

ABSTRACT

Sundari, Dwi.2015, The Effectiveness of Using Cooperative Integrated Reading Composition (CIRC) Technique on Teaching Reading Ability for the seventh grade students of SMPN 2 Jetis Ponorogo. A thesis, English Education Departement, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Key Words: Reading Comprehension and Cooperative Integrated Reading Composition (CIRC)

There are some factors influencing the student's ability in comprehending the text. The internal factor, particularly motivation intelligence has important role to the student's ability in learning English text. The external factor, particularly teaching technique is the most important role which is served by the teacher. From this statement, the researcher interested to research the students reading comprehension viewed by teaching technique.

The objectives of this research are to know the significant difference on the students reading comprehension are taught by using CIRC technique and who are not taught by using CIRC technique for the seventh grade students of SMPN 2 Jetis in academic year 2014/2015.

To reach the research objectives above the researcher used quantitative research and used formula of inferential of statistic analysis t-test. $t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$. The techniques of collecting data were test which was used to get data of students' reading comprehension, and document which was used to get the general data of school. The population in this research was the entire seventh grade students at SMPN 2 Jetis Ponorogo in academic year 2014/2015 consisted of four classes and total of all students were 86 students. A cluster sampling was used to take as sample from the population, consists of two classes and total of all students were 42 students.

Based on the result of analysis, it can be concluded that students' reading comprehension taught by using CIRC is good and the average score obtained is 84.53; students' reading comprehension taught not using CIRC Technique is quite good and average score obtained is 78,10; So, there aren't any significant differences on the students' reading comprehension taught by using CIRC and students' reading comprehension taught not using CIRC Technique for the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2014/2015. From the result of calculation data, the researcher get $t_o = -8,90083$ with the degree of freedom (df) = 40 with standard of significance 5% the researcher get t table = 2.02. It means that $t_o < t$ table, so H_o is accepted.

CHAPTER I

INTROCUCTION

A. Background of the study

Language plays a central role in the development of intellectual, social, and emotional students and becomes a key determinant to success in studying all fields of study. Language learning is expected to be able to help students to know their development themselves. That is students' ability to reflect their own experiences and others by expressing thought, ideas, opinion, feeling, perception, and participate in their society. For Indonesian students, English as a foreign language is an important subject taught at every level of formal education. To provide the students with English learning as whole, the teacher has to teach language skills that identified as listening, reading, speaking, and writing. All to the language skills must be presented to achieve the whole understanding of English.

As one of the four skills, reading is needed by students to know the information for their study. It also is needs by them to get knowledge about science, literature, culture, social studies and all other subjects. According to davidnunan, reading is important skill to be mastered in order to insure success not only in learning English, but also in learning in any content class

where reading in English is required. With strengthened reading skills, learning will make greater progress and development in all other areas of learning.¹

Van De broek and kremer state that reading is one of the most uniquely human and complex of all cognitive activities.² By reading, students can get life experiences general knowledge and getting certain information which is useful for life.

Reading is interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.³

In many foreign languages teaching situation, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purpose. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written text can enhance

¹David nunan, practical English language teaching. (new York: the megraw hilcompanies,2003), p.69

²Elaine k.kc.ewan,raising reading achievement in middle and high schools (California:corwin press,1941),p.82

³Grace Stovall burkart, center for applied linguistics (Washington DC, 1998)

the process of language acquisition.⁴ Likewise, with testing situation, reading underpins all the assessment objectives. Students need to be able to read role-play stimuli and access questions on listening and writing papers through their reading skills.

SMPN 2 Jetis conducts to English teaching and learning program to students in the process of acquisition, on October 2014 the researcher observed in real teaching that some students had problems in reading comprehension on the text. They only read without understanding the meaning in the text and they have lack vocabularies. According to the English teacher's explanation of SMPN 2 Jetis Ponorogo, he said that to teach reading, he used lecturing technique. The teacher just read in the teks without any special strategies to make the students more understanding the meaning in the text.⁵ The teacher will read the text one by one and then the students will follow her. As result, they can't get any information from the text and will be influence in teaching reading. Finally, they are loss motivation and feel boring in teaching reading text.

Based on interview with the English teacher of SMPN 2 Jetis, it is known that the students have some problems in reading comprehension like others many English learners.

⁴Jack C. Ricards & Willy A Renandya, *Methodology in Language Teaching* (United Kingdom: Cambridge University Press, 2002), p. 273

⁵Interview with Mr. Ali Rohman, S.Pd in teacher's room at 10.00 a.m on October 17 2014

From the reality above, there are serious matters which need to be researched. The common problem for students in learning process is students who do not attention in teaching learning process. This problem disturbs in the learning process. It can be caused by many things, such as, using method which is not suitable and monotone, students do not understand teacher's explanation, students aren't interested English lesson, etc.

In cooperative learning, the teacher will teach the student's collaborative or student's social skill. So that the students able to work together in comprehending material. Jacobs states that cooperative or collaborative learning essentially involves students learning from each other group. But is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. In cooperative learning, teacher teaches students collaborative or social skill so that they can work together more effectively. Indeed, cooperative is not only a way of learning, but also a theme to be communicated about and studied.⁶

Therefore, one of technique in cooperative learning is Cooperative Integrated Reading Composition (CIRC), the main purpose in CIRC is using cooperative team to help the students in studying reading ability especially in

⁶Diane Larsen & Freeman, *Technique and Particles in Language Teaching* (New York: Oxford University Press, 2000), p. 164.

comprehending a reading text. In addition, to get the purpose in comprehending a reading text Palinscar and Brown have founded that a comprehension can be developed by teaching the students about concluding ability, questioning ability, explaining ability, and predicting ability in analyzing a problem.⁷

Based on the background, the researcher is going to take the title study is “THE EFFECTIVENESS OF USING COOPERATIVE INTEGRATED READING COMPOSITION (CIRC) TECHNIQUE ON TEACHING READING COMPREHENSION FOR THE SEVENTH GRADE STUDENTS OF SMPN 2 JETIS PONOROGO IN ACADEMIC YEAR 2014/2015.”

B. Limitations of the study

The research makes the limitation of the problem to make the research more effective. They are:

1. The effectiveness of CIRC technique toward the students’ teaching reading comprehension.
2. The students’ reading comprehension on English Lesson.

⁷Palinscar and Brown in Robert E Slavin, Cooperative Learning: Theory, Research and Practice. (Allyman Bacon, London, 2005), p. 206.

C. Statement of the problem

Based on the background of the study, the problems of the study can be state as follows:

Do the students who are taught using CIRC get better score in reading comprehension than those who are not taught using CIRC for the seventh grade students of SMPN 2 Jetis Ponorogo in academic year 2014/2015?

D. Objectives of The Study

To know whether the reading comprehension taught by CIRC get a better score than those not taught by CIRC for the seventh grade students of SMPN 2 Jetis in academic year 2014/2015.

E. Significance of The Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significance

This research is expected to give benefits in educational practice. It can be contributed as the reference of teaching reading comprehension technique.

2. Practical significance

a. Teacher

The researcher hopes that the English language teacher is able to choose some technique that most appropriate in teaching reading comprehension. CIRC is one of the technique may applied in teaching reading comprehension. And it gives some information about the teaching reading comprehension and the studentsdifficulties in reading comprehension learning.

b. Students

This research is expected to give students,particularly the seventh grade of SMPN 2 Jetis Ponorogo in academisc year 2014/2015, an awareness of increasing their reading comprehension by using CIRC technique. And through CIRC they will get enjoyable situation in the classroom.

c. Researcher

The researcher hopes that this study can improve, develop knowledge and experience especially in teaching reading at junior high school.

F. Organization of The Thesis

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters.

There are:

Chapter **I** Introduction; consist of: Background of the study, Limitation of the problems, statement of the problems, Objectives of the study, Significance of The Study Organization of the Thesis.

Chapter **II** Review of related Literature; consist of: Definition reading of reading, Objectives of Reading, the purpose of reading, the reading proses, reading comprehension, model of reading, principle for teaching reading, cooperative learning, definition of CIRC. This chapter also contains theoretical background, previous study, theoretical framework, and hypothesis also stated based on some theories related.

Chapter **III** Research Methodology; consist of: Research Design, Population, Sample and Respondent, Technique of data Collection, Instrument of Data Collection, Technique of data Analysis.

Chapter **IV** Research Result; consist of: Research Location, Data Description, Data Analysis, and Discussion

Chapter **V** Closing; consist of conclusion and Recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Definition of Reading

Reading can be defined as reading the complex and deliberate activity, in this case the form of the thought process in which the action consists of various works in an integrated way of thinking leads to one goal, namely to understand the overall meaning of the text exposure. So reading has a goal to get the understand of all meaning the text or information.

Reading is an essential skill for learner of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.⁸ With reading skill strengthened, the learner will make great progress and development in all other areas of learning and can know much information in the world. Reading is the process of reader combining information from a text and their own background knowledge to building meaning.⁹ So, the readers knowledge has the important integrated with the text to create the meaning of the reader read.

⁸ David nunan, practical english language teaching (new York:mcgraw-hill, 2003),69

⁹Neil j.anderson.practical English language teaching reading (new York: mcgraw-hill, 2003). 2

By reading, a person will gain new understanding, gain knowledge, gain new ideas, and expand the view so that later they have high intelligence and civilization that is useful to students and useful to others.

Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.¹⁰ Reading is process of getting information through written text. The process involves both the writer and reader. To read a text, the reader needs to comprehend the ideas that are conveyed by the writer, and the way to reach it is by reading comprehension.

Reading is frequently seen as a passive skill in that it is a receptive rather than productive skill. But, for reading to have meaning, readers need to be active in the learning process they need to be able to relate to and understand the text, and this interactive process.¹¹

Reading is the process of retrieving and comprehending some form of stored information of ideas.¹² Reading seems to fit into the category of behavior called a skill, which has been defined by Frederick Mc. Donald as an act that “demand complex sets of responses-some of them cognitive, some attitudinal, and some manipulative.

¹⁰ David Nunan. Language teaching methodology: a textbook teacher.(Prentice Hall International, 1991).72.

¹¹ Cordine Woods, Teaching and Assessing Skill in Foreign Language, p. 62.

¹² Paul C. Burns et. al. Teaching Reading in Today's Elementary Schools, p. 11.

a. Objectives of Reading

Objective is a statement that is completely unbiased. It is not touched by the speaker's previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations. And objective reading is a more scientific way of approaching a work. According to Parkinson, the objectives of reading are:

1. Understand information

The students must understand the information so from to know it, they are can understanding the text and other information.

2. Select what relevant to specific purposes and collate information within and between texts.

The students need to know relevant to specific purposes and collate information within and between texts. And it is still need understanding.

3. Appreciate the difference between fact, ideas and opinions

The students can different between fact, ideas and opinion because many students still cannot between it, usually their think that the ideas the same of opinion.

4. Recognize implicit meanings and attitudes

In objective reading the students must recognize implicit meaning and attitudes because can know the implicit meaning so their understand the attitudes from the implicit meaning.

5. Evaluate information and detect bias

Evaluation the information it is very important which can the right information or wrong and from here the students can do detect bias the information in order that can more distinct.

6. Appreciate a writer's use of language

As students appreciate a writer's use of language very important because the student can to know that very difficult in make opus whereas make write with use language well.

b. The purpose of reading

Reading is conducted for some purposes. Reading also refers to a way to communicate with others and "reading can be a way of sharing another person's insights, joys, sorrows, or creative endeavors. Being able to read can make it possible for person to find places he or she has never visited before, to take advantage of bargains, or to disaster."¹³ For students, reading is conducted to complete their academic tasks.

Harmer in his book how to teach English states that reading is essential either for students' careers, for study purpose or simply for pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study language and vocabulary, grammar, punctuation, and the way they construct sentence, paragraph and text.¹⁴

¹³Burns,etal.teaching reading,...3.

¹⁴Jemeryharmer,how to teach English (England: pearson education limited, 1998),68

From the explanation above we can conclude that the general purpose of reading is looking for and getting information and also comprehend the meaning of the reading text.

c. The Reading Process

The reading process is the whole process of translating print into meaning. This process is very complex—it involves elements ranging from visual perception and the control of eye-movements to judgments about meaning, relevance and significance which involve long-term memory and relating new information with existing mental schema. The process is an interactive one in which top-down and bottom-up processes play complementary roles. But, as we have argued, the bottom-up process of word identification has priority.

The essential element in the overall process is learning to recognize words that is, learning to relate patterns of print with known words. This is not the whole of reading, but where reading starts from is very largely the focus of attention in the early years.¹⁵

2. Reading Comprehension

a. Definition of Reading comprehension

Reading comprehension is defined as the level of understanding of a text or message.¹⁶ Reading comprehension is the ability to read text,

¹⁵ J. R. Riley, *Teaching Reading at Key Stage 2* (British: Nicolas Bielby, 1999), 15

¹⁶ http://en.wikipedia.org/wiki/reading_comprehension, accessed on 07 July 2015 (at 10.20

process it and understand its meaning.¹⁷ Based on the definition above, the researcher conclude that reading comprehension as a process the reader to understanding the meaning of the text after they are read.

Reading comprehension refers to reading for meaning, understanding, and entertainment.¹⁸ Comprehension requires making meaning from words when listening, speaking, reading, and writing. Comprehension is the center of reading.¹⁹ It mean that comprehend of text in reading is important as a reader to develop their experiences and also their knowledge.

According to Burn et al., the basic comprehension units in reading as follows:

a. Words

Students sight vocabularies should be built from word they already, comprehend, words that are a part of their meaning vocabularies.

b. Sentences

Students may find complicated sentences difficult to understand, so they need to know way to attack them, or derive their meaning.

¹⁷*ibid*

¹⁸ Caroline T.Linse, practical English language teaching : young learner, 71

¹⁹ Karen tankersley, the threads of reading, strategies for literacy development, 90.

c. Paragraph

Paragraphs are group of sentences that serve a particular function within a whole selection or passage. They may be organized around a main idea or topic. Understanding their functions, their general organization, and the relationships between the in paragraph is important to reading comprehension.

d. Whole selections

It is the entire selections which consist of words, sentences, and paragraph, and that understanding of whole selections depends upon understanding the smaller units.²⁰

b. The Models of Reading comprehension

Understanding the process of reading has been the focus of much research over the past 125 years. Models of how the printed word is understood have emerged from this research. The models can be divided into three categories, there are:²¹

1. Bottom-up models

Typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word

²⁰ Paul C. Burns et. al. Teaching Reading in Today's Elementary Schools, p. 151-171.

²¹ David Nunan, Practical English Language Teaching, (New York: Contemporary, 2003), 70-

recognition, building up to the identification of grammatical structures, sentence and longer texts. The order in achieving comprehension is Letters, letter clusters, words, phrase, sentences, longer texts, and finally meaning.

2. Top-down models

On the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge to make a prediction, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top- down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3. Interactive models

The third type combines elements of both bottom-up models and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources” tresses that the best second language readers are those who can “efficiently integrate” both of bottom-up models and top-down processes.

3. Teaching Technique

a. The definition of technique

Technique is specific classroom activities consistent with a method and therefore in harmony with an approach as well.²²

SO that, a technique might be defined as a 'specific operation': a recipe. For example, a good way to ask a question is address it to the class as a whole asking an individual to answer. That is technique a recipe for asking questions.²³

In conclusion, technique is classroom activities which was done by teacher can help to easy in teaching learning process. In teaching learning process, the technique must consistent with a method.

b. The kinds of technique

The kinds of technique are: discussion technique, inquiry technique, brainstorming technique, mind-mapping technique and other.

1. Discussion technique, in this learning technique is very every teacher make the happening of activity or interaction between two person or individual in concerned, mutual exchange information, experience, solve problem so that happen active atmosphere between educate participants.

²² Jack C.richard and wily A. renandya, methodology I language teaching on anthology of current practice (Cambridge:university press, 2002),9

²³Alexander, mainline beginner a teacher's book (Iodon:longman, 1978),25

2. Inquiry technique, in this learning have aims so that educate participants have stimulate with task and look for self that solve problem, look for self source problem and learn with other in the group.
3. Brainstorming technique, in this learning technique throw problem to educate participants and be answered or received by them so that the problem grow round into new problem.²⁴
4. Mind-mapping rechnique, in this learning technique make creative for individual students to generate ideas, record learning or plan a new project.²⁵

4. Cooperative Learning

Cooperative learning is the instructional use of small group so that students work together to maximize their own and other learning. Cooperative learning is highly structured teaching method that capitalizes on the fact that many children learn better in the midst of interaction with their peer.

Olsen and Kagan in Ricards and Rodger state Cooperative Learning is a group learning activity organized so that learning in dependent on the socially structured exchange of information between learners in groups and in

²⁴Iskandarwassid&dadangsunendar, strategipembelajaranbahasa (bandung:remaja rosdakarya,2009)68-69.

²⁵Mel silberman, active learning 101 strategies to teach any subject (londo:temple university, 1996),126

which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.²⁶ Hamid Hasan stated that:

Belajar kooperatif adalah pemanfaatan kelompok kecil (2-5 orang) dalam pembelajaran yang memungkinkan siswa bekerjasama untuk memaksimalkan belajar mereka dan belajar orang lain dalam kelompok.²⁷

Cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teacher work together that is important. In cooperative learning teacher teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperative is not only a way of learning, but also a theme to be communicated about and studied.²⁸

According to Larsen and Freeman, there are nine principles of cooperative learning as follow:

1. Students are encouraged to think in term of positive independence, which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.

²⁶Jack C. Ricards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*,(New York: Cambridge University, 2007), p. 192.

²⁷Kokom Komalasari, *Pembelajaran Kontekstual: Konsep dan Aplikasi*,(Bandung: Refika Aditama, 2010), p. 62.

²⁸Diane Larsen & Freeman, *Technique and Principles in language Teaching*, p. 164.

2. Students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed males and females, different ethnic group, different proficiency level, etc. this allows students to learn from each other and also gives them practice in how to get along with people different from themselves.
3. The efforts of an individual help not only the individual to be rewarded, but also others in class.
4. Social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.
5. Language acquisition is facilitated by students interacting in the target language.
6. Although students work together, each student is individually accountable.
7. Responsibility and accountability for each other's learning is shared.
8. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is distributed.

9. Teacher not only teaches language; they teach cooperation as well. Of course, since social skills involve the use language, cooperative learning teacher language for both academic and social purpose.²⁹

According to Richards and Rodgers, the role of learners, teacher, and instructional materials in cooperative learning as follows:

1. Learner roles

The primary role of the learner is as member of a group who must work collaboratively on task with other group members. Learners have to learn teamwork skills. Learners are also director of their own learning, which is viewed as a complication of lifelong learning skills. Thus, learning is something that required students' direct and active involvement and participation. Pair grouping is the most typical cooperative learning format, ensuring the maximum amount the time both learners spend engaged on learning task, pair task in which learners alternate roles involve partners in the role of tutors, checkers, recorder, and information share.

2. Teacher roles

The role of teacher in cooperative learning differs considerably from the role of teacher in traditional teacher-fronted lesson. The teacher has to create a highly structured and well-organized

²⁹Diane Larsen & Freeman, *Technique and Principles in language Teaching*, p. 167-168.

learning environment in the classroom, setting goals, and structuring task establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting material and time. An important role for the teacher is that of facilitators of learning. In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise.

Teachers speak less than in teacher-fronted classes. They provide broad question to challenge thinking, they prepare students for task they will carry out, they assist students with the learning task, and they give few commands, imposing less disciplinary control. The teacher may also have the task of the restructuring lessons can work on them cooperatively.

3. The role of instructional materials

Materials play an important part in creating opportunities for student to work cooperatively. The same material can be use as are used in other types of lessons but variations are required in how the materials are used.³⁰

³⁰Ibid, p. 199-200

4. Cooperative Integrated Reading Composition (CIRC)

1. The Definition of CIRC

Cooperative Integrated Reading Composition (CIRC) is a comprehensive program for teaching reading and writing/language arts.³¹

It is a universal technique which focuses on cooperative team. It means that CIRC should be applied by the students cooperatively. This activity is conducted to get some purposes like reading comprehension, vocabulary, meaning text, writing and composition. But the main purpose in CIRC is using cooperative team to help the students in studying reading ability especially in comprehending a reading text. One major focus of the CIRC program activities related to basal stories is on making more effective use of follow-up time by having students work within cooperative teams on prescribed activities coordinated with reading group instruction and the basal story relating objectives in such areas as reading comprehension.³² In addition, to get the purpose in comprehending a reading text Palinscar and Brown have founded that a comprehension can be developed by teaching the students about concluding ability, questioning ability, explaining ability, and predicting ability in analyzing a

³¹<http://www.ed.gov/pubs/EPTW/eptw4/eptw4c.html>, 14 february 2015

³² Robert J. Stevens, Nancy A. Madden, Robert E. Slavin, and Ann Marie Farnish, center of research on elementary and middle schools, p.3

problem.³³ So does CIRC also explains how to solve the problem in understanding the text and how to conclude a main unsure in reading text which can improve reading comprehension. CIRC method has been being proved by fitzgerald and spiegel in 1893 that it been able to improve reading comprehension to the low achievement students.

Use of reading groups create a problem, when the teacher is working in one reading group, the other students in the class must be occupied with activities they can complete with minimal teacher direction. Research of this problem indicate that they are poor quality, are rarely taken seriously by teachers or students, and are poorly integrated with other reading activities and then students time on-task during follow-up periods is typically low. Yet it has been found that is a class with three reading groups, two-thirds or more of the reading period is spent on follow-up activities. Because of this reason, one major focus of CIRC activities prescribed for basal stories is on making more affective use of follow-up time. During follow-up, students work in pairs to identify five critical features of narrative story, characters, setting, problems, attempted solutions, final solution. Instruction in story structure has been found to increase reading comprehension of low-achieving students.

³³Palinscar and Brown in Robert E Slavin, *Cooperative Learning: Theory, Research, and Practice*, (Allyman Bacon, London, 2005), p. 206.

2. Advantages of CIRC technique

Advantages from CIRC technique are:

- a. The Experience and the activity of students will be relevant we student's growth
- b. Grow the social interaction between students like discussion, tolerance, communication, and respect with the others students opinion.
- c. Improving the students motivation for studying.
- d. The activity that chosen suitable with students need.³⁴

3. General Technique in Applying CIRC

In this case Cooperative Integrated Reading Composition (CIRC) is including a teaching Technique because it is an application of cooperative learning where the teacher gives the material to the learners. Every teaching technique content some step in applying it. There are general technique in Applying CIRC technique which is usually done by the teacher in each language classroom.³⁵

- a. The students of the class are divided into some groups and each group contents of four or five students in heterogenic (content of achievement grade, different sex, and culture)
- b. The teacher gives a material to the students

³⁴ <http://gurukn.wordpress.com/2007/11/20/cooperative-integrated-reading-and-composition-circ/> accessed on 10 July 2015 (at 08.20 p.m)

³⁵ Gaudiani in Hadley, OmaggioAlice. Teaching Language in Context, 1993, p. 339.

- c. The teacher gives an assignment to each group, and the member of each group who has understood the material must explain the material to the other member in a group
- d. The students in each group must work cooperatively to read and to find out the main idea in reading text.
- e. After finding the main idea, the students should give a response about the text and it should be written in a sheet.
- f. The teachers give a conclusion and evaluation about the material.

B. Previous Research Finding

This study needs some previous research as a consideration theory. The details explain as below:

The previous of the study that can be used as a consideration theory is taken by Rhomdoni Cahyo, the title is "A Comparative Study Between Cooperative Integrated Reading Composition (CIRC) and Lecturing Method on Reading Comprehension Mastery for the Eleventh Grade Students of SMA Bakti Ponorogo. The Researcher of the previous study has made the statements of the problem as follows: (1) to know the students' reading comprehension mastery taught by using CIRC; (2) to know the students' reading comprehension mastery taught by using Lecturing method; (3) to know whether there are any significant differences on the students' reading comprehension mastery taught by using CIRC and Lecturing method for the eleventh grade students of SMA Bakti Ponorogo.

To reach the research objectives above the researcher did quantitative comparative research and used formula of inferential of statistic analysis t-test. $t_{\text{count}} = \frac{("M"_{\text{1}} - "M"_{\text{2}})}{["SE"]} (M1-M2)$. The techniques of collecting data are; test which is used to get data of students' reading comprehension mastery; and document which is used to get the general data of school. The population in this research is the entire eleventh grade students at SMA BaktiPonorogo in academic year 2013/2014 consists of three classes and total of all students are 62 students. A cluster sampling is used to take as sample from the population, consists of two classes and total of all students are 38 students.

The result of analysis, (1) students' reading comprehension mastery taught by using CIRC is good and average score obtained is 80.27; (2) students' reading comprehension mastery taught by using Lecturing method is quite good and average score obtained is 73,69; (3) there aren't any significant differences on the students' reading comprehension mastery taught by using CIRC and lecturing method for the eleventh grade students of SMA BaktiPonorogo in academic year 2013/2014. From the result of calculation data, the researcher get $t_{\text{count}} = -1,8622557$ with the degree of freedom (df) = 36 with standard of significance 5% the researcher get t table = 2.02. It means that $t_{\text{count}} < t_{\text{table}}$, so H_0 is accepted. And by Maharani, nanikrizaul, the title is "CIRC technique (qualitative study at fourth semester of STAIN Ponorogo). The researcher of the previous study have makes the statements of the problem as follows: (1) to describe, the effective

implementation of the CIRC technique in teaching extensive reading (2) to know the problems are in implementation CIRC technique in reaching extensive reading (3) to know the advantages of CIRC technique in teaching extensive reading.

The type of this research was qualitative. In this research, the lecturer and the students of TLc of the fourth semester at STAIN Ponorogo were as subject of the research and the sources of the data. The technique of data collection used were observation, interview, and communication. The data analyses used were Miles and Huberman are reducing data, drawing the data display and making the conclusion and verifying the data.

The results of this research are follows: first, the effective ways in implementing the CIRC technique in teaching extensive reading are: silent reading, group discussion, summarizing, giving comment, suggestion and clarifying. Second, the problems arose during the implementation of CIRC technique in teaching extensive reading were some students were passive, many students felt nervous when they become a volunteer or presenter, take much time to assess and sometimes the topics are understanding. Third, the advantages of the CIRC technique in teaching extensive reading were: (a) allow the students to cooperate with their friends in the class and real life, (b) to more innovate and create the interesting topics, (c) to make a good discussion of life, which is good and fun for them and (d) to build socialistic of students. It can be concluded that the CIRC technique is the one of the effective technique in teaching reading that must be applied by the teachers and lecturers especially at STAIN Ponorogo. The

lecturers are recommended to use the CIRC technique in teaching reading. The students are suggested to increase the activities and their cooperation both in class and life.

C. Theoretical Framework

Based on theoretical analysis above, the theoretical framework can be stated as follows:

1. If the result of implementation CIRC technique is good, so the students reading comprehension will increase.
2. If the student's scores taught by using CIRC technique are better than students were not taught by using CIRC, so the using CIRC technique is effective in teaching reading.

D. Hypothesis

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypotheses are as follows:

1. There are any significance differences between students reading comprehension taught by using CIRC and students reading comprehension were not taught by using CIRC.
2. There are not any significance differences between students reading comprehension taught by using CIRC and students reading comprehension were not taught by using CIRC.