73,23 and X4 is 86,76. The grand mean score of post–test in cycle II is 80 was also much higher than the grand mean of post-test in cycle I is 51,80 and the mean score of pre- test or IR is 30,70. This data showed that students reading comprehension improved after the researcher applied CIRC Method, from cycle I until cycle II, it was improved significantly. The study was also followed by the positive changing behaviours in reading comprehension by using CIRC Method. The proportional percentages scores of the total response of the questionnaire were SA is 40,68%, A is 52,60 %, D is 6,71 %, and SD is 0 %.

The result of the questionnaire showed that almost all of the students liked and agreed learning reading comprehension. The result of the present classroom action study were in line with the presented research findings, teaching reading comprehension by using CIRC Method gave significant improvement.

The discussion above showed that the students reading ability was really improved through CIRC Method. It means that the Method was effective in improving the subject’s reading comprehension ability.

The writer also found the role of teacher and students in teaching reading using CIRC method. The writer found the data from the implementation of students and teacher in the class room. From the result observation, the writer can conclude that the role as follow:

1. The teacher as controller. The teacher has checked every group activity.
2. The teacher as director. The teacher are interactive and have good communication with the students
3. The teacher as manager. The teacher has taken the material, lesson plan and teaching base on the schedule.
4. The teacher as facilitator. The teacher make the lesson easier to be received by the students
5. The teacher as a resource. The teacher answered every questions from the students.

Not only the teacher’s role, the writer found the students role in implementing the method in the class room. From the result of observation the writer concludes that the role students as follow:

1. The students as a good partner. It means the students read text fable in their group.
2. Students as an author. It means make a sentences free from fable text.
3. The students as speaker. It means every students retell the story to their group.
4. The students as a checker. It means every student check their friends work.

Beside that the writer found the teacher opinion and students opinion about this method. Their comment was positive to the use this method in teaching reading. This method increasing to the students reading comprehension. Beside that CIRC method does not make the students feel bored or sleepy where they learn.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

The discussion through the present classroom action study which deals with teaching reading comprehension using CIRC Method on eighth grade students of SMPN 1 Lembang can be concluded in this chapter.

Some practical suggestions are also recommended in this chapter, so that the findings of this study could really provide some benefits for the English teacher, the eighth grade students of SMPN 1 Lembang, and other researchers.

**5.1 Conclusions**

The present classroom action study was conducted to help students for study improving and developing their reading comprehension ability. In this study the researcher used CIRC Method. This method was used to improve the students ability in reading comprehension by reading a text then telling it. Trough retelling the text, it can be see whether the student can understand or not about the text.

In this present action study the researcher used classroom action research to know the students ability in reading comprehension. The data is obtained for showing the students progress in reading comprehension to the eighth grade students of SMPN 1 Lembang. The data were descriptively analysed by the means of the post test scores for cycle I obtained by the subjects under study.

Showed the increasing means figures X1 is 46,61 and X2 is 57. The grand means of the reflection scores in the cycle I figured the means figure of X1 is 51,80. After following the second cycle treatments, the grand mean of the students achievement increased enormously to 80.

This grand mean was established after calculating the two sessions in cycle II, there were X3 is 73,23 and X4 is 86,76. As a result, it can be accomplished that the teaching reading comprehension by using CIRC Method was able to improve the students ability in reading comprehension.

The students felt happy in learning reading comprehension, it was showed from the students‟ answers in the questionnaires. Based on the result the options SA is 40,68%, A is 52,60%, D is 6,71%, and SD is 0%. It proved that the attitude and the learning motivation of the subjects under study were heightened. These findings clearly suggested that teaching reading comprehension by using CIRC Method made the students active in learning reading comprehension.

This was an account of the fact that an action classroom study was mainly undertaken for helping the student who had problems in learning reading comprehension. This research was basically accomplished to improve the poor reading comprehension of the seventh grade students of SMPN 1 Lembang in academic year 2014/2015 and can be accomplished that the teaching reading comprehension by using CIRC Method is able to improve the students ability in reading comprehension and this method is effective in teaching reading in classroom.

English teacher used the findings of the present classroom action study to devise more effective use CIRC Method in teaching classroom.

**5.2 Suggestions**

Based on the findings of the study, CIRC Method is very effective applied to increase students' ability in reading comprehension of the eighth grade students of SMPN 1 Lembang in academic year 2014/2015, the researcher would like to suggest the following things:

1. For the Teacher

Based on the research that has been done by the researcher, it is suggested to the English teacher of SMPN 1 Lembang to use CIRC Method as the teaching method. Because by using it the teacher can help the students to solve the problem in reading comprehension. The teacher also should have some various types of teaching material and teaching method. By using some of various methods the teacher can have many kinds of choice for using in teaching learning process. Therefore, the students will have more experience in learning English by using many methods. The result of the study is also expected to enrich the teachers knowledge about the method, in addition, the teacher must have many references about the method that can be used to improve the students ability in reading comprehension.

2. For the Students

The students should practice all the time if they do not want to lose their skill in English. The students are expected to be more active in teaching learning process and to keep the importance of reading and concepts of understanding the text effectively through reading students can wider their knowledge.

3. For the other Researcher

It is recommended to another researcher to examine and investigate the effectiveness of the implementation of CIRC Method in teaching another language skill in teaching English for the students of Junior High School. The researcher also can use another teaching method or CIRC Method to improve the students ability in reading comprehension.

4. For SMPN 1 Lembang

It is suggested to give more attention in reading comprehension, because some of the students still have difficulty in comprehending many kinds of text. It was proved to be very effective to use CIRC Method in learning process and reading mastery. CIRC Method helps the students to solve the problem that they faced in reading comprehension process by finding the solution. In the evaluation process, the teachers use the formula to evaluate the result of teaching reading, the teachers have to choose appropriate method to make the goals of teaching and learning successful.

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**Curriculum Vitae**



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**Appendices**











