

**AN UNDERGRADUATE THESIS**

**IMPROVING THE READING COMPREHENSION ABILITY  
THROUGH CIRC TECHNIQUE AT THE ELEVENTH GRADERS  
OF SMAN 1 PURBOLINGGO LAMPUNG TIMUR  
IN THE ACADEMIC YEAR OF 2015/2016**

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English Education Study Program**

**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
1436 H / 2015 M**

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Presented as a Partial Fulfillment of the Requirement  
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In English Educational Program

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**ABSTRACT**

**BY  
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Reading is one of the important aspects in language learning. By reading, the learners get knowledge and information. Moreover, students are often ignored to mastering this skill. The researcher finds the condition at the eleventh graders of SMAN 1 Purbolinggo Lampung Timur where many students have difficulties in English learning especially in reading comprehension, so it caused the result of learning is low. Hence, to improve the students' reading comprehension ability the researcher uses Cooperative Integrated Reading and Composition (CIRC) technique in learning process. The purpose of this paper is to know whether the using CIRC technique can improve the students' reading comprehension ability in English learning. CIRC technique is one of the techniques based on cooperatively that make the students more active and enjoyable in learning process.

The form of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research were 33 students at the eleventh graders of SMAN 1 Purbolinggo Lampung Timur. In collecting the data, the researcher used test, observation and documentation. The researcher conducted the research with an English teacher of SMAN 1 Purbolinggo, Mrs. Rubiatun, S. Pd that played as collaborator.

The result of this study shows that by using CIRC technique has positive role in improving the reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo Lampung Timur. It can be proved by the students' average score from pre-test to post-test. The average score in pre-test was 61.21 and in post-test I was 68.03 became 77.12. It means that the using of CIRC technique can improve the students' reading comprehension ability.

**PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA  
MELALUI TEHNIK CIRC PADA SISWA KELAS XI  
SMAN 1 PURBOLINGGO LAMPUNG TIMUR  
TAHUN AJARAN 2015/2016**

**ABSTRAK**

**OLEH  
ELVIRA RHOZALINA DEWI**

Membaca adalah salah satu aspek penting dalam pembelajaran bahasa. Dengan membaca kita mendapatkan pengetahuan dan informasi. Namun, siswa sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas sebelas SMAN 1 Purbolinggo Lampung Timur, dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris, khususnya pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan tehnik Cooperative Integrated Reading and Composition (CIRC) dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan tehnik CIRC dapat meningkatkan kemampuan pemahaman siswa dalam pembelajaran bahasa Inggris. Tehnik CIRC adalah salah satu tehnik kerja sama yang membuat siswa lebih aktif dan menyenangkan siswa dalam proses pembelajaran.

Bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 33 siswa kelas sebelas SMAN 1 Purbolinggo Lampung Timur. Dalam pengumpulan data, peneliti menggunakan tes, observasi dan dokumentasi. Peneliti melaksanakan penelitian bersama guru bahasa Inggris SMAN 1 Purbolinggo, Ibu Rubiatun, S. Pd yang berperan sebagai kolaborator.

Hasil dari penelitian ini menunjukkan bahwa penggunaan CIRC tehnik memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas sebelas SMAN 1 Purbolinggo Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai rata-rata siswa mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre-test adalah 61.21 dan post-test I 68.03 menjadi 77.12 di post-test II. Ini berarti penggunaan tehnik CIRC dapat meningkatkan kemampuan pemahaman membaca siswa.

## **STATEMENT OF RESEARCH ORIGINALITY**

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Metro, August 20<sup>th</sup> 2015  
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## **ORISINALITAS PENELITIAN**

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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 daftar pustaka.

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ (١) وَوَضَعْنَا عَنْكَ وِزْرَكَ (٢) الَّذِي أَنْقَضَ  
ظَهْرَكَ (٣) وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ  
الْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَانصَبْ (٧) وَإِلَىٰ رَبِّكَ فَارْغَبْ (٨)

“In the name of Allah The Most Gracious The Most Merciful”

“Have We not open your breast for you (O Muhammad (Peace be upon him))?

And removed from you your burden. Which weighed down your back? And raised high your fame? Verily, along with every hardship is relief. Verily, along with every hardship is relief. So when you have finished (your occupation), devote yourself for Allah’s worship.” (Al-Insyirah : 1-7)

“Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts.”

(Albert Einstein)

**DEDICATION PAGE**

**This undergraduate thesis is dedicated to**

**My beloved father and mother (Supardi Dinata and Sumarsih)  
who always support me in their endless love**

**My lovely brother and sister who have given wonderful  
motivation to me**

**All my inspiring friends**

**My beloved almamater State Islamic College (STAIN) of Jurai  
Siwo Metro**



## **ACKNOWLEDGEMENT**

As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the writer that she could accomplish this undergraduate thesis. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles “Improving the Reading Comprehension Ability through CIRC Technique at the Eleventh Graders of SMAN 1 Purbolinggo in the Academic Year of 2015/2016.”. The research is presented to fulfill one of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis. The researcher acknowledgments go to the Principal of STAIN Jurai Siwo Metro, Prof. Dr. Hj. Enizar, M. Ag, The Head of Tarbiyah Faculty, Dra. Hj. Akla, M. Pd, The Head of English Education Study Program, Ahmad Subhan Roza, M. Pd the researcher biggest thanks is also appreciated for her advisors, Drs. Kuryani, M. Pd. and Dra. Umi Yawisah, M. Hum. May Allah SWT give them reward for supporting and guiding during the research process. Furthermore, I also would like to express my inner thanks to the lecturers of English Department, the students of English Department, and all friends of mine.

Nobody is perfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, August 20, 2015

The Researcher

**ELVIRA RHOZALINA DEWI**  
**St. Number 1176017**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In the context of English language teaching as a foreign language taught in Indonesia, the teaching and learning English especially reading is one of extremely important. There are four skills of English that must be mastered for learners, namely listening, speaking, reading and writing. The teacher should develop these four skills to help the students communicate each other and express their thought, opinion and feeling in English. Reading is one of the four skills that are learned at school. Through reading, learners will get global information, such as science, technology, and culture.

Reading is the activity of somebody to get information of the text. Reading has function, like the students get new vocabulary when they read. The students will get knowledge and many things through reading. Many reading materials in developing reading ability are like magazines, newspaper, literary text and others. In addition, reading is also entertaining if it contains a good story.

Reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the words are written and how they trigger knowledge outside the text. Reading comprehension is one of the ways to make the students get understanding when they are reading. In reading activity, the process of understanding must be comprehensively



obtained. Reading and comprehension are united in one part and they cannot be separated.

In teaching reading, the students' are expected to be able to comprehend a reading text. In SMAN 1 Purbolingo especially at the eleventh graders, the students still find difficulties to improve their reading skill. The students feel bored and not attractive to read the text. It is caused the students have low motivation in reading text. The students assume that when they read a text, they need long time to comprehend each word of the text because the students have lack of vocabulary mastery well. Moreover, the students are difficult to find main idea from the text. It is caused the students' ability in understanding the text is still low.

The researcher has done the pre-survey by using the test for knowing the score in English especially in reading comprehension. The result of the test can be seen on the following table:

**Table 1**  
**The result of students' pre-survey score**  
**at the eleventh graders of SMAN 1 Purbolingo, Lampung Timur**

No	Range	Frequency	Percentage	Category
1	81-100	2	6,06%	Excellent
2	75-80	2	6,06%	Good
3	60-74	7	21,21%	Fair
4	15-59	22	66.67%	Low
Total		33	100%	

Based on the result above, there is a proof that most of the students have low score in reading comprehension. The data pre-survey showed that 22 students got low category, 7 students got fair category, 2 students got good

category and 2 students got excellent category. It means that only 4 students (12,12%) passed the test and 29 students (87,88%) failed with the highest score is 85 and the lowest score is 30. The Grade Minimum Requirement for English is 75. It means that, the students' reading comprehension at the eleventh graders of SMAN 1 Purbolinggo is low because many students get score less than 75.

From the problem above, it is necessary for teacher to foster reading on their students. Considering the importance of reading comprehension for students, to solve this problem the teacher should have technique to make students interested in teaching learning process of reading. One of technique that is considered applicable in developing students' reading comprehension is Cooperative Integrated Reading and Composition (CIRC) technique.

Cooperative Integrated Reading and Composition (CIRC) is a technique of learning based on cooperation. This technique is focused on the learning where the students' work together in group. Group work is believed can improve students' motivation. The purpose of CIRC technique is to generate the opportunities for the students to become more active in learning.

CIRC technique makes the students more active in learning because they can express and discuss their opinion or idea of what is contained in the text. It enables the students to understand the text by paired with another student. In CIRC, the students work together in group to help each other in experiencing learning activities, including: partner reading, making prediction, identification of character, setting, problems, and problems

solutions, summarization, vocabulary, spelling and reading comprehension exercise. So that students have a place to share the problem if they find difficulty to answer the question in reading text.

According to the problem faced by the students above, the researcher considers that Cooperative Integrated Reading and Composition (CIRC) technique is one of the ways to teaching reading comprehension with group work. This technique hopefully can make students have motivation to read, learn, and comprehend the text in reading. Therefore, the researcher is hoped that CIRC suitable to applied in teaching reading comprehension.

Based on the description above, the researcher would like to conduct a research entitled Improving The Reading Comprehension Ability Through Cooperative Integrated Reading and Composition (CIRC) Technique at The Eleventh Graders of SMAN 1 Purbolinggo Lampung Timur In The Academic Year 2015/2016.

## **B. Problem Identification**

Regarding to the background above, the researcher would like to identify the problems as follows:

1. The students are not interested in reading text.
2. The students have lack of vocabulary mastery.
3. The students have low motivation in reading text.
4. The students have difficulties in comprehending the text especially in finding main idea.

5. The students' ability in understanding the meaning of paragraph is still low.

### **C. Problem Limitation**

Based on the problem identification above, the researcher to investigate all of the problem. The researcher is interested in investigating two kinds of the problems as follows:

1. The students have low motivation in reading text.
2. The students have difficulties in comprehending the text especially in finding main idea. Therefore, the researcher will use Cooperative Integrated Reading and Composition (CIRC) technique on teaching reading comprehension at the eleventh graders of SMAN 1 Purbolinggo in the academic year of 2015/2016.

### **D. Problem Formulation**

Concerning with the background of the study and problem identifications above, the researcher formulates the problem in this research is "Can Cooperative Integrated Reading and Composition (CIRC) technique improve the students' reading comprehension ability?"

### **E. Objective and Benefit of the Study**

1. Objective of Study
  - a. To find out whether CIRC technique can improve the students' reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo in the academic year of 2015/2016.

## 2. Benefit of the Study

- a. For the Students : as an efficient technique to increase reading comprehension. By CIRC technique, the students will be motivated to improve and master their ability in reading comprehension.
- b. For the Researcher : as a new knowledge for the researcher to teach English better in the future. So, the researcher will know how to teach reading comprehension effectively to the learners.
- c. For the Headmaster : as a positive contribution and as an information to improve learning English activity in the future.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept of Reading Comprehension Ability

###### a. Reading Comprehension Ability

According to Seravallo, reading is the process of thinking and understanding to get the information from the printed language.<sup>1</sup> Furthermore, Farrel defines reading as the activity to gain the meaning by the dynamic interaction between the reader's knowledge, information by the printed language and the context from the reading situation.<sup>2</sup> Moreover, Moreillon maintains to make to meaning to meaning from written text and certain picture that take part and relate to the text can be defined as the definition of reading.<sup>3</sup> Based on some statements above, it can be concluded that reading is an activity of a reader to find meaning and information from the text.

Elizabeth states that comprehension is an active process that produces the meaning from the printed language then concern with new word.<sup>4</sup> In addition, Gillet and Temple argues that comprehension is the readers' understand the content of the text by involving prior knowledge,

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<sup>1</sup> Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p. 43.

<sup>2</sup> Thomas S.C. Farrel, *Planning Lesson for A Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), p. 1.

<sup>3</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10.

<sup>4</sup> Elizabeth S. Pang, *Teaching Reading*. (Chicago: University of Illinois, 2000), p. 14.

knowledge of structure, and the readers' active to look for information.<sup>5</sup> It can be concluded that comprehension is a process to produce meaning from the text by involving prior knowledge to look for information.

Janette argues that reading comprehension is a process that engages many interactions between the readers and what they get from the text (previous knowledge, strategy use) that related to the text.<sup>6</sup> Furthermore, Guthrie states that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive skill and motivation in the text.<sup>7</sup> Moreover, Gillet and Temple states that reading comprehension is the activity of the readers to look for meaning by using their knowledge for understanding new information in the text.<sup>8</sup> Based on the definition, the researcher can conclude that reading comprehension is an activity to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

Thus, the word ability in Oxford Advanced Learner's Dictionary can be defined as "To do something that somebody/something is able to do something and a level of skill or intelligence."<sup>9</sup> Not only that, the word ability can be defined as: The quality of being able to do something,

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<sup>5</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United States of America : Harper Collins College Publishers, 1994), p. 34.

<sup>6</sup> Klingner, Janette K, *Teaching Reading Comprehension to Students' with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 8.

<sup>7</sup> John T. Guthrie, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (London: Lawrence Erlbaum Associates, 2004), p. 227.

<sup>8</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading*, p. 40.

<sup>9</sup> As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2010, p. 2

especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent, and the quality of being suitable for or receptive to a specified treatment.<sup>10</sup> Based on the definition, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

Based on statement above, it can be concluded that reading comprehension ability is the quality of being able to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

#### **b. Kinds of Reading Comprehension Ability**

Burn categorized reading comprehension into four categories namely, literal reading, interpretive reading, critical reading, and creative reading.

##### **1) Literal Reading**

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

##### **2) Interpretive Reading**

The interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

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<sup>10</sup> <http://www.thefreedictionary.com/ability> accessed on May 22, 2015.



### 3) Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

### 4) Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination.<sup>11</sup> In creative reading, the reader tries to come up with a new or alternative solution to the presented by author.

Based on the explanation above, the student of Senior High School included in interpretive reading because the interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied.

## c. Levels of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:<sup>12</sup>

### 1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic

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<sup>11</sup> <http://yoyoi.blogspot.com/2011/06/kinds-of-reading-comprehension.html> accessed on May 23, 2015

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and

factual topics with familiar context in description, narrations and non technical prose.

#### **d. Strategies for Reading Comprehension**

There are some strategies which can be used by the readers are:

##### 1) Activating Prior Knowledge

Serravallo assert that before reading, the good readers are connected ideas about the information relate to the text's structure and topic, besides that they make connection of the text to their lives, various written source and the world, finally they connected these ideas after finishing in reading the text.<sup>13</sup> In other words, before reading the readers should active their prior knowledge to think about what information that they find from the topic to make them easier in understanding the text.

##### 2) Predicting

Prediction is a process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.<sup>14</sup> It means that before the readers read the text, the readers should guess what the content of the text.

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<sup>13</sup> Jennifer Seravallo, *Teaching Reading*, p. 43.

<sup>14</sup> Judi Moreillon, *Collaborative Strategies*, p. 76.

### 3) Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.<sup>15</sup> It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

### 4) Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text.<sup>16</sup> In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

### 5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of a word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the

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<sup>15</sup> Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (United States of America: Pearson Education, 2007), p. 170.

<sup>16</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), p. 308.

clues.<sup>17</sup> Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

#### 6) Identifying topics and main ideas

Most of comprehension exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel propose the learners to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of a passage.<sup>18</sup> It means that knowing the topic and main idea is extremely important in reading comprehension.

#### 7) Use of questions

Dreher and Gambrell in Guthrie states that questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text.<sup>19</sup> Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of text is being read.

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<sup>17</sup> *Ibid.*, p. 310.

<sup>18</sup> Thomas S.C Farrel, *Planning for.*, p. 35.

<sup>19</sup> John T. Guthrie, *Motivating Reading.*, p. 294.

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

### **Technique**

#### **a. CIRC Technique**

Cooperative Integrated Reading and Composition is one of techniques that are developed from cooperative learning. According to Brown, cooperative learning is the students work together in group to get goals successfully.<sup>20</sup> It can be conclude that, cooperative learning is the group learning activity where every group has responsibility for their learning to achieve the common goal. In cooperative classroom, the students are expected to help each other to assess knowledge and fill in gap each other understands.

Cooperative Integrated Reading and Composition is focused on the learning system where the students work together in a working group. CIRC was developed by Steven in 1987. According to Journal Education Research and Reviews, CIRC technique is one of learning technique based on cooperative to develop reading, writing and other language skill in the upper graders of primary school.<sup>21</sup> It means that CIRC should be applied by the students cooperatively. Cooperative can help the students to discuss with each other and fill in gap in each other understand. Moreover, Slavin states that CIRC is a comprehensive program to teach reading, writing and language art in upper graders of primary school and

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<sup>20</sup> H. Douglas Brown, *Teaching by.*, p. 47.

<sup>21</sup> Erhan Durukan, *Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills, in Journals of Educational Research and Reviews, (Turkey: Black Sea Technical University, 2011), Vol. 6 (1), pp. 102-109, January 2011, p. 103.*

middle graders.<sup>22</sup> It means, this technique is appropriate for the students for upper elementary or high level and it is not appropriate for lower level.

Based on statement above, it can be concluded that CIRC is one of techniques to improve reading, writing and language arts based on cooperatively. The students can be more active because they can discuss with their group if they do not understand about the material. CIRC can help the students studying reading ability especially in comprehending the text to find main idea. CIRC also explains how to solve the problem in understanding the text and how to conclude a main unsure in a reading text which can improve reading comprehension.

In CIRC reading, the students are taught in reading groups where the students work together in group. Then, they return to mixed ability teams to work cooperative, including partner reading, making predictions, identification of characters, setting, problems, and problems solutions, summarization, vocabulary, spelling and reading comprehension exercise.<sup>23</sup> In CIRC, each student has responsibility for the groups. In other words, every student has responsibility for the group because the member of groups can give opinions to understand the concept and

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<sup>22</sup> Robert E. Slavin, *Cooperative Learning: Teori, Riset dan Praktik*, translated by Narulita Yusron from *Cooperative Learning: Theory, Research and Practice*, (Bandung: Nusa Media, 2008), p. 200.

<sup>23</sup> Madhu Gupta and Jyoti Ahuja, *Cooperative Integrated Reading and Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders*, in *International Journal of Research in Humanities, Arts, and Literature*, (India: Maharshi Dayanand University), Vol. 2, pp. 37-46, May, 2014, p. 39.

complete the task. So, the students will get the experience and insight in learning process.

#### **b. The Components of CIRC**

The major components of CIRC are follows:

##### 1) Reading Group

The students are assigned to two or three reading groups according to their reading level. This group divided heterogeneous by virtue of the students' ability that can be determined by the teacher.

##### 2) Teams

The students are assigned to pair (or triads) within their reading group, and then the pairs are assigned to teams composed of partnership from two reading group or levels. For example, a team might be composed of two students from high reading and two from the low group. Team members receive points based on their individual performances on all quizzes, compositions, and book report and these points form a team score.

##### 3) Story related activities

The students use either novel or basal readers. Stories are introduced and discussed in reading group that guided by teacher. In these groups, the teachers set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on. Story discussion is structured to emphasize



such skills as making and supporting predictions and identifying the problem in narrative.

4) Partner checking

If the students complete all of the activities, so their partners give as students complete each of these activities, their partners initial a student-assignment from indicating that they have completed and/or achieved criterion on that task.

5) Test

The students are given a comprehension test on the story, ask to write meaningful sentence for each vocabulary word, and ask to read the word list aloud to the teacher. Students are not permitted to help one another on this test.

6) Direct instruction in reading comprehension

Students receive direct instruction in specific reading comprehension skills such as identifying main ideas, understanding causal relations and making inferences.

7) Integrated language art and writing

The emphasize of this curriculum is on the writing process, and language mechanics skill are introduced as specific aids to writing rather than as separate topics. In this part, the students asked to make draft compositions after consulting teammate and the teacher about their ideas and organizational plans, work with teammate to revise the content of their compositions, and then edit one another's work using

peer editing forms emphasizing grammatical and mechanical correctness.<sup>24</sup> It means that, the students can discuss with their teammate about the content of compositions to emphasize grammatical and mechanical correctness.

### **c. The Steps of CIRC Technique**

According to Steven in Huda, the steps of CIRC are:

- 1) The teacher divided the students in a group that consists of 4 students.
- 2) The teacher gives a discourse that related with the learning topic.
- 3) The students discuss with their group to read and find the main idea.

Then they give opinion that related to the topic.

- 4) The students present or read the result of their group discussion.
- 5) The teacher gives reinforcement.
- 6) The teacher and students make a conclusion together about the topic in learning process.<sup>25</sup>

From the explanation above, there are some steps in CIRC technique in learning process. The students divides the students in group consist of 4 students. The students work together to understand the main idea and to master other comprehension skills. The students can share the information of the text to check their understanding about the material. CIRC helps all students become more active in learning process.

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<sup>24</sup> Robert E. Slavin, *Cooperative Learning*., p. 209.

<sup>25</sup> Mifthaul Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik*, (Yogyakarta: Pustaka Pelajar, 2013), p. 222.

#### **d. The Implementation of CIRC Technique in Teaching Reading Comprehension**

In CIRC technique, the students are taught in reading groups. The students make group consist of 4-5 students. The teacher gives a text with the group. Every group should be able to understand about what is contained from the text. CIRC can be used for understanding about making prediction, finding main idea, summarizing, identification of characters, vocabulary and other reading comprehension exercises based on cooperation. CIRC can help the students to be a good reader without any difficulties because the students can express and discuss their opinion or idea of what is contained in the text.

After the students read the text with their group, teacher gives worksheet to the group to train their ability. As long as study in group, students do discussion based on teacher worksheet. The students find main idea and other comprehension exercise with their group. They can share information to check their understanding of text.

The students are cooperatively assessing their comprehension related to general information of the text. After that, every group presents about the result of their group discussion. The teacher gives reinforcement to the students. After that, the teacher gives explanation why the answer right or wrong. Reward is given to the highest score of the groups.

Regarding the application of CIRC technique in the classroom, this technique accommodates students to work in group, read report text

together, discuss about the text to identify generic structure and finding main idea. It can be seen that this technique demands students to actively join in learning activity.

### **B. Action Hypothesis**

Based on the theoretical review above, the researcher formulates the action hypothesis that: the use of Cooperative Integrated Reading and Composition (CIRC) technique can improve the reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo in the academic year of 2015/2016.

#### **e. The Procedure of Teaching Reading Through CIRC Technique**

##### 1) Pre-reading Activity

The first activity to apply this technique is the teacher divides the students in some group. Every group consists of 4 or 5 students. The teacher gives a material for students. After that, the students need full concentration to gain the content of the passage.

##### 2) While-reading Activity

After the group read the text, The students can share the information of the text to check their understanding about the material. They find main idea and specific information from the text with their group. The students can discuss with their group to find it together. After that, the students write the opinion that related the text. Moreover, every group presents the result of their group discussion. The others group gives opinion about the presentation.

##### 3) Post-reading Activity

In the last of reading activity,

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept of Reading Comprehension Ability

###### a. Reading Comprehension Ability

According to Seravallo, reading is the process of thinking and understanding to get the information from the printed language.<sup>1</sup> Furthermore, Farrel defines reading as the activity to gain the meaning by the dynamic interaction between the reader's knowledge, information by the printed language and the context from the reading situation.<sup>2</sup> Moreover, Moreillon maintains to make to meaning to meaning from written text and certain picture that take part and relate to the text can be defined as the definition of reading.<sup>3</sup> Based on some statements above, it can be concluded that reading is an activity of a reader to find meaning and information from the text.

Elizabeth states that comprehension is an active process that produces the meaning from the printed language then concern with new word.<sup>4</sup> In addition, Gillet and Temple argues that comprehension is the readers' understand the content of the text by involving prior knowledge,

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<sup>1</sup> Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p. 43.

<sup>2</sup> Thomas S.C. Farrel, *Planning Lesson for A Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), p. 1.

<sup>3</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10.

<sup>4</sup> Elizabet S. Pang, *Teaching Reading*. (Chicago: University of Illinois, 2000), p. 14.

knowledge of structure, and the readers' active to look for information.<sup>5</sup> It can be concluded that comprehension is a process to produce meaning from the text by involving prior knowledge to look for information.

Janette argues that reading comprehension is a process that engages many interactions between the readers and what they get from the text (previous knowledge, strategy use) that related to the text.<sup>6</sup> Furthermore, Guthrie states that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive skill and motivation in the text.<sup>7</sup> Moreover, Gillet and Temple states that reading comprehension is the activity of the readers to look for meaning by using their knowledge for understanding new information in the text.<sup>8</sup> Based on the definition, the researcher can conclude that reading comprehension is an activity to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

Thus, the word ability in Oxford Advanced Learner's Dictionary can be defined as "To do something that somebody/something is able to do something and a level of skill or intelligence."<sup>9</sup> Not only that, the word ability can be defined as: The quality of being able to do something,

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<sup>5</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United States of America : Harper Collins College Publishers, 1994), p. 34.

<sup>6</sup> Klingner, Janette K, *Teaching Reading Comprehension to Students' with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 8.

<sup>7</sup> John T. Guthrie, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (London: Lawrence Erlbaum Associates, 2004), p. 227.

<sup>8</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading*.,p. 40.

<sup>9</sup> As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2010, p. 2

especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent, and the quality of being suitable for or receptive to a specified treatment.<sup>10</sup> Based on the definition, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

Based on statement above, it can be concluded that reading comprehension ability is the quality of being able to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

#### **b. Kinds of Reading Comprehension Ability**

Burn categorized reading comprehension into four categories namely, literal reading, interpretive reading, critical reading, and creative reading.

##### **1) Literal Reading**

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

##### **2) Interpretive Reading**

The interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

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<sup>10</sup> <http://www.thefreedictionary.com/ability> accessed on May 22, 2015.



### 3) Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

### 4) Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination.<sup>11</sup> In creative reading, the reader tries to come up with a new or alternative solution to the presented by author.

Based on the explanation above, the student of Senior High School included in interpretive reading because the interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied.

## c. Levels of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:<sup>12</sup>

### 1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic

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<sup>11</sup> <http://yoyoi.blogspot.com/2011/06/kinds-of-reading-comprehension.html> accessed on May 23, 2015

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School included in advanced-level readers, they must be able to comprehend

main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose.

#### **d. Strategies for Reading Comprehension**

There are some strategies which can be used by the readers are:

##### 1) Activating Prior Knowledge

Serravallo assert that before reading, the good readers are connected ideas about the information relate to the text's structure and topic, besides that they make connection of the text to their lives, various written source and the world, finally they connected these ideas after finishing in reading the text.<sup>13</sup> In other words, before reading the readers should active their prior knowledge to think about what information that they find from the topic to make them easier in understanding the text.

##### 2) Predicting

Prediction is a process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.<sup>14</sup> It means that before the readers read the text, the readers should guess what the content of the text.

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<sup>13</sup> Jennifer Seravallo, *Teaching Reading*, p. 43.

<sup>14</sup> Judi Moreillon, *Collaborative Strategies*, p. 76.

### 3) Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.<sup>15</sup> It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

### 4) Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text.<sup>16</sup> In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

### 5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of a word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.<sup>17</sup> Guessing the unfamiliar

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<sup>15</sup> Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (United States of America: Pearson Education, 2007), p. 170.

<sup>16</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), p. 308.

<sup>17</sup> *Ibid.*, p. 310.

word is done especially when the learners are doing examination which is forbidden to bring dictionary.

6) Identifying topics and main ideas

Most of comprehension exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel propose the learners to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of a passage.<sup>18</sup> It means that knowing the topic and main idea is extremely important in reading comprehension.

7) Use of questions

Dreher and Gambrell in Guthrie states that questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text.<sup>19</sup> Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of text is being read.

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<sup>18</sup> Thomas S.C Farrel, *Planning for.*, p. 35.

<sup>19</sup> John T. Guthrie, *Motivating Reading.*, p. 294.

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

### **Technique**

#### **a. CIRC Technique**

Cooperative Integrated Reading and Composition is one of techniques that are developed from cooperative learning. According to Brown, cooperative learning is the students work together in group to get goals successfully.<sup>20</sup> It can be conclude that, cooperative learning is the group learning activity where every group has responsibility for their learning to achieve the common goal. In cooperative classroom, the students are expected to help each other to assess knowledge and fill in gap each other understands.

Cooperative Integrated Reading and Composition is focused on the learning system where the students work together in a working group. CIRC was developed by Steven in 1987. According to Journal Education Research and Reviews, CIRC technique is one of learning technique based on cooperative to develop reading, writing and other language skill in the upper graders of primary school.<sup>21</sup> It means that CIRC should be applied by the students cooperatively. Cooperative can help the students to discuss with each other and fill in gap in each other understand. Moreover, Slavin states that CIRC is a comprehensive program to teach reading, writing and

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<sup>20</sup> H. Douglas Brown, *Teaching by.*, p. 47.

<sup>21</sup> Erhan Durukan, *Effects of Cooperative Integrated Reading and Composition (CIRC) Technique on Reading-Writing Skills, in Journals of Educational Research and Reviews, (Turkey: Black Sea Technical University, 2011), Vol. 6 (1), pp. 102-109, January 2011, p. 103.*

language art in upper graders of primary school and middle graders.<sup>22</sup> It means, this technique is appropriate for the students for upper elementary or high level and it is not appropriate for lower level.

Based on statement above, it can be concluded that CIRC is one of techniques to improve reading, writing and language arts based on cooperatively. The students can be more active because they can discuss with their group if they do not understand about the material. CIRC can help the students studying reading ability especially in comprehending the text to find main idea. CIRC also explains how to solve the problem in understanding the text and how to conclude a main unsure in a reading text which can improve reading comprehension.

In CIRC reading, the students are taught in reading groups where the students work together in group. Then, they return to mixed ability teams to work cooperative, including partner reading, making predictions, identification of characters, setting, problems, and problems solutions, summarization, vocabulary, spelling and reading comprehension exercise.<sup>23</sup> In CIRC, each student has responsibility for the groups. In other words, every student has responsibility for the group because the member of groups can give opinions to understand the concept and complete the

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<sup>22</sup> Robert E. Slavin, *Cooperative Learning: Teori, Riset dan Praktik*, translated by Narulita Yusron from *Cooperative Learning: Theory, Research and Practice*, (Bandung: Nusa Media, 2008), p. 200.

<sup>23</sup> Madhu Gupta and Jyoti Ahuja, *Cooperative Integrated Reading and Composition (CIRC): Impact on Reading Comprehension Achievement in English among Seventh Graders*, in *International Journal of Research in Humanities , Arts, and Literature*, (India: Maharshi Dayanand University), Vol. 2, pp. 37-46, May, 2014, p. 39.

task. So, the students will get the experience and insight in learning process.

#### **b. The Components of CIRC**

The major components of CIRC are follows:

##### 1) Reading Group

The students are assigned to two or three reading groups according to their reading level. This group divided heterogeneous by virtue of the students' ability that can be determined by the teacher.

##### 2) Teams

The students are assigned to pair (or triads) within their reading group, and then the pairs are assigned to teams composed of partnership from two reading group or levels. For example, a team might be composed of two students from high reading and two from the low group. Team members receive points based on their individual performances on all quizzes, compositions, and book report and these points form a team score.

##### 3) Story related activities

The students use either novel or basal readers. Stories are introduced and discussed in reading group that guided by teacher. In these groups, the teachers set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on. Story discussion is structured to emphasize such skills



as making and supporting predictions and identifying the problem in narrative.

4) Partner checking

If the students complete all of the activities, so their partners give as students complete each of these activities, their partners initial a student-assignment from indicating that they have completed and/or achieved criterion on that task.

5) Test

The students are given a comprehension test on the story, ask to write meaningful sentence for each vocabulary word, and ask to read the word list aloud to the teacher. Students are not permitted to help one another on this test.

6) Direct instruction in reading comprehension

Students receive direct instruction in specific reading comprehension skills such as identifying main ideas, understanding causal relations and making inferences.

7) Integrated language art and writing

The emphasize of this curriculum is on the writing process, and language mechanics skill are introduced as specific aids to writing rather than as separate topics. In this part, the students asked to make draft compositions after consulting teammate and the teacher about their ideas and organizational plans, work with teammate to revise the content of their compositions, and then edit one another's work using

peer editing forms emphasizing grammatical and mechanical correctness.<sup>24</sup> It means that, the students can discuss with their teammate about the content of compositions to emphasize grammatical and mechanical correctness.

### **c. The Steps of CIRC Technique**

According to Steven in Huda, the steps of CIRC are:

- 1) The teacher divided the students in a group that consists of 4 students.
- 2) The teacher gives a discourse that related with the learning topic.
- 3) The students discuss with their group to read and find the main idea.

Then they give opinion that related to the topic.

- 4) The students present or read the result of their group discussion.
- 5) The teacher gives reinforcement.
- 6) The teacher and students make a conclusion together about the topic in learning process.<sup>25</sup>

From the explanation above, there are some steps in CIRC technique in learning process. The students divides the students in group consist of 4 students. The students work together to understand the main idea and to master other comprehension skills. The students can share the information of the text to check their understanding about the material. CIRC helps all students become more active in learning process.

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<sup>24</sup> Robert E. Slavin, *Cooperative Learning*., p. 209.

<sup>25</sup> Mifthaul Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatis*, (Yogyakarta: Pustaka Pelajar, 2013), p. 222.

#### **d. The Implementation of CIRC Technique in Teaching Reading Comprehension**

In CIRC technique, the students are taught in reading groups. The students make group consist of 4-5 students. The teacher gives a text with the group. Every group should be able to understand about what is contained from the text. CIRC can be used for understanding about making prediction, finding main idea, summarizing, identification of characters, vocabulary and other reading comprehension exercises based on cooperation. CIRC can help the students to be a good reader without any difficulties because the students can express and discuss their opinion or idea of what is contained in the text.

After the students read the text with their group, teacher gives worksheet to the group to train their ability. As long as study in group, students do discussion based on teacher worksheet. The students find main idea and other comprehension exercise with their group. They can share information to check their understanding of text.

The students are cooperatively assessing their comprehension related to general information of the text. After that, every group presents about the result of their group discussion. The teacher gives reinforcement to the students. After that, the teacher gives explanation why the answer right or wrong. Reward is given to the highest score of the groups.

Regarding the application of CIRC technique in the classroom, this technique accommodates students to work in group, read report text together, discuss about the text to identify generic structure and finding main idea. It can be seen that this technique demands students to actively join in learning activity.

### **B. Action Hypothesis**

Based on the theoretical review above, the researcher formulates the action hypothesis that: the use of Cooperative Integrated Reading and Composition (CIRC) technique can improve the reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo in the academic year of 2015/2016.

**CHAPTER IV**  
**RESULT OF THE RESEARCH AND INTERPRETATION**

**A. RESULT OF THE RESEARCH**

**1. Description of the Research Location**

a. The History of SMAN 1 Purbolinggo

SMAN 1 Purbolinggo is the only state Senior High School in Purbolinggo and it was established on area of 19. 880,00 m<sup>2</sup> with school statistic number 301120412002. The location of SMAN 1 Purbolinggo on KH. Dewantara Street Tanjung Inten, Purbolinggo, Lampung Timur. In June 20, 1991 SMAN 1 Purbolinggo got a new SK with number 0363/O/1991 as a new school.

Since SMAN 1 Purbolinggo was established, SMAN 1 Purbolinggo has been led by the following principles:

1. Drs. Khamim Hamzah :1991 – 1999
2. Drs. Sukirman : 1999 – 2000
3. Bambang Sunardho, S.Pd :2000 – 2005
4. Dra. Yohana. AR : 2005 – 2010
5. Bambang Sulistiyono, S.Pd : 2010 – 2011
6. Drs. Sutrisno, M. Si : 2011 – now

b. The Condition of Teacher and Official Employees at SMAN 1 Purbolinggo

The Numbers of teachers and official employers in SMAN 1 Purbolinggo in academic year of 2015/2016 are 54 teachers and 16 official employees that can be identified as follows:

**Table 3**

**The Condition of Teachers and Official Employers in SMAN 1 Purbolinggo in the Academic Year of 2015/2016**

No	Name	Occupation
1	Drs. Sutrisno, M. Si	Headmaster
2.	Drs. Supriyadi	Economics Teacher
3	Drs. Wiryantoro	Sport Teacher
4	Drs. Sumaryadi	Mathematics Teacher
5	Drs. Suheru	Counselor
6	Hj. Titik Suharyati, S.Pd	Chemistry Teacher
7	Drs. H. Sanusi	Counselor
8	Dra. Sujiyanti	Sociology Teacher
9	Drs. H.Slamet Pujiono	Islamic Teacher
10	Dra. Supriyati	Economics Teacher
11	Dra. Wiwik Sumarningsih	Indonesian Language Teacher
12	Drs. Bambang Udara	English Teacher
13	Drs. H.M. Nurdin,M.Pd	Mathematics Teacher
14	Dra. Hj.Dariyah	Islam Religion Teacher
15	Dra. Sri Martuti	Economics Teacher
16	H. Kuwatno, S.Pd.	Mathematics Teacher
17	H. Ery Hadiyanto, S.Pd.	English Teacher
18	Unggul Wahyudi,. S.Pd.	Economics Teacher
19	Tuyarto	Mathematics Teacher
20	Sri Ekowati, S.Pd.	Biology Teacher
21	Irmarita, S.Pd.	Biology Teacher
22	Mujio, S.Pd.	Indonesian Language Teacher
23	Dra. Dewi Asiah	English Teacher
24	Tohari Wahid, S.Pd.	Physics Teacher
25	Peni Guniarto, S.Pd.	Sport Teacher
26	Dra. Siti Afsah. Rs	Mathematics Teacher
27	Drs. Maman	Economics Teacher
28	Sugiyati, S.Sos.	Sociology Teacher
29	Bambang Riadi, S.Pd.MM	Geography Teacher

30	Suminar, S.Pd.	Biology Teacher
31	Erkham Khabibi, S.Pd.	Chemistry Teacher
32	Yulianti, S.Pd.	Chemistry Teacher
33	Sulastri, S.Pd.	Indonesian Language Teacher
34	Dra.Puspa Juwita	Geography Teacher
35	Drs. Supriyanto	History Teacher
36	Eko Suprianto, S.Pd.	PKN Teacher
37	Dra. Ety Setiawati	Biology Teacher
38	Rohmawati, S.Ag.	PKN Teacher
39	Rubiatus, S.Pd.	English Teacher
40	Prapti Iswari S S. Kom.	TIK Teacher
41	Mita Octaviana, S. Pd	Mathematics Teacher
42	Hermansyah, S. Sn	Painting Art Teacher
43	I. Nyoman Susila, S.Pd.MM	Physics Teacher
44	P. Yeni Damayanti,S.Pd	Physics Teacher
45	Jumiati, S.Pd	Painting Art Teacher
46	Richatun	Japanese Language Teacher
47	Widiyaningsih, S.Pd	History Teacher
48	Yotam Satuhati Dachi	Catholic Teacher
49	Hazmi Al Askhan, S.Pd.I	Counselor
50	Dwi Puspitasari	Counselor
51	Deva Eriani, S. Pd.	Japanese Language Teacher
52	Desti Ayu Riani,S.Pd	Mathematics Teacher
53	Febriana Astuti, S. Pd.	Sociology Teacher
54	Candra Ariastuti W, S.Pd.	TIK Teacher
55	Yunaniati, S.Pd.	Administration
56	Runtung Sunarto	Chief of Administration
57	Surasa	Administration
58	Ahmad Burhanudin	Administration
59	Sunar Sutomo	Administration
60	Bambang Priono	Administration
61	Sukardi	Administration
62	Antonius Sutrisno	Administration
63	F. Purwanto	Library Guard
64	Sudar Supianto	Library Guard
65	Istiqomah	Library Guard
66	Tri Miswantoro	Library Guard
67	Sarahno	Cleaning Service
68	Zaenudin	Cleaning Service
69	Mijanudin	Cleaning Service
70	Rini Riantini	Cleaning Service

c. Students Quantity of SMAN 1 Purbolingo

The student's quantity of SMAN 1 Purbolingo in the academic year of 2015/2016 is 799 that can be identified as follows :

**Table 4**  
**The Students Quantity of SMAN 1 Purbolingo**  
**in the Academic Year of 2015/2016**

No.	Class	Sex		Total
		Male	Female	
1.	Class X	130	145	275
2.	Class XI	128	136	264
3.	Class XII	123	137	260
TOTAL		381	418	799

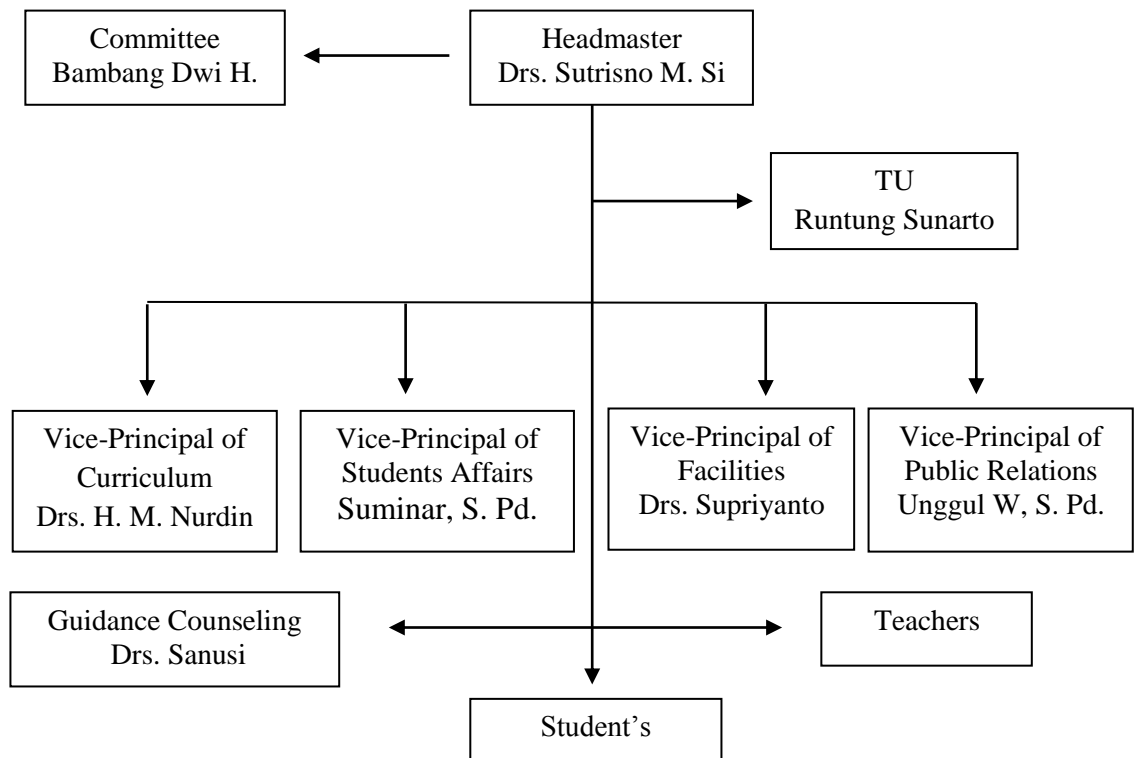
d. The Organization Structure of SMAN 1 Purbolingo

The Organization of SMAN 1 Purbolingo in the Academic Year of 2015/2016 can be shown in the figure as follows:



**Figure 2**

The Organization of SMAN 1 Purbolingo  
in the Academic Year of 2015/2016



## 2. Description of the Research

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

### a. Cycle I

Cycle I consist of planning, acting, observing, and reflecting. The researcher conducted pre-test to know the students' ability in reading comprehension before giving treatment and it used as comparison score with post-test. The students were given 20 questions about report text.

After the students 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 5**  
**The pre test score**

<b>No.</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Note</b>
1	ARU	75	<b>Passed</b>
2	AAA	55	Failed
3	AR	65	Failed
4	AFS	45	Failed
5	DMA	60	Failed
6	EDAS	65	Failed
7	ENM	40	Failed
8	FS	60	Failed
9	FH	55	Failed
10	FWF	55	Failed
11	GAK	60	Failed
12	IDK	65	Failed
13	IMS	55	Failed
14	ISZ	60	Failed
15	IAF	65	Failed
16	II	55	Failed
17	LNA	65	Failed
18	MEJ	60	Failed
19	NIB	65	Failed
20	PE	65	Failed
21	RDJ	50	Failed
22	RR	55	Failed
23	RO	70	Failed
24	RN	55	Failed
25	SR	60	Failed
26	SA	75	<b>Passed</b>
27	TH	75	<b>Passed</b>
28	TCA	80	<b>Passed</b>
29	UEM	50	Failed
30	WAN	75	<b>Passed</b>
31	WK	45	Failed
32	YPY	80	<b>Passed</b>
33	ZG	60	Failed
	Total score	2020	

	Average	61.21	
	Highest Score	80	
	Lowest score	40	

Based on the table, it could be analyzed that there were 6 students (18.18%) who passed the pre-test and 27 students who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMAN 1 Purbolinggo and the students' reading comprehension ability was low. Besides that, from the result of pre-test, the researcher got the average 61.21. So, it was the reason why the researcher used CIRC technique to improve the students' reading comprehension.

#### 1) Planning

The first meeting was done on July 29, 2015. It was open by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the student's pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the lesson plan such as; the material, media, task and evaluation for the second meeting. Moreover, the researcher made observation sheets that contains about list of students' name and activities of the students.

## 2) Acting

The second meeting was treatment. The researcher conducted the treatment on Thursday, July 30<sup>th</sup>, 2015. In this meeting, the researcher as an English teacher and Mrs. Rubiatun (English teacher) as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking condition of the students. The researcher gave the material about report text.

At the beginning of teaching learning process, the researcher asked to the students about 'what is report text?'. Some of students forgot and just a little of them have known the definition about report text. Secondly, the researcher informed to the students about definition of report text, social function, generic structure and language feature. After that, the researcher gave a picture about natural disaster such as flood, earthquake, and dry season. The researcher asked to the students to see some pictures in a slide presentation. The students observed the picture and some of students explained about how the condition of the picture and what made the natural disaster happen.

After that, the researcher explained to the students about CIRC technique. The researcher divided the students in a group. There were 8 groups. Each group consists of 4-5 students. In the group, the students read the text that was given by teacher. The students must be understood about the text. After that, the teacher gave questions to

the group. The students discussed about report text to find main idea and specific information from the text with their group. The researcher guided the students to be active in the group. As long as the students studied in group, the researcher went around in the class and listened how the group worked. The group presented the result of discussion in front of the class. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

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. 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 on Wednesday, August 5<sup>th</sup>, 2015. The post-test was done to know how the students' reading comprehension ability after giving treatment. The researcher gave 20 multiple choices. The result of post-test in cycle I could be seen on the table, as follows:

**Table 6**  
**Post-test I Score**

No.	Name	Post-test I	Note
1	ARU	75	<b>Passed</b>
2	AAA	70	Failed
3	AR	80	<b>Passed</b>
4	AFS	60	Failed
5	DMA	50	Failed

6	EDAS	70	Failed
7	ENM	55	Failed
8	FS	75	<b>Passed</b>
9	FH	60	Failed
10	FWF	55	Failed
11	GAK	75	<b>Passed</b>
12	IDK	80	<b>Passed</b>
13	IMS	60	Failed
14	ISZ	80	<b>Passed</b>
15	IAF	75	<b>Passed</b>
16	II	55	Failed
17	LNA	70	Failed
18	MEJ	65	Failed
19	NIB	55	Failed
20	PE	75	<b>Passed</b>
21	RDJ	60	Failed
22	RR	65	Failed
23	RO	65	Failed
24	RN	60	Failed
25	SR	75	<b>Passed</b>
26	SA	85	<b>Passed</b>
27	TH	80	<b>Passed</b>
28	TCA	85	<b>Passed</b>
29	UEM	45	Failed
30	WAN	75	<b>Passed</b>
31	WK	50	Failed
32	YPY	85	<b>Passed</b>
33	ZG	75	<b>Passed</b>
	Total Score	2245	
	Average	68.03	
	Highest Score	85	
	Lowest Score	45	

From the table, it can be analyzed that the students' average score (mean) was 68.03. The highest score was 85 and the lowest score was 45. Based on KKM, there were 15 students that had passed post-test I or got score  $\geq 75$ . It means that in cycle I the students' achievement could improve enough, but 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 reading text especially report text by using CIRC technique.

In the learning process, there were four used and mentioned to know the students activities. Every student who is active in learning process gave a tick in observation sheet. For 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) Students pay attention of the teacher explanation
- b) Students ask/answer the questions of the teacher
- c) Students are active in group
- d) Students were able do the task

The result of the students' learning activities could be seen as follow:

**Table 7**  
**The Students' Activities in Cycle I**

No.	Students Activities	Frequency	Percentage
1.	Students pay attention to the teacher's explanation	22	66.67%
2.	Students ask / answer question from teacher	14	42.42%

3.	Students are active in group	18	54.54%
4.	Students do the task	19	57.57%
	Total Students	33	

The table above shows that not all the student's active in learning process. There were 22 students (66.67%) who gave attention to the teacher explanation, 14 students (42.42%) who ask/answer questions from the teacher, 18 students (54.54%) who active in group and 19 students (57.57%) do the task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activities that got percentage 66.67% that was pay attention of the teacher explanation and the other activities got <66.67%.

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the standard score. It could be seen from the result of pre-test score 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 problem 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 questions.

c) Some students did not active in group.

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

a) Teacher gave more motivation to the students to study harder and made the learning process more attractive.

b) Teacher gave more detail explanation about the material and gave questions after explaining the material to control the students' comprehension.

c) Teacher gave stimulus to the students, for example: by giving reward to the students who brave answered the questions.

d) Teacher guided the students who not be able active in the group discussion.

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

**Table 8**

**Students' score at pre-test and post-test cycle I**

No	Name	Pre-test score	Post-test I score	Increasing	Increasing Percentage	Explanation
1	ARU	75	75	0	0.00	Constant
2	AAA	55	70	15	27.27	Increased
3	AR	65	80	15	23.07	Increased
4	AFS	45	60	15	33.33	Increased
5	DMA	60	50	-10	-16.66	Decreased
6	EDAS	65	70	5	7.69	Increased
7	ENM	40	55	15	37.5	Increased
8	FS	60	75	15	25.00	Increased

9	FH	55	60	5	9.09	Increased
10	FWF	55	55	0	0.00	Constant
11	GAK	60	75	15	25.00	Increased
12	IDK	65	80	15	23.07	Increased
13	IMS	55	60	5	9.09	Increased
14	ISZ	60	80	20	33.33	Increased
15	IAF	65	75	10	15.38	Increased
16	II	55	55	0	0	Constant
17	LNA	65	70	5	7.69	Increased
18	MEJ	60	65	5	8.33	Increased
19	NIB	65	55	-10	-15.38	Decreased
20	PE	65	75	10	15.38	Increased
21	RDJ	50	60	10	20.00	Increased
22	RR	55	65	10	18.18	Increased
23	RO	70	65	-5	-7.14	Decreased
24	RN	55	60	5	9.09	Increased
25	SR	60	75	15	25.00	Increased
26	SA	75	85	10	13.33	Increased
27	TH	75	80	5	6.66	Increased
28	TCA	80	85	5	6.25	Increased
29	UEM	50	45	-5	-10.00	Decreased
30	WAN	75	75	0	0.00	Constant
31	WK	45	50	5	11.11	Increased
32	YPY	80	85	5	6.25	Increased
33	ZG	60	75	15	25.00	Increased
	Total	2020	2245	225	391.95	
	Average	61.21	68.03	6.81	11.87	

In this research, pre-test and post-test had done individually. It is 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 61.21 and post-test I 68.03. Although there was improving of students achievement, cycle I was not successful yet because only 15 students (45.45%) students who passed in post-test I. It could 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 next cycle.

## **b. Cycle II**

Cycle II was similar with cycle I, it divided in planning, acting, observing and reflecting. It would be explained more detail as follow:

### **1) Planning**

Based on observation and reflection in cycle I, it shows 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 and media, answer sheet, observation sheet and test for post-test.

### **2) Acting**

The description of the teaching learning of cycle II was not different from the previous cycle. In every 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 Thursday, August 6<sup>th</sup>, 2015. It was started by greeting and asking the students condition. The teacher explained the material about report text. The teacher asked to the students to mention about definition of report

text, generic structure, social function, and language feature. Moreover, the teacher divided the students in a new group. Each group consists of 4 until 5 students. In group, the students discussed about sea horse. The students read and analyzed the structure of the text. After that, teacher asked the group to discuss about finding main idea and specific information from the text based on the text. The teacher guided the group to be active in group. After all the group finished the discussion, the teacher asked the group to present the result in front of the class. After that, the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

After giving treatment, the researcher conducted post-test II on Wednesday, August 12<sup>th</sup>, 2015. The test was multiple choices. There were 20 questions, It was same type with the first cycle but different questions. The question was still about report text. After they finished the test, they collected it to the teacher. The result of post – test II could be seen on the table below:

**Table 9**  
**Post-test II score**

<b>No.</b>	<b>Name</b>	<b>Post-test II</b>	<b>Note</b>
1	ARU	85	<b>Passed</b>
2	AAA	75	<b>Passed</b>
3	AR	80	<b>Passed</b>

4	AFS	60	Failed
5	DMA	75	<b>Passed</b>
6	EDAS	70	Failed
7	ENM	60	Failed
8	FS	75	<b>Passed</b>
9	FH	80	<b>Passed</b>
10	FWF	75	<b>Passed</b>
11	GAK	85	<b>Passed</b>
12	IDK	90	<b>Passed</b>
13	IMS	70	Failed
14	ISZ	75	<b>Passed</b>
15	IAF	80	<b>Passed</b>
16	II	75	<b>Passed</b>
17	LNA	75	<b>Passed</b>
18	MEJ	80	<b>Passed</b>
19	NIB	75	<b>Passed</b>
20	PE	85	<b>Passed</b>
21	RDJ	75	<b>Passed</b>
22	RR	75	<b>Passed</b>
23	RO	80	<b>Passed</b>
24	RN	75	<b>Passed</b>
25	SR	80	<b>Passed</b>
26	SA	75	<b>Passed</b>
27	TH	85	<b>Passed</b>
28	TCA	90	<b>Passed</b>
29	UEM	65	Failed
30	WAN	80	<b>Passed</b>
31	WK	75	<b>Passed</b>
32	YPY	85	<b>Passed</b>
33	ZG	80	<b>Passed</b>
	Total Score	2545	
	Average	77.12	
	Highest Score	90	
	Lowest Score	60	

Based on the table above, it could be seen that the students' average score (mean) in post-test II was 77.12. The highest score was 90 and the lowest score was 60. According to standard score, 80% students passed the test. Most of students could develop their reading comprehension ability. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by using CIRC technique. In the learning process, there were also four indicators used to know the students' activities like in learning process before.

Based on the result of 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 10**  
**The Students' Activities in Cycle II**

No.	Students Activities	Frequency	Percentage
1.	Students pay attention to the teacher's explanation	29	87.87%
2.	Students ask / answer question from teacher	25	75.75%
3.	Students active in group	27	81.81%
4.	Students do the task	30	90.90%
	Total Students	33	

The table above shows that the students' activity in cycle II was improved. The students' activity that had high percentage were do the task (90.90%), the second high percentage was pay attention to the teachers' explanation (87.87%), the third was the students active

in group (81.81%) and for the students activity that had low percentage was ask/answer the questions from the teacher (75.75%).

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage  $\geq 60\%$ .

#### 4) Reflecting

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 80% of students passed the examination that means the students' reading comprehension ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

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

**Table 11**

**Students' score at post-test I and post-test cycle II**

No	Name	Post-test I score	Post-test II score	Increasing	Increasing Percentage	Explanation
1	ARU	75	85	10	13.33	Increased
2	AAA	70	75	5	7.14	Increased
3	AR	80	80	0	0.00	Constant
4	AFS	60	60	0	0.00	Constant
5	DMA	50	75	25	50.00	Increased
6	EDAS	70	70	0	0.00	Constant
7	ENM	55	60	5	9.09	Increased
8	FS	75	75	0	0.00	Constant
9	FH	60	80	20	33.33	Increased
10	FWF	55	75	20	36.36	Increased

11	GAK	75	85	10	13.33	Increased
12	IDK	80	90	10	12.50	Increased
13	IMS	60	70	10	16.66	Increased
14	ISZ	80	75	-5	-6.25	Decreased
15	IAF	75	80	5	6.66	Increased
16	II	55	75	20	36.36	Increased
17	LNA	70	75	5	7.14	Increased
18	MEJ	65	80	15	23.07	Increased
19	NIB	55	75	20	36.36	Increased
20	PE	75	85	10	13.33	Increased
21	RDJ	60	75	15	25.00	Increased
22	RR	65	75	10	15.38	Increased
23	RO	65	80	15	23.07	Increased
24	RN	60	75	15	25.00	Increased
25	SR	75	80	5	6.66	Increased
26	SA	85	75	-10	-11.74	Decreased
27	TH	80	85	5	6.25	Increased
28	TCA	85	90	5	5.88	Increased
29	UEM	45	65	20	44.44	Increased
30	WAN	75	80	5	6.66	Increased
31	WK	50	75	25	50.00	Increased
32	YPY	85	85	0	0	Constant
33	ZG	75	80	5	6.66	Increased
	Total	2245	2545	300	511.73	
	Average	68.03	77.12	9.09	15.50	

Based on the result above, it could be inferred that CIRC technique could improved the students' reading comprehension ability because there was improving from average was in post-test I 68.03 became 77.12 in post-test II. In cycle II, most of students could develop their reading comprehension ability. It means that cycle II was successful. There are to 28 students (84.84%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the success indicator of this research had been achieved.



## **B. INTERPRETATION**

### **1. Cycle I**

In this classroom action research, a researcher gave the students pre-test individually for the purpose to know the students' reading comprehension ability before giving a treatment. In the pre-test, there were only 6 students (18.18%) who passed the pre-test and 27 students who failed the pre-test. In the pre-test the lowest score was 40 and the highest score was 80.

After did pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students by using CIRC technique in the teaching and learning process. After the researcher gave the treatment, the researcher gave the post-test in the next meeting. The post-test was named post-test I.

Furthermore, by analyzing the result of post-test I the researcher concluded that there were 15 students (45.45%) students passed the post test. The lowest score was 45, the highest score was 85, the total score was 2245 and the average score was 68.03.

From the result of students score in 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 61.21 and post-test I 68.03. Although there was improving of students achievement, cycle I was not successful yet because only 15 students (45.45%) students who passed in post-test I. It means that in the cycle I the students' achievement could increase 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 15 (47%) students passed the test and got score  $\geq 75$ .

In the second cycle, the researcher gave the treatment then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 28 students (84.84%) students passed the examination or test because they got score  $\geq 75$ . In this post test, the lowest score was 60, the highest score was 90, the total score was 2545 and the average score was 77.12.

From the result of the students' score from post-test I to post-test II, it could be concluded that there were improving scores. The improving score could be seen from the average score. The average score in the post-test I was 68.03, in the post-test II the average score was 77.12 and the increasing score was 9.09. In the pre-test only 6 students got score  $\geq 75$ , in the post-test I 15 students  $\geq 75$  and 28 students get score  $\geq 75$  in the post-test II. It means that in the cycle II the students' achievement could increase enough and the indicator of success was reached. So, 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

In cycle I, English learning process was successfully, 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 was the table of illustration score in cycle I and cycle II:

**Table 12**

**Students' Score Pre-test, Post-test Cycle I, and Post-test Cycle II**

No	Name	Pre-test	Post Test I	Post Test II	Increasing	Increasing Percentage	Explanation
1	ARU	75	75	85	10	13.33	Increasing
2	AAA	55	70	75	20	36.36	Increasing
3	AR	65	80	80	15	23.07	Increasing
4	AFS	45	60	60	5	11.11	Increasing
5	DMA	60	50	75	15	25.00	Increasing
6	EDAS	65	70	70	5	7.69	Increasing
7	ENM	40	55	60	20	50.00	Increasing
8	FS	60	75	75	15	25.00	Increasing
9	FH	55	60	80	25	45.45	Increasing
10	FWF	55	55	75	20	36.36	Increasing
11	GAK	60	75	85	25	41.66	Increasing
12	IDK	65	80	90	25	38.46	Increasing
13	IMS	55	60	70	15	27.27	Increasing
14	ISZ	60	80	75	15	25.00	Increasing
15	IAF	65	75	80	15	23.07	Increasing
16	II	55	55	75	20	36.36	Increasing
17	LNA	65	70	75	10	15.38	Increasing
18	MEJ	60	65	80	20	33.33	Increasing
19	NIB	65	55	75	10	15.38	Increasing
20	PE	65	75	85	20	30.76	Increasing
21	RDJ	50	60	75	20	50.00	Increasing
22	RR	55	65	75	20	36.36	Increasing
23	RO	70	65	80	10	14.28	Increasing

24	RN	55	60	75	20	36.36	Increasing
25	SR	60	75	80	20	33.33	Increasing
26	SA	75	85	75	0	0.00	Constant
27	TH	75	80	85	10	13.33	Increasing
28	TCA	80	85	90	10	12.50	Increasing
29	UEM	50	45	65	15	30.00	Increasing
30	WAN	75	75	80	5	6.66	Increasing
31	WK	45	50	75	25	66.66	Increasing
32	YPY	80	85	85	5	6.25	Increasing
33	ZG	60	75	80	20	33.33	Increasing
	Total	2020	2245	2545	515		
	Average	61.21	68.03	77.12	15.60		

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 61.21 to 68.03 became 77.12. Therefore, the researcher concluded that the research was successful because the success indicator of this research had been achieved.

#### 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 13**

**The Tabel of Students' Activities in Cycle I and Cycle II**

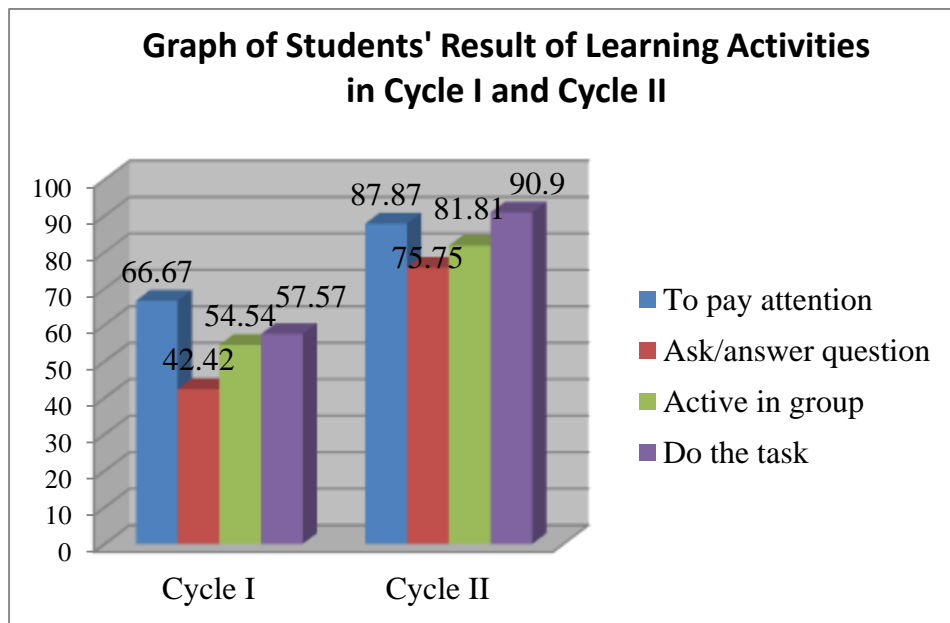
No.	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1.	Students pay attention to the teacher's	22	66.67%	29	87.87%	21.20%

	explanation					
2.	Students ask / answer question from teacher	14	42.42%	25	75.75%	33.33%
3.	Students active in group	18	54.54%	27	81.81%	27.27%
4.	Students do the task	19	57.57%	30	90.90%	33.33%

Based on the table above, the researcher showed the graph of the result of students learning activities in cycle I and cycle II, as follow:

**Figure 3**

**Graph of Students' Result of Learning Activities in Cycle I and Cycle II**



Based on the data had gotten, it can be explained as follow:

1. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from meeting to next meeting was improved. In cycle I was only 66.67% and in cycle II 87.87%, it improves 21.20%.

2. Ask/answer question from teacher

The students who asked or answered questions from the teacher was improved from meeting to next meeting. It shown when the teacher gave question to the students, they were brave to answer although not all questions could be answered well. For this activity was improved 33.33%, from cycle I 42.42% and cycle II 75.75%.

3. Active in group

The students who had activated in group also improved. From cycle I 54.54% and cycle II 81.81% so it improved 27.27%.

4. Do the task

The students who had done the task were improved. It could be seen, from cycle I 57.57% and cycle II 90.90%, it improved 33.33%.

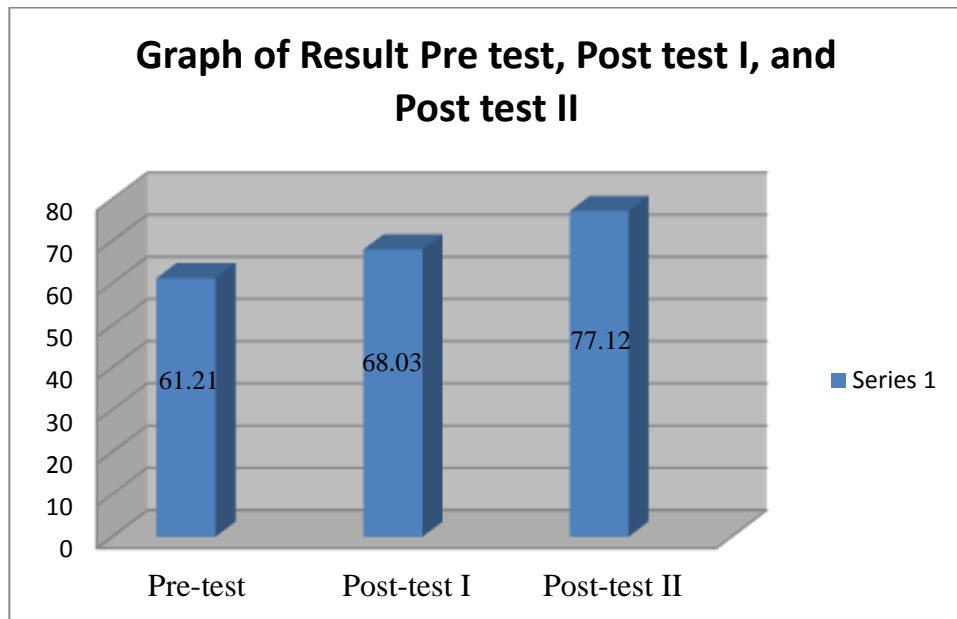
Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most students shown good improving in learning activities when CIRC technique was applied in learning process from cycle I to cycle II.

## 5. The Comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the using CIRC technique can improve the students' reading comprehension ability. There was progress average score from 61.21 to 68.03 and to 77.12. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 4**

**Graph of the Result of Pre-test, Post-test I and Pre-test II**



Based on the graph above, it can be inferred that CIRC technique can improve the students' reading comprehension ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

From the graph we could seen that there was an increasing on the average score and total of students who passed the test from pre-test, post-

test I to post-test II. In the graphs above, the average score in the pre-test was 61.21 and only 6 students or (18.18% of students) passed the test. Moreover, in the post-test II there were 15 students (45.45% of students) passed the test with the average score 68.03 and 28 students (84.84% of students) who passed the test with the average score 77.12. From the explanation, the research concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score  $\geq 75$ ) was reached.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the result of the implementation of CIRC technique in reading comprehension ability, the researcher concluded that CIRC technique can be an effective technique to improve the students' reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo Lampung Timur in the academic year of 2015/2016. The conclusion can be seen from the result of the students' average score from pre-test was 61.21 to post-test I 68.03 became 77.12 in post-test II. In cycle I, there were 15 students who passed the test. Moreover, in cycle II there were 28 students who passed the text. From the students' result of test, cycle II was successful because the indicator of success (80% of students got score  $\geq 75$ ) was reached. Therefore, the research could be stopped in cycle II.

#### **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 improve their knowledge in reading comprehension ability.
2. The students are suggested to improve their ability in mastering vocabulary to understand the text so they can find main idea, specific information and comprehend the text well.

3. It is suggested to English teacher to apply CIRC technique as alternative technique in the classroom for improving the students; reading comprehension in teaching and learning process.
4. The English teacher is expected to give motivation to the students in order to excited in English learning since many students regard that English is difficult subject to learn. Based on the observation in the class, the students will active again after their teacher gives motivation to them.
5. It is suggested to the headmaster to persuade the teacher to apply this technique because it is an effective technique in teaching for the teacher.

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# APPENDICES

## **CURRICULUM VITAE**



The name of the researcher is Elvira Rhozalina Dewi. She was born in Metro, on September 12, 1993. She is the first child of Mr. Supardi Dinata and Mrs. Sumarsih.

She was enrolled her study in Elementary School 01 Purbolinggo, Lampung Timur on 1999 and graduated on 2005. She continued her study in Junior High School 01 Purbolinggo Lampung Timur on 2005 and graduated on 2008. And then, she continued her study in Senior High School 1 Purbolinggo, Lampung Timur on 2008 and graduated on 2011. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro.