

**THE USE OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TECHNIQUE TO IMPROVE STUDENTS' ABILITY
IN READING COMPREHENSION ACHIEVEMENT
(A Classroom Action Research at the eight grade students' of MTs Pancasila
Bengkulu Bengkulu in Academic Year 2015/2016)**

THESIS

Submitted as A Partial Requirements for Degree of *Sarjana* in English Study
Program



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APPROVAL

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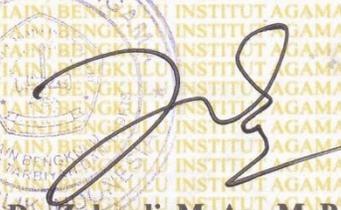
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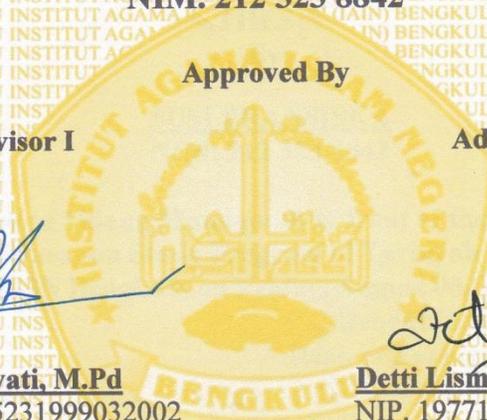


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**(A Classroom Action Research at Eight Grade of MTs Pancasila Kota
Bengkulu in Academic Year 2015/2016)**

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PRONOUNCEMENT

Name : SUSI PRANSISKA

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I hereby sincerely state that the thesis titled "The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students Ability in Reading Comprehension Achievement (A Classroom Action Research at Eight Grade Students of MTs Pancasila Bengkulu in Academic Year 2015/2016)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic and the form of repeating my thesis and academic degree.

Bengkulu, June 2016

Stated by,



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DEDICATION

Bismillahirrahmanirrohim

in this name of Allah SWT, the most gracious and most merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends.

This thesis was dedication.

- My beloved parents. My guardian angel, someone I called “Mak” who is ERNA who woman always care of me, thanks for keeping my name in your prays, support, motivation and gave almost of your life to love kindness for me. Mother, you are my life and my everything. Thanks you so much mother I will always love you.
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- My Almamater IAIN Bengkulu.

MOTTO

Never give up on what you really want to do. Life is not about finding yourself. Life is about creating yourself. The person with big dreams is more powerful than one with all the facts, just do the best to make everything perfect.

(Anonymous)

We can if we think we can

(Susí.P)

ABSTRACT

Susi Pransiska 2016. The use of cooperative integrated reading and composition (CIRC) technique to improve students ability in reading comprehension achievement (A classroom action research at eight grade students of MTs Pancasila Kota Bengkulu in academic year 2015/2016).

Advisor 1. Risnawati, M.Pd

2. Detti Lismayanti, M.Hum

There is a fact that most of the students of junior high school who learn English as foreign language have difficulties in reading comprehension. Therefore, the objective of this research was to investigate the use of cooperative integrated reading and composition technique to improve students reading comprehension.

The problem of this research was how does the cooperative integrated reading and composition technique improves reading comprehension in second year students of MTs Pancasila Kota Bengkulu academic year 2015/2016. The researcher conducted the research at MTs Pancasila Kota Bengkulu in which the researcher used the second year students from class VIII.A, as the respondents. There were 18 students included in this research.

This research was a classroom action research which was done in three cycles. The data of this research were using test, pre-assessment and cycle I until cycle III. The percentages students of mean score in pre-assessment 39, 7 and evaluation in cycle I was 60, 6 and in cycle II was 70, 8 and in cycle III was 79, 7. The researcher also found that the improvement of students' activity was good in the class. It concluded that cooperative integrated reading and composition technique could improve students reading comprehension achievement at the eleventh grade of MTs Pancasila Kota Bengkulu in academic year 2015/2016.

Keywords: Reading Comprehension and CIRC Technique

ABSTRAK

*Susi Pransiska*2016. The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students Ability in Reading Comprehension Achievement” (Penelitian tindakan kelas pada kelas delapan di MTs Pancasila Kota Bengkulu Tahun ajaran 2015/2016).

Pembimbing 1. Risnawati, M.Pd

Pembimbing 2. Detti Lismayanti, M.Hum

Ada sebuah fakta siswa tingkata sekolah menengah pertama dalam mempelajari bahasa inggris sebagai bahasa asing mempunyai kesulitan dalam pemahaman membaca. Oleh sebab itu, tujuan penelitian ini adalah untuk mengetahui penggunaan Cooperative Integrated Reading and Composition Technique untuk meningkatkan pemahaman membaca siswa.

Masalah pada penelitian ini adalah bagaimana Cooperative Integrated Reading and Composition Technique meningkatkan kemampuan membaca pada siswa kelas 2 MTs Pancasiala Kota Bengkulu tahunajaran 2015/2016. Penelitian ini dilakukan di MTs Pancasila Kota Beengkulu yang mana peneliti ini menggunakan siswa-siswi kelas dua dari kelas VIII.A, sebagai respondent yang terdiri dari 18 siswa.

Penelitian ini adalah penelitian tindakan kelas yang dilakukan tika siklus. Data penelitian ini diperoleh dari pre-test, siklus 1, siklus 2, dan siklus 3. Persentasi nilai rata-rata pada tes awal adalah 39,7 dan pada tes akhir di siklus 1 adalah 60,6, pada siklus ke dua 70,8, dan pada siklus ke tiga 79,7. Peneliti juga menemukan adanya peningkatan aktivitas siswa yang semakin membaik di dalam kelas. Dengan ini dapat disimpulkan bahwa Cooperative Integrated Reading and Composition Technique dapat meningkatkan kemampuan membaca siswa kelas 2 di MTs Pancasila Kota Bengkulu tahun ajaran 2015/2016.

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Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher wa able to finish this thesis entitled **The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students Ability Reading Comprehension Achievement**Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

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7. My parents that always support, prayer, motivated for finished this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu. Juni 2016

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the problem

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, reading is one of the important skills. English reading becomes a more and more important in international communication. However, teacher of English often ignore the importance of reading in the classroom.

Reading is one of basic language skill to be learned, especially by students at junior high school until university level. Through reading they can get the information from books, magazine, novels, essays, and internet. And then they can improve they knowledge. Reading is very important in learning and teaching process because reading can make a progress in academic achievement.

Reading is the process of getting and understanding of some words from the text. It means that we need to understand some of the words in order to understand the meaning of the text. People read for some objectives, such as for fun or enjoyment and reading for information, but it is essential that the reader must understand what they have read. It means they should not only read, they must also get something from it. In reading for enjoyment the readers read the passage or text for fun, for example in reading books, stories, novels, etc. in

reading for information, the readers read passages or text to get information; in reading science books, newspapers, etc. In reading activity the reader can get the whole of a written text, but at the end of the reading activity the reader can get the intended meaning from the text. Without reading, we are lack of the background knowledge to support our idea.

Reading also plays a particularly important rule in education. Not only does our education system demand a lot of reading in the process of learning, it also tends to use the capacity to read fluently as an indicator of more general intellectual ability.

Cooperative learning as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing students with the skill of collaborating, cooperating sharing and socializing. *Arthy* say that 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. Cooperative learning requires that students work together to achieve goal which they could not achieve individually. ¹

Johnson, Johnson & Holube say that Cooperative learning is the instructional use of small groups through which students work together to

¹Arthy, 2012. *Cooperative Integrated Reading and Composition: Impact on Reading Comprehension Achievement in English Among Seventh Grads*. International journal of research in humanities Vol (2) p. 39.

maximize their own and each other's learning.² In classroom where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning, and evaluating together.

Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Cooperative learning is beneficial for second language learners in a number of ways. Small group work enriches the language classroom with comprehensible, developmentally, appropriate, redundant, and somewhat accurate input as described by *Krashen* as well as promoting frequent, communicative, and referential classroom talk in a supportive, motivating, and feedback rich environment.³

The cooperative integrated reading and composition (CIRC) can help to improve students ability in reading comprehension, but there is some problem the researcher is interested in solving those problems experienced by students include difficulties in the use of methods (CIRC) to develop the reading skills of the students still face problems in reading comprehension the which is required to be solved by applying the cooperative integrated reading comprehension (CIRC) Technique. And the differences characteristic of students at MTs Pancasila Bengkulu are: Some of the students are interesting to study English. And other

² Locipt. P.37.

³ Locipt. P.38

students are still confused and difficult to understand English. Especially lazy to reading and reading comprehension, because of students bore with methods that give the teacher.

Based on observation at MTs Pancasila kota Bengkulu 2015. The researcher found that the students had difficulties to understand in applying cooperative integrated reading and composition (CIRC). Most of the students low motivation to read and they couldn't get how to applying the method of (CIRC), especially reading comprehension. Besides that, students feel that reading is a lesson that bored. so the effect on the willingness of reading and learning achievement of children that itself and make the students low score in learning English especially reading comprehension question. To solve the problem. So, the research use cooperative integrated reading and composition (CIRC) technique to improve students' reading comprehension.

Those whose first language is not English need techniques for better learning. English is the most important language to learn than Indonesia. The cooperative integrated reading and composition (CIRC) can help to improve students ability in reading comprehension, but there is some problem the researcher is interested in solving those problems experienced by students include difficulties in the use of (CIRC) technique to develop the reading skills of the students still face problems in reading comprehension the which is required to be solved by applying the cooperative integrated reading comprehension (CIRC) technique.

Considering the phenomena above, the researcher interested to investigating **“The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students Ability in Reading Comprehension Achievement. (A Classroom Action Reserch at the Eight Grade Students of MTs Pancasila in the Academic Year of 2015/2016).**

B. Identification of problem

Based on the research problem as described above, several research problems in this study can be identified; The students at MTs Pancasila Bengkulu to applying of the Cooperative Integrated Reading and Composition (CIRC) technique, with this technique and its application in order to improve the ability of students to learn the English language so as not boring and enjoyed especially on reading comprehension.

C. Limitation of problem

In this research, the researcher will focus in using cooperative integrated reading and composition (CIRC) technique to improve students' ability in reading comprehension achievement at second grade students' of MTs Pancasila Bengkulu in the academic year 2015/2016.

D. Research question

Based on the observation, the research question can be formulated as follows: How does the Cooperative Integrated Reading and Composition (CIRC)

technique improve student's ability in reading comprehension achievement the second grade students MTs Pancasila Bengkulu?

E. Objective of the research

The objective of this research is to investigate how can the Cooperative Integrated Reading and Composition (CIRC) technique. Can improve on students ability in reading comprehension.

F. Significance of the research

Based on objectives above, the significance of the study can be stated for the teacher to help teacher in providing active learning, create, effective, and fun for students according to learning style. And this research is expected to provide information and contribute to the English teacher, especially in eight grade students of MTs Pancasil, about the benefits of the CIRC technique in improving student reading. So that teachers can improve the effectiveness and success in teaching reading. For the researcher This study can develop knowledge and experience in teaching reading comprehension to the students.

G. Definition of the key term

a. Reading comprehension

Reading comprehension is the process of recognition, interpretation and perception of written or printed material. It is an active activity that tries to catch some information from the text. Related to the study being conducted, reading comprehension is defined as the ability of the subject under study in

understanding English reading text as suggested by English teaching syllabus of second grade students MTs Pancasila Bengkulu.

b. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) technique is kind of techniques in teaching reading Slavin It is an effective technique to help the students in comprehension reading passage in which the teaching and learning processes are mainly in group learning activities.⁴In which specifically the students under study engage in small group discussion which consist of maximum 4 students in each group and this method can improve students chance in reading aloud. This technique is one method to improve reading comprehension to have students second grade of MTs Pancasila Bengkulu.

⁴Slavin, 2011. *Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skill*. Education Research and Review Vol.6(1), p 102

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading

1. Definition of Reading

Reading is one of four language skills that has important role for the students. Reading is a set of skill that involves making sense and driving meaning from the printed word. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually like to reading. That is the reason why the reading ability should be built as early as possible. In reading, learners are actively responsible for making sense and catch the ideas of the texts. Reading has different way in interaction with the readers because the writer is not available. That interaction will see in getting all the information from the writer. Reading is a complex activity that involves both perception and thought. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

There was some various definition of reading. Reading is the important skill in learning English to be mastered by the students beside the other skill, reading is seen as selective process taking place between the reader and the text, in which background knowledge and variation types of language knowledge interact with information in the text to

contribute in text comprehension, its mean reading is complete process which that involved our knowledge. Another meaning, reading is not merely a way to learn new information but becomes a way to engage in new kinds of thinking. It means that when the students reading something (such as; books, article, newspaper, story, and etc) is a way to get information. Because, when the students do not understand from what they reading, they do not get information. Until, it can make the students think hard how to get the information from they read based on their way of thinking.

Reading is a skill which enables us to get a message recognizing the written words getting (understanding) the meaning used to teach pronunciation grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Alexander et al say that The knowledge and experiences that readers bring to reading equip them with an understanding of language,

texts, and the world thought which they filter their comprehension of the materials.⁵

2. Type of Reading

Abryct say that There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills:⁶

- a. Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.
- b. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.
- c. Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

⁵ Alexander et al., 2000. *PIRLS Reading Purposes and processes of reading comprehension*. p. 12.

⁶ Abryct, 2011. *The Type of Reading and Exercises for Teaching Reading*. Thailand p. 7

Nation I. S. P says that Reading is an important skill for people. Based on the theory of reading comprehension highlight in preceding discussion, there are four types for classroom reading performance such as:⁷

a. Reading aloud

Reading aloud is one kind of reading activity that can be used to check the pronunciation of the students. They make accurate connections between graphemes and phonemes. It is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces students to make and practice these connections.

b. Silent reading

Silent reading is a very important skill in teaching of English, in this activity the students more comprehend and understand about what they read because there are not any noisy to disturb when they read. This reading should be employed to increase reading ability among learners.

c. Extensive reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. It is used to obtain a general understanding of a subject and

⁷Nation I. S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: UK Routledge. P. 25.

includes reading longer texts for enjoyment only. The use of extensive reading skills can improve the learner general knowledge

d. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

3. Component of reading

There are some skill reading which are developed using a variety of difference activity types based on Simon Greenal & Diana Pye :⁸

a. extracting main ideas

It is important to help the learner look the main ideas of passage and to avoid getting distracted by unfamiliar vocabulary. Typical activity type which develop this skill are matching exercise, text with picture, text with heading, etc.

⁸Simon Greenall & Diana Pye. 2005. Reading Students Book. Yogyakarta: Cambridge University Press. P. 1-3.

b. understanding text organization

It is sometimes difficult to understand what information is important in a passage and where it should come. Text organizations activities help the readers to see what belongs to a passage, and how sentence are joined together in logical way.

d. inferring

a writer may want you to understand more than the actual words you read. Inferring activities draws the readers attentions to the overall atmosphere of the passage. They also help build their vocabulary.

d. predicating

Before learners reading a text, it may be helpful to encourage them to look at the subject or the title of the passage, and to think about the possible content. But remember, it doesn't matter if the learner do not predict correctly. They activity still helps prepare them for reading.

e. dealing with unfamiliar words

In this research there will be many words which the learners will not understand. This is because all the passage is example of real life written English. It s important to try and guess the general sense of a difficult word, and there are a number of activities which help the reader deal with unfamiliar

vocabulary without using dictionaries or asking the teacher to explain and translate.

Example of Reading Text:

On odd Spider

Most spider live on land, but this spider is different. It spends most of its time under water. How does its breath? Its breath by making a tent full of air bubbles under water.

First is spins a web in the shape of a bell, then it fixes it on plants under the water. Next it swims up to the top of the water and traps a tiny bubble of air with its hairy back legs. It drags the bubble to its web. It does this many times until its home is full of air. Then its sits nice and snug in its web and feeds on tiny fish and other water animals.

Reading Comprehension Book, page 5.

3. Reading Comprehension

Reading as an important skill to be learn for English learners. Constructing meaning is to interpret what an author has said bringing one's capacities, abilities, knowledge, and experiences" to bear on what he or she is reading. These personal characteristics also may affect the comprehension process.

According to *Elizabeth and Pressley* cited in *Komang Ayu Widia Hapsari* say that write that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning.⁹

Oakhill, Cain, & Bryan The studies on reading comprehension have often adopted an individual differences viewpoint as an attempt to account for the processes and components that might differentiate skilled and less skilled readers, the latter usually named 'poor comprehend'.¹⁰ Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. Current models of

⁹ Elizabeth and Presley, 2002. *Teaching Reading Comprehension by using Cooperative Integrated Reading and Composition (CIRC) Method to the Students seventh grade*. Dempasar: Mahasarawati Dempasar University. P. 20.

¹⁰ Oakhill, Cain, & Bryan, 2003. *Components of reading comprehension and Scholastic Achievement* 1041-6080/\$ - see front matter © 2007 Elsevier Inc. All rights reserved. doi:10.1016/j.lindif.2006.11.001

reading comprehension highlight the importance of considering the role of different cognitive processes during text comprehension.

The practices recommended in this guide are therefore not an end in themselves, but the means to developing sound ability in reading comprehension. For example, a story map is a useful tool only if it helps students to follow a storyline more fully and accurately. With this principle in mind, teachers should prepare their reading lessons in a way that encourages students to use the tools to enhance comprehension adeptly and independently as they read.

4. The Model of Reading Comprehension

Reading requires a rich and complex array of abilities that enable comprehension, not all of which are specifically reading comprehension skills. For example, successful decoding undergirds successful reading comprehension, and it certainly should be taught, but the panel believes decoding instruction alone will not produce desired levels of reading comprehension for all students. *Kim Callison et al* say that The current research on reading indicates that the following types of skills and knowledge are critical to building a young student's capacity to comprehend what he or she reads: ¹¹

¹¹ Kim Callison et al, 2010. *Improving Reading Comprehension in Kindergarten Through 3rd Grade*. IES Institute of Education Sciences of University Chicago, p. 6

a. Word-level skills

allow students to identify, or decode, words in text accurately and fluently.

Instruction in this area includes phonemic awareness, word analysis strategies (especially phonemic decoding), sight word vocabulary, and practice to increase fluency while reading.

b. Vocabulary knowledge and oral language skills

help readers understand the meaning of words and connected text.

Instruction in this area involves strategies to build vocabulary and activities to strengthen listening comprehension.

c. Broad conceptual knowledge

Includes not only general knowledge of the world but also knowledge drawn from science, social studies, and other disciplines. An information-rich curriculum can help students develop the background that is necessary for good reading comprehension.

d. Knowledge and abilities required specifically to comprehend text

Include an understanding of the different ways text can be structured and the ability to use a repertoire of cognitive strategies.

e. Thinking and reasoning skills

That are involved, for example, in making inferences are essential to reading comprehension as text becomes more complex and as a student's tasks depend more on the thoughtful analysis of content.

f. Motivation to understand and work toward academic goals

Makes it more likely that students will intentionally apply strategies to improve their reading comprehension. Comprehending complex text requires active mental effort, which is most likely to occur when a student is engaged in the task at hand.

Give the assessment students vary in their development of reading comprehension skills, and the panel believes that teachers must adjust instruction or differentiate instruction based on assessments of student progress. In fact, teachers should view all their interactions with students as an opportunity for informal assessment. This can include asking students to summarize or retell what they have read, asking them to write about their response to the text, and observing their contributions to discussions about the text.

5. Teaching Technique for Reading Comprehension

Strategy is the intentional application of a cognitive routine by a reader before, during. Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text. Teachers should also help students learn how to use comprehension strategies independently through the gradual release of responsibility. The panel identified 10 studies that demonstrated that teaching reading comprehension strategies to primary grade

students has positive effects on comprehension when measured by standardized tests and researcher-created measures.

According to *Kim Callison et al* say that The specific strategies discussed in this recommendation can improve comprehension when taught individually or in combination with other effective comprehension strategies.¹²

a. Activating prior knowledge or pre-dicting

Was found to impact reading comprehension positively in five student. Even so, only one study evaluated how teaching this strategy alone relative to not teaching any strategy affected reading comprehension. The other four studies tested the effectiveness of teaching students to activate prior knowledge or predict in combination with other practices or other comprehension strategies.

b. Questioning

Was not examined individually by any of the studies, but four studies reported positive effects on reading comprehension when it was taught along with other strategies.

c. Visualization

Examined by two studies, was found to result in large and statistically significant gains in comprehension. One study tested the

¹² Locit p. 10-11

effectiveness of visualization alone, whereas the other tested it as part of a package of multiple strategies.

d. Monitoring,clarifying

Strategies were evaluated in three studies as part of a package of multiple strategies. Positive effects on comprehension were found for instruction that included these strategies. No studies specifically isolated the effects of these strategies.

e. Inference

Training was examined alone in one study, and in combination with other strategies in two additional studies. All three studies found positive effects on reading comprehension for students who received inference training.

f. Retelling

Was found by four studies to have positive effects on comprehension, although only one of the four focused closely on retelling as a key component of the instructional practices it tested.Theother four studies tested the effectiveness of teaching students to retell in combination with other comprehension strategies.

B. Narrative Text

Narrative text is one text that contains about story, legend, and short story, narrative is the past stories that convey to entertain the reader. Narrative text is conveying by using past tense.The purpose of the narrative text is a

story to entertain the reader so that the narrative text can make the reader can be entertained by reading the story. Entertain the reader through the story by using past tense. The story is based on the real story (Fact) or the imagine story that have a short issue and the end by using solve the problem.

According to *Rebecca* a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate¹³.

In addition, *Anderson and Anderson* explain that a narrative is a text that tells a story and, in doing so, entertains the audience¹⁴. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. A narrative text usually has description of features and rhetorical steps.

¹³ Rebecca (2003). Narrative text in teaching English. Retrieved on agust,05,2016 from <http://publication.iic.book/fulltext/>.

¹⁴ Anderson, M. & Anderson, K. 2003a. *Text Types in English 2*. Macmillan Education Australia PTY LTD.

a. Plot

The plot answers the questions, what is happening in the story and what is the sequence of events. Some stories have simple and straightforward plots. Others have complex plots that make the reader think and ask questions: Who solves problems? Stories that flow well keep the reader involved and interested.

b. Characters

Characterization addresses the questions Who are these people and Are they believable. Characters need to be authentic for the reader to connect with them. Readers seek characters whose humanity touches theirs. Characters are also easy to relate to and believe in. Characters come to life for the readers through what they say, their actions, and what others say about them.

c. Setting

Setting informs the reader of where the story is taking place. It answers the questions where am I and what will I see if I walk around here?" More frequently, the setting falls into the background, and the reader is not particularly aware of it. Readers know immediately, however, when the setting is not well drawn, because they cannot feel the sense of where they are.

1. Generic Structure of Narrative text

As for the generic structure of narrative text such as : orientation, Complication, resolution and re-orientation.

a. Orientation

In this section or the first paragraph orientation is contains how the story begins. the author explain about time, place, character, and characteristic of the performer and what is happening.

b. Complication

After we have write the orientation. The next step, the author tells the important part of the story, causes and triggers that cause conflict between the characters that events give rise to which other as result of the previous problem. This problem that must be resolved or resolved.

c. Resolution

In this step the main character has managed to resolve problems that occur in the story. For the every different story is usually had different complication and resolution. Sometimes story have a more than one complication and resolution.

d. Re- orientation

In the last step of the narrative text, we can also call the conclusion. Usually in this section there is a message from the author. This message is usually contain about important things for the reader and message contains about moral message or moral value

C. Cooperative Integrated Reading and Composition (CIRC) Technique.

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

“Cooperative Integrated Reading and Composition (CIRC) is a comprehensive reading and writing program for students in grades.

From definition above, CIRC is the direct instruction reading comprehensive, input of writing activity, and any related between skills that suggested by the method.

Arthy say that 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.¹⁵

Cooperative learning requires that students work together to achieve goal which they could not achieve individually. Cooperative learning is a methodology that employs a variety of learning activities to improve students understanding of a subject by using a structured approach with involves a series of steps, redCooperative learning sees language as a tool of social

¹⁵Locit p. 39

relations. Students are provided with authentic context for negotiation of meaning through using the language.

Cooperative learning facilitates and deepens learning. It results in higher levels of understanding and reasoning, the development of critical thinking, and the increase in accuracy of long – term retention. Cooperative learning is beneficial for second language learners in a number of ways. Small group work enriches the language classroom with comprehensible, developmentally appropriate, redundant, and somewhat

Furthermore, *Olsen and Kagans* say that cooperative learning offers three major benefits relative to:¹⁶

1. providing a richness of alternatives to structure interaction among students,
2. Addressing content area learning and language development needs within the same organizational framework,
3. Increasing opportunities for individualized instruction.

Studies have shown that cooperative learning provides better learning opportunities. It will increase language practice opportunities for participants, promote positive affective climate, and motivate learners. On the other hand, it is widely recognized that reading plays an important role in improving the comprehensive language competence in English learning and is regarded as

¹⁶ Kagan, 1992. *Cooperative Integrated Reading and Composition: Impact on Reading Comprehension Achievement in English Among Seventh Grads*. International journal of research in humanities Vol (2) p. 38

the core and focus of English teaching. Therefore, English reading counts for a big proportion in English learning. Thus we should take cooperative learning into English reading class.

1. The Purpose of (CIRC) Technique.

The CIRC developed to easy of students in reading comprehensive so that students can implementation writing and language arts learning. CIRC is using group to easy of learning process when one of the students is not understand.

The CIRC developed to easy of students in a comprehensive reading so that students can implementation writing and language arts learning.

CIRC is using the group to learning easy process when one of the students is not understand. According to *Kessler* cited in *Andi Halimah* the characteristics of the CIRC technique is:¹⁷

1. The existence of a specific purpose,
2. The responsibility of each individual.
3. In one group each member has an equal opportunity to succeed.
4. There is no competition between the groups,
5. No special duty,
6. Adjust to the needs of the duty of every individual.

¹⁷Andi Halimah. 2014. *Metode Cooperative Integrated Reading and Composition (CIRC) dalam Pembelajaran Membaca dan Menulis di SD/MI*. Makasar: UIN Alauddin. P. 29.

2. Implementation Process of (CIRC) Technique.

Erhan Durukan say that Firstly of all, teacher shares basic information with classroom:¹⁸

1. Group work 4 or 5 student groups were established. Worksheets and other materials prepared by teacher were handed out to group members. Depending on the content of the work, students can collectively answer the questions and answers can be checked by each member and conveyed to other groups. Other members also control the answers and the process continues this way.
2. The grouping must be based on the abilities possessed by the learners. It can be known by educators to pay attention to the value of the learners in the learning activities previously.
3. Creativity. Strive educators able to provoke creativity possessed by the learners. This can be done by assigning the tasks to the learners.
4. Learning group. There are times in the learning activities are groups that need the help of labor educators. Because of this, then here the role of educators is more sensitive to the group that requires attention and assistance in times of difficulty in performing the tasks assigned.

¹⁸ Erhan Durukan, 2011. *Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills*. Academic Journal Educational Research and Reviews. Turkey Vol. 6(1), p. 103

5. Assessment, depending on the features of the selected technique, skills or information learnt by students in relation to course content are assessed by students individually or cooperatively.
6. Give rewards to groups that have studied the work of a good group. Thus, it will provoke a reaction from the other groups to try to get a similar award so that there will be a new motivation in learning activities

3. The Procedures of (CIRC) Technique.

Rachmad Widodo as cited in *Ulya Himawati* describes the steps of this technique. The steps are:¹⁹

1. Make groups consist of 4 members heterogeneously
2. Teacher give text with of topic learning
3. 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.
4. Make presentation or read to the result from group's discussion
5. Teacher and Students make summary together
6. Closing

From describe in above that conclude steps of CIRC in learning process. Students work in a group to understand the main idea and master other comprehension skills. They work on materials appropriate to their reading level. They have equal opportunities for success. CIRC provide a

¹⁹Rachmad Widodo as cited in Ulya Himawati, 2011. P. 20

structure for teacher to teach and students to learn which help all students become more effective readers and writers.

D. The Advantages and disadvantages CIRC Technique

1. The advantages of learning CIRC technique

The advantages of an integrated learning model of (CICR), by Slavin cited in *Andi Halimah* are:²⁰

- a) The selected activities in accordance with, and beginning student interest and needs of the child.
- b) All the more meaningful learning activities for students so that learning outcomes of the students will be able to last longer.
- c) Integrated learning can grow and develop thinking skills of children;
- d) Presents an integrated learning activities that are pragmatic (useful) according to the problems that often found in the child's environment;
- e) Integrated learning can foster students' motivation towards learning a dynamic, optimal and appropriate.
- f) Develop a child's social interactions such as cooperation, tolerance, communication and respect for the ideas of others.
- g) Raise the motivation to learn, broaden horizons and aspirations of teachers in teaching.

2. Disadvantages of CIRC technique

²⁰Locit. P. 34.

In this technique is Disadvantages of CIRC learning technique include:

In this technique can only be used for subjects using the language, so that these models cannot be used for subjects such as mathematics and other subjects that use the principle of counting.

3. Related Previous Study

The researcher has some relevant previous researches that support, there are:

The first thesis entitled “Cooperative Integrated Reading and Composition as a Method to Reduce The Students’ Problem in Writing a Recount Text (A Classroom Action Research at 8th grade, MTs Husnul Khatimah Semarang in the Academic Year of 2008/2009)”, by Choirul Huda final project of Tarbiyah Faculty, Walisongo State Institute Islamic Studies Semarang. He did this study because he wants to describe the used of cooperative integrated reading and composition to reduce the students’ problem in writing a recount text. Besides, it was to find out the significant difference of students’ achievement by using CIRC method.

The similar between her research and the researcher are on the research approach that is classroom action research, and method of cooperative integrated reading and composition. the collecting data that use observation and test, and calculate the achievement of study. The previous researcher also using method in her research, it is same with the researcher. The difference on

this previous researcher is material that is recount text while the research that is material of reading comprehension.

The second thesis entitled, “The Use of Cooperative Integrated Reading and Composition to Improve Students’ Ability in Composing Narrative Writing” (A Classroom Action Research with 8th Grade, MTs Negeri Kudus in The Academic Year 2010/2011), by Ulya himawati, Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo Semarang. He did this study was to investigate the students’ Ability in writing a narrative writing, to apply CIRC in teaching learning activity to improve students’ from aspect: Content, Organization, Vocabulary, grammar, and mechanic.

The similar between her research and the researchers are on the research approach that is classroom action research, and method of cooperative integrated reading and composition. The difference on this previous researcher is material that is narrative writing while the research that is material of reading comprehension.

The third thesis entitled, “improving the teaching and learning process of reading and writing in English through Cooperative Integrated Reading andComposition (CIRC)” (A classroom action research at grade VIII B of MTs YAPI Pakem, Sleman, Yogyakarta in the Academic Year of 2011/2012), by Annida Nurul Faiza Asni. The research was different conducted collaboratively among the research team members namely, the researcher, the

English teacher, and the students. There were two cycles in this research. In each cycle, there were steps of identifying field problems and actions-the steps of planning, implementing, evaluating, and reflecting the actions. The data of the research were qualitative and were supported by the quantitative data. The data were collected through observation, interview, and test. The similar between her research and the researchers are on the method of cooperative integrated reading and composition. The difference on this previous researcher is material that is improving the teaching and learning process of reading and writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this studied the researcher were used classroom action research (CAR). Action researches are a kind of research that was conducted in the classroom by a teacher.

Kammis and Mc. Teggart as cited in *Regina* state that classroom action research was way of group of people can organize the condition under which they can learn from their experience accessible to other.²¹ Classroom action research also should be done by teacher to solve the problem that was found in classroom.

Hopkin cited in *Prof. Dr. Emzir, M.Pd* states that action research were one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.²² As a method to examine learning process in classroom, classroom action research had become a good method to practice the participant's education in the class systematically and carefully.

From the explanation above, it could be concluded that action research was a useful method applied by the teacher because it was conducted in the classroom

²¹ Kammis and Mc. Teggart as cited in Regina, 2010. P. 24

²² Prof. Dr. Emzir, M.Pd. 2015. *Methodologi penelitian pendidikan kualitatif & kuantitatif* Jakarta: Rajawali Pers. P. 233-235.

by giving the students action in order to solve learning problems as well as increase the teacher's professionalism and improve student's skill.

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:²³

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.

Action research was regularly done to improve a learning process. By this research, a teacher knew his or her weakness in teaching his or her students. The teacher was known the effective methods in teaching students.

B. Setting of the Study

In this studied, a classroom action research were conducted at the eighth grade students of MTs Pancasila Bengkulu. It were located on Jalan Rinjani, Kelurahan Jembatan Kecil, Kota Bengkulu. The researcher chooses this junior high school because the genre Reading Comprehension used by junior high school. So the researcher can apply the research in the eighth grades.

²³ Iocit p. 17

C. Instrument of the Research

The researcher instruments were tools which are used by the researcher to collect the data. There are several instruments that are used in this study in obtaining the data: Observation, Test, and Documentation.

1. Test

In this research, research used reading test into multiple choice as test. To measure level and improvement of the students' ability in reading comprehension. In conduction this research, the research used Cooperative Integrated Reading and Composition (CIRC) as a technique in reading comprehension.

2. Observation Sheet

In collecting the data, the writer uses observation as the instrument of the research in order to find out the real activities conducted by the teacher and the students in the classroom. In this research, observation is applied to figure out the use of cooperative integrated reading and composition (CIRC) technique to improving students' ability in reading comprehension to VIIC students of MTs Pancasila Bengkulu in academic year 2015/2016.

3. Interview

The research conducted interview to collect data by asking the teacher and student orally to have direct information about teaching and learning process. The object of this research was the students of class VIII C, which was consisted of 18 students in the classroom. There are 9 male 9 female.

4. Documentation

Documentation was used to support the data in this research. In this research, research took picture or photograph of the teacher and students activity during teaching and learning process.

D. Technique for Collecting the Data

1. In collecting data, the researcher used the following ways:
 - a. The data in pre-assessment was taken to know the students reading comprehension ability before action.
 - b. The data was collected from cycle I, II, and III to know the students development in reading comprehension during the action.
 - c. The reading comprehension test in each cycle was given to know students improvement in reading comprehension after giving the action.
2. Data analysis

The data was being got from pre-assessment test and some test in the last meeting of every cycle. The result of the students' vocabulary mastery will be scored based on formulation proposed by Prof. Drs. Anas Sudijono as follow :²⁴

²⁴Prof. Drs. Anas Sudijono. *Pengantar statistik pendidikan*, PT RajaGarafindo Persada, Jakarta. P.43

$$P = \frac{f}{N} \times 100 \%$$

Where :

P = percentage of the students reading comprehension

f = Total correct answer of the students'

N = Total number of the item

After that, the result of test would be interpreted by using the table of five scale interval percentages that is proposed by assessment guidelines at MTs Pancasila Bengkulu. This guide consists of interval and qualification to interpret the students' ability in English vocabulary. For detail explanation of the interpretation guide as follow:

Table 1

Five scale interval percentage

Score Interval	Qualification
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
< 49	Very poor

Note:

Excellent : If the percentages of the score reach 80-100

Good : If the percentages of the score reach 70-79

Average : If the percentages of the score reach 60-69

Poor : If the percentages of the score reach 50-59

Very poor : if the percentages of the score reach 0-49

The following table was the rating scale the reading that has to be considered by a teacher when assessing the students ability of reading comprehension.

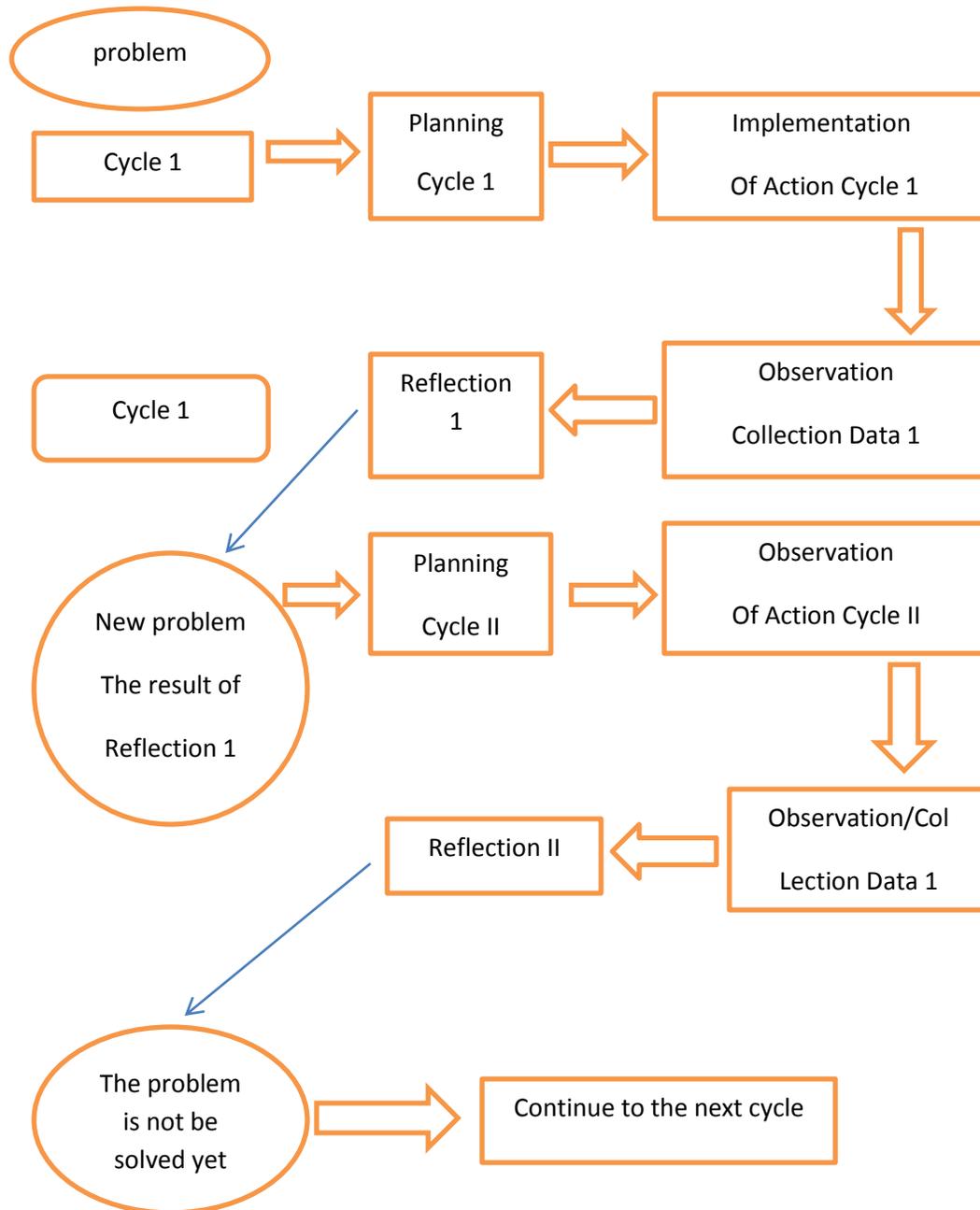
E. Reduction

The procedure of this research was mapped by the following chart proposed by Kemmis and Mc Taggart in Denzin and Lincoln (2000:567) in the following:²⁵

²⁵Kemmis and Mc Taggart in Denzin and Lincoln.2000. p. 567

Figure 1 Classroom Action Research (CAR) Procedure

Kemmis and Mc Taggart in Denzin and Lincoln (2000:567)



Action research involves the collecting and analysis of data related to some aspects of teacher researcher professional practice. This is done so that the researcher can reflect what the researcher has discovered and has applied it to the professional action. It is a loop process, in the sense that the process can be repeated reframing the problem, collecting the fresh data, rethinking the analysis, until finding a solution that satisfies. Research procedure model which is used by researcher is Elliot models modified by Hopkins. It makes the researcher easier in implementing the action.

Cycle I

1. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. Besides understanding the role in Cooperative Integrated Reading and Composition (CIRC) technique, in this chapter, the researcher also prepared some instrument. The activities which must be done by the researcher are: *First*, preparing the lesson plan which used classroom action research as this research methodology, preparing material which focused on reading skill; *Second*, preparing identity number for students; *Third*, preparing students work sheet, then preparing camera, observation sheet and reflection sheet.

2. Acting

In this step, the teacher (researcher) begins to do learning activities to the student. In these activities, the teacher focuses on implementing CIRC technique in improving students reading comprehension. The researcher became a teacher and she is accompanied by the teacher as observer. Learning process where started by greeting, asked students to pray together, checking students' attendance and then the teacher gave brainstorming before started the material by asking the students, the teacher explain about the reading comprehension, Students divided into eight groups. Each group consist of four to five people based on random system both in academically and gender. Than applying Cooperative Integrated Reading and Comprehension (CIRC) technique.

3. Observing

The researcher was observing how the students are active in trying to understand and to discuss the material. The researcher also was given a short question to the students which have related to the material then put the result to the observation sheet. The researcher observed students in learning process at class byusing observation scheme. This observation are done in learningprocess of using Cooperative Integrated Reading and Composition (CIRC) technique to teach narrative writing at the eighthgrade of MTs Pancasila Bengkulu.

4. Reflecting

In this step, the activities which had to do by researcher are analyzing, synthesizing, and evaluating what have been going in the classroom. If there were some mistake of failures in implementing the teaching technique, the researcher should make the solution by rearranging the planning, acting and revising some necessary aspect until the teaching learning well done and giving maximal result.

Cycle II

Cycle II had to conduct as better as the cycle one had it was done based on the result of the first cycle.

F. Technique for Analyzing the Data

After getting the data, the researcher analyzed the data by evaluating and comparing the result from each cycle to know whether using cooperative integrated reading and composition (CIRC) technique in reading comprehension could improve the students ability or not.

The obtained data show changing learning behaviors of the subject under study and data showing the reading comprehension of the subject are descriptively analyzed. The mean score obtained by the subject in IR was compared with its corresponding mean scores in reflection or post tests for both cycle I and cycle II. The comparative corresponding means between IR and reflection scores were also presented in the form of block graph. The mean scores of IR and post test scores was being calculated and computed.

The grand mean of cycle I and cycle II are calculated by totaling the mean score in each cycle. The grand mean of cycle I and cycle II was finally compared. The amount of the difference between the two means show increasing effectiveness of cycle I and cycle II.

The analyzed data involved stages by Prof. Drs. Anas Sudijono²⁶:

1. Correcting the students answers in every cycle
2. Computing the data with the following formula

$$P = \frac{f}{N} \times 100\%$$

where :

p = percentage of the students reading comprehension

f = Total number of correct items

n = Total number of item.

3. The formula of mean score

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

Where:

M_x : mean score

²⁶Locit. P.42-43

$\sum X$: The result multiplied score itself

N : number of case.

G. Indicator of Success

1. This Classroom Action Research (CIRC) will be successes if using of cooperative integrated reading and comprehension (CIRC) technique could improve 75% KKM 70 of students reading comprehension ability at the second year students of MTs Pancasila Bengkulu of reading comprehension test is 70.
2. The teaching and learning process by using cooperative integrated reading and comprehension (CIRC) technique in improving students' ability in reading comprehension will be effective and motivate the student in learning English especially in reading comprehension.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this chapter the researcher show the result. It explained how to improve students' ability of reading comprehension using Cooperative Integrated Reading and Composition technique. Data for this research were collected from MTs Pancasila Kota Bengkulu. Subject of this research consisted of eighteen students of second years. The students in this school have low motivation in learning English and have bad score in reading comprehension. Based on this condition, the research tried to encourage the students to comprehend the text in teaching reading using Cooperative Integrated Reading and Composition technique. Related to the result, it consists of three stages, namely pre-assessment, cycle 1, cycle 2, and cycle 3.

Based on the result above, there was an improvement between the score of students' reading comprehension in pre-assessment and cycle 3. It means that the Cooperative Integrated Reading and Composition technique improved students' reading comprehension. In process of the research the researcher use instrument are:

1. Test

In this research, researcher used reading test into multiple choice as test. To measure level and improvement of the students' ability in reading comprehension.

2. Observation Sheet

In collecting the data, the writer uses observation as the instrument of the research in order to find out the real activities conducted by the teacher and the students in the classroom.

3. Interview

The research conducted interview to collect data by asking the teacher and student orally to have direct information about teaching and learning process.

4. Documentation

Documentation was used to support the data in this research. In this research, research took picture or photograph of the researcher and students activity during teaching and learning process.

For details explanation, it can be seen by the following explanations about the processes and the result of teaching and learning of reading comprehension in each cycle in order to observe the effectiveness of Cooperative Integrated Reading and Composition technique in improving students reading comprehension.

1. Pre-assessment

At the beginning of the research, the students were given a pre-assessment to know the students' ability in reading comprehension. The researcher gave text to the students to read and comprehend it themselves. The material that was given in pre-assessment was the same as the material that was given in the last of evaluation in cycle 3. The material was taken from the internet which has been checked used Flash Kincaid formula and the material which is selected was suitable text for second year. It was done to get the score of reading comprehension before giving the actions. The pre-assessment was done on April 15th, Thursday 2016. The test consisted of 20 questions of multiple choice items.

For further the researcher collected answer sheets students of pre-assessment. Based on result test, the data showed that the mean score of pre-assessment was 39,7 where many students achieved the score under KKM and no students from 18 students who passed KKM. All of them have lowest score. From the result it can be seen that almost of the VIII A students' comprehension was still low. From the pre-assessment, the researcher got the result as follows:

Table 2**The score distribution of student's reading comprehension in pre-assessment**

No	Qualification	Number of students from (18 students)	Percentage
1	Excellent	0	0%
2	Good	0	0%
3	Average	1	5,6%
4	Poor	11	61,1%
5	Very poor	6	33,3%
Total		18	100%

Based on the table, it showed score which were students have in very poor percentage in reading comprehension consist of 33,3% qualification (achieved by 6 students), 61,1% poor qualification (achieved by 11 students). 5,6% average qualification (achieved by 1 students), then 0% for good and excellent qualification.

Based on those data, the researcher got the result of students score distribution as follows:

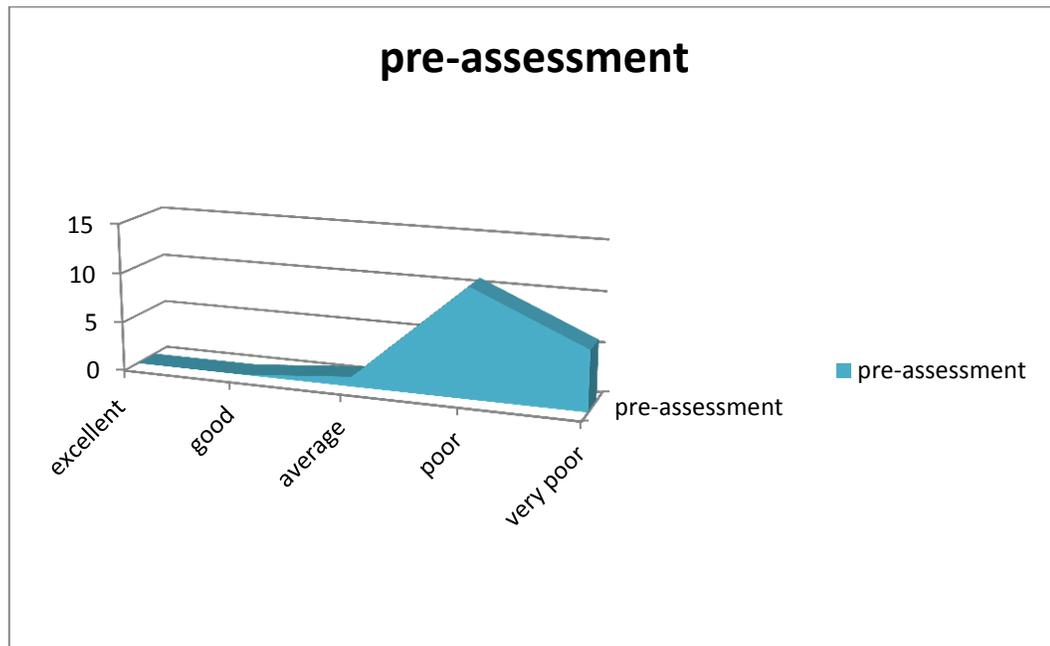


Figure 2

Graph for students' score on pre-assessment

From the graphic above it can be seen that students ability in reading comprehension still low. Many students got bad score. Almost all of students got standard score. Just little students have average score and there is no one students got good score even less in excellent score. It was caused by some problems that inhibit the students to comprehend the text. By knowing the result of students in reading comprehension, the researcher felt that it was needed an appropriate strategy to improve the students reading comprehension. So that, students' abilities in reading comprehension would be better and their motivation would increase in comprehending the text.

2. Cycle 1

a. Planning

In this cycle, the researcher applied teaching reading using Cooperative Integrated Reading and Composition technique. The researcher explained about the strategy and then students were asked to do some exercise collaborator observed the activities of the students in the lesson. The material is taken from internet that have been checked by flesh Kincaid formula to choose suitable level for eight grades then the researcher copied for 18 text.

b. Action

The researcher decided the action in giving the material of teaching reading into three steps they were: pre activities, whilst activities, and post activities.

1. Pre activities

- a) The researcher gave greeting
- b) Pray, checked the students attendants list, prepare material about fairytale, fable, legends, folklore
- c) The researcher give motivation to the students
- d) The researcher giving brainstorming
- e) The researcher distributed the text to the students and asked them to pay attention of it.

- f) Before explain the material, researcher saying together with students. Researcher “SANTRI” , students’ “SIAP”.

2. Whilst activities

- a) The researcher give explanation about Cooperative Integrated Reading and Composition technic
- b) The researcher give explanation about narrative text
- c) The researcher makes groups of 4 or 5 students.
- d) The researcher give text with of topic learning
- e) The students cooperate read to each other, find main idea, and give opinion to text and discussion about the text from the researcher
- f) The students make presentation or read to the result from groups discussion
- g) The students write the result on the paper like summary

3. Post activities

- a) The researcher asked the students to answer the question based on the text
- b) The researcher asked the students collect their answer
- c) The researcher wrote down the result of the students reading comprehension.
- d) The researcher give reward
- e) Closing

c. Observation

Based on the observation sheet, the researcher noticed all activities that accurate in classroom for instance, the teachers performance, students respond in class activity, and class situation. By the observation, the researcher saw that there were some improvement that are showed by the students, such as, they were enthusiast, some of students give the question to the researcher if they got composed about the material and they felt more interesting with the technique was applied, but the researcher still found the students that did not focus of the material. They talked with their friend.

d. Reflection

Based on the data collected in cycle 1, the researcher found that the students reading comprehension was average. The researcher knew that there was an improvement from the pre-assessment until cycle 1, but it was no significant. The result of observation sheet was very poor. Based on the result, the researcher gave the action in the next cycle, because in this cycle the students still composed to understand applying about cooperative integrated reading and composition technique. In the next cycle the researcher tried to make the students more active in the classroom and the researcher to try explanation about this technique. The effect of the problem in this cycle, the score of students still low.

And evaluation analyzed to measure the success level of the implementation on cycle I. the result taken as the consideration for next cycles whether the next cycles. The students score on cycle I was better than pre assessment and cycle I. there was increment on the mean score of pre assessment (39,7%) to cycle I (60,6%). The increment score can be seen as follow:

Table 3

The Score Distribution of students Reading Comprehension in Cycle I

No	Qualification	Number of students from (18 students)	Percentage
1	Excellent	0	0%
2	Good	3	16,7%
3	Average	11	61,1%
4	Poor	2	11,1%
5	Very poor	2	11,1%
Total		18	100%

From the table above, we can see that almost every students' improved in their score. It meant that the students reading comprehension had little progress in this action. The researcher felt that this strategy was suitable for

students and must and must be improved again to get better result. It consist of 33,3% very poor qualification (achieved by 6 students). But in this cycle we can see that use of Cooperative Integrated Reading and Composition technique can minimize students problems who were very poor qualification from 33,3% or 6 students to 11,1% achieved 2 students. 61,1% poor qualification (achieved by 11 students), but in this cycle we can see that students could minimize their problems in reading comprehension using Cooperative Integrated Reading and Composition technique. 61,1% average qualification (achieved by 11 students) and 16,7% good qualification (achieved 3 students). The students were begin familiar with the technique that applied by the researcher and tried to comprehend the text better, it cause the students were begin familiar the technique and motivated to doing what the researched said. There was no student got excellent qualification.

By the result in this cycle I, the researcher felt that Cooperative Integrated Reading and Composition technique is good for students and should be applied in teaching and learning process to get better result of significantly improved from the pre-assessment.

Based on the data, the researcher got the result of students score distribution as follows:

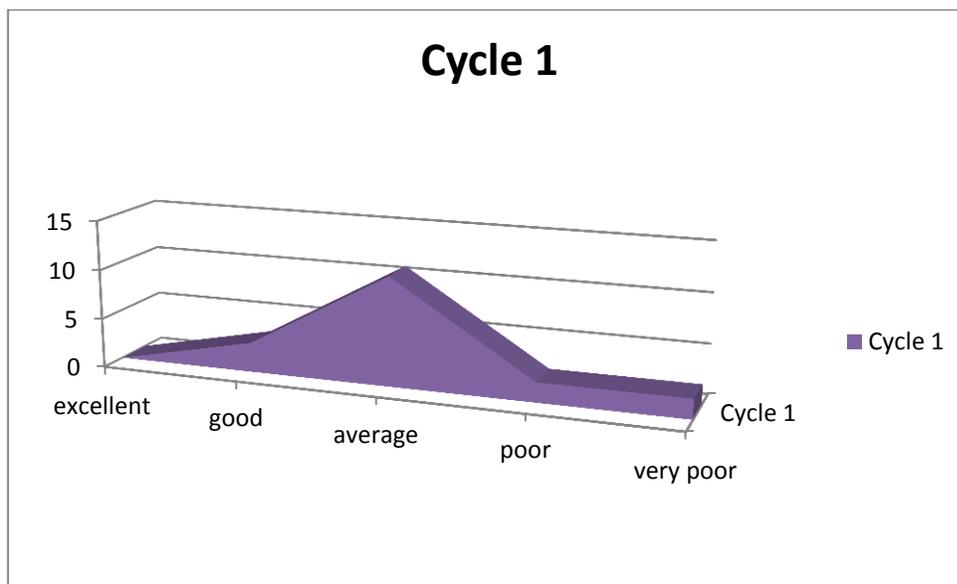


Figure 3

Graph for students' score on cycle I

Based on the result of graphic above, it showed an improvement students' reading comprehension score. There were 3 students got poor. There are 15 students got average result, although it was less than the result in pre-assessment. But there were no students in excellent position.

By the result in cycle I, the researcher felt that questioning the author strategy is good for students and should be applied in teaching and learning process to get better result in the next cycle.

3. Cycle 2

a. Planning

In this cycle, the researcher tried to be more creative in applying the teaching reading using Cooperative Integrated Reading and Composition technique. The purpose was improving the students' activeness in the classroom as well as the students' score.

b. Action

After prepared English teaching material and the text, the researcher divided the action into three steps that same with action one. They were pre activities, whilst activities, and post activities.

1. Pre activities

- a) The researcher gave greeting
- b) Pray, checked the students attendants list, prepare material about fairytale, fable, legends, folklore
- c) The researcher give motivation to the students
- d) The researcher giving brainstorming
- e) The researcher distributed the text to the students and asked them to pay attention of it.
- f) Before explain the material, researcher saying together with students. Researcher "SANTRI" , students' "SIAP".

2. Whilst activities

- a) The researcher give explanation about Cooperative Integrated Reading and Composition technic
- b) The researcher give explanation about narrative text
- c) The researcher makes groups of 4 or 5 students.
- d) The researcher give text with of topic learning
- e) The students cooperate read to each other, find main idea, and give opinion to text and discussion about the text from the researcher
- f) The students make presentation or read to the result from groups discussion
- g) The students write the result on the paper like summary

3. Post activities

- a) The researcher asked the students to answer the question based on the text
- b) The researcher asked the students collect their answer
- c) The researcher wrote down the result of the students reading comprehension.
- d) The researcher give reward
- e) Closing

a. Observation

Based on the observation sheet, it was known that students' activity in the class room was fair. It can be seen that the students' score in observation sheet which categorized as fair. In this cycle, all students' paid attention toward the lesson during the class. However there view students' were active in the class room and critical toward the material discussed. In this cycle, students took note during the lesson and done the assignment that are given by the researcher. Finally, the learning situation was active.

Then the researcher tried to control the students' activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students' would be improved again on the next section.

d. Reflection

Based on the data collected in cycle 2, the researcher found that there was a significant improvement in students score. As mentioned in the observation above, there was some progress that showed by students in cycle 2, in this cycle the students was understand about the applying CIRC technique. And the students reading comprehension about the text researcher given it was good, but the score of students

couldn't improve of indicator of success. Even there were still problems that pound by the researcher based on the result, the researcher tried to make the students more active in the classroom and there group. The result that reached by students' in action 2 can be seen in the following:

Table 4

The score distribution of students' reading comprehension in Cycle 2

No	Qualification	Number of students' from (18 students)	Percentage
1	Excellent	3	16,7%
2	Good	8	44,4%
3	Average	5	27,8%
4	Poor	2	11,1%
5	Very poor	0	0%
Total		18	100%

From the table above, it showed that the students reading comprehension by Cooperative Integrated Reading and Composition has some progresses. There was significant progress in cycle 2 than cycle 1. Which there was 16,7% excellent qualification (achieved 3 students'), 44,4% good qualification (achieved 8 students'), 27,8% average qualification (achieved 5

students'), 11,1% poor qualification (achieved 2 students'), and there was no students got very poor qualification.

Based on those data, the researcher got the result as follow:

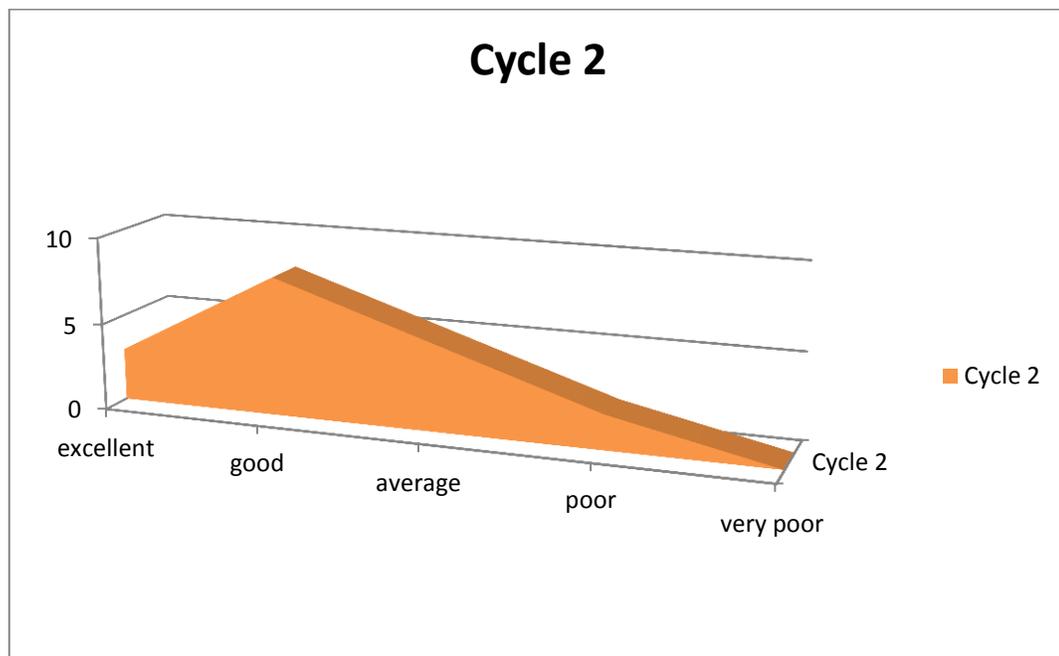


Figure 4

Graph for students' score on cycle 2

Based on the result of graphic above, it showed an improvement students' reading comprehension score. There were 2 students got poor and no one students' got very poor. There are still 3 students' got excellent result, then 10 students' got good result, and 3 students' got average, although it was less than the result in pre-assessment.

By the result in cycle 1, the researcher felt that Cooperative Integrated Reading and Composition technique is good for students and should be applied in teaching and learning process to get better result in the next time. Based on the data, the researcher got the result of students score distribution as follows:

b) Cycle 3

a. Planning

After finishing cycle 1 and cycle 2, and seeing the result of students' reading comprehension in each cycle, the researcher prepared English teaching material for cycle 3. Before doing this cycle, the researcher motivated the students about reading comprehension.

b. Action

After preparing English teaching material and the instrument that would be used in action 3, the researcher did the action with the procedure below:

1. Pre activities

- c) The researcher gave greeting
- d) Pray, checked the students attendants list, prepare material about fairytale, fable, legends, folklore
- e) The researcher give motivation to the students

- f) The researcher giving brainstorming
- g) The researcher distributed the text to the students and asked them to pay attention of it.
- h) Before explain the material, researcher saying together with students. Researcher “SANTRI” , students’ “SIAP”.

2. Whilst activities

- a) The researcher give explanation about Cooperative Integrated Reading and Composition technic
- b) The researcher give explanation about narrative text
- c) The researcher makes groups of 4 or 5 students.
- d) The researcher give text with of topic learning
- e) The students cooperate read to each other, find main idea, and give opinion to text and discussion about the text from the researcher
- f) The students make presentation or read to the result from groups discussion
- g) The students write the result on the paper like summary

3. Post activities

- a) The researcher asked the students to answer the question based on the text
- b) The researcher asked the students collect their answer

- c) The researcher wrote down the result of the students reading comprehension.
- d) The researcher give reward
- e) Closing

a. Observation

During the observation in the cycle, the researcher found the students' motivation and interest were better than cycle before. They focused and pay attention what the researcher said. They look enthusiast to show their best in reading comprehension. During this cycle, there was no serious problem that faced by students in reading activity.

b. Reflection

The result of students' reading comprehension in this cycle was rather satisfied. Because, there were some significant improvements of students' reading comprehension, such as their interest in learning and reading, their participation in classroom activity, that really different with the result at the pre- assessment 1, cycle 2 and cycle 3. The result of students reading comprehension can be seen at the table below:

Table 5
The result of students' reading comprehension in cycle 3

No	Qualification	Number of students from (18 students)	Percentage
1	Excellent	9	50%
2	Good	7	38,9%
3	Average	2	11,1%
4	Poor	0	0%
5	Very poor	0	0%
Total		18	100%

Through the result above, we can see that students reading comprehension improve effectively that action in cycles before. The results above show that no body's students got poor and very poor qualification. 50% excellent qualification (achieved 9 students), 38,9% good qualification (achieved 7 students), 11,1% average qualification (achieved 2 students). Based on the result above, the researcher saw there was significance improvement in students reading comprehension.

Based on the data, the researcher got the result as follows:

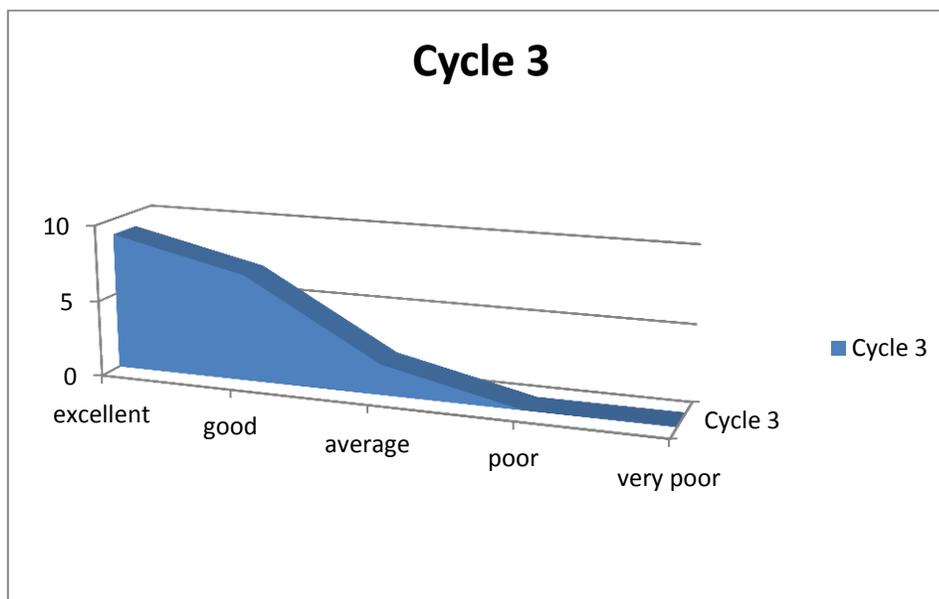


Figure 5

Graph for students score on cycle 3

Based on the result above, the researcher saw that there were significant improvements in students reading comprehension where most students could manage their problem well during reading comprehension activity and some of them try to get excellent score.

5. Data Analysis

The data analysis was done by observing and evaluating the students reading comprehension result from action one until action the including pre-assessment. As we know that students had studied how to improve their

reading comprehension ability using Cooperative Integrated Reading and Composition technique was effective in improving students' reading comprehension. It could be seen from the result of students reading comprehension in each cycle.

The complete result could be seen in the following table:

Table 6
The qualification of students' reading comprehension

No	The qualification of students reading comprehension	Pre-assessment		Cycle 1		Cycle 2		Cycle 3	
		%	Students	%	Students	%	students	%	Students
1	Excellent	0%	0	0%	0	16,7%	3	50%	9
2	Good	0%	0	16,7%	3	44,4%	8	38,9%	7
3	Average	5,6%	1	61,1%	11	27,8%	5	11,1%	2
4	Poor	61,1%	11	11,1%	2	11,1%	2	0%	0
5	Very poor	33,3%	6	11,1%	2	0%	0	0%	0

Based on the table above, we can see the percentages of students' reading comprehension were improved in each cycle. The result of students' reading comprehension was positively increased well. 33,3% very poor qualification in pre-assessment became 0% in the last cycle. In poor

qualification, students' percentages in the last cycle is 0% decrease from 61,1%. 5,6% average qualification in pre-assessment become 11,1%. And in pre-assessment 0% students in excellent qualification also improved to 50% in the last cycle.

The complete result could be seen in the charts following :

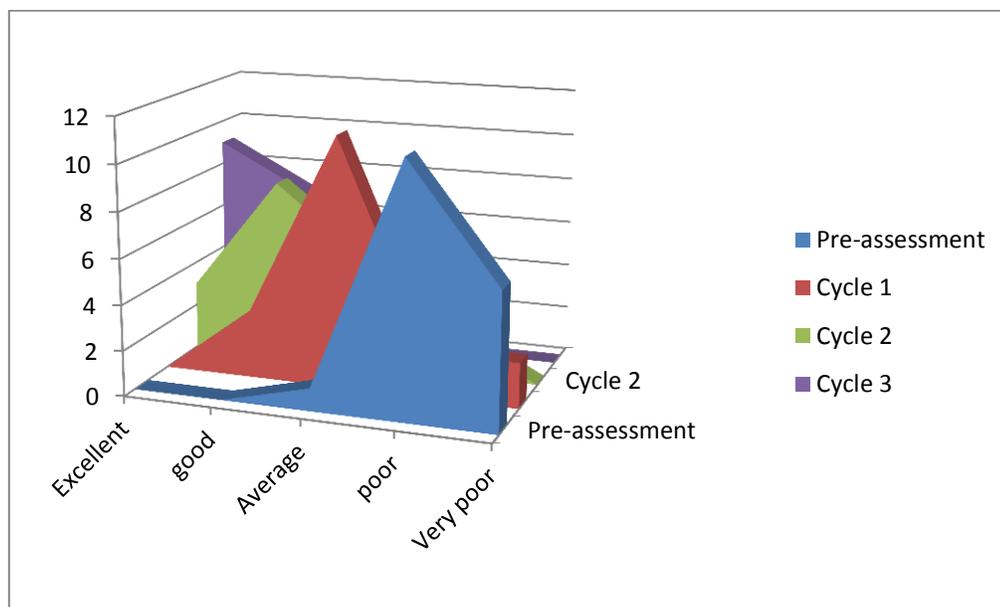


Figure 6

Graph for students' score comparison among Pre-assessment, cycle 1, cycle 2, and cycle 3

Through percentages above we can see the improvement of students reading comprehension score. There were some students got excellent result and there is no one in poor and very poor score. The improvement occurred

from the pre-assessment until cycle 3. The result always positive it means that is approach was suitable and effective to be applied for primary school.

B. Discussion

The result of this research showed that students reading comprehension improved after the action was given to the students'. The result of this research also indicated that using Cooperative Integrated Reading and Composition technique could be useful to improve students' ability in reading comprehension.

The students reading comprehension in the pre-assessment before using Cooperative Integrated Reading and Composition technique was low. The result of pre-assessment showed that students' reading ability in reading comprehension the mean 39.7.

At the cycle 1, the researcher used application of Cooperative Integrated Reading and Composition technique made the students' become aware of Cooperative Integrated Reading and Composition technique in a passage and helps them quickly grasp the main idea and summarize the text. Teaching of Cooperative Integrated Reading and Composition technique can helps students' to understand the material, as stated by theory *Johnson, Johnson & Holube* say that Cooperative learning is the instructional use of small groups through which students work together to maximize their own

and each other's learning.²⁷By discussing with their friends get the information from the text, and help them understand point of view and everything about the text.

At the cycle 2, based on the observation sheet, it was known that students' activity in the class room was fair. It can be seen that the students' score in observation sheet which categorized as fair. In this cycle, all students' who paid attention toward the lesson during the class.

In the cycle 3, during the observation in the cycle, the researcher found the students' motivation and interest were better than cycle before. They focused and paid attention what the researcher said. They look enthusiast to show their best in reading comprehension. During this cycle, there was no serious problem that faced by students in reading activity.

In this research, it is found that Cooperative Integrated Reading and Composition technique the researcher changes the students' performances, *First*, students' fast learner. The use of Cooperative Integrated Reading and Composition technique organize the interesting technique in grasping the meaning from the text students' can share their ideas with their friend so it will add their knowledge and it will make them easier to comprehend the text.*Second*, More participants from the students'. The students begin to involved in teaching learning process. Before they do not participate and

²⁷Jhonson, Jhonson & Holube, 1994. *Cooperative Learning*. The Hong Kong Institute of Education All Right reserved p. 15

just answer the question at will. But with the use of Cooperative Integrated Reading and Composition technique, the call becomes livelier than ever. *Third*, No more absences. Before using the Cooperative Integrated Reading and Composition as a technique in teaching process the students are look bored. The students' are interested coming to class because you have new text which can make them have effort to guess the meaning of the word and get main idea from the technique that they have learned. It motivated them to find out what the text about.

And in the last cycle there is an improvement between pre-assessment and cycles, it can be seen the result of students' reading comprehension was positively increased well. Actually, this research has purpose to improve students reading comprehension using Cooperative Integrated Reading and Composition technique. It can be seen from the data in chapter four. There is an improvement on the students reading comprehension achievement between pre-assessment and cycle test score.

Based on the result above, it can be conclude that Cooperative Integrated Reading and Composition technique was an effective technique to improve students' ability in reading comprehension. This fact also proved by the real result that had got on the research. Cooperative Integrated Reading and Composition made the students interest in learning English, especially for reading material. The students felt enjoyable, they become

enthusiast with the material given, and the students more interest to learn English lesson. As stated by *Krashen* as well as promoting frequent, communicative, and referential classroom talk in a supportive, motivating, and feedback rich environment.²⁸

They were easier to comprehend the text because the researcher gave an explanation about the important thing to get the meaning of the text using Cooperative Integrated Reading and Composition technique.

²⁸ Krashen, 1998. *Cooperative Integrated Reading and Composition: Impact on Reading Comprehension Achievement in English Among Seventh Grads*. International journal of research in humanities Vol (2) p. 38

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis from previous chapter, in this research the researcher used pre-assessment and three cycles. The researcher explained to the students about cooperative integrated reading and composition and the material about narrative text. During the research many problem in the classroom especially the first meeting, but with the applying CIRC technique the problem could be solve. It can be concluded that cooperative integrated reading and composition technique does improved students reading comprehension at MTs Pancasila Kota Bengkulu in academic year 2016. Cooperative Integrated Reading and Composition technique made the students' interest in learning English, especially for reading material. In term of students' motivation and activeness, during in teaching and learning process using Cooperative Integrated Reading and Composition technique the students' are actively improved and more motivated to read and learn English lesson. They easier to comprehend the text because, the researcher apply cooperative integrated reading and composition technique, it can be seen from pre-assessment, three cycles and also an observation sheet.

B. Suggestion

Based on the result of the result, the researcher would like to give some suggestion. First, Cooperative Integrated Reading and Composition technique is actually one of the strategies to teach reading in the classroom because the students' are interesting

to increase teaching learning process and made learning English running well. So it should be applied in teaching learning process. Second, for teacher of MTs Pancasila can use cooperative integrated reading and composition technique in teaching reading class, especially in teaching reading comprehension skill.

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A

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Table

The students of score pre-assessment, cycle 1, cycle II, cycle III

No	Name	The students score			
		Pre-assessment	Cycle 1	Cycle II	Cycle III
1	Ahmad Rifa'I	50	70	80	95
2	Anisa Adelia	50	70	75	85
3	Anisa Julitasya	15	35	50	65
4	Badriyah Utami	20	60	65	70
5	Dermawan Hidayat	25	55	60	70
6	Dinda Yunita	50	70	70	80
7	Diyah	40	65	65	75
8	Eko Zondriono	20	60	65	70
9	Enggar Adiiya. W	45	65	65	80
10	Feriyana Syak Reza. M	55	65	70	75
11	Fikri Hariyadi	45	65	80	80
12	Fitri Hairani	25	55	65	70
13	Ilham Kautsar Hidayat	50	65	70	75
14	Lely Sagita	50	65	80	90
15	Lovita Salsafadilah	50	65	70	85
16	M. Nugroho Adi Saoutra	60	65	75	85
17	Uly Dozan	45	65	75	70
18	Vivin Mardiyah kosasi	10	30	55	60
		M= 39,7	M= 60,6	M= 70,8	M= 79,7

Flash Kincaid Result

Text 1

Banyu Wang

Readability consensus

Based on 08 readability formulas, we have scored your text :

Grade level : 8

Reading level : standard / average

Reader's Age: 12-14 years old (seventh and eight grades)

Text 2

Toba Lake

Readability consensus

Based on 08 readability formulas, we have scored your text :

Grade level : 8

Reading level : standard / average

Reader's Age: 12-14 years old (seventh and eight grades)

Text 3

Farmer Magic Box

Readability consensus

Based on 08 readability formulas, we have scored your text :

Grade level : 8

Reading level : standard / average

Reader's Age: 12-14 years old (seventh and eight grades)

Text 4**The Rats and the Elephants**

Readability consensus

Based on 08 readability formulas, we have scored your text :

Grade level : 8

Reading level : fairy easy to read

Reader's Age: 12-14 years old (seventh and eight grades)

Text 5**The Rabbit and the Lion**

Readability consensus

Based on 08 readability formulas, we have scored your text :

Grade level : 8

Reading level : fairy easy to read

Reader's Age: 12-14 years old (seventh and eight grades)

Name :

Class :

Instrument Reading Comprehension Test

Read the texts carefully and choose the best answer to the question!

Number 1-5 based on the following the text.

The Rabbit and Lion

Long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, lion looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day, she went to the lion and said, "Good day", respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no, all of you have to submit to my rule and be my servants!" "oh, he can't even light on anyone!", added the rabbit.

"oho," the lion said, "didn't you mention me to him?"

"yes, indeed," the rabbit replied, "but it would have been better if I hadn't. when I described how strong you were, he just sneers and said dreadfully rude things. He even went so far as to say that wouldn't take you for his attendant!"

The lion flew into a rage and roared, "where is her? Where is her?" So the rabbit took behind a hill and not going too near herself. Pointed to a deep well from a distance and said, "he is down there in the well".

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion roared and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy's in the well. The lion showed his teeth and lashed out with his paws to scare his rival-and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then himself at the enemy in the well.

The result was that the proud lion was instantly.

<http://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html>

1. What is the antonym from the word ***angrily*** based on the text above?
 - a. Slowly
 - b. Kindly
 - c. Happily
 - d. Clearly
2. What are the rabbit and the lion?
 - a. They were neighbor
 - b. They were family
 - c. They were friend
 - d. They were enemy
3. Where the lion and rabbit lived?
 - a. In the forest
 - b. In the village
 - c. In the home
 - d. In the hotel
4. What is the genre of the text above?
 - a. Fairytale
 - b. Legend
 - c. Fable
 - d. Funny
5. How many character in the story above?
 - a. 2
 - b. 3
 - c. 4
 - d. 5

Number 6-7 based on the following the text.

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/10-soal-narative-text.html>

6. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant hunter did
 - d. A group of elephant did
7. What helped the elephant's heard free?
 - a. The elephant hunter did
 - b. The hunter did
 - c. The trapped elephants did
 - d. Entire group of rats did

Number 8-9 based on the following the text

Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

<http://englishstory12.blogspot.co.id/2012/05/woodcutter-and-king-of-mice.html>

8. What the name of the island?
 - a. Samosir
 - b. Tangkupan perahu
 - c. Mountain
 - d. Lake
9. Where is a man living?
 - a. North Sumatra
 - b. Sumatra
 - c. Java
 - d. North

Number 10-16 based on the following the text.

Banyu Wangi

One upon. There was a local rule named King Sulahkromo thing. Prime Minister King has named Raden Sidopekso. Prime minister's wife has named Sri Tanjung. She is so beautiful and sweet that the King wanted her to be his wife.

One day, the King sent the Prime Minister for long missions. While the prime minister went the King tried to get Sri Tanjung. But the King failed. He was very angry and upset. So, when Sidopekso back, the King told him that his wife was unfaithful to him. Prime minister is very angry with his wife. Sri Tanjung said that was not true. However Sidepokso said that he would kill her. she took him to the river bank.

before he killed him and threw him into the river, he said that he will be proven innocent. Once Sidopekso kill him, he threw his body into the river dirty. River soon become clean and start spreading the wonderful aroma and very fragment. Sidopekso said,"Banyu Wangi". Its mean "Pragnan Water". Banyuwangi proof of love born of noble and secered that's the origin of the town of banyuwangi.

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/10-soal-narative-text.html>

10. Who is name frame minister wife's?
 - a. Sri kmuning
 - b. Sri tanjung
 - c. Sri kembang
 - d. Sri dewi
11. Who is threw into the river?
 - a. Sidopakso
 - b. Sri tanjung
 - c. The king
 - d. Sulah kromo
12. In the text above "Banyuwangi" it mean?
 - a. Pragnan water
 - b. Water
 - c. Sri tanjung water
 - d. Water lake
13. The king sent the prime minister for?

(in the paragraph 2, line 1)

 - a. Long mission
 - b. Mission
 - c. Just mission
 - d. Many mission
14. Why prime minister very angry?
 - a. The king told him that his wife was unfaithful to him
 - b. The king told him his wife was run away from home
 - c. The king told him that his wife was unfaithful to neighbor

- d. The king told him that his wife was die
15. Where is Sri tanjung threw his body?
- | | |
|--------------------------|------------------|
| a. Into the river dirthy | c. Into the lake |
| b. Into the see | d. Into the pool |
16. What the purpose about a text above?
- To tell us how to write a story
 - To inform what happened in the past
 - To retell about Sri tanjung become Banyu wangi
 - To entertain reader

Number 17-20 based on the following the text.

Farmer magic Box

Once upon a time, there was a poor farmer. He lives with his wife. One day, he dug his field and found a very large box. He then store them in their home. One sunny morning, she dropped apples in the box. Suddenly, the box gets filled with apples. No matter how many apples were taken out, more apples going on inside the box.

One day, forming drooping gold coins into the box. Simultaneously apple began to disappear and the box full of gold coins. Farmer soon became rich, after hearing that his soon became wealthy, forming a father visiting couples. His father was not very strong. He could not go out to work again. So the asked his old father to help him take the gold coins of the box. When he was told that he was very tired and wanted to rest, the farmer yelled to him, “ why are you so lazy why can not you work harder old man said nothing and continued to work long suddenly? Man fell into the box, he died.

As well as gold coins began to disappear and the box is filled with the dead. The farmer should be filled out and buried to do this farmer to have spend all the money that had been collected earlier. When he had spent all his money broke box farmer was ugly as before terrible ending

<http://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/10-soal-narative-text.html>

17. What is the found he digs?
a. A large box b. A small box c. A box d. Middle
18. What the contained in the box on the text above?
a. Gold coins b. Apple c. Gold coins and apple d. Money
19. Who is become rich?
a. A farmer b. A dog c. His wife d. A farmer soon
20. What kind of the text above?
a. Narrative text b. Procedure text c. Descriptive text d. Hortatory text

INTERVIEW

Sumber : Kepala sekolah

1. Kurikulum apakah yang digunakan pada saat ini?

Jawab:

2. Apakah KTSP bapak buat sendiri?

Jawab:

3. Bagaimana proses pembelajaran bahasa inggris di kelas yang berlangsung selama ini?

Jawab:

4. Apakah guru selalu menyampaikan tujuan awal pembelajaran?

Jawab:

5. Metode apa yang digunakan guru?

Jawab:

6. Apakah bapak pernah mengadakan kunjungan kelas ketika guru mengajar bahasa inggris?

Jawab:

7. Apakah bapak pernah membimbing guru dalam pelaksanaan pembelajaran?

Jawab:

8. Apakah bapak mengadakan alat peraga jika guru bahasa inggris memerlukannya?

Jawab:

INTERVIEW

Sumber : Guru Bahasa Inggris

1. Metode apakah yang ibu terapkan dalam pembelajaran bahasa Inggris?

Jawab:

2. Alat peraga apakah yang ibu gunakan dalam pembelajaran bahasa Inggris?

Jawab:

3. Apakah ibu membuat RPP dalam melaksanakan pembelajaran bahasa Inggris?

Jawab:

4. Bagaimanakah sistem evaluasi pembelajaran bahasa Inggris?

Jawab:

5. Bagaimanakah aktivitas siswa dalam kelas?

Jawab:

6. Bagaimanakah cara mengatasi kendala di kelas?

Jawab:

7. Bagaimana prestasi siswa dalam pembelajaran bahasa Inggris?

Jawab:

8. Usaha apa yang dilakukan supaya siswa menyenangi bahasa Inggris?

Jawab:

9. Bagaimana partisipasi orang tua dalam pembelajaran bahasa Inggris?

Jawab:

10. Sudah berapa lama ibu mengajar bahasa inggris di sekolah ini?

Jawab:

11. Pernahkah ibu melakukan penelitian bahasa inggris?

Jawab:

12. Bagaimana hasil nilai latihan anak dalam belajar bahsa inggris?

Jawab:

13. Bgaimana tindak lanjut pada siswa yang nilainya rendah?

Jawab:

14. Apa latar belakang dan pekerjaan orang tua siswa?

Jawab:

INTERVIEW

Sumber: Siswa

1. Bagaimana perasaan kalian saat belajar bahasa inggris dengan menggunakan Cooperative Integrated Reading and Composition technique (CIRC)?

Jawab:

2. Senag yang mana, antara belajar menggunakan CIRC tehnik atau seperti biasa?

Jawab:

3. Kenapa senang melalui CIRC technique?

Jawab:

4. Masih mau atau tidak belajar bahasa inggris dengan CIRC technique?

Jawab:

Observation Checklist Cycle I

Date :

Meeting : 1st Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher gives brainstorming about lesson that will be learned (Narrative text)		
2	The teacher explains about narrative text, generic structure of narrative text.		
3	The teacher show to the students how to find information to answer the question of narrative text.		
4	The teacher divides students into several groups, in group consist of 4-5.		
5	The teacher gives a worksheet to students that contain instructions and questions that should be answered by the students.		
6	The teacher asks students to develop their interest experience reading of narrative text on the paper.		
7	The teacher ask the students to finish if it they are no finished yet, it will be as a homework and discussed at the next meeting.		
8	The teacher concludes the material and reflection the teaching process about what they feel and their difficulties during the actives.		

No	Student's Activity	Explanation	
		Yes	No
1	The student's pay attention to the teacher.		
2	The students focus on all of the explanation that are given by the teacher.		
3	The students pay attention to the teacher.		
4	The student's sit based on group that has divided by the teacher.		
5	The students follow instruction in worksheet and answer the		

	question.		
6	The students develop their interest experience in reading of narrative text on the paper.		
7	The students try to finish their task.		
8	The students pay attention teacher conclusion		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle I

Date :

Meeting : 2nd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher asks students to submit their worksheet.		
2	The teacher chooses four of them that are the worst and the best to be corrected on the board together.		
3	The teacher gives their worksheet back to the students, then the teacher asks some of them to read it in front of class.		
4	The teacher gives chance to the students to ask questions of the lesson.		
5	The teacher ask the students to conclude the material.		

No	Student's Activity	Explanation	
		Yes	No
1	The students collect their worksheet.		
2	The students pay attention composition that be corrected on the board		
3	The students read their composition in front of class.		
4	The students ask to the teacher if they have question about the lesson,		
5	The students conclude the material together		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle I

Date :

Meeting : 3rd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	Teacher gives brainstorming about material that has been learned before.		
2	Teacher gives last evaluation of cycle I to students to reading a narrative text.		
3	Teacher asks students to collect their worksheet when time is up.		

No	Student's Activity	Explanation	
		Yes	No
1	The students focus on the teacher's explanation		
2	Students do the evaluation that given by the teacher		
3	The students collect their worksheet		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle II

Date :

Meeting : 1st Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher gives brainstorming about lesson that will be learned (Narrative text)		
2	The teacher explains about narrative text, generic structure of narrative text.		
3	The teacher show to the students how to find information to answer the question of narrative text.		
4	The teacher divides students into several groups, in group consist of 4-5.		
5	The teacher gives a worksheet to students that contain instructions and questions that should be answered by the students.		
6	The teacher asks students to develop their interest experience reading of narrative text on the paper.		
7	The teacher ask the students to finish if it they are no finished yet, it will be as a homework and discussed at the next meeting.		
8	The teacher concludes the material and reflection the teaching process about what they feel and their difficulties during the actives.		

No	Student's Activity	Explanation	
		Yes	No
1	The student's pay attention to the teacher.		
2	The students focus on all of the explanation that are given by the teacher.		
3	The students pay attention to the teacher.		
4	The student's sit based on group that has divided by the teacher.		
5	The students follow instruction in worksheet and answer the		

	question.		
6	The students develop their interest experience in reading of narrative text on the paper.		
7	The students try to finish their task.		
8	The students pay attention teacher conclusion		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle II

Date :

Meeting : 2nd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher asks students to submit their worksheet.		
2	The teacher chooses four of them that are the worst and the best to be corrected on the board together.		
3	The teacher gives their worksheet back to the students, then the teacher asks some of them to read it in front of class.		
4	The teacher gives chance to the students to ask questions of the lesson.		
5	The teacher ask the students to conclude the material.		

No	Student's Activity	Explanation	
		Yes	No
1	The students collect their worksheet.		
2	The students pay attention composition that be corrected on the board		
3	The students read their composition in front of class.		
4	The students ask to the teacher if they have question about the lesson,		
5	The students conclude the material together		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle II

Date :

Meeting : 3rd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	Teacher gives brainstorming about material that has been learned before.		
2	Teacher gives last evaluation of cycle I to students to reading a narrative text.		
3	Teacher asks students to collect their worksheet when time is up.		

No	Student's Activity	Explanation	
		Yes	No
1	The students focus on the teacher's explanation		
2	Students do the evaluation that given by the teacher		
3	The students collect their worksheet		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle III

Date :

Meeting : 1st Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher gives brainstorming about lesson that will be learned (Narrative text)		
2	The teacher explains about narrative text, generic structure of narrative text.		
3	The teacher show to the students how to find information to answer the question of narrative text.		
4	The teacher divides students into several groups, in group consist of 4-5.		
5	The teacher gives a worksheet to students that contain instructions and questions that should be answered by the students.		
6	The teacher asks students to develop their interest experience reading of narrative text on the paper.		
7	The teacher ask the students to finish if it they are no finished yet, it will be as a homework and discussed at the next meeting.		
8	The teacher concludes the material and reflection the teaching process about what they feel and their difficulties during the actives.		

No	Student's Activity	Explanation	
		Yes	No
1	The student's pay attention to the teacher.		
2	The students focus on all of the explanation that are given by the teacher.		
3	The students pay attention to the teacher.		
4	The student's sit based on group that has divided by the teacher.		
5	The students follow instruction in worksheet and answer the		

	question.		
6	The students develop their interest experience in reading of narrative text on the paper.		
7	The students try to finish their task.		
8	The students pay attention teacher conclusion		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle III

Date :

Meeting : 2nd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	The teacher asks students to submit their worksheet.		
2	The teacher chooses four of them that are the worst and the best to be corrected on the board together.		
3	The teacher gives their worksheet back to the students, then the teacher asks some of them to read it in front of class.		
4	The teacher gives chance to the students to ask questions of the lesson.		
5	The teacher ask the students to conclude the material.		

No	Student's Activity	Explanation	
		Yes	No
1	The students collect their worksheet.		
2	The students pay attention composition that be corrected on the board		
3	The students read their composition in front of class.		
4	The students ask to the teacher if they have question about the lesson,		
5	The students conclude the material together		

Bengkulu, Mei 2016

Collaborator

Observation Checklist Cycle III

Date :

Meeting : 3rd Meeting

No	Teacher's Activity	Explanation	
		Yes	No
1	Teacher gives brainstorming about material that has been learned before.		
2	Teacher gives last evaluation of cycle I to students to reading a narrative text.		
3	Teacher asks students to collect their worksheet when time is up.		

No	Student's Activity	Explanation	
		Yes	No
1	The students focus on the teacher's explanation		
2	Students do the evaluation that given by the teacher		
3	The students collect their worksheet		

Bengkulu, Mei 2016

Collaborator

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS 1**

Nama sekolah	:MTs Pancasila Bengkulu
Mata pelajaran	:Bahasa inggris
Aspek/Skill	: Reading
Kelas/Semester	:VIII A/II
Alokasi waktu	: 3 x pertemuan (3 x 40 menit)

A. Standar kompetensi

Membaca

Memahami makna dalam esei pendek sederhana berbentuk recount and narrative untuk berinteraksi dengan lingkungan sekitar.

Mendengar

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks recount dan narrative.

C. Indicator pencapaian kompetensi

Siswa mampu memahami teks narrative yang diberikan dan materi yang diajarkan

D. Tujuan pembelajaran

Siswa dapat memahami teks narrative and materi yang di ajarkan.

E. Materi pembelajaran

- Narrative text
- Story telling

F. Metode pembelajaran

Cooperative Integrated Reading and Composition technique (CIRC)

G. Langkah-langkah kegiatan pembelajaran

Pertemuan 1-3

1. Kegiatan awal

- a. Salam dan tegur sapa kepada siswa ketika memasuki ruangan kelas (greeting)
- b. Berdo'a, Mengabsen kehadiran siswa, menyiapkan buku pelajaran dan materi tentang narrative text mengenai, fairytale, fable, legends, folklore.
- c. Memberikan motivasi kepada siswa
- d. Peneliti memberikan "Brainstorming" kepada siswa
- e. Peneliti memberikan teks kepada siswa dan menanyakannya untuk mengambil perhatian siswa
- f. Mengajukan pertanyaan untuk mereview materi sebelumnya dan penjelasan tentang materi yang akan di pelajari.
- g. Sebelum memulai pelajaran guru mengatakan "SANTRI" siswa menjawab "SIAP".

2. Kegiatan inti

- a. Peneliti menjelaskan tentang CIRC technique.
- b. Peneliti menjelaskan tentang narrative text
- c. Peneliti menjelaskan materi tentang narrative text
- d. Peneliti membagi kelompok siswa 4-5 orang dalam satu kelompok
- e. Siswa mendiskusikan materi atau teks kepada teman kelompoknya, dan menemukan ide pokok yang ada di dalamnya
- f. Siswa akan mempresentasikan hasil kerja kelompoknya
- g. Siswa menulis hasil kerja kelompoknya di kertas berbentuk ringkasan
- h. Peneliti memberikan post reading kepada siswa

3. Kegiatan Akhir/Penutup

- a. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- b. Membahas kesulitan yang dialami siswa selama kegiatan belajar mengajar.
- c. Membuat kesimpulan dari materi pembelajaran.

- d. Peneliti memberikan reward kepada siswa
- e. Penutup

H. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk instrument : Multiple choice
- c. Penilaian : Betul skor 1
Salah skor 0

Bengkulu, April 2016

Mengetahui,

Guru mata pelajaran

Bahasa inggris

Peneliti

Aida Rostika S.Pd Susi Pransiska
NIP. 197507302007102001

NIM: 2123238842

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SIKLUS 2

Nama sekolah	:MTs Pancasila Bengkulu
Mata pelajaran	:Bahasa Inggris
Aspek/Skill	: Reading
Kelas/Semester	:VIII A/II
Alokasi waktu	: 3 x pertemuan (3 x 40 menit)

I. Standar kompetensi

Membaca

Memahami makna dalam esai pendek sederhana berbentuk recount and narrative untuk berinteraksi dengan lingkungan sekitar.

Mendengar

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks recount dan narrative.

K. Indikator pencapaian kompetensi

Siswa mampu memahami teks narrative yang diberikan dan materi yang diajarkan

L. Tujuan pembelajaran

Siswa dapat memahami teks narrative and materi yang diajarkan.

M. Materi pembelajaran

- Narrative text
- Story telling

N. Metode pembelajaran

Cooperative Integrated Reading and Composition technique (CIRC)

O. Langkah-langkah kegiatan pembelajaran

Pertemuan 1-3

4. Kegiatan awal

- a. Salam dan tegur sapa kepada siswa ketika memasuki ruangan kelas (greeting)
- b. Berdo'a, Mengabsen kehadiran siswa, menyiapkan buku pelajaran dan materi tentang narrative text mengenai, fairytale, fable, legends, folklore.
- c. Memberikan motivasi kepada siswa
- d. Peneliti memberikan "Brainstorming" kepada siswa
- e. Peneliti memberikan teks kepada siswa dan menanyakannya untuk mengambil perhatian siswa
- f. Mengajukan pertanyaan untuk mereview materi sebelumnya dan penjelasan tentang materi yang akan di pelajari.
- g. Sebelum memulai pelajaran guru mengatakan "SANTRI" siswa menjawab "SIAP".

5. Kegiatan inti

- a. Peneliti menjelaskan tentang CIRC technique.
- b. Peneliti menjelaskan materi tentang narrative text
- c. Peneliti membagi kelompok siswa 4-5 orang dalam satu kelompok
- d. Siswa mendiskusikan materi atau teks kepada teman kelompoknya, dan menemukan ide pokok yang ada di dalamnya
- e. Siswa akan mempresentasikan hasil kerja kelompoknya
- f. Siswa menulis hasil kerja kelompoknya di kertas berbentuk ringkasan
- g. Peneliti memberikan post reading kepada siswa

6. Kegiatan Akhir/Penutup

- f. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- g. Membahas kesulitan yang dialami siswa selama kegiatan belajar mengajar.
- h. Membuat kesimpulan dari materi pembelajaran.
- i. Peneliti memberikan reward kepada siswa

j. Penutup

P. Penilaian

- d. Teknik : Tes tertulis
e. Bentuk instrument : Multiple choice
f. Penilaian : Betul skor 1
Salah skor 0

Bengkulu, April 2016

Mengetahui,

Guru mata pelajaran

Bahasa Inggris

Peneliti

Aida Rostika S.Pd Susi Pransiska
NIP. 197507302007102001

NIM: 2123238842

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS 3**

Nama sekolah	:MTs Pancasila Bengkulu
Mata pelajaran	:Bahasa inggris
Aspek/Skill	: Reading
Kelas/Semester	:VIII A/II
Alokasi waktu	: 3 x pertemuan (3 x 40 menit)

Q. Standar kompetensi

Membaca

Memahami makna dalam esei pendek sederhana berbentuk recount and narrative untuk berinteraksi dengan lingkungan sekitar.

Mendengar

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

R. Kompetensi dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk teks recount dan narrative.

S. Indicator pencapaian kompetensi

Siswa mampu memahami teks narrative yang diberikan dan materi yang diajarkan

T. Tujuan pembelajaran

Siswa dapat memahami teks narrative and materi yang di ajarkan.

U. Materi pembelajaran

- Narrative text
- Story telling

V. Metode pembelajaran

Cooperative Integrated Reading and Composition technique (CIRC)

W. Langkah-langkah kegiatan pembelajaran

Pertemuan 1-3

7. Kegiatan awal

- a. Salam dan tegur sapa kepada siswa ketika memasuki ruangan kelas (greeting)
- b. Berdo'a, Mengabsen kehadiran siswa, menyiapkan buku pelajaran dan materi tentang narrative text mengenai, fairytale, fable, legends, folklore.
- c. Memberikan motivasi kepada siswa
- d. Peneliti memberikan "Brainstorming" kepada siswa
- e. Peneliti memberikan teks kepada siswa dan menanyakannya untuk mengambil perhatian siswa
- f. Mengajukan pertanyaan untuk mereview materi sebelumnya dan penjelasan tentang materi yang akan di pelajari.
- g. Sebelum memulai pelajaran guru mengatakan "SANTRI" siswa menjawab "SIAP".

8. Kegiatan inti

- a. Peneliti menjelaskan tentang CIRC technique.
- b. Peneliti menjelaskan materi tentang narrative text
- c. Peneliti membagi kelompok siswa 4-5 orang dalam satu kelompok
- d. Siswa mendiskusikan materi atau teks kepada teman kelompoknya, dan menemukan ide pokok yang ada di dalamnya
- e. Siswa akan mempresentasikan hasil kerja kelompoknya
- f. Siswa menulis hasil kerja kelompoknya di kertas berbentuk ringkasan
- g. Peneliti memberikan post reading kepada siswa

9. Kegiatan Akhir/Penutup

- k. Memberikan umpan balik terhadap proses dan hasil pembelajaran
- l. Membahas kesulitan yang dialami siswa selama kegiatan belajar mengajar.
- m. Membuat kesimpulan dari materi pembelajaran.
- n. Peneliti memberikan reward kepada siswa

o. Penutup

X. Penilaian

- g. Teknik : Tes tertulis
h. Bentuk instrument : Multiple choice
i. Penilaian : Betul skor 1
Salah skor 0

Bengkulu, April 2016

Mengetahui,

Guru mata pelajaran

Bahasa Inggris

Peneliti

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Gambar 3: proses belajar mengajar di dalam kelas MTs Pancasisla Bengkulu



Gambar 4: Siswa berdiskusi bersama teman kelompoknya di dalam kelas



Gambar 5: Peroses diskusi siswa bersama kelompoknya didalam kelas



Gambar 6: Guru sedang mendengarkan pemaparan hasil diskusi siswa di dalam kelas



Try out at SMP BP Pancasila Kota Bengkulu



Before the lesson “ BRAINSTORMING”

