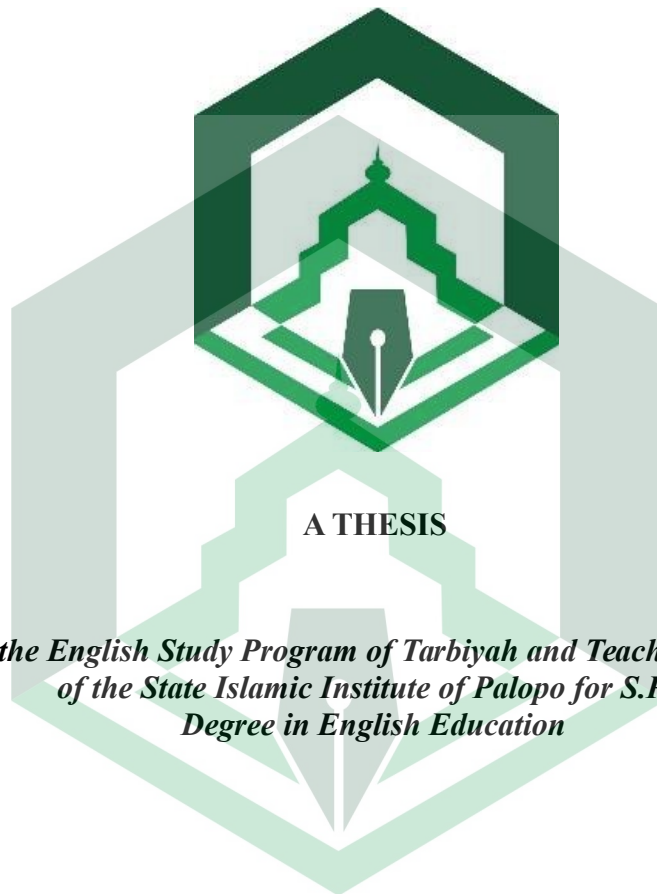**THE APPLICATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION IN TEACHING READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF MAN PALOPO**
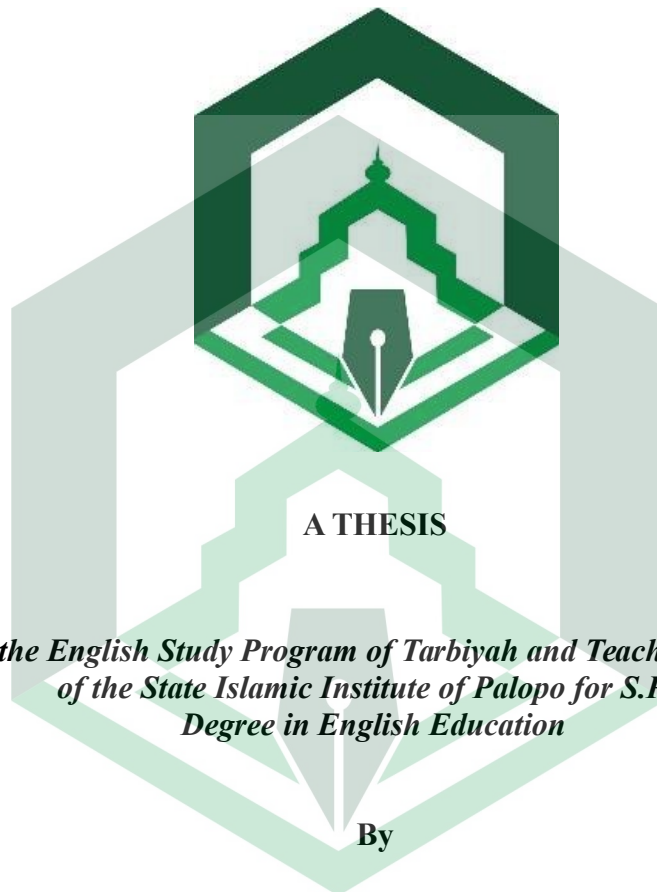

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo for S.Pd Degree in English Education

By

RUSNAENI

Reg.Num 11.16.3.0019

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY OF THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO 2015

THE APPLICATION OF COOPERATIVE INTEGRATED READING AND COMPOSITION IN TEACHING READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF MAN PALOPO

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Under Supervision:

1. **Wahibah, S.Ag., M.Hum**
2. **Jufriadi, S.S., M.Pd.**

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING FACULTY OF THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO 2015

PRONOUNCEMENT

Signature by:

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Study Program   : Tadris English

Faculty   : Tarbiyah and Teacher Training

With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by herself except the listed sources. If somebody proves that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

Palopo, August 24 th 2015

Writer,

RUSNAENI
NIM.11.16.3.0019

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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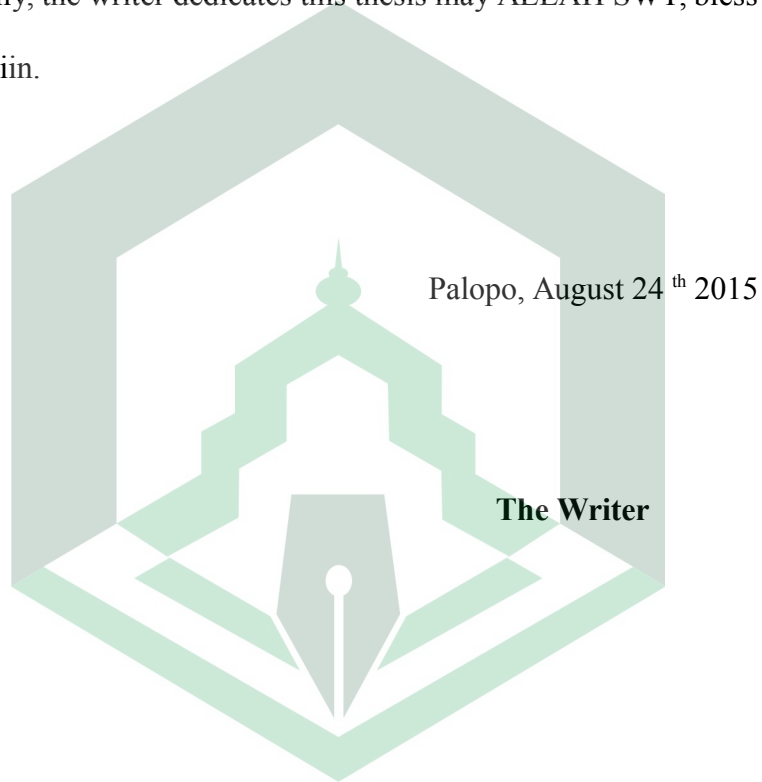
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Finally, the writer dedicates this thesis may ALLAH SWT, bless us. Aamiin.

Palopo, August 24 th 2015

The Writer

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ABSTRACT

Rusnaeni , 2015, **The Application of Cooperative Integrated Reading and Composition in Teaching Reading Comprehension At The Second Year Students of MAN Palopo .**Thesis,English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Wahibah,S.Ag,.M.Hum as the first consultant and Jufriadi,S.S., M.Pd as the second consultant.

Key Words : Cooperative Integrated Reading and Composition Method, Reading Comprehension, Article.

The thesis about the use of cooperative integrated reading and composition (CIRC) method to improve students' reading comprehension at the second class students of MAN Palopo. The problem statement of this research was "How to apply cooperative integrated reading and composition (CIRC) in teaching reading comprehension at the Second Year Students of MAN Palopo?". The objective of the research is to find out the way of application cooperative integrated reading and composition (CIRC) in teaching reading comprehension at the Second Year Students of MAN Palopo.

This research focused on the second class students of MAN Palopo and total numbers of the students were 23 students. The method of this thesis used Classroom Action Research (CAR) in four cycles. The instrument of the research were reading test and observation list. Reading test was given to know how far the students understand the material that has been given and observation list about active participation during teaching learning process.

Based on the data description above, the researcher answer the objective of the researcher is to find out the way of application cooperative integrated reading and composition (CIRC) in teaching reading comprehension at the Second Year Students of MAN Palopo. The affective ways are 1). The teacher divides the students into group in heterogenic, in which there are four or five people each group. 2). the teacher gave the text and to find main idea after that students respond and rewrite the result discussion. 3). each group must explain the result of discussion and the teacher gave conclusion. 4). to keep the students motivation, the teacher should motivate and encourage the students during the lesson. The result of the students reading test was 85.21. It means that cooperative integrated reading and composition (CIRC) method is effective to improve the students' reading comprehension at MAN Palopo.

From the research result which had done at MAN Palopo to CIRC method, the researcher found that; CIRC method was more effective than convensional method to teach reading at the second year students of MAN Palopo, students more motivated and interested in learning English and also can improve students' achievement on reading comprehension and teacher should use CIRC method for teaching reading to increase students reading competence.

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the skill of language. Reading is a source of getting some information. By reading, students can imrove their vocabularies, grammar, students' understanding, increase our knowledge and some aspects. Reading is useful for other purpose to provide students understand it more and less is good thing for language students.[1] Reading is a process that is carried and used by the rader to get message, that would be submitted the content, ideas or ideas either express or implied in the reading material. It is an important skill that must be understood in learning English.

MAN Palopo is one of formal education that hopes to create the students who have capability especially in English. Based on observation in teaching PPL and interview between the researcher adn the English teacher in MAN Palopo there are many students were low in English. Before doing the research was founded out in learning process. Some students got difficulties to understand the subject that they learnt for example, in the process of learning when

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1 Jeremy Harmer, *The practice of English Language Teaching,* (New York : Logman, 1991) p.19

the teacher asked them to out the topic of the text or answer the questions from the text they were still confused. Beside that most of the students often felt bored when they had to read a text and sometimes seemed to lean over their head on the table and talk each other. When the teacher gave exercises there are some students do not understand some of the material being taught. And when the teacher asked which part do not they understand students often silent.[2]

Beside that dominance of the teacher in the learning process led to passive students, they are more waiting for a dish of teachers than to seek and find their own knowledge, skills and attitudes they need. The needs to be a change in learning is learning that lead to student activities, so that students are no seen as an object but as a subject of active learning.

Cooperative learning model of CIRC (Cooperative Integrated Reading and Composition) is learning by forming a heterogeneous group consisting of 4 people,

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2 Rahmawati, *Hasil wawancara guru bidang studi,* 20 Oktober 2014.

In each group is given discourse or clipping so it will be a process discussion, then each group presented the results of the discussions and draw conclusions.[3]

CIRC learning model is considered as an integrated learning, where each student is responsible to the task group. Each member of the group is coming up with ideas to understand the concept of completing the task of forming an understanding and experience of learning for longer.

By applying the learning model above has created an activity or cooperative and communicative atmosphere, in the learning process students are given the opportunity to construct knowledge. This means that students should be actively involved in learning activities and is responsible for what he construct. Teachers no longer dominate the learning process by presenting knowledge in a form that is "ready" to students who will be passively accepted it.

At last the researcher is motivated to carry out the research entitled " the application cooperative integrated reading and composition (CIRC) in teaching reading comprehension at the Second Year Students of MAN Palopo.

3Steven and Slavin, *Cooperative Integrated Reading and Composition*, RE, (2009:200) , online http://www.asikbelajar.com/2012/11/model-pembelajaran-circ-cooperative.html. Accessed on December 24[th]2014.

B. Problem Statement

Based on the background that has been explained above, the researcher formulates problem statment as follow: **How to apply cooperative integrated reading and composition (CIRC) effectively in teaching reading comprehension at the Second Year Students of MAN Palopo.**

C. Objective of the Research

The research question set above , the research states the objective of this research as follow : to find out the way of application cooperative integrated reading and composition (CIRC) in teaching reading comprehension at the Second Year Students of MAN Palopo.

D. Significance of the Research

The result of this research expected :

1. To give new information to the teacher how to get the students' attention in   the reading process.

2. To improve the student's learning process at the second year students of MAN Palopo by cooperative integrated reading and composition.

3. To improve students' skill in reading, especially in reading Article text.

E. Scope of the Research

The scope of this research focuses on the application of   Cooperative Integrated Reading and Composition   in   teaching reading comprehension at the Second Year Students of MAN Palopo. The materials of reading comprehension focuses on the Article.

F. Definition of Terms

1. Cooperative integrated reading and composition is a comprehension reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.[4]

2. Samsu somadayo (2011) revealed that reading is an interactive activity for the picking as well as understand the meaning contained in the written material.[5]

3. An article is a written work published in a print or electronic medium. It may be for the purpose of propagating the news, research results, academic analysis or debate.[6]

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[4] Slavin, Robert E,& Nancy A. Madden .*Cooperative Integrated Reading and Composition® (CIRC®); et al,1996*

[5] Soerdarso, *sistem membaca cepat dan efektive*,Jakarta : Gramedia pustaka utama, 2006, p. 4,http://mbegedut.blogspot.com/2013/04/pengertian-membaca-menurut-para-ahlihtml. Accessed on September 29th 2014.

[6] Sova Dawn, *How to write Articles For Newspaper and Megazines* (Thomson Arco, 2002), p.187

CHAPTER II

REVIEW OF LITERATURE

A. Previous of Related Findings

1. Titian Nuzul Nirmala in her thesis under the title of the Application of Cooperative Integrated reading and Composition Technique to Teach Reading Comprehension of Descriptive Text to the Seventh Grades of Junior High School. The stated help the students to achieve their reading comprehension and they will interest with the material who gives by the teacher by applying cooperative integrated reading and composition (CIRC) technique to teach reading comprehension of descriptive text to the seventh grades junior high school.[1]

2. Yeni Isfatul in her thesis under the title of The Implementation of Cooperative Integrated Reading and Composition Technique to Teach Reading Narrative Text at Eleventh Grade of MA Unggulan Tulangan Sidoarjo (2012). She stated CIRC can improve the students' achievement in comprehending a text narrative at Eleventh Grade of MA Unggulan Tulangan Sidoarjo (2012).[2]

The application of cooperative integrated reading and composition in teaching reading comprehension is different from all research above. This research can help the students in comprehending the reading text caused the students make into group and each

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1 Titan Nuzul Nirmala, Jurnal Online Universitas Negeri Surabaya, https://www.scribd.com/alimsumarno. Accessed on January 29th 2015

2 Yeni Isfatul, Online, *http://Humanities-cooperative integrated reading composition-Yeni_Isfatul.pdf.* Accessed on December 24th 2014.

member of the group issuing mutual ideas for understanding a concept and complete the task, so that forming an understanding and a long learning experience. Beside that the topic in this research is article text.

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior and knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

According to Brown reading comprehension is an interctive process between texts and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text ; a student can master the use of the process at the level. However, when the level of the material and type of text are change, the process also changes.[3]

3Bowman.1991.*DefinitionofReading,*online:http://www.brainyquote.com/words/re/reading210418.html#ixzz1Esd2JNVM.Accessed on November, 29th2014.

According to Arsyad and Buhari, comprehension is an essential factor in good reading as perfect comprehension would be almost synonymous with memorization of the material. In addition, the degree of understanding is measured more commonly in term of understanding of the main ideas basic fact expressed in the reading. Therefor, comprehension should be flexible and adjusted to the type of the material read and the purpose of reading.[4]

According to Arsyad and Buhari, there are some tips to easy remember of reading material. *First,* reading more. *Second,* learning to read for main ideas. *Third,* challengingn your comprehension. *Fourth,* budgeting the time. *Fifth,* pacing your self. *Sixth,* developing habit of immediate concertration.[5]

2. Level of Reading Comprehension

According to Burn, reading comprehension consist of four categories, they are :

1) Literal reading (reading the line)

This is the level getting primary, direct literal reasoning for it merely a skiil of finding what the authors say. In this case, a reader must first understand what the

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4 Azhar Arsyad and Bukhari, *English for students of islamic studies,(* Ujungpandang : AMA Press, 1993), p. 2.

5 Ibid, p. 4-8.

authors say and can draw an inferences or make evaluation. The students are able to recall. Identify, classify, and sequence details, fact, effect and stated main ideas from a variety of written materials, and can inretpret directions.

At this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraf in text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension.

2) Interpretative reading (reading between the line)

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly I the written text. In addition , it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the authors means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passages, referent of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

3) Applied reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

4) Creative reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problem of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concept. Through creative comprehension, a reader creates something new.[6]

3. Strategies in Teaching Reading

Good reading strategies help to read in a very effecient way using them your aim to get the maximum benefit from your reading with the minimum effort. Brown

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6 Paul Burn, et.al.,*principle of Language Learnign and Teachin*, (Boston,1994),p. 150.

mentions ten strategies of reading comprehension, each of which can be practically applied to the classroom techniques.

1. Dentify the purpose in reading. The efficient reading consist of clearly identifying the purpose in reading something. By doing so, we know what we are looking for we out potential distraction information.

2. Use grapheme rules and pattern to aid in bottom-up decoding. This strategy is good for beginning level learners.

3. Use efficient reading for relatively rapid comprehensions. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include : 1) yuo do not need to " pronounce " each word to yourself. 2) try to visually perceive more than one word at a time. 3) unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4. Skimming, it consists of quickly running one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas.

5. Scanning, its purpose is to extract certain specific information without reading through the whole texts. So, the execise of this strategy may ask students to look for

name or dates, to find a definition of essential concep, or to list a certaint number of supporting details. In vocation or general English, scanning is important in dealing with general like, schedules, manual, forms, etc.

6. Semantic mapping or clustering, it helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work techniques as students collectively induce order and hierarchy to passages.

7. Guessing, in this strategies, learners can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infers implies meaning.

8. Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analysis it in therms of what they know about it.

9. Distinguish between literal and implied meaning this requeres the application of sophisticated top-down processing skill.

10. Capatalized on discourse makers to process relationship, this strategy is good for learners of intermediate proficiency level.

4. Rules for Faster Reading Comprehension

Classified six rules for faster comprehension as in the following:

1) Read more

You will have to read much, much more than are you know in habit of reading. If you are a slow reader, you very likely do little more than go through the daily papers and a few light magazine. You read whatever you happen to have a few spare minutes, you have merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

2) Learn to read for main idea

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate; be more interested in the writer's basic thinking than in his minor points.

3) Challenge your comprehension

Fast readers are good readers. They are fast because they have learned to understand print quickly, and they understand quickly because they give themselves constant practice in understanding. To his and, the read challenging material; you must do the same.

4) Budget your time

Good readers always have a felling or going fast, for they have developing fast habits. Indeed, adults and college students who have trained themselves to read rapidly, would find their original slow face uncomfortable and unpleasant.

5) Pace yourself

Keep to the rate you have set for yourself in page on hour. In this way, you will learn to devise personal tricks that will speed you up and that will at the same time, sharpen your comprehension skill. But you must practice every day, or needy day. If

you wish to make high speed natural and automatic, if you wish to become efficient in rapid comprehension.

6) Develop habits of immediate concentration

The brightest persons in the class are not always the best student. If the work is too easy for them, they think of more interesting things, they daydream, they stop paying attention. This analogy explains why a slow reader picks up a book or magazine, goes through a few pages, and finding that attention is wondering, puts it down and turns to something else.[7]

5. Part of Reading text

Reading text is composed from several sentences that are formed into a paragraph. Each paragraph has two parts or kinds that composed it. That is main idea and supporting detail text.

1. Main idea

The main idea is about the topic, ESP. it is not document by any convincing evidence. Main idea is a general idea that summarizes.

The main idea of paragraph tell you more about the topic, it tells you the writer's idea topic, but they do not all have the same main idea.

To fully understand any selection that you read, it is important to find main idea and supporting details text. One way to find the main idea is to use two step processes:

2. Find the topic.

a) Then find the writers primary print about that topic you will know have the main idea.

7St. Daoliah Khalid, *The Ability of the Second year student of SMP 3 Palopo in Comprehending Reading Text Through Picture,* (Palopo: STAIN, 2005), p. 9-11.

Sometimes a selection lacks topic sentences, but that does not mean it lacks main idea. The author has simple decide to let the details of the selection suggest the main idea. You must figure what that implied main idea is by deciding upon the point of all details.

b) Supporting details text

They come after the topic sentences, making up body of paragraph. They give detail to develop and support the main idea of paragraph. You should give supporting details.

Topic about main idea, the supporting details that develop main idea. The important hint given about for finding main ideas is worth repeating.

The topic is broad, general theme or message. It is what some call the subject. The main idea is key concept being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Location the topic, the main idea and supporting details text help you understand the points the writers is attempting to express. Identifying the relation between these will increase your comprehension applying strategy. The successful communication of any author's topic is only as good as the organization the author use the build and define his/her matter, grasping the main idea a paragraph is a group of sentences related to particular topic, or central theme.[8]

C. Concept of Cooperative Learning

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[8] Farida Middin., *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Palopo: 2007), p. 25-27.

1. Definition of Cooperative learning

   Cooperative learning is structured, systematic instructional strategies in which small group of students who work together toword a common good. It may be considering a subject of collaborative learning. It tends to encompass a variety of group leraning experiences, communities, and other.

   David and Roger Johnson (2001) states that cooperative laerning is a successful teaching strategy in which small teams, each students of different level of ability use a variety of learning activities to improve their understanding of subject. Each member of team is responsible not only for learning what is taught but also for helping teams learn. Students work trough the assigment until all group member succesfully understand and complete it.[9]

 2. Element of Cooperative Learning

   Brown & Ciuffetelli (2009) and Siltala (2010) discuss the 5 basic and essential elements to cooperative learning.

a). Positive interdependence

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[9]David and Roger Johnson, *Cooperative learning,* 2011, online http://wwwclcrc,.com/pages/cl.html. Accessed on December 27th2014.

Students must fully participate and put forth effort whitin their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.

b). Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assit one another with understanding and completion of assignments.

c). Individual and group accountability

Each student most demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating " social loafing".

d). Social Skills

Social skill include the ways of students interact with each other to achieve activity or task abjectives (e.g. praising and recognition). Since the students will free to express themselves, they other will appreciate and help if necessary.

e). Group processing

Group processing, whereby the students are assesed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a taem tries to master the lesson.[10]

3.Types of Cooperative Learning

There are over 150 Kagan Structures. All structures have different functions. Some are designed to produce master of high consensus content, other to produce thinking skill, and yet others foster communication skills.

a) **Jigsaw.** In this technique, teacher assigns a different mini-topic, to each member of a team. The students research their assigned mini-topics to discuss refine their understanding of the subject.

b) **Think-Pair-Share.** This is a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students (and teachers) learn to LISTEN while a question is pised, THINK (without raising hands) of a response, PAIR with a neighbour to discuss responses, and SHARE their responses with the whole class. Students are able to rehearse responses mentally and verbally. And all students have

10 Brown , et,at., online: http://en.wilkipedia.org/wiki/Cooperative_learning. Accessed on December 25th2014.

an opportunity to talk. Both students and teachers heve increased opportunities to think and become involved in group discussion.

c) **Three-Step Interview.** This involves structured group activity with students. Using interviews/listening techniques that have been modeled, one student inteview another about an announced topic. / "en time is up, students switch roles as interviewer and interviewee. Pairs then join to form groups of four. Students take turns introducing their pair partnes and sharing what the pair partners had to say. This structure, evaluating, sharing book report, etc.

d) **Roundtable.** This structure can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Sequential from: students sit in teams of 3 or more, with ine piece of peaper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing on answeron the peaper, then passing the paper and pencil clokwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form : Each student starts a piece of paper, writes one answer and passes it, so several papers are moving at once.

e) **Number Heads Together.** This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might

have 4 students numbered 1,2,3,4). Students coach each other on material to be mastered. Teacher pose a question and call a number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be be done with only one students in the class responding (sequential form), or with all the number, 3's for instance, responding using an Every Pupil Respon technique such as cards or hand signals (simultaneous form).

D. **Concept of Cooperative Integrative Reading and Composition (CIRC)**

1. Definition of Cooperative Integrated Reading and Composition (CIRC)

Cooperative integrated reading and composition (Slavin, Robert E,& Nancy A. Madden; et al,1996) is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. In this study CIRC method is a teaching method that be used to improve students' ability in composing narrative text in order to make classroom situation more interesting.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program which is created specially by some experts

to teach reading and writing aspects. It is universally technique which focuses one cooperative team. It means that CIRC should be applied by the students cooperatively. This activities is conducted to get the some purpose like reading comprehension, vocabulary, meaning text, writing and pronouncation. But the main purpose in CIRC is using cooperative team to help the students in studying reading ability especially in comprehending a reading text. In addition. To get the purpose in comprehending in reading text Palinscar and Brown have founded that comprehension can be developed by teaching the students about concluding ability, questioning ability, explaining ability, and predicting ability in analyzing a problem.[11] So does CIRC. CIRC also explain how to solve the problem in understanding the text and how to conclude a main idea in a reading text which can improve reading comprehension. CIRC technique has been being proved by Fitzgerald and Spiegel in 1893 that is been able to improve reading comprehension to the low achievement students. From the statement. Above, the researcher has an assumption that CIRC can help the students in comprehending the text.

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11 Palinscar and Brown in Robert E Slavin. Cooperative *Learning: Theory, Research and Practice*. Allymand Bacon, London. 2005.p.206

CIRC is a comprehensive approach to instruction in reading, composition, and spelling for upper grades of elementary level. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. CIRC provides a structure to help teachers and students succeed in helping all students become effective reader. Ziba Javadi Rahvard (2010) validates the effect of cooperative learning on the reading comprehension performance in EFL classes. Arthy (2012) investigated the relative effectiveness of Small Group Interaction Techniques in Enhancing Reading Comprehension Skills and concluded that cooperative learning to be an effective method for improving reading comprehension. The purpose of the present study was to determine the impact of the cooperative learning strategy; Cooperative Integrated Reading Composition (CIRC) on Reading Comprehension achievement in English among seventh grade students.[12]

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12 Impact Factor(JCC): 1.3648 - This article can be downloaded from www.impactjournals.us. Accessed on January 29th 2015.

2. History of Cooperative Intergrated Reading and Composition (CIRC)

Slavin（2006）was a director of Elementary School Programs. He has contributed a lot in the subject of collaborative or cooperative learning. There's no doubt that collaborative or cooperative learning is a great way of building and teaching students. Students learn in groups in a much better way that they do it individually. Cooperative learning is not relatively new but it traces its history back to early 18th century. Cooperative learning not only encourages students on learning the group's tasks and activities but also helps them in building a social personality in them. The instructor of the group is a very important personality or entity that directs the movements of groups.

3. Principles of Cooperative Integrated Reading and Composition (CIRC)

The principle of integrated learning is in line with the four pillars of UNESCO's education outlined in the learning activities. The four pillars are learning to know, learning to do, learning to be), and Learning to live together), (Mone, 2002).[13]

4. General Technique in Applying CIRC

In this case Cooperative Integrated Reading and Composition (CIRC) is including a teaching technique because it is an application of

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13 http://www.asikbelajar.com/2012/11/model-pembelajaran-circ-cooperative.html. Accessed on October 26th 2014.

cooperative learning where the teacher gives the material to the learner. Every teaching technique content some steps in applying it. There are general technique in applying CIRC technique which is usually done by the teacher in each language classroom.[14]

a. The students of the class are divided into some groups and each group containts of four or five students in heterogenic (content of achievement grade)
b. The teacher gives a material to the students
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 a reading text.
e. After finding the main idea, the students should give a respond about the text and it should be writing in a sheet.

5. The advantages of Cooperative Integrated Reading and Composition (CIRC)

The advantages of cooperative integrated reading and composition model (CIRC), they are:

1) In the learning process, students are able to respond freely.

14Agus suparijono. *Cooperative Learning (teori dan Aplikasi PAIKEM)*. Yogyakarta : Pustaka Pelajar. 2009.p.130

2) Students are trained to be able to cooperate and respect the opinions of others.

6. Integration Between Reading and Writing Skill

Integration approach involves the teaching language is concerned primarily with meaning and the total communicative effect of discourse. It means that integration approach do not seek to separate language skill into neat divisions in order to improve students language skill like listening with speaking and reading together with writing.[15]

In this research, the researcher use CIRC technique. It means that the researcher should apply this technique as the researcher can as possible. These technique contents of integration between reading skill and writing skill.

It was known that the aspect of reading comprehension content of construction of the meaning, interpretation of the meaning and evaluation of the meaning to support students ability in comprehending text, the teacher should apply theory of teaching writing. In teaching writing, the teacher should know that writing is not practiced in isolation. Writing skills are practiced in an interdependent fashion. For example a transcribing activity will

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15 Heaton, *Writing English Language Test,* New York. Longman Group. 1988, p.16.

involve reading comprehension.[16] In writing process, there are five steps which should be known by the writer in composing a text. They are comprehension of the meaning connection of grammar, analysis of prose, style, analysis of organization and overview.[17]

E. Article

1. Definition of Article

Article is a piece of writing in a newspaper, magazine, etc.[18] The definition of article is : 1) distinct portionof an instrument, discourse,literary work, or any other writing, consisting of two or more particulars, or treating of various topics; as, article in the constitution. Hance : a clause in a contract, system of regulations, treaty, or the like; a term, condition, or stipulation in a contract; a concise statement; as, article of

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16 Hadley. Omaggio Alice,*Teaching Language in Content*. 1993, p.296.

17 Gaudiani in Hadley. Omaggio Alice,*Teaching Language in Content*. 1993,p. 339.

18 Oxford Learner's pocket Dictionary Fourth Edition, p.330

agreement; and 2) a literary composition, forming an independent portion of a magazine, newspaper, orcyclopedia.[19]

2. Kinds of Article

Kinds of article and its explanation are as follows.[20]

a. The how-to article: Here, you take onthe role of telling you reader how to perform

a particular task. It could be how to write an articleor book,or hoe to clean your fridge, how to plant seasonal flowers or anything else. Anyone looking for such information will be attracted to your articles.

b. Such article, you will notice, are written in a step-by-step format because it

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19 http://www.brainyquote.com/words/ar/article132563.html. Accessed on January 29th 2015.

20 http://EzincArticle.com/1599573. Accesed on January 30th 2015.

involves performing certain action in a particular order. As a writer, therefore it is your duty to write both simply so as not to confuse your reader and write specifically too.

c. The fact-filled article: A writer chooses this writing style when he wants to

substantiate a statement he makes with scientifically proven fact. So if you're writing an article on climatic change, you would back up the reason for this phenomenom by scientific proof laid down by scientists.

d. The inspirational article: writing such as an article takes in to the realm of self-

help article, motivation pieces on having faith in god, overcaming adversity, etc. They make convey these ideas in the form of narretives or as a third-person experience which serves as an example to the reader.

e. The personal experience article: perhaps, you the writer, have had unique life-

changing experience which you would like your readers to know and benefit by. For instance, " How I Quit Drinking and Started Living' would be a highly read article by those who are going through similiar experiences with a happy drinker.

f. The list article: This is the most highly-read of all article types for is quick, easy-

to-read and no-nonsense writing style. If your reader is looking for specific

informstion, here it is. Such articles have direct tittles that spell our the crux of the

text, e.g. " 6 winning ways of writing a Bestseller." How to Inculcate the Saving Habit

Amongst Kinds" or " 10 Books you simply must read Before you're 50."

g. Any list article must have an intraduction, a bulleted list with a couple of lines

explaining the point and lastl, a conclusion.

h. Review article: to share with other researcher a list of the best resources written

can a spesific topic and propide summaries of the resouces.

i.   Literary criticism article: to analyze or critique an author and/or the authors works

j.   Feature article : to entertaint and discuss human aspect of news.

k. Essay article: to expalin or promote new the orgies or ideas.

IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Action Object

Action object in this study is the use of learning method cooperative integrated reading and composition.

This research study applied Classroom Action Research method. Classroom action researcher is the researcher helps a person to overcome the practical problems encountered in emergency situations and help accomplish the goals of social science cooperation within the ethical framework of an agreed.[1]Classroom Action Research method by using four stages, such as: planning, implementation of action, observation, and reflection. This research conducted in four cycles. They were cycle I, cycle II, cycle III and cycle IV. Each cycle comprises the series of activities which relates each other. The realization of the cycle II was continued and improve based on the reflection cycle I. For more details, see the class action research flowchart below:

IAIN PALOPO

Flowchart Classroom Action Research

Reflect   Plan

Cycle 1

Observe   Act

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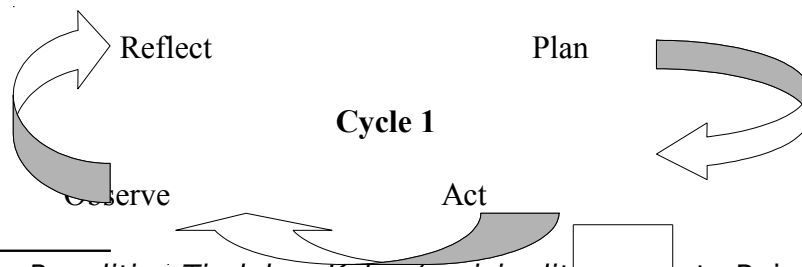
1 Kunandar , *Penelitian Tindakan Kelas,(revisi edit   arta:Rajawali pers),p..46

Reflect   Revised Plan

Cycle 2

Observe   Act

Reflect   Plan

Cycle 3

Observe   Act

Reflect   Revised Plan

Cycle 4

Observe   Act
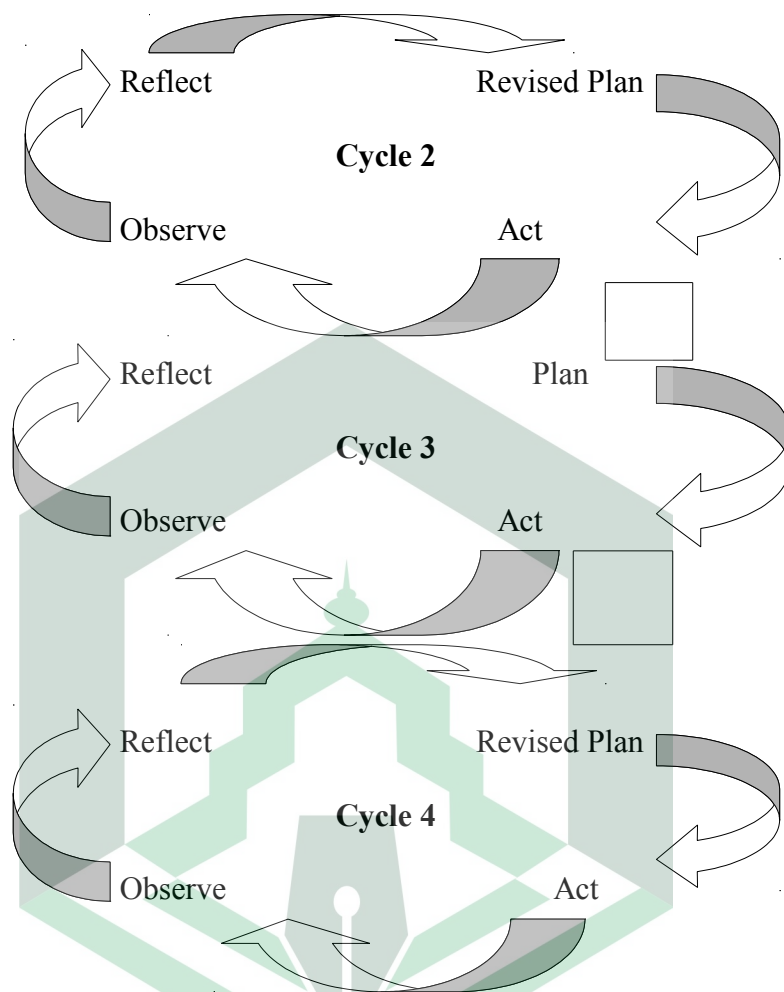
The cycle of classroom action research by Kemmis.[2]

B. Location and Ssubject of the Rresearch

The researcher did the research in MAN Palopo, It was located

on Balandai street in Palopo. The subject of this Classroom Action

Research was focused on the Second Year Students of MAN Palopo

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2 Kemmis, S. & McTaggart, *The Action Research Planner.* Victoria: Deaken
University Press,1992. p.278

2015/2016; the number of students in this class would be more than 20 students.

C. Research Participant

The participants of the researcher are:

1. Teacher

Teacher is researcher in this research, where the teacher used Cooperative Integrated Reading and Composition Method to improve reading comprehension in the class.

2. Students

The students in this research as subject of the research, and the researcher expected after implanting CIRC Method the students can improve their reading comprehension.

3. Collaborator

The collaborators in this research as observer, the collaborator help the researcher to observe the students. So, the researcher could be able to know the students condition in learning process and give suggestion for the problem in each cycle[3] .

D. Technique Collecting Data

The dat collecting techniques in this classroom action are:

1. Test : It was used to collect data of students' score.
2. Observation : It was used to collect data about students participation during the using CIRC method in teaching reading comprehension.
3. Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

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3 Kunandar, ,*Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,*(Jakarta; Rajagrafindo Persada,2008),p.297

4. Camera : It was used to take the students pictures during the learning

   process.

5. Questionnaire : It was used with make a list of questions then were given to the respondents by letter and answer by letter too. Here researcher used five alternative choices as follows :

a. Strongly agree (5)

b. Agree (4)

c. Uncertain (3)

d. Disagree (2)

e. Strongly Disagree (1)[4]

   E. Technique of Data Analysis

   The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

   1. Reading Test result :Students' score of reading test was counted by using the formula, as follow:

   $$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

   2. Calculating the rate percentage of students score by using the following data:

   $$P = \frac{F}{N}\ X\ 100\%$$

Where: P = Rate Percentage
   F = Frequency
   N = The total number of the students

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4 Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R& D).* Alfabeta: Bandung, 2013, 135.

3. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

Where:

1. **Very active :** the students is responsive and participated fully in all activities in the learning and teaching process.
2. **Active :** the students responses the material and interacting with other, whether to the teacher or his/her friends.
3. **Less active :** the students pays attention and gives responses once in a while.
4. **Not active :** the students does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of.[5]

F. **Procedure of Research**
   1. The Cycle 1
      The implementation of classroom action research in the first cycle is as follow:

   a) **Planning**
      In this step, the researcher prepared material and what the students had to do in the action step. Make a lesson plan based on the curriculum, and arrange material of lesson planning and it should base on CIRC Method in learning Reading comprehension. Making a

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5 Hasna Sulaiman, *The Use of Number Heads Together (NHT) Model to Improve Students' Reading Comprehension at The Ninth Class of SMP Neg.1 Bua (a CAR),* A Thesis S1, Unpublished, (Palopo:Perpustakaan IAIN Palopo), p. 46.

Questionnaire and observation sheets to observe the condition of learning process. Arrange the test to know the increasing of the result study after they study by using CIRC Method.

b) Acting

In this step, the researchers started by teaching them about CIRC Method, and then make groups consist of 4 members, then the researcher give text with of topic learning, the Students cooperate read to each other, find main idea, and give opinion to text. At the end, the students write the result on the paper. And then make presentation or read to the result from group's discussion, and researcher and Students make summary together and closing.

c) Observing

During the learning process going on, the observer all of students' learning improved and teacher's learning activity with use the instrument of observation that have prepared by the researcher.

Reflecting

In his stage the researcher and collaborator did evaluation to know the strength and the weakness which had been given from implementation of action in the first cycle which used as a consideration lesson plan in the next cycle. The second cycle was

done because the result of the first cycle showed that students still had not understand about what had been explained.

2. The Cycle II

The result of the first cycle as references to the second cycle, and all of the weekness and problem in the first cycle would be conducted in this cycle.

a) Planning
1) Continued the activities that have been done in cycle 1.
2) Revised the weakness in the cycle 1.
3) Made planning again in the scenario learning process from the result of cycle 1 reflection.

b) Acting
1) The students divided into groups heterogeneously.
2) Every groups given the text.
3) Each groups standing presentation the result of discussion.

c) Observation

In this case the observation did at the cycle II was almost same with the doing observation at cycle I.

d) Reflecting

The research team did the reflection toward the second cycle then made analysis and conclusion about the implementation of using cooperative integrated reading and composition (circ) in teaching reading comprehension.

This classroom action research would success if some of the following requirement are fulfilled.

(1) Most of the students have a good score in evaluation (reading test 75).
(2) Most of the students' active in learning process (75%).

3. Cycle III

a) Planning

In this section, the researcher prepared the material was given to the students, arrange the material of lesson plan, arrange the test to know increasing of the result study, make the observation paper for observe the situation of discussion.

b) Acting

The teacher divided students some group, gave the example reading the text, each team asked to the teacher about the result of discussion.

c) Observation

In this phase the writer will observer the students' response, participation, situation, attention and evaluation.

d) Reflecting

Found the weakness to prepared and manage the next cycle to improve the score and participation of students in discussion. The standar of participation and score as follows :

(1) Most of the students have a good score in evaluation (reading test 75).
(2) Most of the students' active in learning process (75%).

Based on the result this cycle was success but the teacher want to know the best participation and score of the students. So, the researcher the next cycle.

4. Cycle IV

Like at third cycle, in this fourt cycle also consist of planning, acting, observation, and reflection.

a) Planning

In this cycle, the researcher continues activities that have been done in cycle III. Repairs the weakness in cycle III and make planning again besed on the result of reflection in the cycle III.

b) Acting

In this acting, the researcher still teach the students like in cycle III, but based on planning in the fourth cycle.

c) Observation

The observation in this cycle was same in the cycle III.

d) Reflecting

This classroom action research was success if some the following requirement is fulfilled:

(1) Most of the students have a good score in evaluation (reading

   test 75).
(2) Most of the students' active in learning process (75%).

G. Working Indicators

The using of running CIRC method success if students' average score was ≥75. The quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.
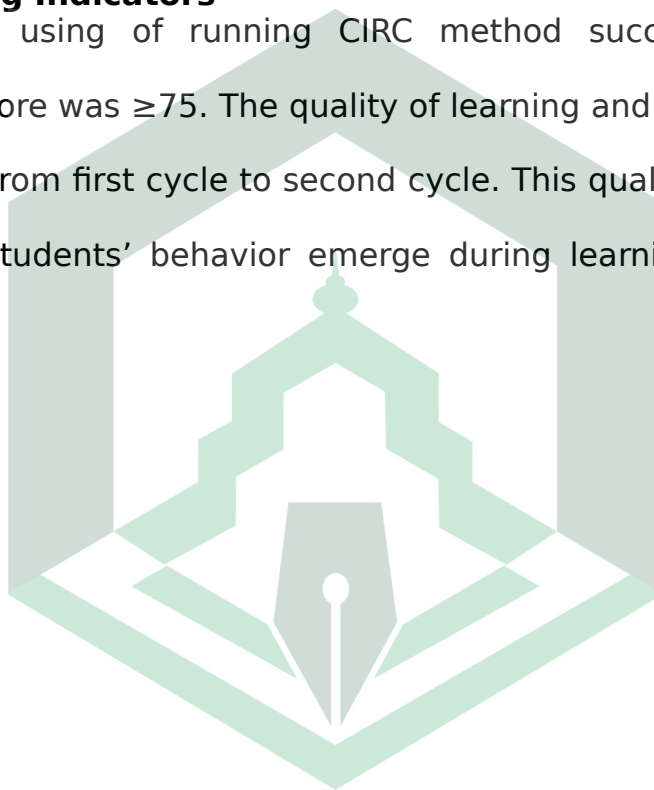
CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research explains the cycles of learning and teaching process of this current research. In this case, there were four cycles;

Cycle's explanation

After having been discussed in chapter 1, the teaching and learning process still need an improvement. So, the researcher would elaborate the related problem occurring in teaching and learning process. Before doing an action research, the researcher set a time to observe the condition of the students by interview the English teacher and observation set a time teaching PPL. Based on the preliminary observation the researcher knew that the basic problem which faced by students in learning English were: 1), the students had low motivation. 2), the students had an assumption that in learning reading text was always difficult to understand because the students lack of vocabulary.

From this information, the researcher wanted to prove the problem by observing the students in the class. When the researcher was entering the class at the firts time, the researcher

tried to know the characteristic of each students. After that the researcher set a unit of reading comprehension test. Reading comprehension test was used to know the ability of the students reading comprehension mastery. The students were asked to identify and to comprehend a reading text (article text) given by the researcher collaboratively by composing and rewriting based on what did the students get in their reading. Based on the activities, the researcher got the datum the students ability in comprehending the article reading text. Beside that, the reasearcher also knew that almost 70% of 23 students of class XI IPA 3 had low ability in comprehending the article reading text. The students also seemed unsatisfactory and seemed to be unmotivated enough to leran. Not only these, but also the students were busy with their own activities when the teaching and learning was in process. It was indicated that the teaching technique which was done by their English teacher was not effective and conducive in explaining the material to the students.

After observing the students ability directly, the reasearcher began to make a treatment and solusion how to improve students reading comprehension. One of treatments which would be done by

the teacher was using effective and innovative method by applying

cooperative approach.

1. The Explanation of Cycle 1
a. Planning

In this section the researcher prepared some instruments. The

activities which must be done by the researcher are: 1) preparing

the lesson plan which used classroom action research as its

research methodology, preparing material which focused on reading

skill (article text). 2) Preparing identify number for the students.

The students in each team are numbered (each team might have 4

students numbered 1,2,3,4). 3) Preparing students work sheet, then

preparing camera, observation sheet and reflection sheet.

b. Acting

Action learning of the cycle I, the process of learning divided

become three stages, they are:

1) Pre activity: it was an activity to know the characteristic of the

students, the researcher set a time to observer the condition of the

students by interviewing the English teacher. Besides that, it was to

make the students interesting and more focus in teaching learning

activities. Because the basic problem which was usually faced by

the students in learning English were: *first,* the students had low

motivation. *Second,* the students had an assumption that in

learning reading text was always difficult to understand because the students lack of vocabulary. So, the problem solving that faced by the students, the researcher using strategy in teaching reading such as: guessing, in this strategies, the students can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infers implies meaning.

2) Main activity: it was an activity to give the material to the students by using appropriate method and by using relevant lesson source. The researcher set a unit of reading comprehension (article text) and using CIRC method where the steps is CIRC : a).The students of the class are divided into some groups and each group containts of four or five students in heterogously (content of achievement grade). b).The teacher gives a material to the students. 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 a reading text. e).After finding the main idea, the students should give a respond about the text and it should be writing in a sheet.

3) Post activity: it was an activity to make resume about the activities which was done in main activities. Besides that, the teacher should evaluate the student mastery about the material.

There was CIRC method which was applied by the researcher during teaching and learning was in progress

1) Pre activity

The activity cycle 1, the researcher greeting and asked the students about their condition, and pray together to started lesson. The researcher explained about the material would learn to the students. And then way learn reading and ways to learn reading. Besides that the researcher introduced cooperative integrated reading and composition (circ) method that used in learning process and an article as object material in reading. Then, the researcher divided the students into some groups and each group content four or five students in heterogenic. But before that the researcher interviews the teacher. With the way find information about average score the students in previous test or value of report, and then start by arrange rank from that high academic ability to the lowest. After that, determine the number of groups. The number of groups determine with attention many member in each group and the

number of students in the class. And, grouping determined based on arrangement ranking the students. Each group should consists of students who have variety abilities , so it has the ability to average balanced. Furthermore the researcher gave reading text (an article text) to the students in each group.

2) Main activity

In this steps, the researcher explained more detail how to steps of Cooperative Integrated Reading and Composition method. The researcher also chooses article text as topic material. The title of reading text which was taken by the researcher was "Smoking at Restaurants", an article text which consist of five paragraph and the told about smoking at restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants. After the students received the hand out of material, the students began to identify the text with their group collaboratively. In these activities the students tried to classify the main idea of the text. When activities run for an hours, and then the students had to write they got from their discussion by their own comprehension in the sheet given by the researcher. But in this meeting the students in one group felt difficult to identify the text

and write the result of discussion. Therefore, the researcher tried to help the students by giving some theorities in comprehending the text.

The researcher gave some theories to comprehend the text. The students should use "WH" question when the students identified the main idea of the text. After that the students continued their activities with their own group. Beside that there were any students who asked the meaning of some vocabularies to the researcher and the researcher did not give the meaning but the researcher only gave the key word to know meaning of the vocabularies. When the teaching and learning process run 30 minutes, the students should submit their assignment to the researcher. Then one the member of each group must explain the result of discussion in front of the other group. In this activities were in process about 15 minutes.

After presentation, the researcher conducted the students to get evaluation. The student separated from their group and they went back to their own tables. The researcher gave about 30 minutes to the students to do some question. This evaluation was to identify a reading text which is content of 5 question items. The

kind of question was easy writing. So, the student should answer the question completely because the answer had provided in the text.

The students did the evaluation for 30 minutes. When the bell had rang, the students should submit their work and the activities were closed by the researcher.

3) Post activity

Before ending the process of learning, the researcher gives conclusion about the material. And the researcher did not forget to give morally suggestion to the students so that they more motivated in learning process, especially English reading material. And the last the researcher closed the learning process to pray together.

c. Observation

Table 4.1

Score of the students' reading article in cycle I

Respondents	Score
001	60
002	40
003	40

004	60
005	40
006	40
007	60
008	60
009	60
010	40
011	40
012	20
013	60
014	40
015	20
016	60
017	80
018	40
019	40
020	80
021	60
022	40
023	40
Total	1120
Mean score	48.7

Calculating the mean score of the students' reading test of cycle I

$$X = \frac{\sum x}{N}$$

Where :

X   : Mean score

$$X = \frac{\sum x}{N}$$

$\sum X$: Total raw score

$$= \frac{1120}{23}$$

N   : Total sample[1]

$$= 48.7$$

The table 1.1 explain that higher score is 80 and the lowest is score is 20. There are 2 students who got score of 80, 8 students who got score of 60, 11 students who got score of 40, and 2 students who got score of 20.

The result observation on the students' activities during the teaching and learning process. It can be in the table below:

Table 4.2
The result of observation on students' activities cycle 1

Respondents	Very Active	Active	Less Active	Not Active
001				
002				
003				
004				
005				
006				
007				
008				
009				

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1 Anas Sudijono, *Pengantar Statistik Pendidikan,* Bandung: PT Radjawali Persada, 2009.p.13

No	Very active	Active	Less active	Not active
010		✔		
011		✔		
012			✔	
013				
014		✔		
015				
016			✔	
017			✔	
018				
019				✔
020				✔
021				
022			✔	
023				
Total	0	8	9	4

Where :

1. **Very active :** the students is responsive and participated fully in all

   activities in the learning and teaching process.
2. **Active :** the students responses the material and interacting with

   other, whether to the teacher or his/her friends.
3. **Less active :** the students pays attention and gives responses

   once in a while.
4. **Not active :** the students does not give respond to the material,

   she/he looks confused, bored and sometimes leaves the class,

   sleepy, fiddling mobile, write or something beyond of the material,

   etc.

Table 4.3
Diagram The Students' Participation
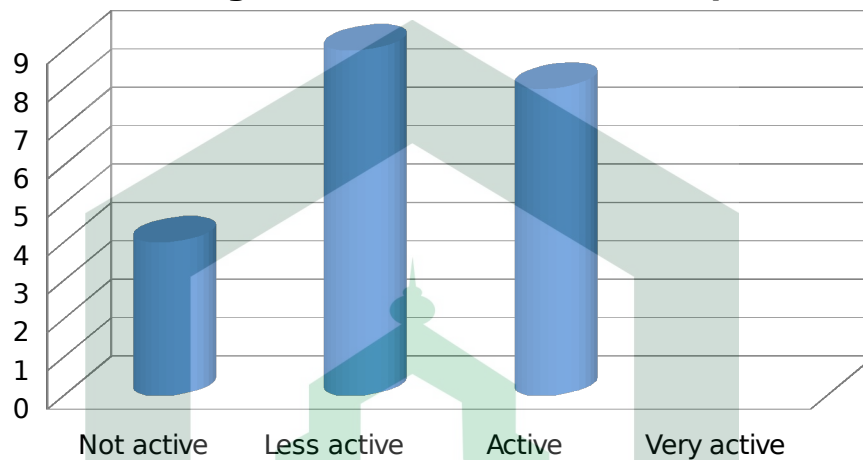
Table 4.4
The percentage of students' active participation in cycle I

Classification	Frequency	Percentage (%)
Very active	0	-
Active	8	34.9 %
Less active	9	39.13 %
Not active	4	17.4 %

Where:

P: Percentage
F: Frequency
N: Total of students[2]

$$P = \frac{F}{N} \ X$$

2 Sudjana, *Metodestatistika* (Bandung : Tarsito Bandung, 1992), p.73

Based on the data in cycle I shown by the description above that include 23 respondents, there were no one respondents were very active in reading class when learning process was running. The active respondents were 8, and percentage reached 34.9 %. The less active respondents were 9, and percentage 39.13 %. The not active respondents were 4, and percentage reached 17.4 %.

d. Reflection

Based on the observation in the teaching and learning process, the researcher had an assumption about the competences of the students. Every student had an equal opportunity to express their ability in composing their own comprehension in a paper sheet.

Generally, there were some main findings and obstacles during the action were in progress, the fact finding would be described as follows:

1) The time was very limited
2) The students had low motivation in learning English
3) The condition of the classrom was not condusive
4) The students were not able to take a part in group. Therefore, the students were not involved int their activities in their group.
5) The students were not able to comprehend the next completely because some of the students did not know the meaning of some

vocabularies in the text. Beside that, the students stiil depended on their friend.

From the problem above, the researcher could be said that the activities in cycle I were not satisfying yet because there were some weaknesses during the implementation the action. The researcher could not able to improve students' reading comprehension. Therefore, to solve the problems, the researcher need a solution. The solution which may be done the researcher are :

1) Using the time effectivelly
2) Implementing CIRC method maximally. So, the classroom management will condusive.
3) Explaining the role of the students in their group. So, the students will be involved in the their group.
4) Giving instruction to the students clearly
5) Guiding the students maximality, therefore the students are able to compose or rewrite their comprehension.

Based on the weakness above and the problem substantial at the first cycle the researcher and collaborator think that it is important to give students more exercise to analyze and understand text. So, the researcher needed continue in the cycle II.

2. The explanation of cycle II
a. Planning

The researcher hoped in the cycle II the students would be more active in the reading class than before. The result of reflection at the end of the cycle I provided the basic planning cycle II. The students' characteristic should be changed when they was involved in the activities in their group. Beside that the researcher should be active to be facilitator who could help the students to get objectives of learning during teaching and learning was in progress. The firts activities which should be done by the researcher were made a lesson plan based all of the steps of CIRC in teaching process , preparing material which adopted in the scholl's curriculum with the material about "Children and Television", and preparing instruments like work sheet, observation sheet, camera to take a picture of students' activities during teaching and learning process.Using the time effectivelly, Implementing CIRC method maximally. So, the classroom management will condusive, Explaining the role of the

students in their group. So, the students will be involved in the their group, Giving instruction to the students clearly and Guiding the students maximality, therefore the students are able to compose or rewrite their comprehension.

b. Action

Action learning of the cycle II, the process of learning divided become three stages they are:

1) Pre activity

Like at the cycle I, the researcher gave greeting and asked to the students about their condition. The researcher invited students to pray together to star lesson. And the researcher explained to students the importance of reading, where reading is an important activity in any language class, not only as a source of information and pleasurable activity, but also as a mean of consolidating and extending one's knowledge of the language. After that, the researcher organized class where the students divided into some groups. The model group in this cycle different from before. Group model in the cycle changed into a circular. Then

subtract the number of group, each individual in each group had their respective duties because not all students in each group gets a text. Division of the group is determined by the researchers based on the observation of cycle II, not all students have good rating, smart in every subject. Furthermore the researcher gave reading text (an article text) to the students in each group.

2) Main activity

The main activity in cycle II the researcher explained the matter of learning to students is reading article the same with cycle I but different topic. The topic taken by the researcher was about" Children and Television" an article text which content about children can imitate violent they see on TV because there's a lot of violence on TV, many parents want to stop it. The researcher gave reading text about article to each groups. The researcher gave 2 text in each group.

In this meeting, the researcher tried to make students more and more active in their group. The students should take a part and

they should know what they should do in their own group and the researcher gave suggestion where, students must fully participate and put forth within their group, each group member had a task/role/responsibility therefore that they are responsible for their learning and that of their group. Each member of the group issuing mutual ideas for understanding a concept and complete the task, so that forming an understanding and a long learning experience. There are, write the result of discuss, read and understood the material. And the member of each group who has understood the material must explain the material to the other member in a group.

When the students got hand out, the students began to discuss this assignment with their friend in each group, the researcher guessing to the students for using face to face interaction where, the students must explain to one another what they have or are learning and assist one another with understanding and complementing assignments. When the teaching and learning process was in progress, the students found some difficulties. They were not able to identify the main idea and they found difficulties to classify event in the article text. Therefore, the researcher gave some treatments and giving instruction to the

students clearly where, the researcher suggested using" WH" question in comprehending the text. The students should know what main idea is and how is the text. But in these activities, the researcher also gave a technique to rewrite their comprehension in the student's work sheet. The researcher suggested the students to skimming the text, to imitate the style of the text and to modify their own comprehension.

The researcher explained steps in skimming. read with skimming is done by reading skipping only the main idea and understanding the topic. After that in reading ideas the reader trying to find what her looking for. Be able to read the title, then subheading in order to define the core that will be discussed. Read the beginning and the of each paragraph quickly. Searching information from the media ilustration of pictures or photos on the topic, do not word by word, use the eyes to analyze th specific words that relate to the topic. Conclude the meaning and understanding of the text. after the researcher explained the steps in skimming, the students back to continued of discuss.

When activities was running about 45 minutes, the researcher asked what is difficult now, and the students always asked how to

make a good sentence with the correct grammar then the researcher guided them in every occasion. When activities were running for 30 minutes, the researcher stopped the student's activities. Then the students were asked to submit their assignment and every group must explain the result discuss.

From the first group, when the researcher ask to their group about the found in reading text. Only two members can explained what were they found in the text and also from their discussion the others members in their group just listen the friend to know about the text. There were not thinking to try explained the opinion.

The second group, the researcher gave the chance to reexplained about their discussion to the other group. They don't understand well about the content of the reading, so they cannot convey the content base on their own words. After the researcher gave chance to each group the researcher take a conclusion, the discussion result to all of group was not success, the motivation to study still low.

The next, students back to their chair like first situation, and the researcher gave final test to each students and the researcher

explain to her students that final test would work by their selves not into group. The researcher gave students 20

minutes to answer the test. During the test was going on, the researcher said to the students don't cheat, believe yourself and do the best.

After following the researcher gave an evaluation to the students. The evaluation were help to know the students' ability in mastery a reading text and to know the effectiveness CIRC method during the teaching and learning process was in progress.

3) Post activity

Before ending the process of learning, the researcher gives conclusion about the material. And the researcher did not forget to give morally suggestion to the students so that they more motivated in learning process. The next, the researcher said thanks to students were participation in her research. And the last the researcher closed the learning process to pray together.

c. Observation

Table 4.5
Score of the students' reading article in cycle II

Respondents	Score
001	60
002	60
003	60
004	60
005	60
006	65
007	65
008	65
009	65
010	65
011	60
012	60
013	60
014	70
015	70
016	70
017	70
018	65
019	65
020	65
021	75
022	75
023	75
Total	1505
Mean score	65.43

Calculating the mean score of the students' reading test of cycle II.

$$X = \frac{\sum x}{N}$$

$$= \frac{1505}{23}$$

$$= 65.43$$

The table explains that higher score is 75 and the lowest is score is 60. There are 3 students who got score of 75, 4 students who got score of 70, 8 students who got score of 65, and 8 students who got score of 60.

The result observation on the students' activities during the teaching and learning process. It can be in the table below:

Table 4.6
The result of observation on students' activities cycle II

Respondents	Very Active	Active	Less Active	Not Active
001		■		■
002			■	
003		■		
004			■	
005		■		
006			■	
007		■		■
008		■		

	Very active	Active	Less active	Not active
009		■		
010			■	
011		■		
012		■		
013			■	
014				
015		■		
016		■		
017				
018			■	
019		■		
020		■		
021				■
022				■
023		■		
Total	0	13	6	4

Where :

1. Very active : the students is responsive and participated

fully in all activities in the learning and teaching process.
2. Active : the students responses the material and interacting with

other, whether to the teacher or his/her friends.
3. Less active : the students pays attention and gives responses

once in a while.
4. Not active : the students does not give respond to the material,

she/he looks confused, bored and sometimes leaves the class,

sleepy, fiddling mobile, write or something beyond of the material,

etc

Table 4.7
Diagram The Students' Participation
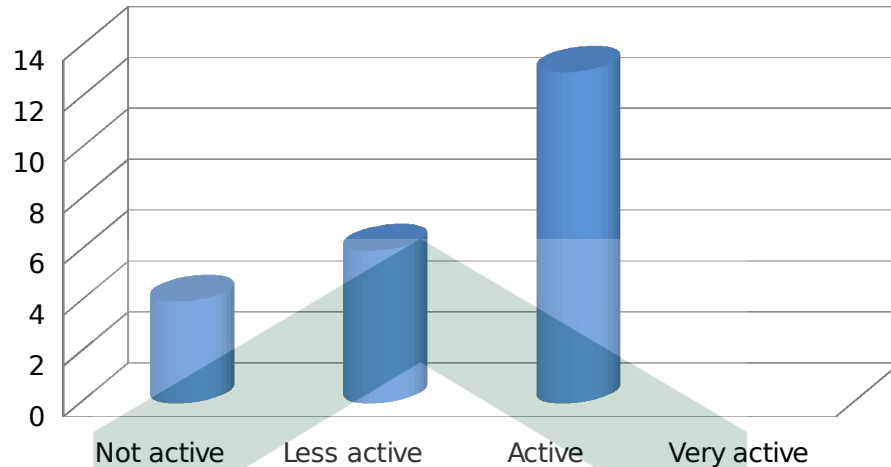
Table 4.8
The percentage of students' active participation in cycle II

Classification	Frequency	Percentage (%)
Very active	0	-
Active	13	56.5 %
Less active	6	26.1 %
Not active	4	17.4 %

Where:

P: Percentage
F: Frequency
N: Total of students

$$\mathbf{P} = \frac{F}{N} \ \mathbf{X}$$

Based on the data in this cycle II shown by the description above that include 23 respondents, there was not respondents were very active in reading class when learning process was running. the

active respondents were 13, and percentage reached 56.5 %. The less active respondents were 26, and percentage 26.1 %. There were 4 respondents not active during the learning process was running, and percentage reached 17.4 %.

d. Reflection

The researcher took note some weaknesses, such as:

1) Most of students still confuse about the material discussion, they lack of understanding reading text.
2) Some students did not focus in their group.
3) The male students still more dominate the learning process than female students.
4) The students mean score still equal to the first cycle.

In order to repair the weakness and to improve the result in the second cycle the researcher still has to create planning in the next cycle.

3. The Explanation of Cycle III

a. Planning

Basically, the procedure of the planning in this cycle is the same as cycle I and cycle II. They are opening, activity and closing, and measurement of criteria. But in this cycle the researcher tried to give rules for faster reading comprehension and the students are accountable for their learning and work, where are each student most demonstrate mastery of the content being studied. Each students is accountable

for their and work, therefore eliminating social loafing. The reading topic is about "Cars should be banned".

b. Acting

Action learning of the cycle III, same with cycle ago, the process of learning divided become three stages they are:

1) Pre activity

When after did brainstroming to gave motivation for students to study hard in order that they could get the best result from their education in the school. After that the researcher have to back more explained about the CIRC and purpose about it. And the next the researcher divided students into some group based on steps of CIRC. In this group different between male and female. Male students together male students and female students together female.

2) Main activity

The main activity cycle III the researcher gave material same with cycle II but difference topic. The topic taken by the researcher was about "Cars should be banned".The researcher gave reading text in each group.

In this meeting, the researcher tried to give rules for faster reading comprehension and how to cooperative individual and group accountability. And than the researcher expalined rules for faster reading comprehension such as: reading more, You will have to read much, much more than are you know in habit of reading. If you are a slow reader, you very likely do little more than go through the daily papers and a few light magazine. You read whatever you happen to have a few spare minutes, you have merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to. After that the students continued the discussion.

In process discussion running and the researcher explained all the students how to cooperative individual and group accountability. Each student most demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating " social loafing". From few minutes of discussion the researcher taking over class to ask all of group to present the result of discussion.

When present the result of discussion most of the members of group more active and spirit to the lesson. They were begun to try interaction in other members and did feedback in found the solution about misunderstanding in explanation about the text. So, from this activity, the students seemed enthusiast to do their assignment

with their friend and the researcher always controlled the students with the observation sheet.

After following the researcher gave an evaluation to the students. The evaluation were help to know the students' ability in mastery a reading text and to know the effectiveness CIRC method during the teaching and learning process was in progress.

3) Post activity

Before ending the process of learning, the researcher gives conclusion about the material. And the researcher did not forget to give morally suggestion to the students so that they more motivated in learning process. The next, the researcher said thanks to students were participation in her research. And the last the researcher closed the learning process to pray together.

c. Observation

Table 4.9
Score of the students' reading article in cycle III

Respondents	Score
001	90
002	80
003	60
004	90
005	60
006	80
007	80
008	90
009	80

010	80
011	60
012	75
013	80
014	60
015	75
016	80
017	90
018	80
019	80
020	90
021	90
022	80
023	80
Total	1810
Mean score	78.7

Calculating the mean score of the students' reading test of cycle III

$$X = \frac{\sum x}{N}$$

$$= \frac{1810}{23} \quad = 78.7$$

The table explains that higher score is 90 and the lowest is score is 60. There are 6 students who got score of 90, 11 students who got score of 80, 2 students who got score of 75, and 4 students who got score of 60.

The result observation on the students' activities during the teaching and learning process. It can be in the table below:

Table 4.10

The result of observation on students' activities cycle III

Respondents	Very Active	Active	Less Active	Not Active
001		✓		
002		✓		
003		✓		
004	✓			
005		✓		
006	✓			
007		✓		
008		✓		
009		✓		
010		✓		
011		✓		
012		✓		
013		✓		
014		✓		
015	✓			
016		✓		
017	✓			
018		✓		
019		✓		
020	✓			
021		✓		
022	✓			
023		✓		
Total	6	17	0	0

Where :

    1. Very active : the students is responsive and participated

      fully in all activities in the learning and teaching process.

2. Active : the students responses the material and interacting with

other, whether to the teacher or his/her friends.

3. Less active : the students pays attention and gives responses once in a while.

Not active : the students does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc

Table 4.11
Diagram The Students' Participation
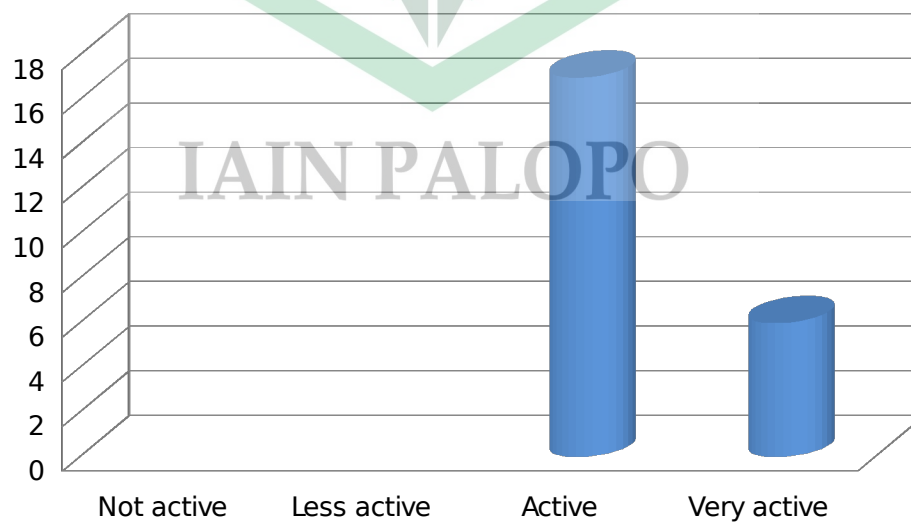
Table 4.12
The percentage of students' active participation in cycle III

Classification	Frequency	Percentage (%)
Very active	6	26.1%
Active	12	73.9 %
Less active	2	-
Not active	0	-

Where:
P: Percentage
F: Frequency
N: Total of students

$$P = \frac{F}{N} \text{ X}$$

Based on the data in this cycle III shown by the description above that include 23 respondents, there were 6 respondents were very active in reading class when learning process was running, and percentage reached 26.1%. the active respondents were 17, and percentage reached 73.9 %. The was not respondents less active, and There was not respondents not active during the learning process was running.

d. Reflection

a) The students got spirit to the lesson.

b) Most of the students were more active during the action. The students very enthusiast read the article text by working together. By using cooperative integrated reading and composition, the

students have accountability to the group and the students' ability

to comprehend the text with their own language.

c) The improvement of student's scores in answer the questions.

d) The class was begun controlled and the noisy was not happening in

the class.

　　　　Based on the result that the researcher think to continue the

next cycle improve the students' reading comprehension to the

lesson. So, the researcher decided to do the next cycle:

4. The Explanation of Cycle IV
a. Planning

　　　　Some of the planning in procedure same as cycle ago.

Prepared; learning process can be intensive controlled by CIRC

method, changed member every group, male students together

male students and female students together female. The researcher

give the different topics" Corruption" as a material in reading text,

give the way how to using CIRC in reading text in group, the

researcher give more intensive guidance with the way turn around

every group to explained CIRC method in every group, give

motivation to the students to be active in learning process and

focus in every groups to do the test.

b. Acting

Action learning of the cycle IV, the process of learning was divided into three stages they are:

1) Pre activity

Like of the others cycle, the researcher gritting to the students, asked who was absent that day, do a brainstorming to checked the students ready to the lesson, when the students, the researcher back to divided in form group and difference between male students and female students. After that the researcher also divided the reading text.

2) Main activity

The researcher gave more explanation about reading comprehension by using CIRC method and giving guidance to the students about how to make better discussion and do the test. The action was "Corruption" to this meeting. So, too few minutes all of students given the chance to read the new text before the researcher explained that topic. At the time the entire group made discussion. The researcher intensively turn around to check the situation. Students' activity helped the group if there were students confused how to comprehend the reading by using CIRC, gave the students motivate to do the best for their team. In order that all of

students concentrate to their group and actively involved in the learning process and every students do discuss about the topic .

After student present and every group have the same chance when the student did the present to the result of discussion all students have the question to ask toward the group which presentation to the result of discuss. So, most of the members group participate to the discussion. The researcher back to anouncomment the best team; etc.

3) Post activity

Before ending the process of learning, the researcher gives conclusion about the material. And the researcher did not forget to give morally suggestion to the students so that they are more motivated in learning process. The next, the researcher said thanks to students were participation in her research. And the last the researcher closed the learning process to pray together.

c. Observation

Table 4.13
Score of the students' reading article in cycle IV

Respondents	Score
001	90
002	80

003	80
004	85
005	80
006	100
007	80
008	85
009	100
010	70
011	75
012	85
013	70
014	85
015	80
016	100
017	85
018	85
019	85
020	100
021	100
022	80
023	80
Total	1960
Mean score	85.21

Calculating the mean score of the students' reading test of cycle IV

$$X = \frac{\sum x}{N}$$

$$= \frac{1960}{23}$$

$$= 85.21$$

The table explains that higher score is 100 and the lowest is score is 70. There are 5 students who got score of 100, 1 student who got score of 90, 7 students who got score of 85, 7 students who got score of 80, and 1 student who got score of 75 and 2 students who got score of 70.

The result observation on the students' activities during the teaching and learning process. It can be in the table below:

Table 4.14
The result of observation on students' activities cycle IV

Respondents	Very Active	Active	Less Active	Not Active
001	✓			
002	✓			
003		✓		
004	✓			
005		✓		
006	✓			
007		✓		
008		✓		
009	✓			
010	✓			
011	✓	✓		
012				
013				
014	✓			
015	✓			
016		✓		
017	✓			
018	✓			
019		✓		
020	✓			
021				
022	✓			

023			0	0
Total	15	8	0	0

Where :

5. Very active : the students is responsive and participated

fully in all activities in the learning and teaching process.
6. Active : the students responses the material and interacting with

other, whether to the teacher or his/her friends.
7. Less active : the students pays attention and gives responses

once in a while.
8. Not active : the students does not give respond to the material,

she/he looks confused, bored and sometimes leaves the class,

sleepy, fiddling mobile, write or something beyond of the material,

etc.

Table 4.15
Diagram The Students' Participation
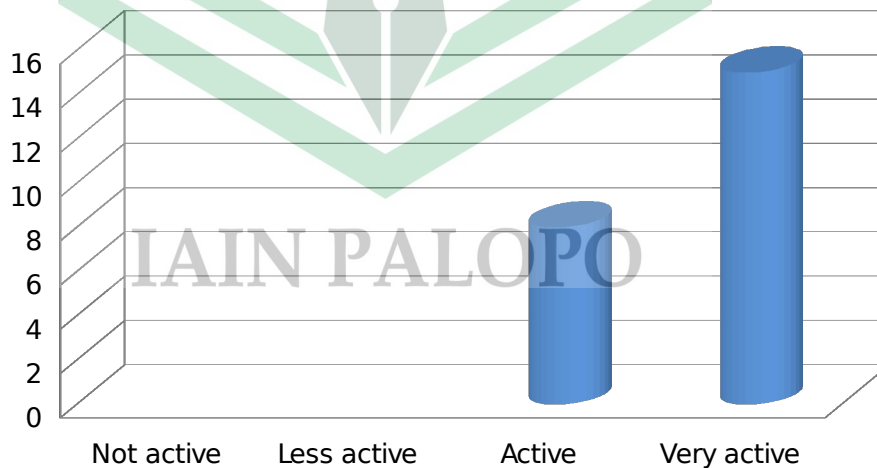
Table 4.16
The percentage of students' active participation in cycle IV

Classification	Frequency	Percentage (%)
Very active	15	65.2 %
Active	8	34.8 %
Less active		-
Not active	0	-

$$P = \frac{F}{N} \ X$$

Where:
P: Percentage
F: Frequency
N: Total of students

Based on the data in this cycle IV shown by the description above that include 23 respondents, there were 15 respondents were very active in reading class when learning process was running, and percentage reached 65.2%. The active respondents were 8, and percentage reached 34.8%. There were not respondents less active, and there was not respondents not active during the learning process were running. To reach the requirements criteria of the success which is determined 75%, the two very active and active classifications were accumulated reached 100%. It was expected nominal percentage, its means that this cycle was satisfying

because most respondents/students were active compared with condition in before cycle.

d. Reflection

By showing the result of monitoring at last cycle according to collaborator and the researcher that, the students can concentration, the students had spirit, most of the students participated in reading text and discuss, the students group member focus in learning. All of the students listen when the researcher gave explanation about the material. They could answer the questions easily, to score and mean score had improvement, its mean that students really seriously to teach, they completed their work before the time was over. In addition, the all students seriously paid attention to the researcher's explanation and active engaging in the learning process; such as asking question, responding question, enthusiastic in doing their work and etc. at the observation list by doing the collaborator she was found there were four condition in the class along learning: very active and active. So, with condition that there were not students which not make activity to learning process in reading comprehension by using CIRC method.

Table 4.17

The result of students' perception through questionnaire

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	2	16	5	-	-
2	2	18	3	-	-
3	1	14	7	1	-
4	11	10	2	-	-
5	6	15	2	-	-
6	7	15	2	-	-
7	2	3	1	5	12
8	1	1	4	7	10

Based on table 3.1 above, most of the respondent show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 6, and negative statements are from 7 to 8. The following table is the detail description or explanation of the data that were used to know the students' perception about Cooperative Integrated Reading and Composition (CIRC) as a method that applied to improve the students' reading comprehension.

Table 4.18

I am interested in studying English by using Cooperative Integrated Reading and Composition (CIRC) Method

Classification	Frequency	Percentage (%)
Strongly Agree	2	8.7%
Agree	16	70 %
Uncertain	5	22 %
Disagree	-	-
Strongly Disagree	-	-

Table 3.2 shows that most of respondents said strongly agree and agree that using Cooperative Integrated Reading and Composition (CIRC) method can interest the students to study English. It was proved that there were 8.7% of respondent said strongly agree, 70% of respondents said agree, 22% respondents said uncertain, and none of respondents said disagree and strongly disagree. It means that the respondents were interested to study English by using Cooperative Integrated Reading and Composition.

Table 4.19

Studying by using cooperative integrated reading and composition method can create the condition of class be more enjoyable

Classification	Frequency	Percentage (%)
Strongly Agree	2	8.7 %
Agree	18	78.3 %
Uncertain	3	13.0 %

Classification	Frequency	Percentage (%)
Disagree	-	-
Strongly Disagree	-	-

Table 3.3 shows that most of respondents said strongly agree and agree that using Cooperative Integrated Reading and Composition (CIRC) method can create the condition of class be more enjoyable. It was proved that there were 8.7% of respondent said strongly agree, 78.3% of respondents said agree, 13.0% respondents said uncertain, and none of respondents said disagree and strongly disagree. It means that studying by using Cooperative Integrated Reading and Composition method can create the condition of class be enjoyable.

Table 4.20

I am easier to comprehend reading text by using cooperative integrated reading and composition method

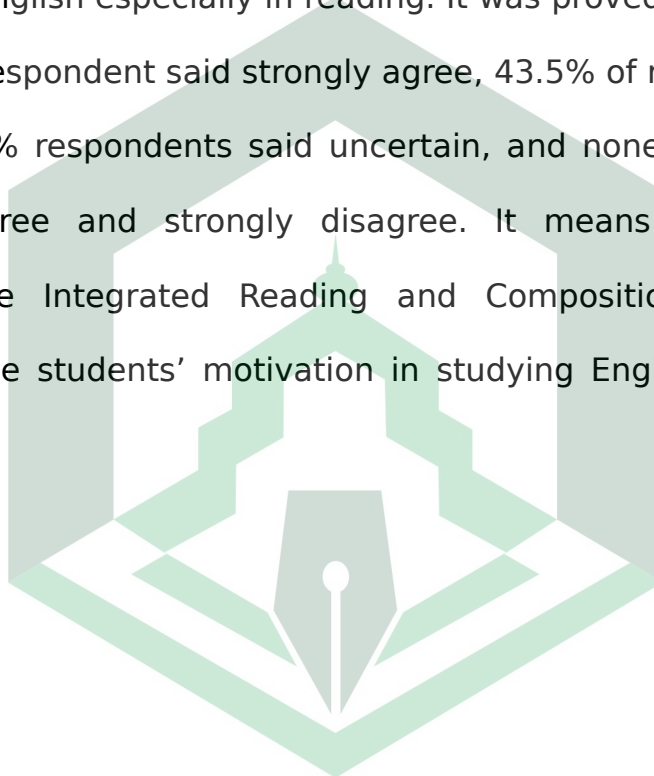| Classification	Frequency	Percentage (%)
Strongly Agree	7	30.4 %
Agree	14	60.9 %
Uncertain	1	4.3 %
Disagree	1	4.3 %
Strongly Disagree	-	-

Table 3.4 shows that most of respondents said strongly agree and agree that you are easier comprehend reading text by using Cooperative Integrated Reading and Composition (CIRC) method. It was proved that there were 30.4% of respondent said strongly agree, 60.9% of respondents said agree, 4.3% respondents said uncertain, 4.3% respondents said disagree and none of respondents said strongly disagree. It means that the respondents easier comprehended reading text by using Cooperative Integrated Reading and Composition method.

Table 4.21

By using cooperative integrated reading and composition method can improve my motivation in studying English especially in reading.

Classification	Frequency	Percentage (%)
Strongly Agree	11	47.8 %
Agree	10	43.5 %
Uncertain	2	8.7 %
Disagree	-	-
Strongly Disagree	-	-

Table 3.5 shows that most of respondents said strongly agree and agree that using Cooperative Integrated Reading and Composition (CIRC) method can improve the students' motivation in studying English especially in reading. It was proved that there were 47.8% of respondent said strongly agree, 43.5% of respondents said agree, 8.7% respondents said uncertain, and none of respondents said disagree and strongly disagree. It means that by using Cooperative Integrated Reading and Composition method can improve the students' motivation in studying English in particular reading.
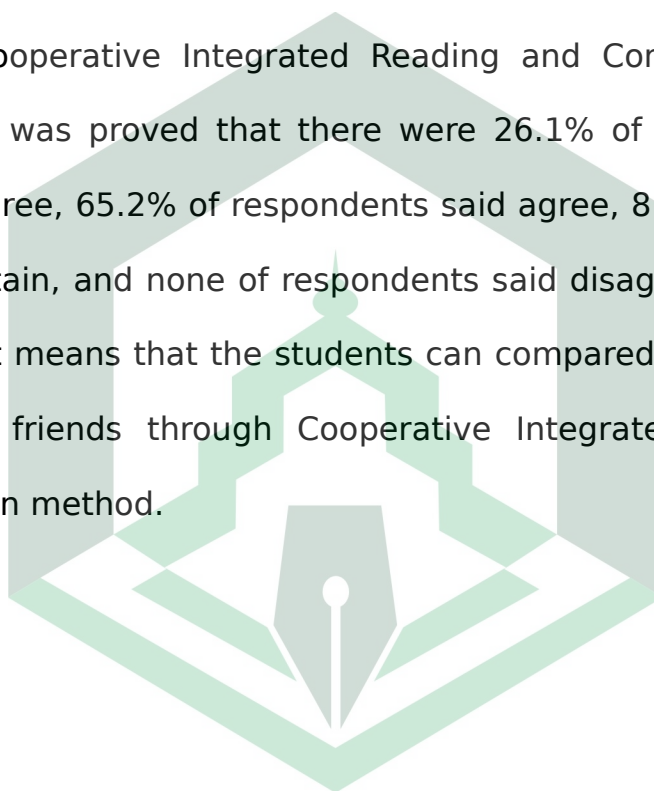
Table 4.22
I can share to my friends through cooperative integrated reading and composition method

Classification	Frequency	Percentage (%)
Strongly Agree	6	26.1 %
Agree	15	65.2 %
Uncertain	2	8.7 %
Disagree	-	-

Strongly Disagree	-	-

Table 3.6 shows that most of respondents said strongly agree and agree that. The students can compare notes with their friends through Cooperative Integrated Reading and Composition (CIRC) method. It was proved that there were 26.1% of respondent said strongly agree, 65.2% of respondents said agree, 8.7% respondents said uncertain, and none of respondents said disagree and strongly disagree. It means that the students can compared notes with their with their friends through Cooperative Integrated Reading and Composition method.

Table 4.23

I enjoy if my teacher used Cooperative Integrated Reading and Composition (CIRC) Method in learning process.

Classification	Frequency	Percentage (%)
Strongly Agree	7	30.4 %

Agree	15	65.2 %
Uncertain	2	8.7 %
Disagree	-	-
Strongly Disagree	-	-

Table 3.7 shows that most of respondents said strongly agree and agree that the students are enjoy if their used Cooperative Integrated Reading and Composition in learning process. It was proved that there were 30.4% of respondent said strongly agree, 65.2% of respondents said agree, 8.7% respondents said uncertain, and none of respondents said disagree and strongly disagree. It means that the students enjoy if their teacher used Cooperative Integrated Reading and Composition in learning process.

Table 4.24

I am easier to comprehend reading text individually than work together

Classification	Frequency	Percentage (%)
Strongly Agree	2	8.7 %
Agree	3	13.0 %
Uncertain	1	4.3 %
Disagree	5	21.7 %
Strongly Disagree	12	52.2 %

Table 3.8 shows that most of respondents said strongly disagree and diagree that the students were easier comprehend reading text by individual that together. It was proved that there were 52.2% of respondent said strongly disagree, 21.7% of respondents said diagree, 4.3% respondents said uncertain, 13.0% of respondents said agree,and 8.7% respondents said strongly agree. It means that the students easier comprehended reading text by work together that individual.

Table 4.25

Using Cooperative Integrated Reading and Composition (CIRC) Method in learning reading is not effective to improve my reading comprehension ability.

Classification	Frequency	Percentage (%)
Strongly Agree	1	4.3 %
Agree	1	4.3 %
Uncertain	4	17.4 %
Disagree	7	30.4 %
Strongly Disagree	10	43.5 %

Table 3.9 shows that most of respondents said strongly disagree and diagree that using cooperative integrated reading and composition method in learning reading is not effective in improving students' ability to comprehend reading text. It was proved that

there were 43.5% of respondent said strongly disagree, 30.4% of respondents said diagree, 17.4% respondents said uncertain, 4.3% of respondents said agree,and 4.3% respondents said strongly agree. It means that using cooperative integrated reading and composition method in learning process is effective in improving students' ability to comprehend reading text.

Basically, the XIth students class of MAN Palopo in classroom XI$_{IPA3}$ shows positive perception which is indicated by the positive inputs and attitude toward the using of cooperative integrated reading and composition method to encourage the students to read an article in English.

B. Discussion

There was good progress in the researcher of improving the ability of reading text through CIRC method in the second year students of MAN Palopo in academic year 2015/2016. During the teaching learning process occurred, there had been changed students' achievement of reading text and student's behavior especially good interaction, relationship between students in group work, good cooperative in group, can the respect other opinion, students' discipline in the classroom, and good responsibility during

the learning occurred. The change had not just happened in a time, but it occurred repeatedly for four times from cycle 1 to cycle 4. According to Seifert (2007)" teaching learning process must not happen as a whole in logical order, horizontal steps, or single series. Thus, the processes presents a kaleidoscope of interaction and ressult, and interference. Especially the interferences, these can rise into the basic social behavior or relate to the education".[3]

The classroom action research had been conducted in four cycle that consisted of four meeting. In each cycle while conducting the research, there were four stages: planning , action, observation, and reflection. The English teacher acted as collaborator who observed and kept the process of the research, while the researcher applied the method in the classroom based on the planning which had been designed by the researcher. During the research, the collaborator collected data by using field notes, observation checklists, and doing tests. Observation checklist and field notes were used to record the process in classroom, while doing test was used to measure the students' comprehension.

3Kelvin Seifert,*Education psychology*(second print).(Yogyakarta: IRCiSoD Press, 2007)

Since the students faced problem in reading comprehension, especially, and implicit information (inference). Therefore, the researcher tried to solve the problem by a method which was believed had power to solve the problems. The researcher chose Cooperative Integrated Reading and Composition (CIRC) as a method which was appropriate to solve the students' problem on reading text. In this method, Heterogenic of small group, the group model is circular; each individual in each group had their respective duties. There are, write the result of discuss, read and understood the material. Help the students to find main idea and comprehend in reading (article) text with use skimming and WH questions. The students give a respond about the text and rewrite the read result based on their own language, after that, one the member of each group explain the result of discuss in front of class. Give more motivation to the students that working together is easier to comprehend the reading text.

1. The First Cycle

Based on the observation checklist and field, the activities in cycle I did not run smoothly. The collaborator found some weakness in this cycle related to the researcher's and the students'

performances in the classroom and the students' comprehension on reading text and doing the test. In cycle I, some students were less active even some of them not active caused they were still confused about what they should do in the activities, some students were still less participation and activeness to read the article text caused they had less vocabularies beside that the article text was the new text for them. So that they were not interested to read the text that they given by the researcher and it make the condition of class was noisy. Dividing group were not fair caused there were groups have members were clever and there were groups have members low ability about English, and it made the other groups were not effective or less enthusiasm to discuss about the reading text that had given.

Based on the interview result to the respondents, they were not really active, because they didn't understand about material. Besides that, the students have less vocabularies and not able to rewrite their comprehension by using their own language. And sometimes the students felt bored because some of each group was not active. So, the researcher decides to change their groups in the next meeting and gave more theories to the students.

2. The Second Cycle

This cycle got improved compared the first cycle. The researcher was revised the weakness in using cooperative integrated reading and composition (CIRC) method to improve the students' reading comprehension in this cycle. So, there was development from the cycle I to the cycle II in studying reading comprehension. In the second cycle, the researcher change strategy in using cooperative integrated reading and composition, Group model in the cycle changed into a circular. Then subtract the number of group, each individual in each group had their respective duties because not all students in each group gets a text. Division of the group is determined by the researchers based on the observation of cycle II, not all students have good rating in every subject.

But the discussion result to their group was not success, there were member in every group not do the activity like their others member and also there were group do not activity according to the basic concept of CIRC, most of students were lack in reading text. The male students still more dominate the learning process than female students. The students did not focus to the group. Most of

students still confuse about the material discussion. So, that they were cannot to manage their group. The result of score the higher 75 while the lowest score 60 and the mean score only 65.43 its mean that the students mean score still equal to the first cycle.

3. The Third Cycle

From the result of students reading test we saw that the highest score 90 and the low score was 75. Its mean that the students' result was improved. All of the students participated in discussion. It caused they had knew and understood the created the discuss and how to did the feedback to the other group. Most of students also looked cooperative when the researcher explained the lesson. The improvement the students' score in answer the question. Most of the students' not confused, the class were begun controlled and noisy in the class most not happening in learning.

4. The Fourth Cycle

In cycle IV, the students showed good improvement in the activities and their comprehension on reading text and doing test, as well as the researcher's performances. The researcher also could motivate the students well. In this cycle, the researcher acted as facilitator and motivator. The students also knew what they had to

do in the classroom. The students were very enthusiastic in learning. All students got involved activity in group discussion to comprehend the material. Not only comprehending the reading text which covered four improved aspect of reading, but also their comprehension on the characteristic of CIRC getting better. The students were very exciting in learning by using this method. The students recognized that the method was more interesting that the technique which was used by the teacher before it.

During working in group to accomplish the task from the researcher, besides working cooperatively. Translating all sentences in the paragraph of text also helped the students to accomplish the task and understand the text easier. In first cycle, the students did not work cooperatively and didn't translate all sentence, it made the students a little bit hard to understand the text. For the smart students, it was not matter for them even though they didn't translate it because they understood what the sentence mean, but for the other students who were not have high competency in English, it was hard to understand it. Then, in cycle IV, the researcher and collaborator agreed to ask the students to translate all sentences. The students also showed their cooperation in

accomplishing the task. As the result, the students could understand the text. Even though, there were students who did not understand well. All students worked cooperatively and seriously. They also translated all sentences. Finally, the students could comprehend this method was considered successful in this research. It was not only shown from the process activities, but also from the result the test and students score.

5. The result of observation in the clasroom

Based on observation the improvements happened from cycle I to II. On aspect of reading comprehension, the students' ability also improved. The improvements were analyzed from their ability in answering the question of individual or group test. From the result of students' ability in comprehending text, Cooperative Integrated Reading and Composition (CIRC) method could improve the student reading comprehension.On text from cycle I to II. It could improve students ability in mastering vocabuiary, found main idea, rewrite the result of discussion, and making inference. The improvement did not only work on the students'individual score but also on their learning process in coclassroom such as working in group. All of this process also helped the students to pass minimum adequacy

criteria (SKM) in that school on reading comprehension that is 75. Since the students had problem in reading comprehension and they confused with new method which was applied in their classroom, made the students enjoy in learning.

Besed   on the result of research showed that by using Cooperative Integrated Reading and Composition (CIRC) method, the ability of studets reading comprehension at the second year stutents of MAN Palopo in academic year 2015/2014 improved.the student had improved their reading comprehension.
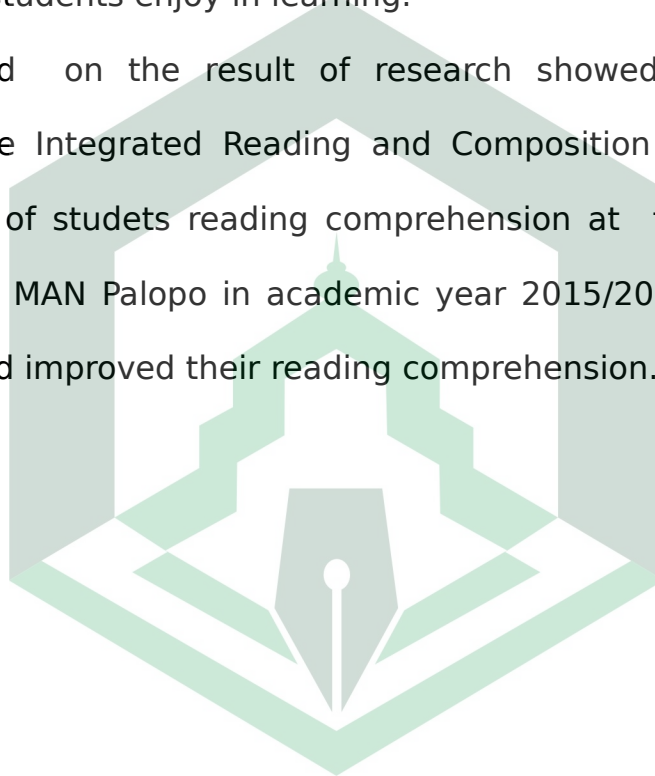
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

Based on the result of discussion, findings in the previous chapter, the reasearcher concludes that effective way in improving reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) method could be described as follows: 1). The students are divided into some groups and each groups consist of four or five students in heterogeneously. 2). The teacher gives a material to the students. 3). the teacher gives an assignment to each group and the member of group who has understood the material must explain the material to the other member in a group. 4). The students in each group must work cooperatively to read and to find the main idea in reading the text and give a response about the text and it should be written in a sheet. 5). The teachers give a conclusion about the material. By using CIRC method make the students more active and enjoyable than the previous condition, the students were able to identify some information in the article text

and the students were able to retail the written communicative object in the article text by using their own understanding. Besides that, the students were able to interact with their friends as well in a group collaboratively in solving the problem which was served by the teacher.

B. Suggestions

Based on conclusion above, the writer would arrive at providing some suggestions, as follows:

1. For the English teacher, it is essential for the teacher to improve the quality of English teaching and learning process. The teacher should be creative in producing and using interactive teaching method. In addtion, the teacher should give English intruction in every activities like providing vocabularies in every aspect in order that the students became more familiar about the English. Besides that, the effectiveness of using cooperative method can be followed by the other teacher. Therefore, the students are more active in receiving the material.

2. It is suggested that the teacher using cooperative integrated reading and composition method in various way such as by grouping the students and make small group discussion.

3. For the next researcher who is interested to conduct a research with the same title to use in the different skill to know whether using

cooperative integrated reading and composition method can or cannot be function to improve students' ability in the order skills.

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