

**LEARNING TO PROVIDE RESPONSE TO SHORT STORIES COLLECTION
USING COOPERATIVE INTEGRATED READING AND COMPOSITION
METHODS IN CLASS VIII STUDENTS OF MIDDLE SCHOOL OF STATE 51
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ABSTRACT

Presenting responses to a collection of short stories is learning that requires students to have writing skills. In connection with that the author is interested in conducting research on learning to present responses to a collection of short stories with the Cooperative Integrated Reading and Composition (CIRC) method in class VIII students of SMPN 51 Bandung. Problems in this study: 1) Can researchers plan, implement, and assess learning activities to present responses to a collection of short stories? 2) Can students write responses to a collection of short stories? 3) Effective learning method of Cooperative Integrated Reading and Composition (CIRC) in learning presents responses to a collection of short stories. 4) Are there differences in learning outcomes to provide responses to short stories collection between the experimental class and the control class? The purpose of this study is to achieve the success of the author in planning, implementing and assessing the learning done; knowing the ability of class VIII students in the learning and the effectiveness of the learning methods used. The method used in this research is true experiment, with literature study research techniques, observation, trial, test and analysis. The research results are as follows; 1) The average value of planning and learning implementation obtained by the author is 3.74. As for the details as consisting of a planning value of 3.77, and an implementation value of 3.74. 2) The average value of pretest is 41.90 and the posttest average score is 84.62 there is an increase. 3) The Cooperative Integrated Reading and Composition (CIRC) method is more effectively used than the Two Stay Two stray method. This is evidenced by the results of the gain index data, obtained the results of respondents in the experimental class most respondents in the high category by 65.6%, while in the control class the opposite is true, namely the majority of respondents in the medium category, 83.3%. 4) Differences in experimental and control class learning outcomes can be seen from the results of the pretest and posttest. The minimum pretest value of the experimental class is 16.7 and the maximum is 66.7, while the minimum control class is 16.7 and maximum 58. Then, the posttest value is minimum experimental class 75 and maximum 100, while the control class has a minimum value of 41 and the maximum is 75 there are differences in learning outcomes of students. Based on the results of these studies, the authors conclude that learning presents responses to a collection of short stories the method of Cooperative Integrated Reading and Composition (CIRC) is effectively used in presenting responses to a collection of short stories in class VIII students of SMPN 51 Bandung. The next researcher is expected to be able to improve the learning ability of students by seeking information from various sources about learning to present responses to a collection of short stories using the Cooperative Integrated Reading and Composition (CIRC) method.

Keywords: Presenting responses to a collection of short stories, the Cooperative Integrated Reading and Composition (CIRC) method.