

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING  
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)  
TECHNIQUE  
ON THE STUDENT'S READING COMPREHENSION  
AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO  
IN THE ACADEMIC YEAR OF 2016 / 2017**

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English Education Department**



**STATE INSTITUTE OF ISLAMIC STUDIES METRO  
1439 H / 2017 M**

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

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**ABSTRACT**

**By :  
M. Mujiburrohman**

Reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By reading, students can get the information and expand the knowledge. But, there were many students who still found difficulties in comprehend the text in reading. The aim of this research was to implement the Influence of Using Cooperative Integrated Reading and Composition (CIRC) Technique on the Student's Reading Comprehension at The Eighth Graders of Junior High School 2 Metro. This research used pretest to know the students' ability in understanding reading texts and posttest to know the result of the students' ability in reading text after giving the treatment that was Cooperative Integrated Reading And Composition.

This research was quantitative research which had been conducted in Junior High School 2 Metro at the class VIII H and followed by 30 students as the sample. The technique sampling was cluster random sampling. This research used a test to collect the data. This test was used to find out whether the cooperative integrated reading and composition (CIRC) technique was suitable and could be used by the students in comprehending the reading texts. The analysis which was used by t-test formula.

Finally, the data indicates that  $t_{\text{observed}} = 17,388$  was higher than  $t_{\text{table}}$  for the 5% level = 1.699 and  $t_{\text{table}}$  for the 1% level = 2.462. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that the Influence Of Using Cooperative Integrated Reading and Composition (Circ) Technique On the Student's Reading Comprehension at The Eighth Graders Of Junior High School 2 Metro In The Academic Year 2016 / 2017

**PENGARUH PENGGUNAAN TEKHNIK COOPERATIVE  
INTEGRATED AND COMPOSITION (CIRC)  
TERHADAP KEMAMPUAN MEMBACA SISWA KELAS VIII DI SMP  
NEGERI 2 METRO  
TAHUN PELAJARAN 2016 / 2017**

**ABSTRAK**

**Oleh:  
M. Mujiburrohman**

Membaca merupakan salah satu cara untuk menambah kemampuan berbahasa secara umum dalam Bahasa Inggris. Membaca mempunyai peran yang sangat penting dalam pengajaran Bahasa Inggris sebagai bahasa asing. Dengan membaca, para siswa bisa mendapatkan informasi dan memperluas pengetahuan. Akan tetapi, masih banyak para siswa yang menghadapi permasalahan dalam memahami teks bacaan. Tujuan penelitian ini adalah untuk mengimplementasikan tehnik cooperative integrated reading and composition (CIRC) dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas delapan di SMP Negeri 2 Metro. Penelitian ini menggunakan pretest untuk mengetahui kemampuan siswa dalam memahami bacaan teks dan post test untuk mengetahui hasil dari kemampuan siswa dalam membaca bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa tehnik cooperative integrated reading and composition (CIRC).

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMP Negeri 2 Metro di kelas VIII H dan diikuti oleh 30 siswa sebagai sampel penelitian. Tehnik pengambilan sampel menggunakan *cluster random sampling*. Penelitian ini menggunakan metode test untuk mengumpulkan data. Test ini digunakan untuk mengetahui apakah tehnik cooperative integrated reading and composition (CIRC) cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Penelitian ini menggunakan t-test untuk menganalisis hasil penelitian.

Akhirnya data menunjukkan bahwa  $t_{observed} = 17,388$  lebih tinggi daripada  $t_{table}$  level signifikan 5% = 1.699 dan  $t_{table}$  level signifikan 1% = 2.462. Oleh karena itu, bisa diambil kesimpulan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Hal ini berarti bahwa tehnik cooperative integrated reading and composition (CIRC) berpengaruh dalam kemampuan memahami bacaan teks siswa kelas delapan di SMP Negeri 2 Metro tahun pelajaran 2016 / 2017.



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**NOTIFICATION**

Number :  
Appendix :  
Matter : **In order to Hold to Munaqosyah  
of M. Mujiburrohman**

To :  
The Honorable of Tarbiyah  
Departement of State Islamic Institute of  
Metro (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research which is written by:

Name : M. Mujiburrohman  
Student Number : 1176617  
Title : THE INFLUENCE OF USING COOPERATIVE INTEGRATED  
READING AND COMPOSITION (CIRC) TECHNIQUE ON THE  
STUDENT'S READING COMPREHENSION AT THE EIGHTH  
GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING COOPERATIVE INTEGRATED  
READING AND COMPOSITION (CIRC) TECHNIQUE ON  
THE STUDENT'S READING COMPREHENSION AT THE  
EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO IN  
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**RATIFICATION PAGE**

No. B-0213/In.2E.1/D/PP.00.9/01/2018

An Undergraduate thesis entitled: THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION ( CIRC ) TECNIQUE ON THE STUDENT'S READING COMPREHENSION AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO IN THE ACADEMIC YEAR OF 2016 / 2017, written by M. MUJIBURROHMAN student number 1176617, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, June 02<sup>nd</sup>, 2018 at 10.00 – 12.00 am

**BOARD OF EXAMINERS:**

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The Dean of Tarbiyah and Teacher Training Faculty,



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## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : M. Mujiburrohman  
St. Number : 1176617  
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State that this undergraduate thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, November 2017



M. Mujiburrohman

Student Number 1176617



## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : M. Mujiburrohman  
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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.

Metro, November 2017

Penulis



M. Mujiburrohman

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## MOTTO

... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ  
وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty.  
(Q.S Al-Ma'idah : 2)

When we study human language, we are approaching what some might call the “human essence,” the distinctive qualities of mind that are, so far as we know, unique to man  
(*Noam Chomsky*)

**DEDICATION PAGE**

*“I highly dedicated this undergraduate thesis  
to the most precious wealth of mine,  
my family.”*

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Alhamdulillah, all praises and thanks to Allah SWT who has been giving all mercies and blessings in every single thing in my life. Especially, I would like to express the greatest gratitude upon Him who has been always with me in accomplishing this undergraduate thesis entitled “The Influence of Using Cooperative integrated Reading and Composition (CIRC) Technique on The Students’ Reading Comprehension at The Eighth Grade Student of Junior High School 2 Metro in Academic Year of 2016 / 2017”

This undergraduate thesis is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

1. Mrs. Prof. Dr. Hj. Enizar, M.Ag, as the principal of IAIN Metro.
2. Mrs. Dra. Hj. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Mr. Ahmad Subhan Roza, M.Pd, the Chief of English Department Study Program of IAIN Metro.
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11. My beloved fikri hanifan and Hamid Nugroho and All my friends, especially Brilliant Class 2011, for all support, help, love and all beautiful, joyful and–sometimes– painful memories.

I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this undergraduate thesis will be useful especially for those in the field of English teaching and learning.

Metro, December 2017

The Writer

M. Mujiburrohman  
St. ID: 1176617

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is a vital component in international communication. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called International language.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, vocabulary and structure.

Based on the curriculum at Junior High School, the objective of teaching English is divided into two categories, one of them is that students have a basic knowledge and competence in English skills, mainly in reading and able to appreciate English literary work, in the curriculum reading is more emphasized than the other skills (speaking, listening, and writing). In teaching reading, the students are expected to able to comprehend reading text. Student who are reading with purpose, tend to comprehend what they read better.

Reading is not enough to understand a set from a set of the word in a sentence only, the readers also must be able to comprehend the reading text in order to get the message and information what they have read. Reading comprehension

is directed to find out information of the text. When the student read the text, they must know topic of the text, main idea, particulars information and so on. In conclusion, reading comprehension is not only reading aloud but the reader should comprehend the text. When the students are able to read the text but do not understand what is the knowledge can catch by reading a book, magazine, newspaper and others it is called reading ability. shortly by reading comprehension, students can get the information of the text easily.

In teaching reading, many teaching method and techniques are offered to facilitate the teachers in developing their students comprehension in reading, one of those techniques which are know to improve student's reading comprehension is Cooperative Integrated Reading and Composition . Cooperative Integrated Reading and Composition 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

On August, the researcher had conducted observation at eighth grade of Junior High School 2 Metro. There are a lot of students get low score in reading comprehension result; that is just 12 students from 30 students has complete score in learning English. It can be said that more than 50% of the students do not reach minimum requirement; namely, the score has decided 75 as the completeness standart minimum requirement by English teacher in Junior High School 2 Metro.

Then supported another data by interview to the English teacher in Junior High School 2 Metro; that have difficulties in learning reading, namely reading subject is considered as a boring activity for the students because they feel difficult to comprehend the text and conclude the idea of the text by themselves; the students also face many unfamiliar words in reading text because they do not have good background knowledge about the texts given by the teacher. As the result, students got low score in reading.

In this case, the role of the teacher is very important to develop and help students's reading comprehension. The teacher should be the student's facilitator. The teacher need to select and to prepare good teaching materials to help students gain maximum result of their reading class. In the other hand, the teacher should provide materials that stimulate interest for the student. The teacher might also try to find and apply some kinds of methods that could help the student to get their pleasure in reading and also to develop their reading comprehension, finally they could get a good result in reading.

Based on explanation above, the researcher interest to apply Cooperative Integrated Reading and Composition Technique to help student's reading comprehension. The researcher expects that this technique can help the students to comprehend a reading text, especially in reading descriptive text. By using this technique, the students of Junior High School 2 Metro will hopefully be motivated because they have set the purpose of reading which are realized by using "Cooperative Integrated Reading and Composition " Therefore the researcher proposes a research entitled: "THE INFLUENCE OF

USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE ON THE STUDENT'S READING COMPREHENSION AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO IN THE ACADEMIC YEAR 2016 / 2017".

### **B. Problem Identification**

Based on the background above, the researcher identifies the problems as follows:

- a. The students' motivations are still low in learning reading subject.
- b. Students got low score in reading subject.
- c. The teaching learning English is still conventional technique.
- d. The students feel difficult to comprehend reading text.

### **C. Problem Limitation**

To avoid misunderstanding in this research that will be done, the writer would like to give limitation in this research as follows:

1. This research is to discuss the influence of using Cooperative Integrated Reading and Composition (CIRC) technique on the students' reading comprehension
2. The object of this research is the eighth grade student of Junior High School 2 Metro.
3. The research time is 2016 / 2017.

### **D. Problem Formulation**

Referring to the the background of the study, the researcher would to formulate the problem as is there any positive and significant influence of

using Cooperative Integrated Reading and Composition technique on the students' reading comprehension at the eighth grade student of Junior High School 2 Metro ?.

## **E. Objectives and Benefit of The Study**

### **1. Objectives of the Study**

- a. To know what is Cooperative Integrated Reading and Composition .
- b. To know student's reading comprehension.
- c. To know is there any positive and significant influence of using Cooperative Integrated Reading and Composition technique on the students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

### **2. Benefit of the Study**

- a. For the teacher

The researcher hopes that the result of the study can give an information for the English teachers about the using Cooperative Integrated Reading and Composition in teaching reading.

- b. For the students

By applying this technique, the researcher hope that the students will be interested and motivated in learning reading. This technique can be an alternative way to increase the student's learning reading comprehension.

- c. For the researcher

The research will be useful for the reasearcher as a reference to teach english for the future.

d. For the other researcher

This study may also be a reference for the next researchers who want to conduct a research related to teaching reading, especially Cooperative Integrated Reading and Composition .

## 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.

---

<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

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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>SanggamSiahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

containing general topics of their common experiences, such as basic 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

##### 3) Skimming

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

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

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

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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.

#### 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 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 compstion (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.

**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,

## B. Theoretical Framework and Paradigm

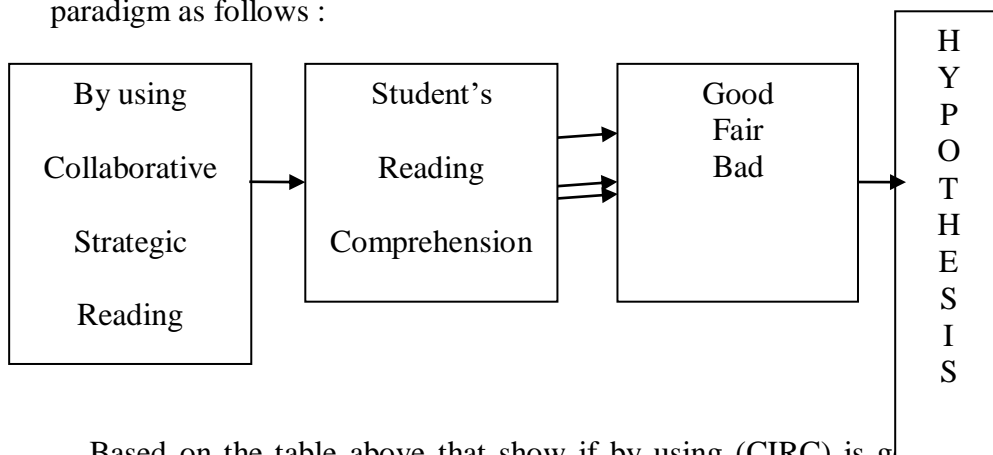
### 1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Cooperative Integrated Reading and Composition (CIRC) Technique and the dependent variable is reading comprehension.

Theoretical framework in this research is if the Cooperative Integrated Reading and Composition (CIRC) is applied in the English teaching reading in particular reading comprehension. Whereas if the Cooperative Integrated Reading and Composition (CIRC) is not applied in the English teaching reading, the students will be bored and find some difficulties.

### 2. Paradigm

Based on the theoretical framework above, the researcher describes paradigm as follows :



Based on the table above that show if by using (CIRC) is good and the student's reading comprehension is good, so there is any positive and significant influence of using (CIRC) technique on the student's reading

comprehension at the eighth grade student of Junior High School 2 Metro in the academic year 2016 / 2017.

In addition, if by using is Cooperative Integrated Reading and Composition (CIRC) bad, and students reading comprehension is bad, so there is no positive and significant influence of using Cooperative Integrated Reading and Composition (CIRC) technique on the student's reading comprehension at the eighth grade student of Junior High School 2 Metro in the academic year 2016 / 2017.

### **C. Hypothesis Formulation**

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follows :

1. Alternative hypothesis (H<sub>i</sub>) :

There is positive and significant influence of using (CIRC) technique on the students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

2. Null Hypothesis (H<sub>o</sub>) :

There is no a positive influence of using Cooperative Integrated Reading and Composition (CIRC) technique on the students' reading comprehension at the eighth grade student of Junior High School 2 Metro.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

Based on the problem in the class, the researcher can prepare the design that would be researched. The researcher used the quantitative research to identify the influence of Cooperative Integrated Reading and Composition technique on the students' reading comprehension at the eighth grade of Junior High School 2 Metro. Moreover, Ary defines that "in the quantitative research the data was analyzed with statistical analysis of numeric data".<sup>26</sup>

This study is to find out whether the Cooperative Integrated Reading and Composition technique can be used to increase the students' reading comprehension. To investigate the achievement of the research, firstly, the students were given the question from the teacher to know the knowledge of reading comprehension in the pre-test, the teacher was given the pre-test score from the student and teacher was given the student who get the low score and high score. After the teacher knows the score of student the teacher give the treatment for all students by using the Cooperative Integrated Reading and Composition technique and reading text to increase their knowledge. The teacher explains more about Cooperative Integrated Reading and Composition technique and how to comprehend the reading text.

After the treatment has been conducted by the students, the researcher administered the post-test to know the result from the treatment. The

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<sup>26</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p. 25



researcher identifies the students' achievement in reading comprehension. If the scores were higher than post-test, it indicated that Cooperative Integrated Reading and Composition technique cannot be used to increase the reading comprehension but if the result were higher than pre-test, it shows that Cooperative Integrated Reading and Composition technique can influence the students' reading comprehension in the eighth grade of Junior High School 2 Metro.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

Donald Ary point out that “a population is defined as all members of any well-defined class of people, events, or objects”.<sup>27</sup>It means that the population is all subject which will be presumed in this research. The population of this research was the students of eighth grade of Junior High School 2 Metro in Academic Year of 2016 / 2017. In this research the total population was students which divided into eight classes; VIII 1-VIII 8.

### **2. Sample and Sampling Technique**

#### **a. Sample**

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<sup>27</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research* ., p. 148.

Beside of population, Donald Ary also explain the definition of sample. "A sample is a portion of a population".<sup>28</sup>The sample of the research as respondent is students who sit in the eighth grade of Junior High School 2 Metro, that number 234 students. The number of the class at the eighth grade is 8 classes. Class VIII H which consist of 30 students were chosen to be the sample of this research.

#### **b. Sampling Technique**

Cluster random sampling is used to take the sample of this research. That is to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling, the sample units contain groups of elements (clusters) instead of individual members or items in the population. In this research, the researcher only use one class because the researcher thought it is enough and that class could represent others.

#### **C. The Operational Definition of Variables**

Variables in this research are consisted of Cooperative Integrated Reading and Composition technique and student reading comprehension.

##### **1. Cooperative Integrated Reading and Composition Technique**

Cooperative Integrated Reading and Composition is the variable which influence the dependent variable. Independent variable in this research is the Cooperative Integrated Reading and Composition technique at the eighth grade of Junior High School 2 Metro in academic

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<sup>28</sup>*ibid.*

year 2016 / 2017. Cooperative Integrated Reading and Composition technique can be defined as the reading techniques to give the way and knowledge for students in comprehend the reading text. In this research the students can comprehend the text easily by using Cooperative Integrated Reading and Composition .

## 2. Reading Comprehension

Reading Comprehension is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016 / 2017. Reading comprehension can be defined as knowledge of student in identification the text such as: main idea, topic and the other. The indicators of this variable are:

- a. Be able to understand the main idea, topic of passage and answering the question of the text well.
- b. Be able predict the purpose of passage, main topic and some of the truth developing or supporting idea.
- c. Be able to know the detail information of the text.

In this research the students can identify and analyze the reading text, especially descriptive text. This variable can be measured by using written test especially the type of multiple choice tests. The test consists of 20 questions that have five options; A, B, C, D. The

students would get 5 score if they answer a question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0. The test will be given two times, which are before the treatment or called as pre-test and after the treatment or called post-test.

#### **D. Data Collection Method**

To get the data from the Cooperative Integrated Reading and Composition technique and students reading comprehension the researcher uses the data collection method such us:

##### **1. Test**

Ary state that “Test are valuable measuring instruments for educational research”.<sup>29</sup> It means that a test is one of the tools to measure the students’ basic ability and achievement. Moreover, the researcher uses test as data collection method to measure both of the variable. The researcher measures the reading comprehension of the student by giving reading comprehension test using reading texts.

A test that used in this research is multiple choice of reading comprehension test. There are two tests in this research. The first test is pre-test and second test is post test. The researcher uses the objectives test with the multiple choice test and essay, it consists of 20 items and includes 4 different passages, each the item consist of options: A, B, C, D. Moreover, the students answer the following questions, after they read paragraph.

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<sup>29</sup>*Ibid.*, p. 179.

## **2. Documentation**

In getting the information, the researcher was got three kind of source such us: paper, place and people. According to Arikunto said that “Documentation is the tools which have written like books, magazines, document, regulation, note, etc.”<sup>30</sup>

The researcher uses the documentation method to get some information about:

- a. Effectiveness of Cooperative Integrated Reading and Composition technique and reading comprehension of the the eighth grade of Junior High School 2 Metro in academic year 2016 / 2017.
- b. The condition teachers and officials employees in Junior High School 2 Metro in academic 2016 / 2017.
- c. The quantity of the students of Junior High School 2 Metro in academic year of 2016 / 2017.
- d. Organization structure of Junior High School 2 Metro in academic year of 2016 / 2017.

## **E. Research Instrument**

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<sup>30</sup>SuharsimiArikunto, *ManajemenPenelitian*, (Jakarta: PT RinekaCipta, 2005),p.158.

Arikunto defines, “instrument as the tool of research which is used in each method”.<sup>31</sup> Furthermore, the research instrument involves:

### **1. Instrument Blueprint**

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes.

### **2. Instrument Calibration**

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher will use the standard for test instrument as following.

#### **a. Validity**

To get an accurate data, the instrument which the test have a good quality. Therefore, the researcher uses content validity and construct validity. Beside that, construct validity refers to the measurement of the research which has some indicators to measure one aspect or construct. In the other word, the instrument would be relevant to the focus of the research. Therefore, the researcher use content validity based on the syllabus and materials at the eighth grader students of Junior High School 2 Metro.

#### **b. Reliability**

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<sup>31</sup>*ibid.*, p. 126.

Reliability means depend performance or trustworthiness. The term means essentially the same thing with respect to measurement. Basically reliability is the degree to which a test consistently measures whatever it measure.

#### **F. Data Analysis Technique**

To investigate whether there is any positive and significant influence of the Cooperative Integrated Reading and Composition technique on reading comprehension among the eighth grade of Junior High School 2 Metro in Academic Year 2016 / 2017, the researcher analyzes the data by using t-test. According Donald Ary the formulation of t-test as follows:<sup>32</sup>

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanations:

$t$  = t value for correlation sample

$\bar{D}$  = (difference), difference between pre-test score with post-test score

$D$  = The average from difference score (average from  $D$ )

$D^2$  = Square of  $D$

$N$  = Total of participant

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<sup>32</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research* ., p.150.

## **CHAPTER IV RESULT OF THE RESEARCH**

### **A. The Data Description**

#### **1. The Brief of Junior High School 2 Metro**

Junior High School 2 Metro is one of State Junior High Schools in Metro. It is located on street of Ki Hajar Dewantara 91/15A Iring Mulyo, sub district of East Metro, Metro. It was built on the land area of  $\pm 12.850\text{m}^2$  with the following borders: East side bordering by IAIN Metro, north side bordering by Muhammadiyah Metro University, south side bordering by SMK Negeri 3Metro, west side bordering by separation bridge between Metro and East Lampung.

Junior High School 2 Metro that existed first time on 1976 was filial school of SMPN 1 Metro which was led by Mr. D. Soewardi, BA with the number of class seven consist of 3 classes, 12 teachers and 1 official employee. At that time, Hasan Benguh, SH was chosen to be the temporary principals. A year passed by, in 1977 SMPN 1 Metro Filial changed to be Junior High School 2 Metro definitive based on the Decree of the Minister of Education Republic of Indonesia number 0364/C/1977 dated August 25, 1977 and Decree of the Department of Education and Culture of the Lampung Province Number : 930/I. 12-4/I.6/1978, dated March 13, 1978.

The periods of leadership were as follows:



|                           |           |
|---------------------------|-----------|
| Hi. HasanBenguh, S.H      | 1976-1977 |
| Hi. Moehammad             | 1977-1983 |
| DoedoenAbdoelah           | 1983-1984 |
| Soewito                   | 1984-1990 |
| Hi. SugengHendroAtmojo    | 1990-1996 |
| Drs. Hi.SyarifSubing, S.H | 1996-1978 |
| Drs. Sutarjo              | 1998-1999 |
| Drs. Tukiman S            | 1999-2002 |
| Dra.Indrawati             | 2002-2006 |
| Drs. Suwarno              | 2009-2012 |
| Suyitno, S.Pd             | 2012-now  |

## 2. The Condition of Teacher and Employee of Junior High School 2

### Metro

Junior High School 2 Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of Junior High School 2 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

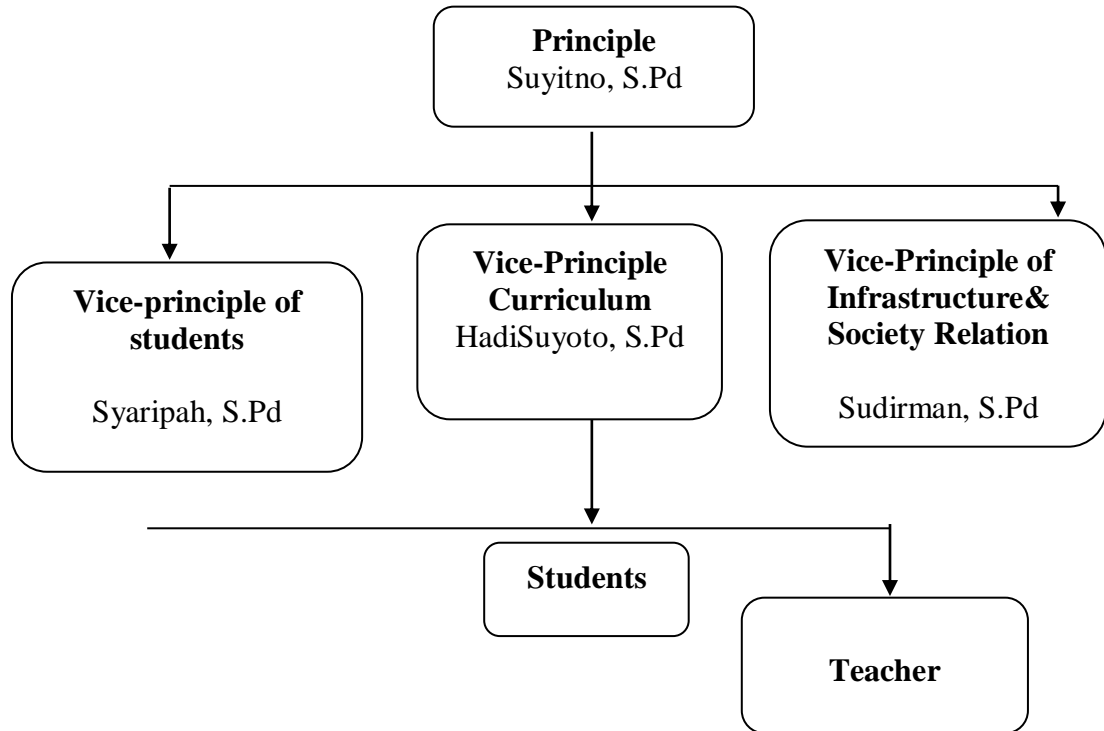
The total number of the teachers and officers were 66 people which can be seen as the table below:

TABLE 1  
Teacher Education Background

| MA / SMA | SI | S2 |
|----------|----|----|
|----------|----|----|

### 3. The Organization structure of Junior High School 2 Metro

**Figure 1**  
**Organization Structure of Junior High School 2 Metro**



### 4. The Students Quantity of Junior High School 2 Metro

The students' quantities of Junior High School 2 Metro are 656 people which can be identified as follows;

**Table 2**  
**The Quantity of the Students at Junior High School 2 Metro**

| No | Class | Total |
|----|-------|-------|
| 1  | VII   | 229   |
| 2  | VIII  | 234   |

|       |    |     |
|-------|----|-----|
| 3     | IX | 203 |
| Total |    | 656 |

*Source: school archive taken on august2017.*

## 5. Infrastructure

Junior High School 2 Metro has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process.

### B. Pre-Test Result

To measure the students reading comprehension the writer used the pre-test before giving the treatment. The student has given 20 items of multiple choice questions that must be answered. It is consist of reading comprehension text, they were gave 40 minutes to finish the test. The result of pretest can be shown as follows:

Table 4  
The Pretest Score of Students Reading Comprehension at the Eighth Grade of SMPN 2 Metro

| No | Initial Students | The Score of Pre-test |
|----|------------------|-----------------------|
| 1  | ABPK             | 75                    |
| 2  | AP               | 75                    |
| 3  | ASS              | 55                    |
| 4  | AS               | 45                    |
| 5  | AP               | 50                    |
| 6  | AA               | 55                    |
| 7  | AF               | 40                    |
| 8  | AA               | 40                    |
| 9  | DPH              | 50                    |
| 10 | DA               | 75                    |
| 11 | DAW              | 50                    |
| 12 | FRP              | 75                    |
| 13 | FSK              | 45                    |
| 14 | GS               | 55                    |
| 15 | MA               | 60                    |
| 16 | MKA              | 45                    |
| 17 | MAA              | 30                    |
| 18 | MMP              | 45                    |
| 19 | PP               | 30                    |
| 20 | RR               | 75                    |

|    |     |    |
|----|-----|----|
| 21 | RDA | 50 |
| 22 | RSW | 25 |
| 23 | RCA | 55 |
| 24 | SN  | 80 |
| 25 | SSP | 50 |
| 26 | SAS | 45 |
| 27 | TDP | 65 |
| 28 | UKR | 45 |
| 29 | YTH | 50 |
| 30 | ZA  | 35 |

Taken on August 8<sup>th</sup>, 2017.

Based on the data above, it can be found that the highest score was 80 and the lowest score was 25. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1^{33}$$

$$R = 80 - 25 + 1$$

$$R = 54$$

$$I = \frac{54}{6}$$

$$I = \frac{54}{6}$$

$$I = 9$$

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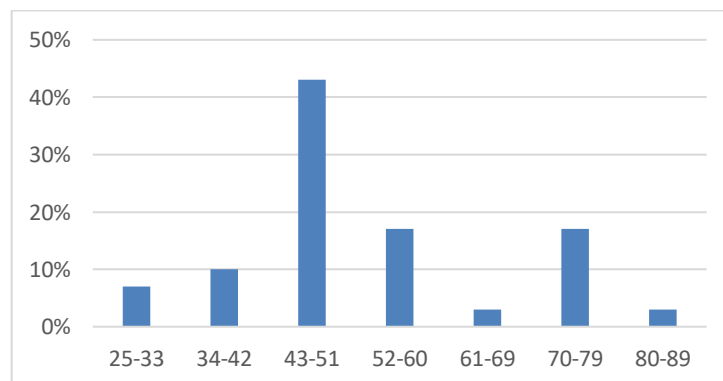
<sup>33</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 36

The total of class interval of this result pretest research was 9. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 5.  
The Table of Frequency Distribution of Pretest Score

| <b>Class</b> | <b>Interval</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|-----------------|------------------|-------------------|
| 1.           | 25-33           | 2                | 7%                |
| 2.           | 34-42           | 3                | 10%               |
| 3.           | 43-51           | 13               | 43%               |
| 4.           | 52-60           | 5                | 17%               |
| 5.           | 61-69           | 1                | 3%                |
| 6.           | 70-79           | 5                | 17%               |
| 7            | 80-88           | 1                | 3%                |
| <b>Total</b> |                 | <b>30</b>        | <b>100%</b>       |

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

- 1) For the class interval of 25-33, there was only 2 students or 7%.
- 2) For the class interval of 34-42, there were 3 students or 10%.
- 3) For the class interval of 43-51, there were 13 students or 43% .
- 4) For the class interval of 52-60, there were 5 students or 17% .
- 5) For the class interval of 61-69, there were 1 student or 3% .
- 6) For the class interval of 70-79, there was only 5 students or 17% .
- 7) For the class interval of 80-89, there was only 1 student or 3%

The standard value of English in SMPN 2 Metro was 75, so the students who passed the test was the students who got score more than 75, it was only 6 students or 20%.

### **C. Post-test Result**

After analyzing the weakness and understanding of students in reading text, the writer conducted the treatment to help the students in understanding of reading comprehension. The writer asked to the students about the difficulties in answering the exercise and gave more explanation about the reading comprehension by using Cooperative Integrated Reading and Composition technique until the students understood. After the students in this class have been given the treatment and they have understood, further the writer gave the post test to measure their knowing of reading comprehension. The result of post test can be shown as follows:

Table 6.  
The Post-test Score of Students Reading Comprehension at the Eighth  
Grade of SMP N 2

| No | Initial Students | The Score of Post-test |
|----|------------------|------------------------|
| 1  | ABPK             | 90                     |
| 2  | AP               | 85                     |
| 3  | ASS              | 75                     |
| 4  | AS               | 70                     |
| 5  | AP               | 80                     |
| 6  | AA               | 75                     |
| 7  | AF               | 60                     |
| 8  | AA               | 65                     |
| 9  | DPH              | 75                     |
| 10 | DA               | 90                     |
| 11 | DAW              | 75                     |
| 12 | FRP              | 90                     |
| 13 | FSK              | 70                     |
| 14 | GS               | 75                     |
| 15 | MA               | 75                     |
| 16 | MKA              | 75                     |
| 17 | MAA              | 65                     |
| 18 | MMP              | 70                     |
| 19 | PP               | 60                     |
| 20 | RR               | 85                     |
| 21 | RDA              | 80                     |
| 22 | RSW              | 60                     |
| 23 | RCA              | 75                     |
| 24 | SN               | 95                     |
| 25 | SSP              | 80                     |
| 26 | SAS              | 80                     |
| 27 | TDP              | 80                     |
| 28 | UKR              | 75                     |
| 29 | YTH              | 80                     |
| 30 | ZA               | 60                     |

*Taken on August 15<sup>th</sup>, 2017.*

Based on the data above, it can be found that the highest score was 95 and the lowest score was 60. Based on the data, the writer then measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = \text{highest score} - \text{lowest score} + 1 \text{ }^{34}$$

$$R = 95 - 60 + 1$$

$$R = 36$$

$$I = \frac{36R}{K6}$$

$$I = \frac{36}{6}$$

$$I = 6$$

The total of class interval of this result pretest research was 6.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 7.  
The Table of Frequency Distribution of Post-test Score

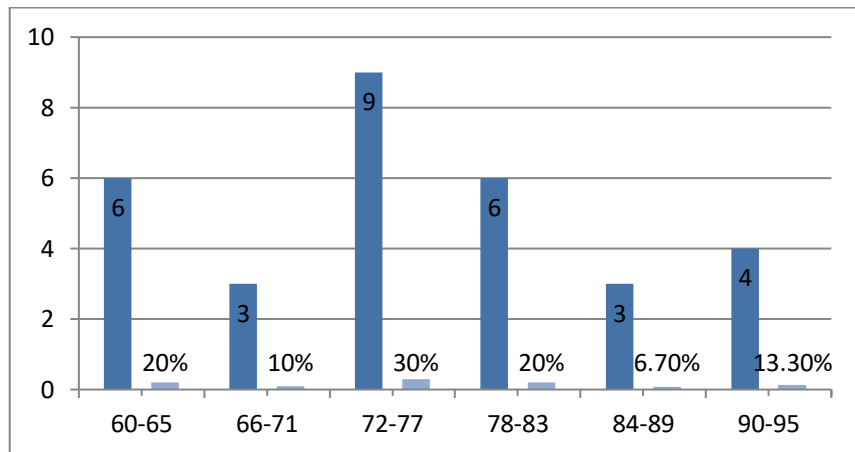
| <b>Class</b> | <b>Class Interval</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------|-----------------------|------------------|-------------------|
| 1.           | 60-65                 | 6                | 20%               |
| 2.           | 66-71                 | 3                | 10%               |
| 3.           | 72-77                 | 9                | 30%0              |
| 4.           | 78-83                 | 6                | 20%               |
| 5.           | 84-89                 | 2                | 6,7%              |
| 6.           | 90-95                 | 4                | 13,3%             |
| <b>Total</b> |                       | <b>30</b>        | <b>100%</b>       |

If the data was put into graphic, it can be seen as follow:

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<sup>34</sup>Sugiyono, *Statistika untuk Penelitian*, .





Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 60-65, there were 6 students or 20%.
- 2) For the class interval of 66-71, there were 3 students or 10%.
- 3) For the class interval of 72-77, there were 9 students or 30%.
- 4) For the class interval of 78-83, there were 6 students or 20%.
- 5) For the class interval of 84-89, there were 2 students or 6,7% .
- 6) For the class interval of 90-95, there were 4 students or 13,3% .

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 75, there were 21 students or 70%.

#### **D. Hypothesis Testing**

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of Cooperative Integrated Reading and Composition technique on

the students' reading comprehension at the eighth grade of SMP N 2 METRO, as follows:

1. Preparing the table in order to prove whether there is the influence of Cooperative Integrated Reading and Composition technique on the students' reading comprehension at the eighth graders of SMP N 2 METRO.

Table 8.  
The List of Pretest Score and Post test Score Students' Reading Comprehension at the Eighth Grade of SMP N 2 METRO

| No | Initial Students | The Score Of Pre Test | The Score Of Post Test | D  | D <sup>2</sup> |
|----|------------------|-----------------------|------------------------|----|----------------|
| 1  | ABPK             | 75                    | 90                     | 15 | 225            |
| 2  | AP               | 75                    | 85                     | 10 | 100            |
| 3  | ASS              | 55                    | 75                     | 20 | 400            |
| 4  | AS               | 45                    | 70                     | 25 | 625            |
| 5  | AP               | 50                    | 80                     | 30 | 900            |
| 6  | AA               | 55                    | 75                     | 20 | 400            |
| 7  | AF               | 40                    | 60                     | 20 | 400            |
| 8  | AA               | 40                    | 65                     | 25 | 625            |
| 9  | DPH              | 50                    | 75                     | 25 | 625            |
| 10 | DA               | 75                    | 90                     | 15 | 225            |
| 11 | DAW              | 50                    | 75                     | 25 | 625            |
| 12 | FRP              | 75                    | 90                     | 15 | 225            |
| 13 | FSK              | 45                    | 70                     | 25 | 625            |
| 14 | GS               | 55                    | 75                     | 20 | 400            |
| 15 | MA               | 60                    | 75                     | 15 | 225            |
| 16 | MKA              | 45                    | 75                     | 30 | 900            |
| 17 | MAA              | 30                    | 65                     | 35 | 1225           |

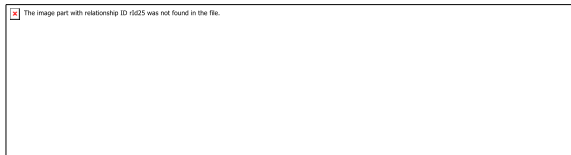
|    |     |    |    |          |            |
|----|-----|----|----|----------|------------|
| 18 | MMP | 45 | 70 | 25       | 625        |
| 19 | PP  | 30 | 60 | 30       | 900        |
| 20 | RR  | 75 | 85 | 10       | 100        |
| 21 | RDA | 50 | 80 | 30       | 900        |
| 22 | RSW | 25 | 60 | 35       | 1225       |
| 23 | RCA | 55 | 75 | 20       | 400        |
| 24 | SN  | 80 | 95 | 15       | 225        |
| 25 | SSP | 50 | 80 | 30       | 900        |
| 26 | SAS | 45 | 80 | 35       | 1225       |
| 27 | TDP | 65 | 80 | 15       | 225        |
| 28 | UKR | 45 | 75 | 30       | 900        |
| 29 | YTH | 50 | 80 | 30       | 900        |
| 30 | ZA  | 35 | 60 | 25       | 625        |
|    |     |    |    | $\sum D$ | $\sum D^2$ |
|    |     |    |    | 700      | 17900      |
|    |     |    |    | 23,3     |            |

The average of  $D = (700:30) = 23,3$

2. Putting the data above into the formula of t-test in order to get “t<sub>observed</sub>”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23,3}{\sqrt{\frac{17900 - \frac{(700)^2}{30}}{30(30-1)}}$$



$$t = \frac{243,3}{\sqrt{\frac{17900 - 16333,3}{870}}}$$

$$t = \frac{23,3}{\sqrt{\frac{1566,7}{870}}}$$

$$= \frac{23,3}{\sqrt{1,8008}}$$

$$t = \frac{23,3}{1,34} = 17,388$$

To know the critical value of t-test ( $t_{table}$ ), the writer firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N-1$ .  $N$  is the number of research population:

$$\begin{aligned} df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 9.

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| Pretest                | 30 | 25      | 80      | 52.33 | 14.724         |
| Posttest               | 30 | 60      | 95      | 75.67 | 9.444          |
| Valid N (listwise)     | 30 |         |         |       |                |

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 25 and maximum 80, mean of

pretest was 52,33 with the standard deviation was 14,724. Meanwhile the total sample of post test or after treatment was 30 with the minimum value was 60 and maximum 95, its mean of post test was 75,67 with the standard deviation 9,444.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 10

**Paired Samples Test**

|                             | Paired Differences |                |                 |   |        | t      | df | Sig. (2-tailed) |
|-----------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|                             | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |    |                 |
|                             |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| Pair 1 Pre test – Post test | 23.333             | 7.350          | 1.342           | 26.078                                    | 20.589 | 17.388 | 29 | .000            |

The table above illustrated that the mean of pretest X1 and post test X2 result was 23,333 and it's the standard deviation was 7,350 with standard error mean was 1.342, t observed was 17,388 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29. so it can be found that :

|                      |       |       |
|----------------------|-------|-------|
| Level of significant | 5 %   | 1 %   |
| df29                 | 1,699 | 2,462 |

1. The critical value of t-test ( $t_{table}$ ) for the 5% level is 1.699
2. The critical value of t-test ( $t_{table}$ ) for the 1% level is 2.462

Based on all the data analysis above, it can be found that:

1. “ $t_{observed}$ ” = 17,388
2. “ $t_{table}$ ” level of 5% = 1,699
- “ $t_{table}$ ” level of 1% = 2,462

Its mean that “ $t_{observed}$ ” higher than “ $t_{table}$ ” or it can be written as  $1.699 < 17,388 > 2.462$ . From the value above, it can be inferred that there is positive and significant influence of using Cooperative Integrated Reading and Composition technique on the students’ reading comprehension at the eighth grade of SMP N 2 METRO in academic year 2016 / 2017.

### E. Interpretations

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Cooperative Integrated Reading and Composition technique on the student’s Reading comprehension from the result of those test, there was different score of students. It can be seen from the result of the students’ pre test and post test.

- If  $t_{observed} > t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

The writer has formulated the Alternative Hypothesis (Ha) such as:

“There is a positive and significant influence of Cooperative Integrated Reading and Composition technique on the students’ Reading comprehension at the eighth grade of SMP N 2 METRO in academic year 2016 / 2017”.

Finally, the data confirmed that “ $t_{\text{observed}} = 17,388$  was higher than “ $t_{\text{table}}$ ” level of significant 5% = 1,699 and “ $t_{\text{table}}$ ” level of significant 1% = 2,462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of Cooperative Integrated Reading and Composition technique on the students’ Reading comprehension at the eighth grade of SMP N 2 METRO in academic year 2016 / 2017.

## **F. Discussion**

Reading comprehension ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer. But, there still many students find some difficulties in comprehending the reading text.

Teaching reading needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend the reading text by using the right technique. In this research, the writer has implemented a technique by using Cooperative Integrated Reading and Composition technique in order to reach the teaching learning objectives.

The result indicated that the students' ability in comprehending the reading text improved after they were taught by using Cooperative Integrated Reading and Composition technique. It was proved by the mean score of pre test that improve from 52.33 before treatment up to 75,67 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%,  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  that was  $1.699 < 17,388 > 2.462$ . This mean that the hypothesis proposed by the witer was accepted.

#### **G. Limitations**

This research was conducted at SMP N 2 METRO. The subject of the research were the eighth graders at the first semester in academic year 2016/2018. The result of this research did not discuss all of the problem that faced by the students but focus on students' reading comprehension problem in learning English as a foreign language.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis and result of the research, the significant influence of using Cooperative Integrated Reading and Composition technique on the students' reading comprehension at the eighth grade student of Junior High School 2 Metro the researcher can conclude that:

Based on the pre test or before giving the treatment of Cooperative Integrated Reading and Composition (CIRC) , the result was: the students who got the score 25-33 were 2 students or 7%, 34-42 were 3 students or 10%, 43-51 were 13 students or 43%, 52-60 were 5 students or 17%, 61-69 were 1 students or 3% and 70-79 were 5 student or 17%, 80-89were 1 student or 3%. Referring to the standard value of English in Junior High School 2 Metro, the students who passed the test were the students who got the score up to 75.00. It indicated there were only 6 students or 20% who passed and 24 students or 80% did not pass the test.

Based on the post test or after giving the treatment of Cooperative Integrated Reading and Composition (CIRC) , the result was: the students who got the score 60-65 were 6 students or 20%, 67-71 were 3 students or 10%, 72-77 were 9 students or 30%, 78-83 were 6 students or 20%, 84-89 were 2 students or 6,7% and 90-95 were 4 student or 13,3%. The score indicated there were 21 students or 70% who passed and 9 students or 30% who did not pass the test.

The result of data analysis about the influence of using Cooperative Integrated Reading and Composition (CIRC) on the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016 / 2017 was as follows: " $t_{\text{observed}}$ " = 17,388 and " $t_{\text{table}}$ " for the 5% level was 1.699, " $t_{\text{table}}$ " for the 1% level was 2.462. It means that " $t_{\text{observed}}$ " was higher than " $t_{\text{table}}$ ". Then, the significant value (2-tailed) is  $0.000 < 0.01$  with the significant correlation at the 0.01 or 1% level. Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It can be proved that there is a positive and significant influence of using Cooperative Integrated Reading and Composition (CIRC) on the students' reading comprehension at the eighth grade of Junior High School 2 Metro in academic year 2016 / 2017. So, the hypothesis is accepted

## **B. Suggestion**

Due to the result of the research, the researcher gave some suggestion to the side that related as the considered as follows:

1. For the Headmaster
  - a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
  - b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:

- a. The English teachers should motivate the students to be more active in learning English by helping them to expand their knowledge by comprehending the reading text.
- b. The English teachers are suggested to help the students increase their ability in reading skill.
- c. The English teachers are recommended that they should apply Cooperative Integrated Reading and Composition (CIRC) as a variation in comprehending the reading text which can help them to read well.

3. For the Students:

- a. The students should expand the knowledge by comprehending the reading text well.
- b. The students are suggested to increase their ability in comprehending the reading text.
- c. The students are recommended that they should improve their ability in reading text by using Cooperative Integrated Reading and Composition (CIRC) in the class.

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**APENDIC**





## PRE TEST

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brwonie and Dottie. Casper is adachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dog every day.

1. What kind of text is the text above...

- a. Recount
- b. Narrated. Report
- c. Descriptive

2. The generic structure of the text is ... .



- a. description – identification
- b. Identification – description
- c. Orientation – events – Reorientation
- d. Reorientation – events – Orientation

3. 'They are Casper, Midas, Brownie and Dottie' .

The sentence is the .... of the text

- a. Description      c. Orientation
- b. Identification    d. Events

4. ' He's short with long body and four strong legs'

The sentence is one of the ..... of the text.

- a. Events      c. Orientations
- b. Descriptions d. Identifications

5. How many dogs does the writer have?

- a. 1    c. 3
- b. 2    d. 4

6. What does Casper look like?

- a. short with long body and strong legs
- b. Brown, with long and thick fur
- c. slim body, long legs
- d. thin fur and dots

7. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ....

- a. She likes brownies
- b. She has brown fur
- c. She has brown ear
- d. She like it

8. What kind of dog is Dottie? Dottie is a ...

- a. Dalmatian      c. Bulldog

b. Daschun d. Collie

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town. Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

9. What does the above text tell us about?

- a. The history of Kediri
- b. The famous products of Kediri
- c. The description of Kediri
- d. The people of Kediri

10. "Those who do not work here...."(Last sentence) The underlined word refers to....

- a. the local people
- b. the factory workers
- c. the farmerste
- d. the traders

### MY UNCLE

My uncle martin is my mother's elder brother. he is my favorite among my mother's brothers. he is a very interesting man. he lives quite near us with my aunt angela and my cousins anne and bob. i often go to his house.

he is about 45 with grey hair. he is still quite good-looking. he is tall and well-built. he has blue eyes and strong face. he wears glasses. he is short sighted. he takes them off when he doesn't work.

uncle martin is a textile engineer. he works for a big firm in the city. he travels widely in his job. he is an expert in solving problems with machines. at present, he is in the united states. he is visiting the firm's customers there.

he is very fond of the sea. he has a boat at the seaside. he goes there every weekend in summer to sail it. i sometimes stay with my cousins at their house on the coast. when uncle martin is at home he usually takes us out in the boat.

towards synthesis

1. who is uncle martin ?
  - a. bob's father
  - b. anne's uncle
  - c. my mother's uncle
  - d. aunt angela's neighbor
  
2. which paragraph talks about the physical description of uncle martin ?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  
3. how many children does uncle martin have ?
  - a. one
  - b. two
  - c. three
  - d. four

### **MY DOLL**

My favorite toy is a doll. I named my doll Becky. I got it on my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

14. What does the text tell us about?
  - A. My favorite toy.
  - B. The writer's favorite doll.
  - C. A birthday party.
  - D. A plastic doll.
  
15. What are on Becky's face?
  - A. White cloth.
  - B. Auburn red hair.
  - C. Freckles and dimples.
  - D. Flower bud prints.
  
16. "They make her more beautiful." The underlined word refers to .
  - A. Freckles.

- B. Green eyes.
- C. The left and bright cheeks.
- D. The dimples.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

17. how old peter ? he is ..years old.

- A. Four
- B. Fourteen
- C. Fooraty
- D. Ten

18. The writer is ... Years Old

- A. Fourteen
- B. Sixteen
- C. Eighteen
- D. Nineteen

19. which of the following statement is not true about peter ?

- A. He has long and straight hair
- B. He has bright eyes
- C. He is interested in sport
- D. He plays basked ball

20. According to the passage, we know that peter is..

- A. The writer youngest broter
- B. He writers elder brother
- C. Anoughty boy
- D. A friendly boy

**KUNCI JAWABAN PRE TEST  
SMPN 2 METRO**

- 1. B**
- 2. A**
- 3. C**
- 4. C**
- 5. D**
- 6. A**
- 7. C**
- 8. A**
- 9. C**
- 10.A**
- 11.D**
- 12.B**
- 13.B**
- 14.B**
- 15.C**
- 16.D**
- 17.B**
- 18.C**
- 19.D**
- 20.A**

### POS TEST

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

- 1 . how old peter ? he is ..years old.
  - a. Four
  - b. Fourteen
  - c. Foorthy
  - d. Ten
  
- 2 . The writer is ... Years Old
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
  
- 3 . which of the following statement is not true about peter ?
  - a. He has long and straight hair
  - b. He has bright eyes
  - c. He is interested in sport
  - d. He plays basked ball
  
- 4 . According to the passage, we know that peter is..
  - a. The writer youngest broter
  - b. He writers elder brother
  - c. Anoughty boy
  - d. A friendly boy

### MY DOLL

My favorite toy is a doll. I named my doll Becky. I got in in my12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her

mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

5 . What does the text tell us about?

- a. My favorite toy.
- b. The writer's favorite doll.
- c. A birthday party.
- d. A plastic doll.

6. What are on Becky's face?

- a. White cloth.
- b. Auburn red hair.
- c. Freckles and dimples.
- d. Flower bud prints.

7. "They make her more beautiful." The underlined word refers to .

- a. Freckles.
- b. Green eyes.
- c. The left and bright cheeks.
- d. The dimples.

## OWL

Owls are unique and amazing birds. They are heavy birds and have large heads and round or oval face. Owls have round eyes. Their eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though owls are typically solitary, they also live in group of owls; that is a parliament. They can be found in all regions of the Earth except Antarctica and some remote islands. Most owls are nocturnal. They hunt their prey only in darkness especially in the night. While all birds have good senses, owls have especially hearing that can help them locate the prey in poor light or complete dark. Owls hunt mostly small mammals, insects and other birds.

8. what is owl' food?

- a. Flower
- b. Insects
- c. Plant
- d. Big mammals

9. The owls usually search their prey ...

- a. In the morning

- b. At noon
  - c. In the night
  - d. In the afternoon
10. 'They' are heavy birds and have large heads. (paragraph 1 line 1).  
The word 'they' refers to ...
- a. Birds
  - b. Owl
  - c. Heads
  - d. Eyes
11. Why do the eyes of owl cannot rotate independently?
- a. their eyes are large
  - b. their eyes cannot see in the darkness
  - c. their eyes are locked in the skull
  - d. their eyes are too small
12. they are typically "solitary" means ....
- a. collective
  - b. variety
  - c. social
  - d. alone

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dog every day.

13. What kind of text is the text above...
- a. Recount    c. Descriptive
  - b. Narrative    d. Report
14. The generic structure of the text is ... .
- a. description – identification
  - b. Identification – description
  - c. Orientation – events – Reorientation
  - d. Reorientation – events – Orientation



15. 'They are Casper, Midas, Brownie and Dottie' .

The sentence is the .... of the text

- a. Description      c. Orientation
- b. Identification    d. Events

16. ' He's short with long body and four strong legs'

The sentence is one of the ..... of the text.

- a. Events      c. Orientations
- b. Descriptions d. Identifications

17. How many dogs does the writer have?

- a. 1    c. 3
- b. 2    d. 4

18. What does Casper look like?

- a. short with long body and strong legs
- b. Brown, with long and thick fur
- c. slim body, long legs
- d. thin fur and dots

19. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ....

- a. She likes brownies
- b. She has brown fur
- c. She has brown ear
- d. She like it

20. What kind of dog is Dottie? Dottie is a ...

- a. Dalmatian      c. Bulldog
- b. Daschun        d. Collie

**KUNCI JAWABAN POST TEST  
SMPN 2 METRO**

- 1. D**
- 2. C**
- 3. D**
- 4. A**
- 5. B**
- 6. C**
- 7. D**
- 8. B**
- 9. C**
- 10. B**
- 11. C**
- 12.D**
- 13.B**
- 14.A**
- 15.C**
- 16.C**
- 17.D**
- 18.A**
- 19.C**
- 20.A**

## SILABUS SMP/MTs

**Sekolah : SMP N 2 METRO**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII ( DELAPAN )**

**Kompetensi Inti : Membaca**

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

| Kompetensi Dasar   | Materi Pokok/Materi Pembelajaran  | Kegiatan Pembelajaran   | Penilaian  |
|--|---|---|--|
| <p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang,</p> | <p><b>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait</p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa</li> </ul> | <p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>Tingkat ketepatan unsur kebahasaan tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda</li> </ul> |

|  |   |  |   |
|--|---|--|---|
| <p>binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | <p>dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</li> <li>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></li> <li>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very.</i></li> <li>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></li> <li>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam</li> </ol> | <p>mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda,</li> </ul> | <p>dalam teks deskriptif.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b><br/>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa</p> |
|--|---|--|---|

|  |   |   |   |
|--|---|---|---|
|  | <p>simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><b>Topik</b><br/>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p> | <p>dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul> | <p>Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b><br/>Membaca dan menuliskan teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>Lembar soal dan hasil tes</li> </ul> |
|--|---|---|---|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li></ul> |  |
|--|--|--|--|

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

|                          |   |
|--------------------------|---|
| <b>Satuan Pendidikan</b> | :SMP Negeri 2 Metro   |
| <b>Mata Pelajaran</b>    | :Bahasa Inggris   |
| <b>Kelas/Semester</b>    | : VIII/1  |
| <b>Materi Pokok</b>      | : Teks deskriptif pendek dan sederhana,<br>tentang orang, binatang, dan benda |
| <b>Alokasi Waktu</b>     | : 6 x 40menit   |

**A. Kompetensi Inti (KI)**

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

**Kompetensi Dasar (KD)**

- 3.10 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Tujuan Pembelajaran :**

Peserta didik terampil menganalisis dan menangkap makna dalam teks deskriptif lisan dan tulis sederhana tentang orang, binatang, dan benda untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

### **D. Materi Pembelajaran:** Teks deskriptif sederhana tentang orang, binatang dan benda

#### JAVAN RHINOCEROS

Javan rhinoceros is one kind of the rare rhinoceroses in the world. It is comparatively small and slender. It's about 1.7 meters high. Males have a single horn up to 10 inches in length. Females are usually hornless. Like other kinds of rhinoceros, javan rhinoceros eats grass and spends most time in water.

Formerly the Javan rhinoceros lived in Myanmar, Indocina, the Malay Peninsula, Java, and Sumatra. It's now relatively scarce. People hunted them for their horns. We only find them in Ujungkulon, West Java now.

#### *Fungsi sosial*

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

#### *Struktur text*

- d. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- e. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- f. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

#### *Unsur kebahasaan*

- (10) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).



- (11) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (12) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- (13) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- (14) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (16) Ucapan, tekanan kata, intonasi.

#### **E. Teknik Pembelajaran** : Collaborative Strategic Reading Technique

#### **F. Media, Alat, dan Sumber Pembelajaran**

1. Media: Papan tulis
2. Alat: Spidol, pena
3. Sumber Belajar: Suara Guru, Buku Bahasa Inggris kelas VIII, worksheet, answer sheet

Pertemuan ke -1

#### **G. Langkah-langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif sederhana tentang orang, binatang ataupun benda.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa kedalam kelompok yang terdiri dari 5-6 orang perkelompok..

##### **b. Kegiatan Inti**

##### **Mengamati**

- Guru memberikan lembar soal kepada siswa tentang deskriptif teks.
- Siswa mengamati kosa kata barudan sulit yang terdapat dalam teks.
- Bersama dengan guru, siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sederhana yang telah disediakan oleh guru.

### **Menanya**

- Dengan pengarahannya dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif.
- Siswa mempertanyakan kosakata baru dan sulit yang belum dipahami.
- Siswa mempertanyakan persamaan dan perbedaan teks deskriptif yang sedang dipelajari dengan teks lain.

### **Mengeksplorasi**

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks deskriptif sederhana.
- Pada saat belajar, siswa menyimak dan memberikan penjelasan ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif sederhana.

### **Mengasosiasi**

- Siswa secara aktif berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.

### **Mengomunikasikan**

- Siswa menyampaikan laporan dari hasil dalam mengerjakan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

## **c. Penutup**

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan ke-2

## **Langkah-langkah Pembelajaran**

### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif tentang binatang.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa kedalam kelompok-kelompok yang baru.

### **b. Kegiatan Inti**

#### **Mengamati**

- Guru meminta beberapa siswa untuk membaca teks deskriptif tentang orang, binatang dan benda.
- Siswa mengamati teks deskriptif untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

#### **Menanya**

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif.
- Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami dan menemukan informasi pada teks deskriptif.

#### **Mengeksplorasi**

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks deskriptif serta teknik yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.
- Siswa berlatih menjawab soal teks deskriptif tentang binatang yang telah diberikan oleh guru.

- Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

#### **Mengasosiasi**

- Siswa secara aktif di dalam kelompok mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.
- Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam kerja kelompok.

#### **Mengomunikasikan**

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsure bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

#### **c. Penutup**

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan ke-3

### **Langkah-langkah Pembelajaran**

#### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks deskriptif sederhana tentang orang, binatang ataupun benda.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereview.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

- Membagi siswa kedalam kelompok yang terdiri dari 5-6 orang berkelompok..

## **b. Kegiatan Inti**

### **Mengamati**

- Guru memberikan lembar soal kepada siswa tentang deskriptif teks.
- Siswa secara berkelompok mempelajari teks tentang “JavanRhinoceros”, yang terdapat dalam lembar soal.
- Guru memberikan arahan kepada seluruh kelompok untuk menentukan tugas dan peran siswa masing masing dalam kelompok (leader, click and clunk expert, gist expert, dsb)
- Siswa mengamati kosa kata barudan sulit yang terdapat dalam teks.
- Bersama dengan guru, siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks deskriptif sederhana yang telah disediakan oleh guru.

### **Menanya**

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam teks deskriptif..
- Siswa mempertanyakan kosakata baru dan sulit yang belum dipahami.
- Siswa mempertanyakan persamaan dan perbedaan teks deskriptif yang sedang dipelajari dengan teks lain.

### **Mengeksplorasi**

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsure kebahasaan yang terdapat dalam teks deskriptif sederhana.
- Pada saat belajar dalam kelompok, siswa saling menyimak dan memberikan penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif sederhana.

### **Mengasosiasi**

- Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif pada lembar kegiatan yang telah disediakan oleh guru.

#### **Mengomunikasikan**

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsure bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari teks deskriptif.

#### **c. Penutup**

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

#### **H. Penilaian**

##### **Teknik: Unjuk kerja**

##### **Answer these questions based on the text.**

1. The identification part of the text are found in ....
2. Based on the text, which one of the following statements is correct?
3. Females are usually hornless. The word 'hornless' means ....
4. It is comparatively small and slender. What is the synonym of the underlined word?
5. It's now relatively ...(2nd paragraph). What does the word 'it' refer to?

Metro, Agustus 2017

The Researcher

**M. Mujiburrohman**  
**NPM. 1176617**

**The list of students' name at VIII H of Junior High School 2 Metro  
(The sample of the research)**

| <b>No</b> | <b>Students' Name</b>        |
|-----------|------------------------------|
| 1.        | ADELIA BINTANG PERMATA KASIH |
| 2.        | ADITYA PRATAMA               |
| 3.        | ANISSA SAHRA                 |
| 4.        | ANWAR SARIFUDIN              |
| 5.        | ARDINA PUTRI                 |
| 6.        | ARZHANA ARIFIANDHANA         |
| 7.        | AULIA FAHRADINA              |
| 8.        | AYUNDA APRILIA               |
| 9.        | DERRY PRAYOGA HANIEF         |
| 10.       | DESTI AZIZA                  |
| 11.       | DIVA ALVINA WIDYANTI         |
| 12.       | FARHAN REZA PRATAMA          |
| 13.       | FARHAN SAHIS KURNIAWAN       |
| 14.       | GALIH SUJANA                 |
| 15.       | MEGA ASTUTI                  |
| 16.       | M. ABDILLAH .A               |
| 17.       | MESEN KHUSNUL AISYAH         |
| 18.       | MUTIARA MEGA PUTRI           |
| 19.       | PANJI PRABOWO                |
| 20.       | RAFFIQ RAHMANDA              |
| 21.       | RICHIA DENA AZIZAN           |
| 22.       | RIO SAPTA WIJAYA             |
| 23.       | RIZKY CITRA AZZAHRA          |
| 24.       | RUDY CHANDRA SAPUTRA         |
| 25.       | SALSABILA NAJMALIA           |
| 26.       | SYIFA AMALIA SHOLIHA         |
| 27.       | TINA DANI PUTRI              |
| 28.       | UMI KALSUM R.                |
| 29.       | YESICA AYU AMALIA            |
| 30.       | YUNITA TRI HASTUTY           |



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

## **SURAT TUGAS**

Nomor: B-1052/In.28/R/TL.01/02/2017

Rektor Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama : M. MUJIBURROHMAN  
NPM : 1176617  
Semester : 12 (Dua Belas)  
Jurusan : Tadris Bahasa Inggris (S1)

- Untuk :
1. Mengadakan observasi/survey di SMPN 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING COMPREHENSION (CIRC) AT THE EIGHTH GRADERS OF SMPN 2 METRO IN THE ACADEMIC YEARS 2016/2017".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 23 Februari 2017







**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**JURAI SIWO METRO**

---

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 E-mail: [stainjusi@stainmetro.ac.id](mailto:stainjusi@stainmetro.ac.id), Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING CIRC TECHNIQUE  
TOWARD THE READING COMPREHENSION ABILITY  
AT THE SEVENTH GRADERS JUNIOR HIGH SCHOOL 2  
METRO IN ACADEMIC YEARS 2016/2017

Name : M. MUJIBURROHMAN  
Student Number : 1176617  
Study Programmed : English Education  
Departement : Tarbiyah

**APPROVED BY:**

To be discussed in the proposal seminar in Tarbiyah Department of State Islamic College (STAIN) of Jurai Siwo Metro.

Sponsor

**Dra. Umi Yawisah, M. Hum**  
NIP. 19620424199903 2 001

Metro, 04 Oktober 2016  
Co-Sponsor

**Ahmad Subhan Roza, M.pd**  
NIP. 19750610200801 1 014

Dean,

**Dr. Hj. Akla, M.Pd**  
NIP. 19691008 200003 2 005



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN)JURAI SIWO METRO**

Jln.Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 47296 Email : [stainmetro@yahoo.com](mailto:stainmetro@yahoo.com) Website : [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

**RATIFICATION PAGE**

A research proposal entitled: **THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING COMPREHENSION ( CIRC ) AT THE EIGHTH GRADERS OF SMPN 2 METRO IN THE ACADEMIC YEARS 2016/2017**, written by m. mujiburrohman , student number 1176617, English Education Study Program, has been examined (seminar) in Tarbiyah Department on wednesday, November 23 2016.

**BOARD OF EXAMINERS:**

|             |                                |         |
|-------------|--------------------------------|---------|
| Chairperson | : Dra. Umi Yawisah, M.Hum      | (.....) |
| Examiner 1  | : Dr. Widhiya Ninsiana, M. Hum | (.....) |
| Examiner 2  | : Ahmad Subhan Roza, M.Pd      | (.....) |
| Secretary   | : Yuniarti, M.Pd               | (.....) |



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**JURAI SIWO METRO**

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**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : Pengajuan Seminar

Kepada Yth.,  
Ketua Jurusan Tarbiyah  
Sekolah Tinggi Agama Islam Negeri  
di-  
Tempat

*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka proposal yang disusun oleh:

Nama : M. MUJIBURROHMAN  
NPM : 1176617  
Jurusan : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : THE INFLUENCE OF USING CIRC TECHNIQUE TOWARD  
THE READING COMPREHENSION ABILITY AT THE  
SEVENTH GRADERS JUNIOR HIGH SCHOOL 2 METRO IN  
ACADEMIC YEARS 2016/2017

Sudah kami setuju dan dapat diseminarkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Pembimbing I

**Dra. Umi Yawisah, M. Hum**  
NIP. 19620424199903 2 001

Metro, 04 Oktober 2016  
Pembimbing II

**Ahmad Subhan Roza, M.pd**  
NIP. 19750610200801 1 014

## PERMOHONAN SURAT IZIN RESEARCH

---

Kepada Yth.,  
Rektor IAIN Metro  
di-  
Metro

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan di bawah ini:

Nama : M. MUJIBURROHMAN  
NPM : 1176617  
Fakultas : Tarbiyah  
Jurusan : Tadris Bahasa Inggris (S1) (PBI)  
Semester : 12 (Dua Belas)  
IPK Sementara : 2,96 ( Dua Koma Sembilan Enam )  
Alamat Tempat Tinggal : Desa Gunung Sari Rebang Tangkas  
HP. 089699525822

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi.  
Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING  
COMPREHENSION ( CIRC ) AT THE EIGHTH GRADERS OF SMPN 2  
METRO IN THE ACADEMIC YEARS 2016/2017  
Tempat Research : SMPN 2 METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Foto Copy KTM
2. Foto Copy Slip Pembayaran SPP terakhir
3. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
4. Asli Pengesahan Proposal
5. Asli Surat Bimbingan Skripsi yang dikeluarkan Jurusan
6. Asli Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum. Wr. Wb.*

Metro, 17 Februari 2017  
Pendaftar,



**M. MUJIBURROHMAN**  
NPM 1176617



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Telepon (0725) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-1053/In.28/R/TL.00/02/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMPN 2 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

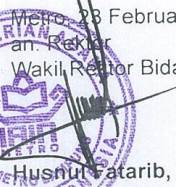
Sehubungan dengan Surat Tugas Nomor: B-1052/In.28/R/TL.01/02/2017,  
tanggal 23 Februari 2017 atas nama saudara:

Nama : **M. MUJIBURROHMAN**  
NPM : 1176617  
Semester : 12 (Dua Belas)  
Jurusan : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING COMPREHENSION ( CIRC ) AT THE EIGHTH GRADERS OF SMPN 2 METRO IN THE ACADEMIC YEARS 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Februari 2017  
an. Rektor  
Wakil Rektor Bidang Akademik,  
  
Husnul Fatarib, Ph.D  
NIP. 197401041999031004





DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 2 METRO**

Jl. Ki. Hajar Dewantara 91/15A ☎0725-41016 Kotak Pos 138 Kota Metro 34112  
NIS/NSS/NPSN : 200020/201120904002/10807602  
E-mail : smpnegeri2\_metro@yahoo.co.id



**SURAT KETERANGAN**

**Nomor : 301/I.12.3/SMP.02/LL/2017**

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Metro menerangkan dengan sesungguhnya bahwa :

Nama : M. MUJIBURROHMAN  
NPM : 1176617  
Program Studi : Tadris Bahasa Inggris

Berdasarkan surat Wakil Rektor Bidang Akademik Institut Agama Islam Negeri Metro Nomor : B-1053/In.28/R/TL.00/02/2016 tanggal 23 Februari 2017 perihal Izin Research dengan judul skripsi **THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING COMPREHENSION (CIRC) AT THE EIGHTH GRADERS OF SMPN 2 METRO IN THE ACADEMIC YEARS 2016/2017**. Nama tersebut di atas telah melaksanakan Penelitian pada hari Rabu, tanggal 2 Agustus 2017 di SMP Negeri 2 Metro dalam rangka penyelesaian tugas akhir/skripsi.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



Metro, Agustus 2017

Seorang Sekolah,

**SUTITNO, S.Pd.**

**NIP. 196501111988031003**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : M. Mujiburrohman  
NPM : 1176617

Jurusan : TBI  
Semester : XIII

| No | Hari/ Tanggal | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
|    |               | I          | II |                             |                        |
| 1. | 24/11-17      | ✓          |    | Bimbingan 1-5               |                        |
| 2. | 30/11-17      | ✓          |    | acc for monagorip           |                        |

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : M. Mujiburrohman  
NPM : 1176617

Jurusan : TBI  
Semester : XIII

| No | Hari/ Tanggal | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
|    |               | I          | II |                             |                        |
| 1  | 20/11-17      |            | ✓  | Mr out li                   |                        |
| 2  | 22/11-17      |            | ✓  | berisi Mr<br>Abetual        |                        |
| 3  | 23/11-17      |            | ✓  | Mr Mungsa                   |                        |

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : M. Mujiburrohman  
NPM : 1176617

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : XII/2016/2017

| No | Hari/<br>Tanggal | Pembimbing II | Hal yang dibicarakan | Tanda Tangan<br>Mahasiswa |
|----|------------------|---------------|----------------------|---------------------------|
|    | 16/02<br>2017    | ✓             | hal 1-3              |                           |
|    |                  | ✓             | hal instrument       |                           |

Diketahui :  
Ketua Jurusan Tarbiyah,

**Dr. Hj. Akla, M.Pd.**  
NIP. 19691008 200003 2 005

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : M. Mujiburrohman  
NPM : 1176617

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : XII/2016/2017

| No | Hari/<br>Tanggal | Pembimbing I | Hal yang dibicarakan            | Tanda Tangan<br>Mahasiswa |
|----|------------------|--------------|---------------------------------|---------------------------|
| 1. | 17/2             | ✓            | acc 1,2,3<br>acc for instrument |                           |

Diketahui :  
Ketua Jurusan Tarbiyah

**Dr. Hj. Akla, M.Pd.**  
NIP. 19691008 200003 2 005

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

## CURRICULUM VITAE

The name of the writer is M.Mujiburrohman He was born in Way Jepara, on November 7<sup>th</sup>, 1990. He is the Fourth child of happy couple, Mr. M. Muhtadi And Mrs Umi Rohlah (Almh)



He was graduated from MI Bahrul Ulum Way Kanan 2005. He continued his study MTs Al iman way Jepara , and graduated in 2008. He studied in MA AL Iman Way Jepara and graduated in 2011.

In 2011, he was registered as an S-1 student of English education study program at Intitute Of Islamic Collage ( IAIN) Metro .