

**LEARNING TO IDENTIFY STORY FLOWS AND CONFLICT FUNCTIONS IN THE
DRAMA USING COOPERATIVE INTEGRATED READING AND
COMPOSITINON METHODS AT CLASS STUDENTS XI SMKN
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ABSTRACT

Language skills are important for a student because mastering one's language skills will be easier in capturing lessons and understanding a purpose. The author intends to know the ability of students about the process of identifying story lines and conflict functions in drama. Current problems are marked by students who find it difficult to identify story lines and conflict functions in drama. The research method that I use is the quasi-experimental method. As for the results of his research, namely: (1) The author is able to plan, implement, and assess learning to identify storylines and conflict functions in drama using the Cooperative Integrated Reading and Composition (CIRC) method. This is evident from the results of the planning and implementation values of 3.83; (2) Students of class XI of SMK 11 Bandung are able to identify story lines and conflict functions in drama using the Cooperative Integrated Reading and Composition (CIRC) method. This is evident from the results of the average pretest that is equal to 35.22 and the average posttest value is 98.48. So, there is an increase of 63.26; (3) Cooperative Integrated Reading and Composition Method (CIRC) is effectively applied in learning to identify storylines and conflict functions in drama using the Cooperative Integrated Reading and Composition (CIRC) method in students of class XI SMK 11 Bandung. This is evident from the results of statistical calculations with the results of $t_{count} > t_{table}$ which is $59.06 > 2.04$ at a 95% confidence level and db of 32. Based on these facts, it is concluded that the hypotheses proposed by the authors can be accepted.

Key words: identify, Cooperative Integrated Reading and Composition (CIRC), storyline and conflict function