

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
BY USING CIRC STRATEGY
AT THE EIGHTH GRADE OF SMPN 10 METRO IN ACADEMIC YEAR OF 2016/2017**

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English Education Department



STATE ISLAMIC ISTITUTE OF METRO

1438 H/2017 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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ABSTRACT

**BY
INDARTIANA**

The purpose of this research was to know whether the use of Cooperative Integrated Reading and Composition (CIRC) strategy can improve the students' reading comprehension in English learning at the SMPN 10 Metro.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading comprehension. In collecting the data, used test, observation, and documentation.

The result of this research showed that Cooperative Integrated Reading and Composition (CIRC) strategy had positive role in improving the reading comprehension at the eighth grade of SMPN 10 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 47,96 and in post test was 57.22 became 72.96. It means that the using of Cooperative Integrated Reading and Composition (CIRC) strategy in reading especially text can improve the students' reading comprehension. Based on the result above, could be conclude that by using CIRC as a alternative strategy to improve the students' reading comprehension at the SMPN 10 Metro.

Key word : Reding comprehension, CIRC strategy, CAR

**PENDEKATAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI CIRC PADA KELAS DELAPAN
SMPN 10 METRO PADA TAHUN AJARAN 2016 / 2017**

ABSTRAK

**OLEH
INDARTIANA**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Cooperative Integrated Reading and Composition (CIRC) memperbaiki kemampuan pemahaman membaca siswa dalam pelajaran Bahasa Inggris di SMPN 10 Metro.

Penelitian ini menerapkan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah pemahaman membaca siswa. Pengumpulan data menggunakan test, observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa Cooperative Integrative Reading and Composition (CIRC) memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas VIII SMPN 10 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test ke post-test. Nilai rata-rata siswa pada saat pre test adalah 47,96, dan post test 57,22 menjadi 72,59. Ini berarti penggunaan strategi Kooperatif Integrated Reading and Composition (CIRC) dapat memperbaiki pemahaman baca. Penggunaan CIRC sebagai salah satu strategi untuk memperbaiki pemahaman membaca siswa di SMPN 10 Metro.

Kata kunci : Pemahaman membaca, Strategi CIRC, Penelitian Tindakan Kelas.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftarpustaka.

Metro, Februari 2017
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MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

“Those who are looking out for knowledge then they are on the path of Allah”.
(HR. Turmudzi)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Damiri and Mrs. Salamiyah who always support me in their endless love.
2. My lovely brother and sisters there are Safrianda, Riantori Eka Saputra, Samsul Arifin, Devita Puspita Sari, and Elvera Desma, who have given wonderful motivation to me.

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled “Improving Students’ Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) At the Eighth Grade of Junior High School 10 Metro in Academic Years 2016/2017”. This undergraduate is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in State Islamic Institute of Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, Mr. Damiri and Mrs. Salamiyah for their endless love, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin). The greatest gratitude would also be addressed to both of my advisors, Dr. Widhiya Ninsiana, M. Humand Trisna Dinillah Harya, M. Pd who have constantly given their endorsement, time and guidance so that researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, February 2017

Indartiana
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. Many languages are used in this world, one of which is English. Nowadays, it has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

Reading is not easy to be learned because it needs maximal reading skill. Many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, motivation and reading interest. Motivation is needed by reader to read texts or books. Unfortunately, most of readers do not have motivation to read, they think that reading is something bored.

Reading is very important because by mastering reading comprehension, people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes we read a text to learn material, sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, many of reading texts will be learnt assigned material.

We get information from everything we read and yet we do not read everything for the same reason or in the same way or at the same rate.

Cooperative Integrated Reading and Composition (CIRC) is learning model where the students divided into some group and usually each group consist of four or six members. This technique is used to improve rading and composition or writing. It consist of some mojour component namely reading groups, teams, story related activities, partner checking, test, direct instruction in reading comprehension, and integrated language arts and writing. With Cooperative Integrated Reading and Composition (CIRC), students learn to use combination some strategies that support their understanding of some texts by using Cooperative Integrated Reading and Composition (CIRC). A pre-survey research had done on February 12th, 2016.

Table 1
Students' Reading Score at class D

No	Score	Explanatio n	Frequenc y	Percentage
1	≤ 70	Fail	20	74,07%
2	≥ 70	Pas s	7	25,92%
Total			27	100%

Source: Teacher's archive, English Reading Score at the Eighth Grade of SMPN 10 Metro, on February 12th, 2016.

Referring the Table 1, it can be seen that total students at the Eighth Grade of SMPN 10 Metro are 27 students. The English minimum passing grade in this

school is 70. It means that the students who got the score below 70 do not pass the examination. In fact, there are only 7 students got ≥ 70 or 25.92% who pass the minimum passing grade and 20 students got ≤ 70 or 74,07%. The average score is 57, 5 the total of students, it can be concluded that students' reading score at the Eighth Grade is still low.

Another case on students' reading comprehension of the eighth grade, those are: 1) students do not more motivation to read in English text; 2) students have low score in reading subject; 3) students do not know how to conclude the meaning of reading text well; 4) students have the difficulties in to comprehend a text; and 5) students have lack vocabulary.

To minimize the problem above, the researcher is interested in finding out an effective way in teaching English, especially in improving students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC).

The goal of applying CIRC strategy is it can improve reading comprehension and raise up conceptual learning in maximizing participation for the learners. So, it is expected giving good effect for increasing good score in reading subject. Consequently, the researcher proposes to improve the students' reading comprehension by using Cooperative Integrated Reading and

Composition (CIRC) strategy at the Eighth Grade of Junior High School 10 Metro in Academic Year 2016/2017”.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students have not more motivation to read a English text.
2. The students have low score.
3. The students have the difficulties to comprehend a text.
4. The students have lack vocabularies.
5. The lack of using strategies in learning proses.

C. Problem Limitation

In line with the problems mentioned above, the writer limits the problem only the students' have to comprehend a text the eighth grade students of SMPN 10 Metro.

D. Problem Formulation

The problems that study in this research is formulated as follows:

Can the Cooperative Integrated Reading and Composition (CIRC) strategy improve the students' reading comprehension of the eighth grade students of SMP N 10 Metro?

E. Objectives of the Study

Generally, the objective of this research is to improve the students' reading comprehension at the eighth grade in SMPN 10 Metro; specifically, it is to find out whether Cooperative Integrated Reading and Composition (CIRC) can improve students' activities in learning English.

F. Benefit of The Study

The results of this classroom action research are expected:

1. For the Teachers:

As a information to English teacher if CIRC can be effectiveness to improve students' reading comprehension.

2. For the students:

As motivation for the students to learning reading.

3. For the School

This research can be used as information to improve learning English in the future.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Reading Comprehension

Reading is about understanding written texts. It is a complex activity that involves both perception and thought.¹ In reading there is a process of constructing meaning between reader and text. Comprehension has an important role in reading because with it students can understand and interpret what is the meaning of the text. This chapter will discuss about reading, reading comprehension, Cooperative Integrated Reading and Composition, and Classroom Action Research.

Terminologically, there are some experts that have different definitions for reading, but here the researcher will take several definitions according to the expert as follows:

According to Anthony, Pearson, and Raphael in Thomas S.C Farrell state that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.²

Moreover, Tri Wiratno states that reading is absorb written text to get the comprehension of the content³. It means that to get information of

¹Elizabeth S, Pang et.al, *Teaching Reading*, IAE, Palais des Academies, Switzerland, 2003 P.6

² Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, Singapore, SEMEO Regional Language Centre, 2002, P.1

³ Tri Wiratno, *Mencerna Buku Text Bahasa Inggris Melalui Pemahaman Gramatika*. Pustaka Fajar Yogyakarta, 2002, P.162

the text, the reader should comprehend more about written text meticulously and carefully. This statement is supported by Aebersold and Field who state that “Reading is what happens when people look at the text and assign meaning to the written symbols in that text”.⁴ It is the interaction between the text and the reader that creates meaning.

Furthermore, Soedarsono states that reading is a complex activity which uses all of separate action includes comprehension and fantasy, observation, and remembering.⁵

Based on the quotations above, the reading is assumed that is a complex activity which is very important involving the language and thought in order to get meaningful message, science or information which is sent by the writer trough printed language or text such as graphic, symbols, written verbal symbols, it is the interaction between text and reader in making meaning. Reading is used to ease people get information from the text, book, newspaper, magazine and other.

a. The Concept of Reading Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know: 3) think deeply about what they have read. One of big part of comprehension is having

⁴ Thomas S.C.Farrell, P.ii

⁵Soedarsono, *Sistem Membaca Cepatdan Efektif*, Gramedia PustakaUtama, Jakarta, 2010,

a sufficient vocabulary, or knowing the meanings of enough words. This quotation is supported by Walter and Eileen Kintsch in Scott and Steven (2005) state that comprehension is not single unitary process. It requires the delicate interaction of several component processes that integrate information for the page that the student is reading with his or her background knowledge and experience, subject to multitude of contextual constraints.⁶

Moreover, Elizabeth S. Pang and friends states that ability is the process of deriving meaning from connected text. It involves word recognition (vocabulary) as well as thinking and reasoning.⁷ Based on these quotations the researcher can make a conclusion that ability is a unitary process which requires delicate information, understanding and interpretation from reading material and students can understand it with their background knowledge and experience.

There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁸ It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

⁶ Scott G. Paris and Steven A. Stahl, P.71

⁷Elizabeth S, Pang et.al, P. 14

⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.306

According to Kasihani (2007), reading comprehension is one of reading activities, the aim is to get information from the text or passage which is read. It means that after reading students are expected get general information of the text. Harris and Sipay (1980) in Ria state that reading comprehension is taught to be a set of generalized knowledge acquisition skills that permit people to acquire and exhibit information gained as a consequence of reading printed language⁹.

Based on the quotations above, the researcher can make a conclusion that reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text selection.

b. Types of Reading

1) The Models of Reading

There are three models of reading as follows:

a) Top-down Model

Top-down model is a reading model which argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations.¹⁰

b) Bottom-up Model

⁹AntengRia, Undergraduate Thesis, *The Teaching of Reading Comprehension by Using Small Group Discussion*, Uneversitas Negeri Semarang, 2006, P. 9

¹⁰ Thomas S.C. Farrell, P.2

Bottom-up model is a reading model which suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax. ¹¹

c) Interactive Model

Interactive model is a reading model which argues that both top-down and bottom-up-down reading processes occur when person reads a text¹². It means combination between top-down and bottom-up process.

2) Influence Factors in Reading

Aebersold and Field (1997) have compiled a list of factors that may influence reading in a second or foreign language as follows:

- a) Cognitive development and learning style orientation at the time of beginning second/foreign language study.
- b) Language proficiency in the first language and the foreign language.
- c) Metacognitive knowledge of the first language structure, grammar, and syntax.

¹¹Thomas S.C. Farrell, P.3

¹²*Ibid*

- d) Cultural orientations, attitudes toward text and purpose for reading.¹³

c. Strategy of Teaching Reading Comprehension

Reading Comprehension Strategies

Based on thomas reading comprehension strategies divided into;

- a) Activating Prior Knowledge

In this case teachers can play a vital role in seeing that the readers' knowledge about the new topic is built up so they can successfully comprehend a new text.¹⁴

- b) Predicting

Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.¹⁵

- c) Skimming

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article. It means getting the main point or gist before one reads for detail.¹⁶

¹³ *Ibid*, P.5

¹⁴ Thomas S.C.Farrell, P.24

¹⁵ *Ibid*, P.27

¹⁶ *Ibid*, P.28

d) Scanning

Scanning is a reading strategy that involves students reading a text in order to find specific information.¹⁷

e) Guessing meaning of unknown words using contextual clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.¹⁸

f) Identifying topic and main ideas

Mikukecky suggest that students practice these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following:

1. Finding the topic from a list words
2. Recognizing the topic of a paragraph
3. Identifying the main idea of passage.¹⁹

g) Use of questions

Another important strategy good readers use is questioning. Asking before reading and posing question

¹⁷*Ibid*, P.29

¹⁸*Ibid*, P.30

¹⁹*Ibid*, P.35

while reading are strategies that have been identified as being effective by fluent readers of English.²⁰

d. Reading Assessment

One of the causes why informal measurement strength result in good performances is the emotional state of the reader persuaded by the test. Commonly apprehensive readers might hope threatening conditions, for instance during study reading, regardless of expressed intentions.²¹

Davey argued the contribution of part of variables, question, and format types on reading performance. The question-type variable is place of information and conclusion type, and the multiple-choice format variables were things like stem length (stem is the first part of a multiple-choice question, appearing before the optional choices), stem content words, stem-unique content words (unique content words are those nouns, verbs and modifiers that appear in the question but not passage), true choice length, false choice plausibility, and so on.²²

There are many assessment of first-language reading is dialed with the recognition of such components, and many test batteries particularly require to measure diagnostically.²³

Reading performance assessment has different goals. The first one is to compare students' understanding levels that of students in a

²⁰*Ibid*, P.38

²¹ J. Charles Alderson, *Assessing Reading*, Cambridge, United Kingdom, 2000, P.54-55

²² J. Charles Alderson, P.88

²³ *Ibid*, P.111

norming example. The second one is to find out if students have match pre-established criteria for their class level. And the third goal is to inform guideline to determine when students understand what they read and how efficiently they use which understanding strategies. Same as an important goal is establish why a student possiblestruggling. The teachers should be adept at collecting assessment data so that they can plan what, how, and when to teach.²⁴

The kinds of assessment substance and activities the teacher (or other examiner) uses must be determined by the goal of the assessment. If the teacher know what kind of information need, their be able to establish what process to follow.²⁵

Employing of available reading comprehension assessment typically distance fromestablishing a student's reading comprehension ability relative to a normative group, to determining students' general power and disadvantage, to assessing a student's reading level, and to assisting teachers, researchers, and others in establish the effects of an intervention on reading comprehension. For example, comparing a student's scores with those of other-age or –grade students needs a normative assessment. Seeking information about what a student does while reading needsa personall assessment that includes reading aloud.²⁶

²⁴Janette K. Klinger, P.14

²⁵*Ibid*

²⁶*Ibid*, P.16-17

There are some reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to motivated learning, assessing to monitor development and give feedback, assessing to diagnose problems, and assessing to survey proficiency. The similiar to form of assessment possible used for a variety of purposes.²⁷

e. Recount Text

1. Understanding of recount text

The definition of text is important to be known. Before the writer explains about recount text the writer will explain about the text first. When talking about the text, it can be known that it was a group of word related each other into sentence, and a group of sentence related each other into paragraph and create a meaning. So, people can communicate easily each other. Mark and Kathy also highlight in their book that “people live in the world of words, when these words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a pieceof text. We are interpreting its meaning.”²⁸

They are two type of text, literally and factual. Literary text include aboriginal dreaming stories, movie scripts, limericks, fairy

²⁷ I.S.P Nation, *Teaching Esl/EFL Reading and Writing*, Routledge, New York, 2009, p.75

²⁸ Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara: McMillan, 1997),P.1.

tales, plays, novels, song lyrics, mimics and soap operas. Their constructed to appeals our emotions and imagination. There are three main text types in this category, narrative, poetic and drama. While factual type includes advertisement, announcement, internet website, current affair shows, debates, recipes, report and instruction. They present information or ideas and aim to show, tell or persuade. The main text type in this category is recount, response, explanation, discussion, information report, exposition and procedure.²⁹ In other word, the purposes of this type are to persuade, to inform and to construct the reader.

In this research the writer only focuses on recount text. Anderson clearly highlight in his book that “recount is a piece of a text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.³⁰ This statement also supported by Mukarto dkk, they clearly highlight in their book that “personal recount usually retells an experience in which the writer was personally involved. It list and describe past experiences by retelling events. It presents the events chronologically. (in the order ⁱⁱin which they happened). The purpose of personal recount are to inform, entertain the audience (listeners or readers), or both.³¹

²⁹ *Ibid.* P. 3.

³⁰ *Ibid*, P.48.

³¹ Mukarto, dkk, *EOS English on Sky 2*, (Jakarta:Erlangga, 2006), P. 62.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.²²

From those statements above, it can be concluded that recount text is a part of category of factual text because it gives the explanation of some information and ideas that really happen. In other words, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

2. Generic Structure of Recount Text

There are three important generic structures that take account on recount text described detail below.

1. Orientation

This is the introductory part of the story. It provides the background information where the author tells the reader who is in the story, where the story is happening, and when the story takes place. From this part the reader can get the insight what will happen in the next part of the story.

2. Events

It presents events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally and so on. They show the sequence of events

3. Re-orientation

It presents the concluding comments. It expresses the author's personal opinion regarding the events described.³²

3. The Example of Recount Text

Table 2

Generic Structure of Recount Text

Generic Structure	A beautiful day at jogja
Orientation	This morning my friends and I went to EOS studio. It's not very far from our school, so we just rode our bicycles
Events	First, we met Shanty and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanty and Rico
Re-orientation	It was tiring but we were very happy.

Table 3

³² Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara: McMillan, 1997),P. 50.

Linguistic Feature of Recount Text

Past tense	Went, rode, met, took, showed,
Connectors	First, then, after that, before, but
	This morning, EOS Studio, EOS Canteen

(Adapted from 2nd grade junior high school of English text book)²⁵

2. The Concept of Cooperative Integrated Reading and Composition (CIRC)

a. Definition of CIRC

CIRC is a comprehensive strategy to instruction in reading, composition, and spelling for upper grades of elementary level.³³ It means that CIRC is more suitable for the advanced English learner especially for reading and writing. In other hand, we can say that it is a good strategy in teaching learning reading.

CIRC provides a structure to help teachers and students succeed in helping all students become effective reader.³⁴ It means this strategy s recognized the students in reading effectively. It really help the teacher teaches easily.

Madden (2004) stated that studies that CIRC is teaching technique that focuses on two skills,reading and writing.³⁵ It means this technique focuses on cooperative learning that emphasizes on group study creating effective learning. In addition, reading, writing and other language arts are included in the technique. This technique

³³ *International Journal of Research in Humanities, Arts and Literature*

³⁴ *Ibid*

³⁵ Dwi Sundry.S, *THE EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)*

accommodates contextual and effective learning to gain purpose of reading comprehension.

Hadiwinarto argued that CIRC learning model can improve students' learning motivation.³⁶ It means that CIRC learning process prioritizes the cooperation that can develop skills in appreciating others' opinions, telling opinions, practicing patience in waiting for the turn, speaking skill, active listening skill, asking skill, and checking precision.

According to Senemoglu CIRC strategy is developed to support traditionally used "skill-based reading groups" approach.³⁷ It means that They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility

b. Prosedur of CIRC Strategy

³⁶ Hadiwinarto, Novianti. (2015). *The Effects of Using CIRC Model on the English Learning Skills among Junior High School Students. Journal of Education and Learning*. Vol.9 (2) P. 117-124.

³⁷ *Educational Research and Reviews Vol. 6(1), P. 102-109, January 2011*

CIRC consists of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing.

Rachmad Widodo describes the steps of this method. The steps are:

- 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) Have the students to make conclusion
- 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 structure for teacher to teach and students to learn which help all students become more effective readers and writers .

While,also proposes some steps of conducting CIRC that students can be active in joining the teaching learning process.

- 1). Grouping the class that consists of four students heterogeneously

- 2). Teacher gives a text/ clipping which is appropriate with the topic
- 3). Students work together in reading and finding main idea and giving idea toward the discourse/ clipping which is and they are written on paper
- 4). Presenting/reading the result
- 5). Have the students to make conclusion
- 6). Closing

In reference to the explanation above, the steps of CIRC used in the classroom activities contribute to the students' reading learning process. The steps of CIRC should be appropriate to the students. So, the teacher can achieve the target of achieving students' learning process. From the explanation of the steps of CIRC from some experts above, it can be concluded that the steps of CIRC should be included with teacher presentation, grouping consisted of four or three students, giving a text that appropriate with the topic, working in group doing some tasks based on the text and topic, discussion, presenting the result of students' work, teacher' conclusion, and closing.³⁸

³⁸J. Charles Alderson, p. 89

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follows:

By using Cooperative Integrated Reading and Composition (CIRC) strategy, the students will be able to improve their reading comprehension at the eighth grade students of SMPN 10 Metro.

CHAPTER III
RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

The research is the Classroom Action Research. This is research conduct in SMPN 10 of Metro in the academic year 2016/2017. In this research the writer will investigate the eighth grader of SMPN 10 of Metro in the academic year 2016/2017.

B. Setting of the research

This research is Classroom Action Research (CAR). The writer conduct this research at the eighth grade of SMPN 10 of Metro in academic year 2016/2017. It contains 27 students with the explanation as follows:

Table 4.
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII	8	19	27
Total		8	19	27

The writer selects this class because most of students did not get the criteria minimum standart grade of English mainly in reading comprehension. Furthermore, it has the lowest English ability, especially in reading. Moreover, the students are also not interested in learning English.

C. Object of the Study

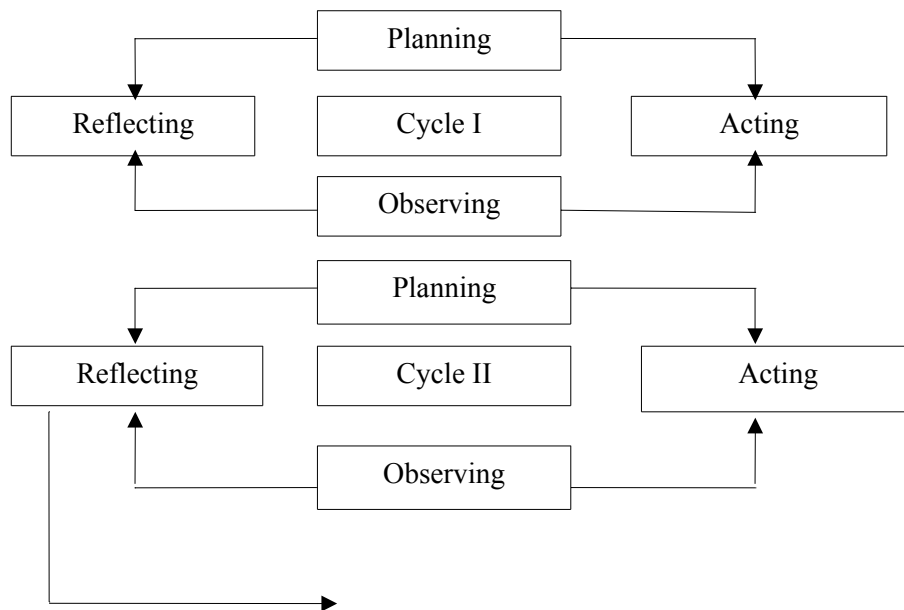
The object of this research is the students' reading comprehension. The kind of this research is Classroom Action Research. In this research, the writer collaborate with an English teacher, his name is Mr. Mahyudin Efendi, S. Pd. as the object is reading comprehension, the teacher or writer should know how to select the reading material in this research. Thus, the writer and the teacher will determine to select the reading text.

D. Action Plan

Classroom Action Research is a method to find out what works best in your own classroom so that student learning be improved. The goal of CAR is to improve the teacher's teaching in the classroom (or your department or school).¹⁷ In this classroom action research, the researcher conduct the research in two cycles. Between one cycle with the other has relationship. They are include of planning, action, observation, and reflection.

¹⁷ Mettetal Gwynn. *The What, Why and How of Classroom Action Research*. Volume 2, Number 1 (2001). Indiana University. P.7

Figure 1.
Sequences of action-reflection cycles¹⁸



Classroom Action Research (CAR) Cycles are:

1. Cycles 1

a. Planning

Planning is the first step in each activity. Arikunto states that in this step the researcher explain about what, why, when, where, who, and how doing action.¹⁹ Without planning, the researcher's activity not be focus. The planning be reference for doing action. In the

¹⁸ Suharsini Arikunto, Dasar – dasar Evaluasi Pendidikan (Jakarta:Bumi Aksara, 2003)., p.16.

¹⁹ *Ibid*, p.17.

planning, the researcher focus to make lesson plan. The researcher conduct some plans namely:

- 1) The researcher identified the problems and found the problem solving.
- 2) The researcher made a lesson plan to teach reading.
- 3) The researcher prepared the material, technique, and media of teaching reading.
- 4) The researcher prepared observation and evaluation sheet.

b. Action

According to Arikunto “the second step from research is action as the implementation or applying the content of planning, that is action”.²⁰ Without the action, the planning is just imagination that never is real.

After finishing the planning, the leaning process will do in the eighth grade of Junior High School 10 Metro. It describes about teaching procedures of the research. In this step, the researcher acts as follows:

1. The researcher divide the students into some small groups.
2. The researcher give a topic related to Recount text to each group.

²⁰ *Ibid.*, P.18.

3. The researcher assist the students predict what the information that be learnt by the students related to the topic.
4. During reading, the researcher help the students identify unfamiliar words based on the text.
5. The researcher help the students comprehend and memorize about the information that they have read.
6. After reading, the students use question word namely : who, what, when, where, why, and how to summarize the crucial information which they get from the text.
7. The researcher gives the evaluation.

c. Observation

Observation is the activity recording the event and action. Mahmud states that observation is controlling the result or effect from the action which done for the students.²¹ Based on the observation, the researcher can determine whether is there anything that the researcher has to be improve soon in order that action achieve the aim of the researchers' wants. The observation is done in teaching and learning process.

The researcher observes the students' activity using notes. It is to know how far the students' reading performance is. Accordingly,

²¹ Mahmud, P.220.

the researcher will write the important things on observation sheet to get the accurate data to make reparation for next cycle.

d. Reflection

The reflection is the fourth step that the researcher done. Mahmud states that in this step, the researcher tries to learn, to see, and to consider the result or effect of the action from some criteria.²² In this step, the researcher and collaborator identified how the effect of the acting was, what thing which had to be repaired was, and what thing which became an attention on the next acting was. Thus, the result of reflecting was a reference for the researcher to make new plan in the next cycle.

2. Cycles 2

a. Planning

Some plans in cycle II are:

- 1) The researcher found the problem solving in the learning process of cycle I.
- 2) The researcher prepared lesson plan, material and media, technique, observation, and evaluation sheet.

b. Action

²² *Ibid.*

The researcher give the same things to the student such as in the first cycle, as follows:

1. The researcher divide the students into some small groups.
2. The researcher give a different topic from the first cycle related to Recount text to each group.
3. The researcher assist the students predict what the information that will be learnt by the students related to the topic.
4. During reading, the researcher help the students identify unfamiliar words based on the text.
5. The researcher will help the students comprehend and memorize about the information that they have read.
6. After reading, the students use question word namely : who, what, when, where, why, and how to summarize the crucial information which they get from the text.
7. The researcher gives the evaluation.

c. Observation

The researcher observe and record the learning process by using observation sheet to collect the data in action plan II. It will be done to know how far the increase of students' comprehension in reading.

d. Reflection

The researcher and collaborator identified how the effect of the acting was, what thing which had to be repaired was, and what thing which became an attention on the next acting was. Moreover, the researcher will reflect the acting which will be conducted and identify the result of observation in the learning process.

E. Data Collection Method

To collect the data, the researcher use the data quantitative and qualitatif. The researcher would administer test (*pre-test and post test*).

In collecting the data, the researcher will use the following techniques:

1. Test

In present research, the researcher uses tests for the instrument. Mahmud states that test is a set of stimulation used to measure skill, knowledge, intelligent, competence, or talent of person or group.²³ It means that test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, competence, or talent. The test were divided into two parts: pre-test and post-test. The material of pre-test and post-test is different. But, have the same difficulties.

a. Pre-test

The pre-test be given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

²³ *Ibid.* P.185

b. Post-test

The post-test be given in the last meeting after doing treatments in order to find out whether treatments gave any contribution to the students' achievement in the class. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Observation

In this research, the observation do in learning process related as the schedule. The observation will do to collect the data by observing directly to the object that examined. In this observation, the researcher made some notes and check list to recheck the students' activity and also the teacher's contribution in learning. It aims to know the activity and the progress of the students' learning.

3. Documentation

The writer used the documentation method to support and obtine the detail information about the history of SMPN 10 Metro, the number of teacher, official employer, and structure of organization. Also, this method is used to collect the valid data of the students' reading comprehension ability in pre-test and post-test.

4. Field Note

In this research, the writer used field notes to focuse on a particular issue or teaching behavior over a period of time. Moreover, the researcher

will take field note related to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

F. Data Analysis Method

Data analysis method be conducted step by step the average score of the pre test and post test. Furthermore, to know the gain, the researcher compared between pre test and post-test by t-test.

The formula to get the average of pre-test and post-test as follow:

$$\hat{x} = \frac{\sum N}{n}$$

Note:

\hat{x} = Average

Σ = Total of Score

n = Total of Students.²⁴

The formula to get percentage

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

P = Class Percentage

²⁴ Sudjono, *Metode Statistika*, Tarsito, Bandung, 2002, P. 67

N = Number of Student

F = Total presentage score

Furthermore, to know the result the researcher compare between pre-test and post test. Then, the result be matched by minimum standard (MS) at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

G. The Indicator of Succes

The research be called success if 70% of students get a minimum score 70 and if the target achieved, so the research is completed and no need to do the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. Brief of SMPN 10 Metro

Short Story About the Establishment of Junior High School 10 Metro. Junior High School 10 Metro was founded since 2006 when it was joined by SDN 7 Metro Centre. In 2007, on the initiative and good cooperation between the government and people from West Hadimulyo (Mr. Sukadi (headman), Karang Rejo (Drs.Sudarsono), Yosomulyo (Mr. Dasim, SH). As chairman of the UNS instituted Mr. Marsidi.S.Pd., Mr. Secretary. Yusri, SE and Treasurer Ir. Cahyo N. The school has received student to learning place is still in SD Negeri 7 Metro, and the student start in the afternoon as much as 3 local or 108 students.

Confidence and enthusiasm the citizen enter the children in these institutions is quite evident in the first year of registration has reached 176 registrants both originating within and outside is ready to compete. It is ironic to the seats number available only reached 108 learners. It is solely because of limited space and facilities available.

Since SMPN 10 Metro was established, State SMPN 10 Metro has been led by the following principles:

1. Drs. Hargunawan (2006-2010)
2. Marsidi, S.Pd (2010-2016)

b. Condition of Teacher and Official Employees at SMPN 10 Metro

Condition of Teacher and the Official Employers SMPN 10 Metro, the numbers of teacher and official employers in SMPN 10 Metro in the academic year of 2016/2017 are that can be identified as follows:

Table 5
Condition of Teacher and the Official Employers
at SMPN 10 Metro In the academic year of 2016/2017

No	Name	Sex	Occupation
1.	MARSIDI, S.Pd.	Male	Principal
2.	Partono, BA.	Male	Vice Principal
3.	Supardi, S.Pd.	Male	Curriculum Affair
4.	Sugeng, S.Pd	Male	Counselor
5.	Siti Halimah, S.Pd.	Female	PKN Teacher
6.	Dimiyati, S.Pd	Male	IPA Teacher
7.	Dra. Royani	Female	IPA Teacher
8.	Supriyanto, S.Pd.	Male	IPA Teacher
9.	Abdul Basit, S.Pd.	Male	Religion Teacher
10	Siti Fatimah, S.Pd	Female	Matematic Teacher

.		e	
11	Puput Tisia R, S.Pd.	Femal e	Lampung Language Teacher
12	Fransisca Dwi I, S.Pd.	Femal e	Indonesia Language Teacher
13	Ngadimin, S.Pd.	Male	Social Teacher
14	Dra.Farida Humayati	Femal e	PKN Teacher
15	Mahyudin Effendy, S.Pd.	Male	English Teacher
16	Masfiandi, S.Pd.	Male	English Teacher
17	Lili Apriyani, M.Pd.	Femal e	Indonesia Language Teacher
18	Drs.HeniTrisnanto	Male	Mathematics Teacher
19	Dwi Retnowati, S.Pd.	Femal e	Sport Teacher
20	Nur Anggreini, Amd.	Femal e	Indonesia Language Teacher
21	Umi Hasanah, S.Pd.	Femal e	Mathematic Teacher
22	Dra. Andiani Eka P, S.Pd	Femal e	Social Teacher
23	Supriyanto, S.Pd.	Male	Religion Teacher
24	Siti Fatimah, S.Pd.	Femal e	Mathematics Teacher
25	Anetta Helga, S.Pd.	Femal e	IPA Teacher
26	Gono Irianto, S.Pd.	Male	Social Teacher

27	Drs.Gatot Siswanto	Male	Social Teacher
28	Endang Sriwidanty, S.Pd	Female	Indonesia Language Teacher
29	Abidin Achmad	Male	Painting and Art Teacher
30	Purwanto, S.Pd.	Male	IPA Teacher
32	Dwi Maria, S.Pd	Female	Lampung Language Teacher
33	Y Singgih Rumatio, S.Pd.	Male	Library Officer
34	Setyono	Male	Officer

c. Quantity Students of SMPN 10 Metro

The quantities of the student sat SMPN 10 Metro that can be identified as follows:

Table 6
Students Quantity of SMPN 10 Metro
in the Academic Year of 2016/2017

No.	Class	Sex		Total
		Male	Female	
1.	Class VII(A-F)	70	73	143
2.	Class VIII(A-F)	65	95	160
3.	Class IX(A-E)	70	57	127
Total		205	225	430

d. Building of SMPN 10 Metro

The condition of facilities in SMPN 10 Metro in the academic year of 2016/2017 that can be seen on the table below:

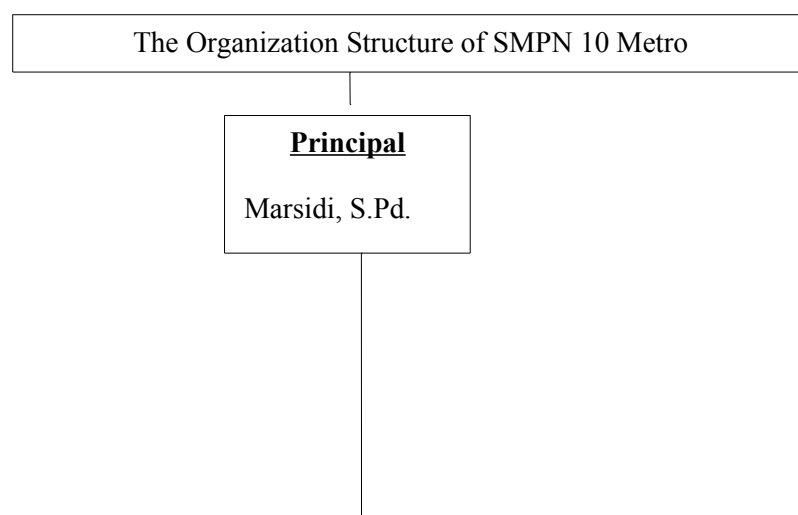
Table 7
Building of State SMPN 10 Metro in the Academic Year
of 2016/2017

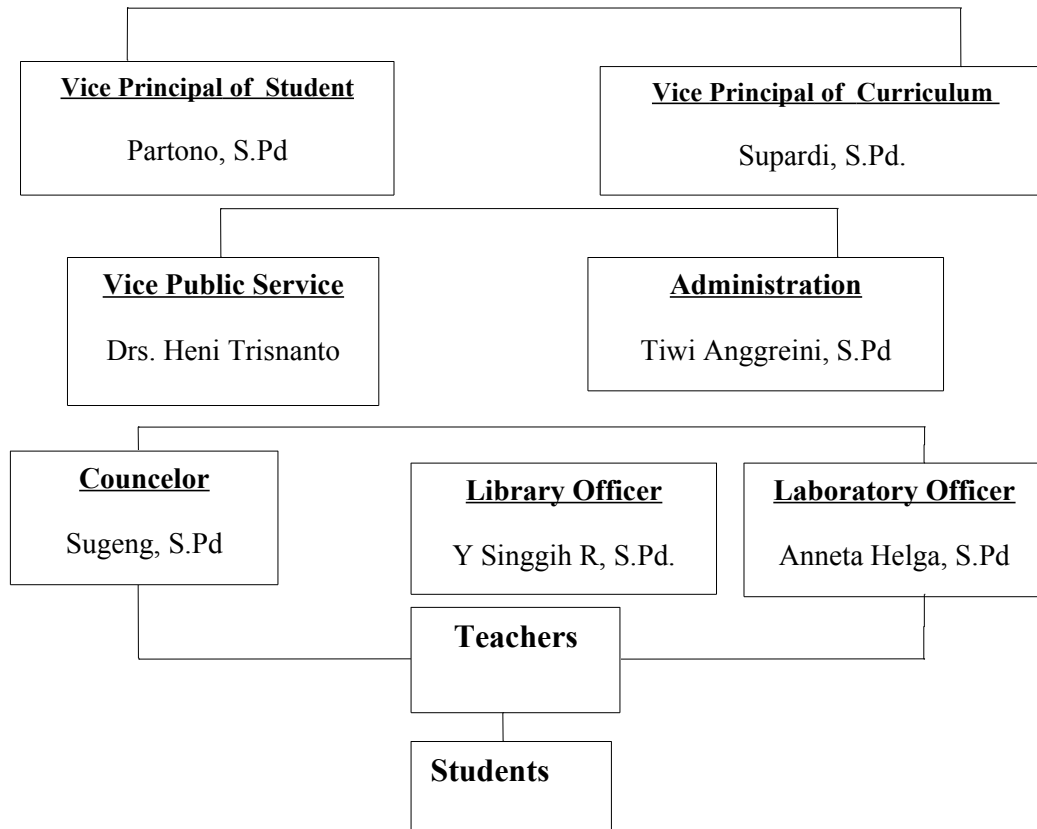
No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	2
3.	Administration Room	1
4.	Student Council	1
5.	Art Room	1
6.	Mosque	1
7.	Language and IPA Laboratory	1
8.	Library	1
9.	Kitchen	1
10.	Class Room	17

e. Organization Structure of SMPN 10 Metro

The Organization Structure of SMPN 10 Metro in the Academic Year of 2016/2017 can be shown in the figure as follows:

Figure 2
Organization Structure of SMPN 10 Metro

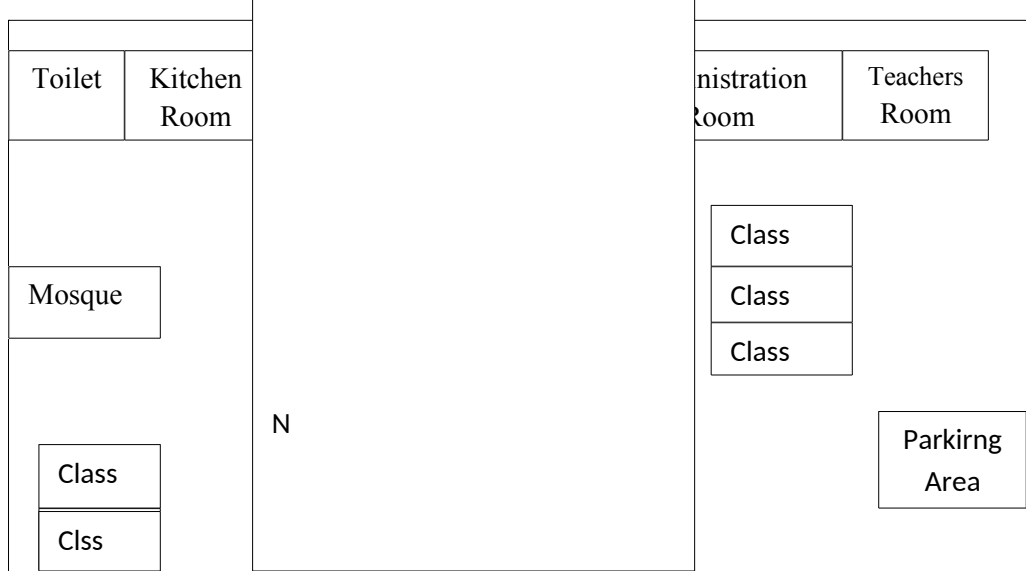




f. Location Sketch of SMPN 10 Metro

The Location Sketch of SMPN 10 Metro in the academic year of 2016/2017 that can be seen on the figure below:

Figure 3
Location Sketch of SMPN 10 Metro in the academic year of 2016/2017





2. Description of the Research

In this research, the researcher as an English teacher and Mr. Mahyudin Effendi S.Pd the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting.

The researcher conducted pre-test to know the students' reading comprehension in recount text before giving treatment and it used

as the comparison score with post-test. The students were given task to answer the test about recount text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 8
The Pre Test Score

NO	NAME	PRE-TEST	NOTE
1	AAW	45	Low
2	ADP	40	Low
3	APANP	40	Low
4	AI	80	High
5	AS	55	Average
6	AFP	45	Low
7	AP	15	Low
8	AKM	35	Low
9	BAD	25	Low
10	CKP	40	Low
11	ER	45	Low
12	FAW	35	Low
13	GP	55	Average
14	HM	80	High
15	IAL	45	Low
16	JNE	35	Low
17	LNA	35	Low
18	MSAA	80	High
19	MR	45	Low
20	NNA	40	Low
21	NS	80	High
22	OM	35	Low
23	RR	55	Average
24	SFA	45	Low
25	SAD	40	Low
26	SS	85	High
27	UZ	40	Low
Total Score		1295	
Average		47,96	
Highest Score		85	
Lowest Score		15	

Table 9
Students' Reading Score at class D

No	Score	Explanation	Frequency	Percentage
1	≤ 70	Fail	22	81.48%
2	≥ 70	Pass	5	18.51%
Total			27	100%

Based on the table, it could be analyzed that there were 5 students (18.51%) who passed the pre-test and 22 students (81.48%) who failed the pre-test. The lowest score in pre-test was 15 and the highest score was 85. It means that the students did not fulfill the minimum standard at SMPN 10 Metro and the students' reading comprehension was low. Besides, from the result of pre-test, the researcher got the average 47,96. So, it was the reason why the researcher used cooperative integrated reading and composition to increase the students' reading comprehension.

1) Planning

The first meeting was done on Saturday, february 10th, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media,

work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment February 11rd, 2017. In this meeting, the researcher as an English teacher and Mr. Mahyudin Effendi, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about recount text.

At the beginning of teaching learning process, the researcher asked to the students about recount text. Some of the students forgot and just a little of them have known the definition about recount text. Secondly, the researcher explained about definition, generic structure, social function and language feature of recount text. After that, the researcher gave some recount text.

After that, the researcher asks to the students to make a group consist 4-6 students, the researcher explained about recount text. The students must be understood about the text. The researcher guided the students to be active and expression their idea. As long as the students studied to understand recount

text. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted February 17rd, 2017. The post test was done to know how the students' reading comprehension after giving treatment. Then the researcher gave post-test to the students. Read about recout text.

In the post-test 1, only 12 students who got good mark, but the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

Table 10

Post-Test I Score

N O	NAME	PRE-TEST	NOTE
1	AAW	25	Low
2	ADP	50	Average
3	APANP	25	Low
4	AI	75	High
5	AS	45	Low
6	AFP	60	Average
7	AP	75	High
8	AKM	45	Low
9	BAD	40	Low
10	CKP	60	Average

11	ER	85	High
12	FAW	60	Average
13	GP	50	Average
14	HM	90	High
15	IAL	85	High
16	JNE	30	Low
17	LNA	85	High
18	MSAA	80	High
19	MR	50	Average
20	NNA	30	Low
21	NS	80	High
22	OM	45	Low
23	RR	80	High
24	SFA	25	Low
25	SAD	55	Average
26	SS	75	High
27	UZ	40	Low
Total Score		1545	
Average		57,22	
Highest Score		90	

Table 11
Students' Mark of Post-test I of Reading

No	Score	Explanatio n	Frequency	Percentage
1	≤ 70	Fail	15	55,55%
2	≥ 70	Pass	12	44,44%
Total			27	100%

From the table 8, it could be analyzed that the students' average score was 57,22. The highest score was 90 and the lowest score was 25. Based on the minimum standard (MS), there were 12 students that had passed on post-test 1 or got score ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. the researcher as a teacher gave material about text especially recount text by using Cooperative Integrated Reading and Composition (CIRC).

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) Pay attention of the teacher's explanation
- b) Asking questions summarizing
- c) Understanding the material
- d) Ask/Answer the Questions
- e) Active in Group

Table 12

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher's explanation	22	81,48%
2	Asking questions summarizing	14	51,85%
3	Understanding the material	10	37,03%
4	Ask/Answer the Questions From The	18	66,66%

	Teacher		
5	Active in Group	20	74,07%
Total students		27	

The table showed that not all the students' active in learning process. There were 22 students (81,48%) who Asking questions summarizing, 14 students (51,85%) who understood the materials, 10 students (37,03%) who Answer the Questions From The Teacher and were able to do the task, students (66,66%) and Active in Group, 20 students (74,07%).

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum standard (MS). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 13
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
1	AAW	45	25	-20	44,44	Improved
2	ADP	40	50	10	25	Improved
3	AJPAN	40	25	-15	-37,5	Descended
4	AL	80	45	-35	-43,75	Descended
5	AS	55	60	5	9,09	Improved
6	AFP	45	60	15	33,33	Improved
7	AP	15	75	60	400	Improved
8	AKM	35	45	-10	-28,57	Descended
9	CKP	25	60	35	140	Improved
10	ER	40	85	45	112,5	Improved
11	FAW	45	60	15	33,33	Improved
12	GP	35	50	15	42,85	Improved
13	HM	55	90	35	63,63	Improved
14	IAL	80	85	5	6,25	Improved
15	HM	45	70	25	55,55	Improved
16	JNE	35	30	-5	-14,28	Descended
17	LNA	35	85	50	142,85	Improved
18	MSAA	80	80	0	0	Constant
19	MR	45	50	5	11,11	Improved
20	NNA	40	30	-10	-25	Descended
21	NS	80	80	0	0	Constant
22	OM	35	45	10	28,57	Improved
23	RR	55	80	25	45,45	Improved
24	SFA	45	25	-20	-44,44	Descended

25	SAD	40	55	15	37,5	Improved
26	SS	80	75	-5	-6,25	Descended
27	UZ	40	40	0	0	Constant
Total		1295	1545	250	694,16	
Average		47,96	57,22	9,25	25,70	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading comprehension before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 47,96 and post-test I 57,22. Although there was improving of the students' achievement, cycle I was not successful yet because only 12 students (44,44%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher

and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on february 18rd , 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about recount text. The teacher asked to the students to mention about definition of recount text, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading skill in post-test I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on February 18th, 2017. It was same type with the first cycle 1. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below :

Table 14
Post-Test II Score

N O	NAME	POST-TEST II	NOTE
1	AAW	30	Low
2	AdP	60	Average
3	APAN	70	High
4	AIP	90	High
5	AS	55	Average
6	AFP	80	High
7	AP	70	High
8	AKM	90	High
9	BAD	75	High
10	CKP	80	High
11	ER	70	High
12	FAW	70	High
13	GP	70	High
14	HM	85	High
15	IAL	70	High
16	JNE	70	High
17	LNA	90	High
18	MSAA	85	High
19	MR	80	High
20	NNA	50	Average
21	NS	80	High
22	OM	75	High
23	RR	85	High
24	SFA	40	Low
25	SAP	80	High
26	SS	85	High
27	UZ	75	High
Total Score		1960	
Average		72,59	
Highest Score		90	
Lowest Score		30	

Table 15
Students' Mark of Post-test II of Reading Comprehension

No	Score	Explanatio n	Frequency	Percentage
1	≤ 70	Fail	5	18,51%
2	≥ 70	Pass	22	81,48%
Total			27	100%

Based on the table above, it could be seen that the students' average score in post-test II was 72.59. The highest score was 80 and the lowest score was 30. Most of the students could improve reading comprehension. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by cooperative integrated reading and composition strategy . In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 16
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
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1	Pay attention of the teacher's explanation	23	85,18%
2	Asking questions summarizing	17	62,96%
3	Understanding the material	23	85,18%
4	Ask/Answer the Questions From The Teacher	22	81,48%
5	Active in Group	24	88,88%
Total students		27	

The table above showed that the students' activity in cycle II was improve. The students' activity that had high percentage were Pay attention of the teacher's explanation (85,18%) and the students able to asking questions summarizing (62,96%), the second-high percentage was The students understand the material (85,18%) and the last the students Ask/Answer the Questions From The Teacher (81,48%), Active in Group (88,88%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the threeth students' activity got percentage $\geq 60\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students passed the examination. It means the students' reading comprehension had improve. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading skill from pre-test I to post-test II could be seen on the table below:

Table 17
Students' score at post-test I and post-test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving percentage	Explanation
1	AAW	25	30	5	20	Improved
2	ADP	50	60	10	20	Improved
3	AJPAN	25	70	45	180	Improved
4	AL	75	90	15	20	Improved
5	AS	45	55	5	11,11	Improved
6	AFP	60	80	-5	-8,33	Descended
7	AP	75	70	5	6,66	Improved
8	AKM	45	90	45	100	Improved
9	CKP	40	75	35	87,5	Improved
10	ER	60	80	20	33,33	Improved
11	FAW	85	70	15	17,64	Improved
12	GP	60	70	-10	-16,66	Descended
13	HM	50	70	20	40	Improved
14	IAL	90	85	-5	-5,88	Descended
15	HM	85	70	-15	-17,64	Descended
16	JNE	30	70	50	166,66	Improved
17	LNA	85	90	5	5,88	Improved
18	MSAA	80	85	5	6,25	Improved
19	MR	50	80	30	54,54	Improved
20	NNA	30	50	20	66,66	Improved
21	NS	80	80	0	0	Constant
22	OM	45	75	30	66,66	Improved
23	RR	80	85	5	6,25	Improved
24	SFA	25	40	15	60	Improved
25	SAD	55	80	25	45,45	Improved
26	SS	75	85	10	33,33	Improved
27	UZ	40	75	35	87,5	Improved
Total		1545	1960	415	1066,91	
Average		57,22	72,59	2964	39,51	

Based on the result above, it could cooperative integrated reading and composition could improve for the students' reading skill because there was improving from average in post-test I

57,22 became 72.59 in post-test II. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

Based on the result of students activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successfull. This table is to describe the comparison of the stusents activities in cycle I and cycle II.

Table 18
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	Pay attention of the teacher's explanation	22	81,48%	23	85,18%
2	Asking questions summarizing	14	51,85%	17	62,96%
3	Understanding the material	10	37,03%	23	85,18%
4	Ask/Answer the Questions From The Teacher	18	66,66%	22	81,48%
5	Active in Group	20	74,07%	24	88,88%

Based on the result of the students activities in cycle I and cycle II was improve. Pay attention of the teacher's explanation from 81,48% become 85,18%, Asking questions summarizing from 51,85% become

62,96%, Understanding the material from 37,03%, become 85,18%, Ask/Answer the Questions From The Teacher from 66,66%, become 81,48%, and Active in Group from 74,07%, become 88,88%.

B. Interpretation

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' reading comprehension before giving a treatment. In the pre-test, there were only 5 students (18,51%) who passed the pre-test and 22 students (81,48%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 15 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Cooperative integrated reading and compsition. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 12 students (44,44%) students passed the post-test I. The lowest score was 25, the highest score was 85, and the average score was 57,22.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 47,99 and post-test I 57,22. Although there was

improving of the students' achievement, cycle I was not successfully yet because only 12 students (57,22%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 12 students 44,44% passed the test and got score ≤ 70 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 22 students (80.76%) passed the test because they got score ≥ 70 . In this post-test, the lowest score was 30, the highest score was 90, and the average score was 72.59.

From the result of the students' score from post-test II, it could be concluded that there were improve scores. The improve score could be seen on the average score. The average score in the post-test I and post-test II were 57,22 and 72,59. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 70 were 5, 12 and 22 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following table of illustration score in cycle I and cycle II as below:

Table 19
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

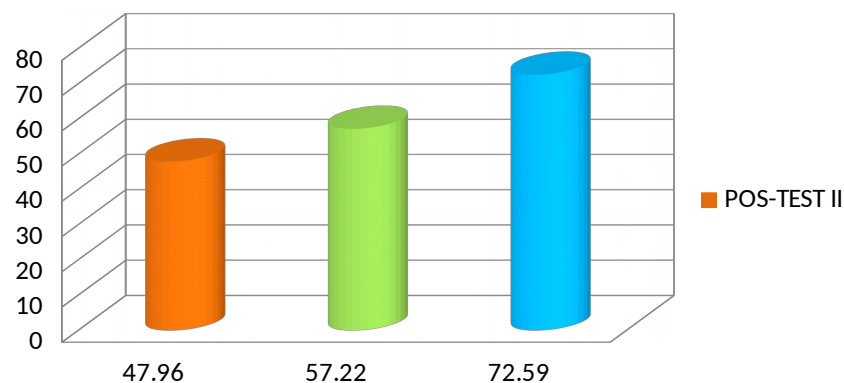
No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AAW	45	25	30
2	ADP	40	50	60
3	APANP	40	25	70
4	AI	80	75	90
5	AS	55	45	55
6	AFP	45	60	80
7	AP	15	75	70
8	AKM	35	45	90
9	BAD	25	40	75
10	CKP	40	60	80
11	ER	45	85	70
12	FAW	35	60	70
13	GP	55	50	70
14	HM	80	90	85
15	IAL	45	85	70
16	JNE	35	30	70
17	LNA	35	85	90
18	MSAA	80	80	85
19	MR	45	50	80
20	NNA	40	30	50
21	NS	80	80	80
22	OM	35	45	75

23	RR	55	80	85
24	SFA	45	25	40
25	SAD	40	55	80
26	SS	80	75	85
27	UZ	40	40	75
Total Score		1295	1545	1960
Average		47,96	57,22	72,59

Based on the result of pre-test, post-test I and post-test II, it was know that there was a improving the students reading comprehension by cooperative integrated reading and composition (CIRC) score. It could be seen from the average 47,96 of pre test ,in post test I the average is 57,22 and average in post test II became 72,59. Therefore, the researcher concluded that the research was successful because the indicator of success in this research has been achieved.

Figure 4

Graph of the result of Pre-test, Pos-test I, and Pos-test II



Based on the graph above, it can be inferred that Cooperative Integrated Reading and Composition could improve the students'

reading comprehension. It is supported by improve score of the students from pre-test to post-test I and from post-test I to post-test II.

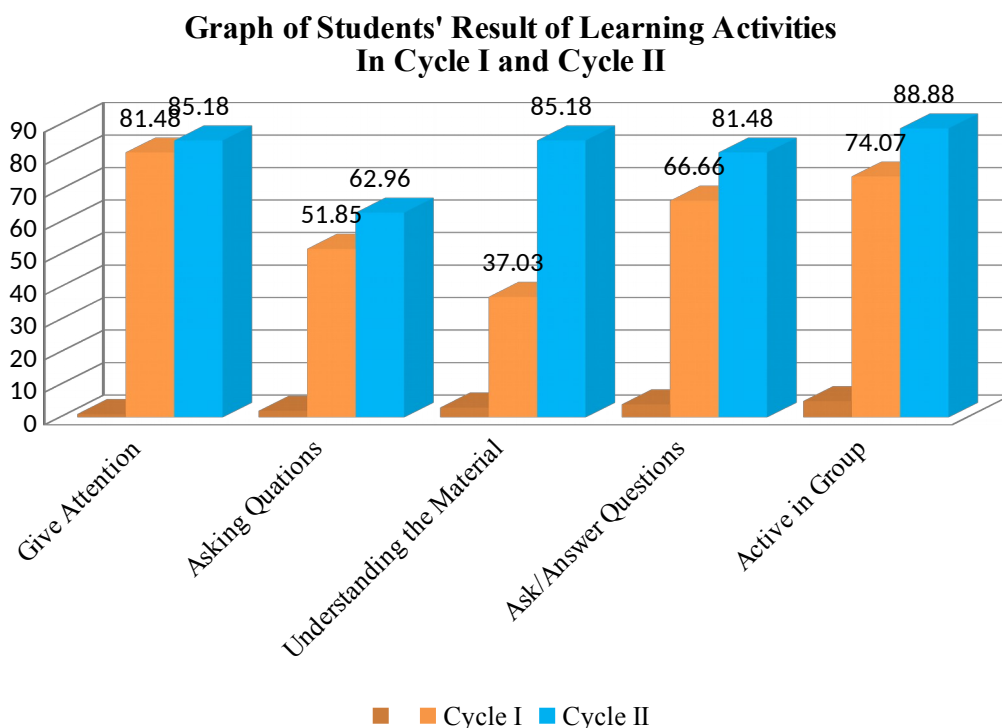
4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 19
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of the teacher's explanation	22	81,48%	23	85,18%	3,7%
2	Asking questions summarizing	14	51,85%	17	62,96%	11,11%
3	Understanding the material	10	37,03%	23	85,18%	48,15%
4	Ask/Answer the Questions From The Teacher	18	66,66%	22	81,48%	14,82%
5	Active in Group	20	74,07%	24	88,88%	14,81%

Figure 5



a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved.

b. The Students' ask/answer questions

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well.

c. The students able do the task

The students who had done the task were improved. It could be seen on the cycle I and cycle II.

d. The students understand the material

The students understand the material were improved. It could be seen on the cycle I and cycle II.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when cooperative integrated reading and composition was applied in learning process from cycle I up to cycle II.

C. Discussion

In teaching reading at the junior high school 10 of metro especially of students class VIII D in the problems of the student to express their idea in reading. The researcher cooperative integrated reading and composition to improve the students' reading comprehension.

The researcher used this strategy to organize idea students and made students more active in reading text also interested in learning English.

There is a positive improving about students' learning activities using cooperative integrated reading and composition. Therefore cooperative integrated reading and composition hopefully is usefull in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of cooperative integrated reading and

composition could improve the students' reading comprehension. There was progress average score from pre test 47,96%, post test I 57,22% and post test II become 72.59%. We could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 70 in this research, in the post-test I there was 12 students or (44,44%) passed the test with the average 57,22 and in the post-test II was students 22 students or (72,59%) who passed the test with average 72.59. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 70) was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher's explanation from 81,48% become 85,18%, Asking questions summarizing from 51,85% become 62,96%, Understanding the material from 37,03%, become 85,18%, Ask/Answer the Questions From The Teacher from 66,66%, become 81,48%, and Active in Group from 74,07%, become 88,88%, the result of students activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on reseach finding and interpretation, the researcher would like to point out the conclusions as follows:

There was improving of students average score from pre test 47,96 to post test I 57,22 became 72.59 in post test II. In cycle 1, there weren 12 students passed the test. Moreover, in cycle II there were 22 students who passed the test.Result of cycle II already reached the indicator of success that was 70 % students fulfill the standar criteria with the score minimum was 70. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improve, sucs as, Pay attention of the teacher's explanation from 81,48% become 85,18%, Asking questions summarizing from 51,85% become 62,96%, Understanding the material from 37,03%, become 85,18%, Ask/Answer the Questions From The Teacher from 66,66%, become 81,48%, and Active in Group from 74,07%, become 88,88%, the result of students activities in cycle I and cycle II, there are improving about students' learning activities. It means that by using CIRC (Cooperative Integrated Reading and Composition) strategy in reading, the students' activities have improved from the first meeting till cycle II.

The conclusion this research was successful and it could be stopped in the cycle II, because the indicator of success (70% of students got score ≥ 70) was reached.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading comprehension.
2. It is suggested for the English teacher to use CIRC (cooperative integrated reading and composition) as alternative strategy in the classroom because this strategy is effective to improve the students reading comprehension in the teaching and learning process.
3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students more active after the teacher gives motivation to the students.
4. It is suggested for the headmaster in order to facilitation the teachers to use this strategy because it is effective in teaching the material for the teacher.

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