

**IMPROVING READING COMPREHENSION SKILL BY USING
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)
METHOD TO THE TENTH A JUNIOR HIGH SCHOOL OF MTS
BAHRUL ULUM BOJONEGORO IN ACADEMIC YEAR 2017/2018**

Romana

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ABSTRACT

ROMANA . *Improving Reading Comprehension Skill By Using Cooperative Integrated Reading And Composition (CIRC) Method To The tenth Grade Students' Of MTs Bahrul Ulum Gayam In Academic Year 2016/2017*. Skripsi, English Education Department, FPBS IKIP PGRI Bojonegoro. Advisor: (1). Meiga Ratih, T.M.Pd. (2). Siti Ermawati, M.Pd.I.

Key Words : Increasing, Reading Comprehension, *CIRC Method*

The objective of the study was to improve the reading comprehension ability in a large class through Cooperative Integrated Reading and Composition (CIRC) Method at the tenth grade students' of MTs Bahrul Ulum Gayam. This study was an action research study, consisting of two cycles with two meetings in Cycle 1 and two meetings in Cycle 2.

The phases of the research were reconnaissance, planning, implementing and observing the actions, and reflection. There were two forms of data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing students and the collaborator, and having the discussion with the collaborator as an observer. Meanwhile, the quantitative data were obtained from the pre-test and the post-test score. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the investigator triangulation to get the trustworthiness.

In reference to the actions conducted in two cycles, Cooperative Integrated Reading and Composition (CIRC) method could improve students' reading comprehension ability as justified in the following results. First, the students showed their good participation and enthusiasm in reading comprehension practices. Second, most students had high enthusiasm to cooperate with other students in the reading activities. Third, there was an improvement on

students' reading comprehension test as displayed in the increase of the mean score from the pre-test (60), post-test 1 (65), and post-test 2 (75)

INTRODUCTION

In this chapter, the researcher wants to discuss about background of the study, statement of the problem, objective of the study, significance of the study and definition of key term.

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. They think that English offers a chance for advancement in their life. In Indonesia, English considered as the first foreign language and taught formally not only in elementary junior High School but also in the university level.

English has become one of the primary subjects in Senior High School in Indonesia. It is included in the curriculum of Senior High School. One of many purposes that should be mastered by students of Senior High School is to develop the competence of communicating with spoken and written language. So, it is a must for student to master their English skill. There are four skills in English such as listening, speaking, reading and writing. Listening and reading are receptive skill while speaking and writing are productive skill.

When we think of English as a world language or language of wider communication, reading takes a very significant role in our lives. Blachowicz and Ogle (2008: 15) state that reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Reading is important for the readers because after reading a book or other material the readers can get some information and also increase their knowledge.

LITERATURE REVIEW

REVIEW OF RELATED LITERATURE

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

A. The Nature of Reading

1. Definition of Reading Comprehension

Hodgson (1960: 43-44) in Tarigan (1986: 7) defines reading as “a process that is carried and used by readers to get the message, which was about to be submitted by the author through the medium of words or written.

According to Eskey (2002: 14) writes reading is a complex process, because it involves both conscious and subconscious by the reader. The actions that occur subconsciously cannot be seen by anyone. They suggest that reading is a process of obtaining information from a written text that does not involve “converting written language into spoken”.

Harmer (2008: 8) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading comprehension is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the reader needs many abilities and skill to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves the reader’s abilities to discover the meanings needed to achieve the particular piece of information, solving problem through reading, working to grasp ideas of following a set of direction.

According to Heinemann (2009: 10) reading is a process very much determined by what the reader’s brain, emotions and beliefs bring to the reading the knowledge or information strategies for processing text, moods, fears and joys all of it. The strategies one may vary according to one’s purpose, including whether one is reading for oneself only or for somebody else, such as reading to answer comprehension questions, reading to perform for listeners (including the teacher and classmates), and much more.

Reading is often connected with reading comprehension. Reading comprehension is usually known as the process of understanding texts but many experts explain it differently.

RESEARCH METHODOLOGY

RESEARCH METHOD

In this chapter the writer will discuss about Research Design, Setting of the Study, Subject of the Study, the Procedure of the Research, Indicator of Success, The technique of Collecting Data, The technique of Analyzing Data.

- **Research Design**

This research belong to the category of Classroom Action Research (CAR) A classroom action research is an activity undertaken by teacher to improve their performance and teaching learning skill in the classroom (Training in Applicative classroom action research). Commonly, classroom action research designed to help a teacher find out wise decision for the future. Method can be qualitative or quantitative, descriptive or experimental (Indiana University South bend. Division of Education).

According to Kemmis, action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices, and the situations in which the practices, their understanding of these practices, and the situations in which the practices are carried out. It is most rationally empowering when undertaken by individuals and sometimes in cooperation with “outsiders”.

Action research can be done in any situation, including a classroom. Action research can range from a small scaled research to very meticulous one.

It can apply either a quantitative or qualitative approach, or both. The methods of gathering data can be as simple as an observation to more complex one like a questionnaire.

FINDINGS AND DISCUSSIONS

RESEARCH FINDINGS

This chapter presents the research findings and the discussion based on the analysis of data collected from the implementation of Cooperative integrated reading and composition to improve students’ comprehension of descriptive text in two cycles. Related to the research findings, it can be seen in three parts; data description, data analyzing and data interpretation.

- **Preliminary Research**
- **The Result of Interview**

In this study, the writer conducted pre interview with unstructured interview. It held on Monday, 17th of April 2018 started at 9.30 a.m. to 10.00 a.m. here the writer asked some questions to the teacher. The question talk about general condition in English class, the problem have been faced the students in reading material, the kinds of strategies that conducted by the teacher before previously implementation of Classroom Action Research (CAR).

The interview began with question related general condition in English class and problem have been faced the students in reading skill. Then the teacher said some students like the English lesson because it is fun and some of them did not like because they thought English is difficult.

Then about the problem has faced by student here mainly about reading skill, because they did not understand the passage meaning, so they did not answer the question correctly. In this semester they have faced recount text and descriptive text said the teacher. Then the writer asked about how many KKM (Criteria of Minimum Completeness) that concerning with school program. The students should get 70 (seventy) score in English subject. And about the methodology that

the teacher have done, she tough it still less for this era, because she have taught using traditional method.

CONCLUSION

CONCLUSION AND SUGGESTION

The discussion throughout the present classroom action study which deal with improving reading through Cooperative integrated reading and composition technique to the nine grade students of Mts Bahrul Ulum Gayam in academic year 2017/2018 could finally concluded in this chapter. Some practical suggestions references to the significance of the established research findings are also recommended. This chapter covers conclusion and suggestion from the writer.

• Conclusion

Related to the research conducted at second nine students of Mts Bahrul Ulum Gayam in academic year 2017/2018, the writer concludes that the implementation of Cooperative integrated reading and composition can improve students' comprehension in understanding reading descriptive text. The improvement could be seen from the quantitative study; test result (pre-test and posttest) and questionnaire result, and qualitative study; observation and interview result.

Based on quantitative study; first it is derived from the test result. The pretest gains 3 students (13.04%) who passed the KKM score (70). Meanwhile, the result of post-test I is 8 students (34.78%) who have already passed the KKM. Then, the result of post-test II is 17 students (73.91%) who have already achieved the target score of KKM. Second, based on the questionnaire result, it was found that most of the students were responded positively to the implementation of Cooperative integrated reading and composition reading descriptive text.

Related to qualitative study; first, it is derived from the observation result in which the Cooperative integrated reading and composition is successful in improving students' participation in teaching reading descriptive text. They seem more enthusiastic in the teaching learning process rather than before implementation of CAR. Second, based on the interview result with the English teacher, it can be known that students of grade XI-D at Mts Bahrul Ulum Gayam are able to improve in understanding reading descriptive text.

SUGGESTION

Based on the findings of the study, which the picture and video interactive is very effective to be applied to increase students' reading comprehension through Cooperative integrated reading and composition technique. To the eighth grade students of Mts Bahrul Ulum Gayam in academic year 2017/2018. The researcher would like to give some suggestion as follow:

- For the English teacher

To the English teacher should be selective in choosing the materials especially in reading skill and he/she should be creative in connecting that material to the students' real life because material is one of the external factors which can motivate students to learn joyfully. Besides that, to be a good teacher as English teachers also should know the various types of teaching material and teaching technique. Giving more students experience will turn up the students interest and excitement in learn English. The result of the study is also expected to enrich the teachers' knowledge about the technique.

- For the students

The students of Mts Bahrul Ulum Gayam is suggested to keep on motivating and improving their reading comprehension more intensively. To enrich students' vocabulary, they have to practice to read a lot books. In support the reading comprehension improvement the students not only able to comprehend the written text by practice to read a lot book but also need to practice to speak English so they will be more comprehend if able to be practiced directly in the real environment.

- For the researchers

Other researchers who are going to conduct a classroom research is suggested to examine and investigate the effectiveness of use of CIRC technique to improve another students' language skill in learn English. On this study, the application of CIRC technique is only experimented in improving reading comprehension. It is expected by using this technique also able to improve the students ability in other skill.

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