

**THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) TOWARD READING COMPREHENSION
IN NARRATIVE TEXT OF THESECOND YEAR STUDENTS
AT ISLAMIC SENIOR HIGH SCHOOL
AL-MUTTAQIEN BUNGARAYA
SIAK REGENCY**



BY

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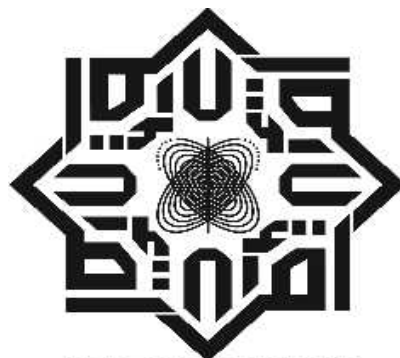
**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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AL-MUTTAQIEN BUNGARAYA
SIAK REGENCY**

Thesis

Submitted to Fulfill One of the Requirements
for Degree of Bachelor in English Education

(S.Pd.)



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ABSTRAK

Yuli Marlina (2012): Pengaruh Cooperative Integrated Reading and Composition (CIRC) Terhadap Pemahaman Bacaan Teks Naratif Siswa Tahunkedua di Madrasah Aliyah Al-Muttaqien Bungaraya, Kabupaten Siak

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa sulit memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Maka dari itu penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di MA Al-Muttaqien Bungaraya kabupaten siak.. Subjek dari penelitian ini adalah siswa tahunkedua a MA Al-Muttaqien Bungaraya kabupaten siak, dan objek dari penelitian ini adalah Pengaruh Cooperative Integrated Reading and Composition (CIRC) Terhadap Pemahaman Bacaan Teks Naratif Siswa Tahunkedua di Madrasah Aliyah Al-Muttaqien Bungaraya, Kabupaten Siak. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahunkedua. Keseluruhannya berjumlah populasi adalah 50 siswa. Dikarenakan jumlah populasinya sedikit, peneliti mengambil seluruh siswa kelas dua sebagai sample; XI IPS A yang terdiri dari 25 siswa sebagai kelompok experiment, dan XI IPS B yang terdiri dari 25 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 50 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS. Nilai siswa dibandingkan dengan t-tabel dengan memperhitungkan standar defiasi (df).

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari pengaruh Cooperative Integrated Reading and Composition (CIRC) Terhadap Pemahaman Bacaan Teks Naratif Siswa Tahunkedua di Madrasah Aliyah Al-Muttaqien Bungaraya, Kabupaten Siak, hal ini dapat dilihat dari penghitungan $t_{hitung} > t_{tabel}$ yaitu $5.218 > 2.69$. nilai ini lebih besar di bandingkan nilai kritik dalam tabel T yaitu 2.69 untuk taraf 1% dan 2.02 untuk taraf 5%, dengan demikian $2.02 < 5.218 > 2.69$. Oleh karena itu, dapatlah disimpulkan bahwa H_0 di terima dan H_a di tolak.

ABSTRACT

Yuli Marlina(2012): The Effect of Using Cooperative Integrated Reading and Composition (CIRC) towards Reading Comprehension in Narrative Text of the Second Year Students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text, some students could not identify main idea and the detail information of the text, so the writer was interested in carrying out the research about this problem.

The research was administered at the second year students of Islamic senior high school Al-Muttaqien Bungaraya Siak regency. The subject of the research was the second year students of Islamic senior high school Al-Muttaqien bungaraya Siak regency, and the object of this research was the effect of cooperative integrated reading and composition (CIRC) strategy. The design of this research was *Quasi-experimental* design.

The population of this research was all of the second year students. The total number of population was 50 students. Because the number of population was small, the researcher took all of the population as sample in which; XI IPS A consisted of 25 students as experimental group, and XI IPS B consisted of 25 students as control group. So the number of samples from two classes was 50 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS 16 version. The students' score was compared with the table t-table considered with degree of freedom (df).

After analyzing the data, the researcher found that there is significant effect of cooperative integrated reading and composition (CIRC) strategy towards reading comprehension in narrative text at the second year students of Islamic senior high school Al-Muttaqien bungaraya Siak regency. It can be seen from the result of T-test calculating that is 5.218. It is bigger than standard on the critical table of the T-test that is 2.69 in 1% or 2.02 in 5%, it can be read $2.02 < 5.218 > 2.69$. Regarding the result above, H_a is accepted and H_o is rejected.

يولي مار لينا () : تأثير نموذج الصورة و الصورة إلى فهم القراءة
على الفقرة القصية لطلاب الصف الثاني بالمدرسة
الإعدادية الحكومية المتقين منطقة سيالك.

بناء على الدراسية الأولية رأت الباحثة أن الطلاب لم يقدروا على فهم القراءة في الكتب الدراسية بالمدرسة. وتأتي هذه المشكلة بعدة العوامل منها: يصعب بعض الطلاب على فهم محتويات النصوص التي يقرأونها وأنهم أيضا لا يقدرون على تعميم المعلومات من نصوص القراءة، ومع ذلك رغبت الباحثة في أداء هذا البحث.

انعقد هذا البحث بالمدرسة الإعدادية الحكومية رامباه هيلير منطقة روكان هولو. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة الإعدادية الحكومية 5 رامباه هيلير منطقة روكان هولو بينما الهدف في هذا البحث لمعرفة تأثير نموذج الصورة و الصورة. عرضت الباحثة هذا البحث كبحث شبه التجربة.

الأفراد في هذا البحث جميع طلاب الصف الثاني بقدر 50 فصلين اثنين لعينات هذا البحث هما طلاب الصف الثامن الأول فيه 25 و طلاب الصف الثامن الثاني فيه 25 طالبا لفصل الضبط و عدد العينات من الفصلين السابقين. في تحليل البيانات استخدمت الباحثة عينة مستقلة تـ.

أساسا على تحليل البيانات، كشفت الباحثة أن هناك تأثيرا ضروريا من استخدام الصورة و الصورة إلى القدرة على في تحسين فهم الطلاب على القراءة لطلاب الصف الثاني بالمدرسة الإعدادية الحكومية رامباه هيلير منطقة روكان هولو، وهو من الحساب الاختبار- ت وهي. 5.218 وهذا الرقم أكبر من ت الجدول وهي 2.69 1 وهو 2.02 وهو $2.02 < 5.218 < 2.69$. ومع ذلك كانت الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

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In the Name of Allah the Most Gracious and the Most merciful

Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him.

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In this occasion, the writer would like to express the great thanks to:

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin..

The writer

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THE LIST OF CONTENT

| | |
|--------------------------------------|------|
| SUPERVISOR APPROVAL | i |
| EXAMINER APPROVAL | ii |
| ACKNOWLEDGEMENT | iii |
| ABSTRACT | v |
| THE LIST OF THE CONTENT | viii |
| THE LIST OF TABLE | x |
| THE LIST OF APPENDIXES | xi |

CHAPTER I: INTRODUCTION

| | |
|--|---|
| A. The Background | 1 |
| B. The Definition of the Term..... | 5 |
| C. The Problem | 7 |
| 1. The Identification of the Problems | 7 |
| 2. The Limitation of the Problems..... | 7 |
| 3. The Formulation of the Problems..... | 8 |
| D. The Objective and Significance of the Research..... | 8 |
| 1. The Objective of the Research | 8 |
| 2. The Significance of the Research | 9 |

CHAPTER II: LITERATURE REVIEW

| | |
|--|----|
| A. The Theoretical Framework | 10 |
| 1. The Nature of Reading | 10 |
| 2. The Reading Comprehension | 14 |
| 3. Reading Comprehension in Narrative Text..... | 17 |
| 4. Students' Reading Comprehension in Narrative Text..... | 20 |
| 5. The Factor Influencing Students Reding Comprehension In Narrative Text | 20 |
| 6. The Cooperative Integrated Reading and Composition (CIRC) strategy | 22 |
| B. The Relevant Research | 30 |

| | |
|---------------------------------------|----|
| C. The Operational Concept..... | 32 |
| D. The Assumption and Hypothesis..... | 35 |

CHAPTER III: RESEARCH METHODOLOGY

| | |
|---|----|
| A. The Research Design..... | 36 |
| B. The Time and Location of the Research..... | 37 |
| C. The Subject and Object of the Research..... | 37 |
| D. The Population and Sample of the Research..... | 38 |
| E. The Technique of Data Collection..... | 39 |
| F. The Validity and Realibility of the Test..... | 42 |
| G. The Technique of Data Analysis | 51 |

CHAPTER IV: THE DATA PERSENTATION AND DATA ANALYSIS

| | |
|---|----|
| A. The Data Presentation | 52 |
| B. The Technique of Data Analysis | 53 |
| 1. The Data of Experimental Group. | 54 |
| 2. The Data of Control Group. | 58 |
| C. The Data Analysis. | 62 |

CHAPTER V: CONCLUSION AND SUGGESTION

| | |
|----------------------------------|----|
| A. Conclusion..... | 65 |
| B. Suggestion | 66 |
| 1. Suggestion for Teacher | 66 |
| 2. Suggestion for Students | 67 |

| | |
|---------------------------|-----------|
| BIBLIOGRAPHY | 68 |
|---------------------------|-----------|

APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is an essential part in teaching and learning language, and also language use because it provides multiples opportunities for the students in studying language such as: vocabulary, grammar, punctuation, and the way to construct, sentences, paragraphs, and texts. And then the purpose of reading is to acquire information, knowledge, insight, and interest that are gotten from the material.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹. It means, there is communication between the reader and text that happens during reading. The reader should use their previous knowledge, strategy and skill to comprehend the text. Because the last process of reading is comprehension, so reading comprehension is when the reader can apply it effectively.

According to School-Based Curriculum in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era². In reading skill, there are two basic competences that should be achieved by the students at the second year of senior high

¹ Kalayo Hasibuan, Fauzan A, *Teaching English as Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) Op cit. p.114-115

² Departemen Pendidikan Nasional, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA* (Solo: PT. Tiga Serangkai, 2006), p. 13

school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of the monolog/essay in the form of recount, narrative, analytical exposition, report, application letter and procedure text accurately and fluently. So, one of the genres that should be learned by the students is the narrative text. In this research, the genre used by the writer is narrative text.

Narrative text is story that concerns temporal sequences, situations and events unfolding in time³. Basically the generic structure of narrative text consists of three parts: orientation, complication, and resolution. In reading narrative text, the students are called to comprehend if they can find the main ideas, characters, setting, events, time signal and functional information of the text.

Islamic Senior High Schools Al-Muttaqien Bungaraya is one of the schools in Siak Regency that uses KTSP (Education Unit Level Curriculum) as a guide in teaching-learning process including reading subject. English has been taught twice a week to the students with the duration 45 minutes for one meeting. It means that they have to learn English 90 minutes in a week. As a target that should be achieved by the students in KKM standard is 60 for English. So, Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency already carries out the teaching-learning process based on KTSP that prioritizes to develop language skills including in reading. In fact,

³ David Herman, *Basic Elements of Narrative* (Singapore: Ho Printing Pte Ltd, 2009), p.1 [Electic Version], Library.nu.com (Retrieved on January 3th, 2012)

eventhough English has been taught twice a week starting from elementary up to second year of senior high school but the result of English score is still far from the expectation as required by the curriculum.

Based on the writers' preliminary study at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency it is because of some factors. First, some of the students could not find specific information of the text such as time signal, functional information, place of story, and name of character. Second, some of the students were not able to find out main idea of the texts. Third, the students could not find the meaning of new vocabulary in narrative text. Fourth, some of the students were not able to decide the inference in the narrative text. Fifth, some of students were not able to identify the word references in the narrative text.

The problem faced by the students can be described as follows:

1. Some of the students were not able to find the specific information in narrative text.
2. Some of the students were not able to find the main idea in narrative texts
3. Some of the students were not able to find the meaning of new vocabulary in narrative text.
4. Some of the students were not able to identify the word references in the narrative text
5. Some of the students were not able to decide the inferences of the narrative text

Basically, the problem above can be caused by many factors. They are derived from the teaching strategy, the students' intellectual competences, or the student's

socio, and economic condition which force them the lack of schools' facilities eventually causes low interest to study and low score of English subject. So, the writer thinks that it is needs a new solution or strategy to solve this problem, especially for reading narrative text.

According to Nunan learning strategy is the mental processes in which learners employ to learn and use the target language⁴. It includes the student's competence and knowledge in teaching reading especially for narrative text. The strategy is very need for the teacher in teaching reading, because the students will be more interested in studying and getting easy to understand about the material. As Riyanto stated that learning strategy is the teacher's tactics to make the learning effectively, efficiently, optimally in which interaction between students and components of learning in an activity gets the goal of teaching and learning⁵. So, learning strategy is one way to make communication between the students and the teacher to in understanding the text easily.

To provide the solution to these problems, the writer proposes a strategy, called cooperative integrated reading and composition (CIRC). Cooperative integrated reading and composition (CIRC) is a school-based program that targets reading, writing, and language arts in grades 2 up to 6 levels⁶. So, learning strategy is the

⁴ David Nunan,, *Language Teaching Methodology: A text Book for Teachers*, (New York: Prentice Hall, 1991), p.168

⁵ Yatim Riyanto, *Paradigma Baru Pembelajaran: Sebagai Referensi bagi Pendidik dalam Implementasi Pembelajaran yang Efektif dan Berkualitas* (Jakarta: Kencana Prenada Group, 2009) P. 132

⁶ Robert Slavins, *Cooperative Learning Theory, Research, and Practice* (London : Allymand Bacon, 2005) p.104

important one in teaching and learning process, and CIRC strategy will overcome the students' problem to comprehend reading narrative text particularly.

Based on the explanation and the problem experienced by students above, the researcher is interested in conducting a research entitled: the effect of using Cooperative Integrated Reading and Composition (CIRC) toward reading comprehension in narrative text of the second year students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

B. The Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. **Effect:** Effect is measure of the strength of one variable's effect on another or the relationship between two or more variables⁷. In this research, effect was defined as the writer's identification of the result whether teaching English treated by using Cooperative Integrated Reading and Composition (CIRC) strategy can give contribution toward students reading comprehension in narrative text or not.
2. **Cooperative Integrated Reading and Composition:** According to Slavin Cooperative Integrated Reading and Composition (CIRC) is a school-based program that targets reading, writing, and language arts in grades 2 up to 6 levels⁸.

⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics Third Edition* (New York: Person Education, 2002), p. 175

⁸ *Ibid*, p.104

In this study, it means that the technique or strategy used by the teacher is to know its effect towards students' reading comprehension in narrative text.

3. **Reading Comprehension.** Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning⁹. And the goal of reading is comprehension. The goal and the purposes of reading cannot be reached without comprehension. Comprehension in this study was how well students' ability in understanding the intended meaning of reading texts. In this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts of the second year students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

4. **Narrative Text.** Narrative has certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas¹⁰. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. In this study narrative text is the text that used by the researcher for apply the cooperative integrated reading and composition (CIRC) strategy.

⁹ David Nunan,, *Practical English Language Teaching, First Edition* (Singapore: Mc Grow Hill Asia, 2003) p.68.

¹⁰ M.Syafii, Fauzan A et al, *The Effective of Paragraph Developments: The Process of Writing for Classroom Setting*, (Pekanbaru: LBSI, 2007), p. 55

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is very clear that most of the students of the second year at Islamic Senior High School Al- Muttaqien Bungaraya of Siak Regency still have problem in reading comprehension. To clarify this problem, the researcher identifies the problem as follows:

- a. What factors make the students are not able to find main idea in narrative text?
- b. Are the students difficult in finding the meaning of new vocabulary in narrative text?
- c. Do the students have difficulties to identify the word references in narrative text?
- d. Do the students have low competence of reading narrative text?
- e. Is the use of CIRC strategy effective to improve students' reading comprehension in narrative text?

2. The Limitation of the Problem

Based on the identification of the problems above, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem. Since the strategy that has been used by the teacher has not been effective. The writer focuses on the strategy used by the teacher as possible solution, cooperative

integrated reading and composition strategy that will be applied to increase student's reading comprehension in narrative text of the second year students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

3. The Formulation of the Problem

Based on the limitation of the problem, the writer formulates the problem as follows:

- a. How is the students' reading comprehension in narrative text taught by using cooperative integrated reading and composition strategy?
- b. How is the students' reading comprehension in narrative text taught without using cooperative integrated reading and composition strategy?
- c. Is there any significant effect of using cooperative integrated reading and composition (CIRC) strategy toward reading comprehension in narrative text of the second year students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency?

D. The Objective of the Research

1. The Objective of the Research

- a. To find out students' reading comprehension in narrative text without being taught by using cooperative integrated reading and composition (CIRC) strategy.
- b. To find out students' reading comprehension in narrative text being taught by cooperative integrated reading and composition (CIRC) strategy.

- c. To find out there is any significant influence of cooperative integrated reading and composition (CIRC) strategy toward the students reading comprehension in narrative text at the second year students of senior high school al-muttaqien bunga raya siak regency.

2. The Significance of the Research

- a. To fulfill one of the requirements for the writer to complete her graduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. To provide the information for next research
- c. Research findings are expected to give the valuable input to the English teachers at Islamic Senior High School Al-Muttaqien Bungaraya of Siak Regency especially and all English teachers generally as an attempt to improve the students' ability in reading comprehension in narrative text.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills that must be mastered by individual learner, besides listening, writing, and speaking. According to Hasibuan reading is to gain information, knowledge and critique for writer's idea and style. and reading can help the students to know about type of the text and to comprehend its content. It is suitable for the purpose of reading, the reader needs to apply and achieve comprehension¹. So, the aim of reading is to develop language of learner and the students' ability to comprehend the text.

According to Nunan reading is a dynamic process in which the text element interacts with other factor outside the text². And also reading is an activity to get the meaning of written language because reading is people who understand written language and understand the meaningful symbol or sign. Furthermore, Iwuk stated that reading is a difficult action because reading is not only pronounce the symbols or sign of written text but also reading is a complex action that reader should understand to

¹Kalayo H, Fauzan A, *Teaching English as Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007)p. 130

²Nunan David, *Language Teaching Methodology*,(New York: Cambridge University Press, 1991), p. 70

make interpretation³. So, reading is a purposeful process of identifying, interpreting, and evaluating ideas in term of mental contents or the total awareness of the reader.

It can be concluded that reading is purposeful thing because reading has many functions. and the reader should identify, understand, interpret and also evaluate to get the meaning and to know content of written text it self.

According to Bernhard reading is an interactive, socio-cognitive process; involving a text, a reader, and a social context in which the activity of reading is taking a place⁴. It is strengthened by Kalayo, reading is interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is. So, reading is communication between the reader and the written text. And the reader should use their skill to understand the content of the text.

The readers' knowledge, skills and strategies include⁵:

- a. Linguistic competence: the ability to recognize the element of the writing system, knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

³Iwuk P, *A Guide for Reading Comprehension; Panduan Memahami Bacaan*, (Klaten.: PT. Intan Sejati, 2007) , p. 7

⁴Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston USA: Heinle & Heinle, 25 Thompson Place, 2001), p. 154

⁵Kalayo H, Fauzan A, et al, *Op.Cit.*, p. 115

- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

It can be concluded that learning to read is important because it is related how to use good strategy, word knowledge or vocabulary knowledge, and skill to get the meaning of text or comprehension, because comprehension is the goal of reading.

According to Grabereading as a complex of interactive process. And within the complex process of reading, there are six general component skills and knowledge areas⁶:

- a. Automatic recognition skills is a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge is a sound of understanding of language structure and a large recognition of vocabulary
- c. Formal discourse structure knowledge is an understanding on how texts are organized and how information is put together into various genres of text (e.g., report, a letter, a narrative)
- d. Content/word background knowledge is a prior knowledge of text-related information and shared understanding of the cultural information involved in text.

⁶Marianne Celce-Murcia, *Loc. Cit.*

- e. Synthesis and evaluation skills/strategies is the ability to read and compare information from multiples sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.
- f. Metacognitive knowledge and skills monitoring are awareness of one's mental processes and the ability to reflect on what one is doing and the strategy one is employing while reading.

It can be concluded that there are many skills that should be possessed by the students for reading. It is including strategy, metacognition skills, background knowledge, automatic skill and structural knowledge to uderstand reading text easily.

According to rivers in Rima there are seven main purposesof reading:

- a. To obtain information for some purposes because they are curious about some topic
- b. To obtain instruction on how to perform some tasks for their works or daily life
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letter
- e. To know when or where something will take place or what is available
- f. To know what is hapening or has happening (as reported in newspaper, magazine, reports)
- g. For enjoyment or exitement

It can be concluded that learning to read is important.Because reading will open our new worlds and opportunities, It enables us to gain new knowledge, enjoy

literature and do daily need that are part of life and modern life, such as reading newspaper, job listing, instruction and etc.

2. The Reading Comprehension

Reading for comprehension is the primary purpose for reading⁷ because reading is an activity with purpose. And the purpose for reading also determines the appropriate approach to reading comprehension⁸. It means that people who want to read it is depend on their purpose or need and they will choose what the material are suitable for their purpose. Yet for comprehension the reader should use some approaches or strategies.

According to Grabe, reading comprehension is a combination of identifying and interpretation skills. Then, he stated thatActive process of comprehending [where] students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim a head to fill in the context, etc)⁹.It means that reading comprehension is the result of teaching and learning processes thatindividual can explain or define a unit of information in their own words and students are required to get some strategies to read effectively and efficiently.

⁷Richards, Willy A., *Methodology in Language Teaching*,(New York :Cambridge University Press,2002),p. 227

⁸Kalayo H, Fauzan A, et al, *Op Cit*, p.114

⁹HashemSulaeiman Al-Yousef,*The Teaching Reading Comprehension to ESL/EFL Learner*,(The Reading Matrix, Vol5 No. 2, 2005) , November 11 2011, p.143

Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing¹⁰. Reading comprehension is about relating prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn depends on lived experience. and having more prior knowledge will be having more comprehension¹¹. So, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what they read or in other words reading without understanding is useless.

According to Smith in Syaifullah comprehension is bound to be lost in such circumstances and learning becomes impossible. The tendency to stop dead at the first difficult word and thus to struggle uncomprehendingly through print a word at time is a characteristic of poor reader of all ages¹². It means that to comprehend the text, the reader should read a whole of the text and if the reader do not know what the meaning of unfamiliar word do not stop it but just continue because comprehension cannot be got from one by one word meaning but generally.

According to Whiter in Khairani, various characteristic and circumstances can affect reading rate of comprehension for somebody. These include:

- a. Your background knowledge: the amount of knowledge you have about a topic influence how easily and how fast you will be able to read about it.

¹⁰*Seven Comprehension Strategies for Making Independent Readers*. (retrieved from <http://www.suite101.com/content/seven-comprehension-strategy-for-making-independent-readers-a2009> on april 12 2011).

¹¹ Elizabeth, AngalukiM, Elizabeth B, Michael L, et al, *Teaching reading*,(Educational Practice Series-12, The Educational Academy of Education, 2003), p. 19

¹²Syaifullah, *An article a Compiled and Practice: Extensive Reading*(Unpublished: 2009), p.68

- b. You are physical and recovering from a cold, and whether you are recovering from a cold, and whether you are happy or relaxed after enjoying a dinner can all affect your ability to read and concentrate. Ideally, try to complete analytical or careful reading assignments when you are at your physical peak and can maintain an optimum level of concentration.
- c. Your interest level: most of the people have little difficulty of understanding and remembering material if the subject is highly interesting. Interest, then, can facilitate comprehension and rate; a lack of interest or motivation can have an adverse affect.
- d. Your reading skill. Your ability to comprehend directly influences how well and how fast you are able to read a given page; your vocabulary is also an important factor. If your vocabulary is limited, for example, you will encounter numerous unfamiliar words that will impair your comprehension and slow you down¹³.

It can be concluded that there are many effects of someone's comprehension. Oral language, phonological and phonemic awareness, fluency, and prior knowledge can also give the effect to someone's comprehension in reading texts. Then good readers are aware of how well they understand a text while reading and also how well they take active steps to overcome difficulties in comprehension.

¹³Khairani, *The Correlation between Teaching Reading Activities and Students' reading Achievement in Answering Questions based on Reading Text at the Second Year of SMA Negeri 2 RambahHilir*, (unpublished: 2007), P. 1-2

3. Reading Comprehension in Narrative Text

Comprehension was the process of making sense words, sentences, and connected text. Phang stated that comprehension is the process of deriving meaning from connected text¹⁴. It involved word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. According to Catherine Snow, she mentioned that comprehension entails three elements¹⁵:

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

Good comprehenders could be engaged in many different types of text¹⁶. Narrative text was one of the types of the text in reading that should be mastered by

¹⁴ElizabetPhang, Et al, *Teaching Reading*, (France: SADAG, belljearde), p.15
<http://www.curtin.edu.au/curtin/dept/smec/ia> (Retrieved on February 24th, 2011)

¹⁴Catherine Snow and Chair, *Reading for Understanding toward an R&D Program in Reading* (Santa Monica, Ca: Rand Education, 2002),p.11

¹⁴*Ibid*, p.14

students especially for the second year students of Islamic Senior High School. Whether it tells a true story or fiction, a narrative text gives an account of one or more experiences¹⁷. This text tells about a story to make a point or explain an idea or event that can be fun to read.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts. There were several kinds of narrative text such as fairytales, legends, plays, cartoon, and adventure stories¹⁸. All of the narrative text types have the social purpose to entertain and instruct the reader. The generic structure of narrative text is consists of three parts: orientation, complication/problems, and resolution¹⁹.

Example of narrative text²⁰:

| Title | Cinderella |
|--|--|
| Orientation (Characters, Setting, Main idea) | Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. |
| Complication (Body) | One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her. |
| Resolution | Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after. |

¹⁷Syafi'i S, Fauzan A, et al, *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.53

¹⁸Kalayo H and Fauzan A, et al, *Op.Cit.*, p.130

¹⁹*Ibid.*, p. 131.

²⁰Diana Ferdianti, *Intensive-Learning English: for Grade XI Senior High School (SMA/MA)*, (Jakarta Selatan: PT.SetiaPurnaInves, 2005) p. 25

Syafi'i stated that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas²¹. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. According to this statement, the students can be called have ability in reading narrative that are the students should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text. In other sides, the common grammatical features that used in narrative texts, they are²²:

- a. Defined character
- b. Descriptive language
- c. Dialogue
- d. Usually past tense

Moreover, efficient comprehension required the ability to relate the textual material to one's own knowledge. Comprehending a narrative text was an interactive process between the reader's background knowledge and the text. So, it is involves more than just relying on one's linguistic knowledge.

²¹Syafi'i, Fauzan A et al, *Op. Cit.*, p. 55

²²Kalayo H, Fauzan A, et al, *Op. Cit.*, p.130

4. Students' Reading Comprehension in Narrative Text

Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Narrative is one of the types of the text in reading that should be mastered by students especially for the second year students of Islamic Senior High School.

Good comprehenders can be engaged in many different types of text²³. Whether it tells a true story or fiction, a narrative text gives an account of one or more experiences²⁴. So, this text tells about a story to make a point or explain an idea or event that can be fun to read and student experience would affect students' reading comprehension in narrative text.

5. The Factors Influencing Students Reading Comprehension in Narrative Text

There are two factors that influence students in learning process, as follows:²⁵

a. The Internal Factor

The internal factor means the factors which come from the reader himself or usually we know as personal factors, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

²³ Catherin Snow, Chair, et al, *Op.Cit.*,p.14

²⁴Syafi'i S, Fauzan A, et al,*Op.Cit.*,p.53

²⁵MuhibbinSyah, *PsikologiBelajar*,(Jakarta: PT. Raja Grafindo, 2003), p.145

- 1) *Motivation*. When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Edward de Bono defined intrinsically motivated activities as ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curiously internally rewarding consequences, namely, feelings of competence and self-determination²⁶.

- 2) On the other hand, extrinsic motivation is defined by him as extrinsically motivated behaviors that are carried out in anticipation of a reward from outside and beyond the self, such as; money, prize, grades, and even certain forms of positive feedback. *Interest*. Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other side, if the readers have no any interest to read, it can influence his/her comprehension.

b. The External Factor

The external factor has a close relationship with reading material and teacher of reading.

- 1) *Reading material*. The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the

²⁶ H Douglas, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, Inc, 1994), p.220

text/paragraph given, not at the right level of the difficulty of the readers or the students.

- 2) *Teacher of reading.* The teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension

6. The Nature of Cooperative Integrated Reading and Composition (CIRC)

Cooperative integrated reading and composition (CIRC) is a comprehensive program for teaching reading, writing and language arts in the upper grades of primary education²⁷. CIRC strategy presents a structure that increases not only opportunities for direct teaching reading and writing but also applicability of composition writing techniques. In this learning the students should make one group. Each group consists of four or five students. Each member of group consists of cognitive; sex, rash, and religion are different.²⁸ So, it is better for the groups that consist of students' high, medium, and low level ability and feel comfort to each other.

CIRC is ultimately developed and researched by Madden and Slavin in 1980s. Indikhiro point that CIRC is a model of cooperative learning that integrate whole texts or composition to be core point²⁹. It means that students work in groups and

²⁷Robert Slavins, *Cooperative Learning Theory, Research and Practice*, (London: Allyn and Bacon, 2005) p.104

²⁸*Ibid*,p. 149

²⁹Indikhiro, Awalani,, *Penerapan Model Pembelajaran CIRC BerbasisKomputeruntukMeningkatkanHasilBelajarSiswapadaPembelajaran TIK*,

each group consists of four students and they discuss by reading the text first, then write the result of the discussion and finally present in front of class.

According to Senemoglu in Durukan, CIRC is developed to support traditionally the use of skill-based reading group approaches³⁰. Firstly, reading groups are established in the classroom. Next, students are paired within the groups. When the students work with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition).

In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignment on the basis of the average performance of group members. It can be concluded that CIRC is cooperative learning in which students are divided into groups and one group consists of four students. And they have to discuss and problem-solving faced by them.

One characteristics of CIRC is the students' ability to work and cooperate in heterogeneous learning teams. and each member of the group has the same responsibility. As a Lyn D. in Rohani stated that students must be divided for the

(*Jurnal Pendidikan Teknologi Informatika dan Komunikasi (PTK)* Vol. 3 No.1 Juni, 2010), On October 01 2011, p. 1

³⁰Erhan Durukan, *Effect of CIRC Technique on Reading-Writing Skills*. (Academic Journals, Educational research and reviews vol. 6(1), Januari 2011), p. 103

tasks and share the responsibilities equally among group members³¹. Because in cooperative learning, the goals of teams are the core and important one, so to get the goal of teams students should discuss, cooperate and help their friends. It is strengthened by Slavin that stated, in addition to solving the problem of management and motivation in individualized programmed instruction.

CIRC is created to take advantage of the considerable socialization potential of cooperative learning; and Johnson and Johnson stated that knowledge is social, constructed from cooperative efforts to learn, understand and solve problems. Group members exchange information and insight one another, and weak points in each other's reasoning strategies, correct one another, and adjust their understanding on the basis of other's understanding³². So, CIRC is comprehensive program where the students not only learn about reading and writing but also learn about how to understand and how to response.

Cooperative integrated reading and composition (CIRC) consist of three principal elements. They are³³:

- a. Basal-related activities

CIRC focuses on the activities prescribed for basal stories for making more effective the use of follow-up time: students work within cooperative teams on these

³¹Rohani, *Cooperative Learning Tipe CIRC Berbasis Penemuan untuk Meningkatkan Keterampilan dalam Menyelesaian Soal Cerita Siswa Kelas IX SMP Negeri 1 Tulis, Kabupaten Batang*, (Unpublished: 2010) P.10 [retrieved from <http://fmgmpbatangbarat.wordpress.com/contoh-ptk-mata-pelajaran-matematika/> on October 01 2011], p.10

³²*Ibid*

³³Slavin, *Op.Cit.*, p.106

activities, coordinated with reading-group instruction, in order to meet an objective in such areas as reading comprehension, vocabulary, decoding, and spelling. In reading, students are taught in reading groups and return to mixed ability teams to work in a series of cognitively engaging activities: partner reading, making predictions, identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing.

Students are motivated to work with one another on these activities by the use of a cooperative reward structure in which they may earn certificate or other recognition based on the learning of all team members. So, through this activity can improve students' interest in teaching and learning reading in narrative especially.

b. Direct instruction in reading comprehension

Once of a week the students will be taught about how to comprehend the text directly, such as how to identify main idea, connect each paragraph, and how to make conclusion. This activity greatly increases student's opportunities to read aloud and receive feedback on their reading by having students read in teammates and by training them in how to respond to one another's reading. So in CIRC, students also received direct reading instruction on comprehension and metacomprehension by team practice on language mechanics and language expression activities, which are integrated with students' writing activities.

c. Integrated language arts and writing

CIRC uses cooperative teams to help students learn broadly applicable reading comprehension skill, like asking the student to practice their ability or by doing test. Such as making a narrative text, comparative paragraph, news, letter and so on and they will be helped by their teammate. During follow-up, students work in pairs to identify five critical features of narrative story: characters, setting, problems, attracted solution, final solution, and also make and explain predictions about how problems will be resolved and summarized into main elements of stories to one another. So, all of the activities in CIRC can improve students' ability in comprehending a text and it is good to apply for teaching reading narrative particularly.

It can be concluded that the principles of CIRC are three area; first activity include partner reading, making prediction, identification of character, find-solve the problem and summarizing. Second activity includes how to comprehend the text, how to respond, how to make conclusion and resume. And the third activity is presentation

6.1 The Advantages of Cooperative Integrated Reading and Composition Strategy

The advantages of cooperative integrated reading and composition (CIRC) as follows³⁴:

- a. TheCIRC activities are relevant to all student's level;

³⁴Sri udin, *The advantages of CIRC*, (2011), Retrieved from [Http://.Id.Wikipedia.Org/Wiki/Procedureof CIRC](http://.Id.Wikipedia.Org/Wiki/Procedureof CIRC) on September 10 2011.

- b. The CIRC activities are suitable for the student's activity.
- c. The CIRC activities are more fun so the class will be more active
- d. Cooperative learning can grow up and develop students skills;
- e. Cooperative learning activities are relevant to the student's environment
- f. Integrated learning can improve students' motivation to learn
- g. To develop the student's social interactions such as cooperation, tolerance, communication and respect for others' ideas.

Based on the explanation above, it can be concluded that there are many advantages of cooperative integrated reading and composition and it can make students interested in studying English in narrative text particularly.

6.2 The Procedure of Cooperative Integrated Reading and Composition Strategy

According to Slavin and Steven in Riyanto, the procedure of CIRC can be seen as follows³⁵:

- a. The teacher divides the students into groups in which each group consists of four students and heterogeneously.
- b. The teacher gives a texts or composition to the students suitable for the topic of subject material.

³⁵YatimRiyanto,*ParadigmaBaruPembelajaran: SebagaiReferensiBagiPendidikdalamImplementasiPembelajaran yang EfektifdanBerkualitas* (Jakarta: KencanaPrenada Group, 2009), p.279

- c. Students work in group, read, find the spesific information, main idea, and give response or comment about the text and write in a paper.
- d. The students present or read the result of the discussion in front of class
- e. The teacher and students make conclusion.
- f. Closing

According to Indikhiro the procedure of CIRC can be seen as follows³⁶:

a. Orientation

In this step, the teacher gives brainstorming and first knowledge about narrative text to the students and explains the purpose of teaching and learning narrative text.

b. Organization

The teacher divides the students into some groups, each group consists of four students and heterogeneously based on their reading level, then gives a text about narrative, explains the mechanism of groups, and assignment including the question of the text that students should do and answer during teaching and learning process.

c. Introduction new concept

In this step the teacher recognizes new concept of CIRC to the students that refers to the result finding during exploration. It can get from teachers' explanation, books, film, and poster.

³⁶IndikhiroAwalani., *Op.Cit.*, p. 1

d. Publication

The students communicate, prove, practice and then present their result of discussion in front of class. During presentation, other group should give a comment, response or question to the group, as a presenter. So, the class will be more active.

e. Reflection and strength

The teacher gives more explanation about the text and also about the problem includes giving the real example in daily life. Then in this step the teacher give the students chance to reflection or chance to ask about the material and also evaluate the result of teaching and learning.

In this research, the writer used indikhiro's procedure as a teaching procedure by using cooperative integrated reading and composition toward students reading comprehension in narrative text at the second year XI IPS A of MA Al-Muttaqien bungaraya siak regency.

6.3 Teaching Reading Narrative Text by Using Cooperative Integrated Reading and Composition (CIRC) Strategy

The procedure of teaching reading narrative text by using cooperative integrated reading and composition strategy can be seen in the following steps³⁷:

- a. The teacher gives brainstorming or first knowledge about narrative text includes the purpose, characteristic, function, and example of narrative text. and gives some questions to review students' knowledge

³⁷*ibid.*

- b. The teacher divides the students into groups. Each group consists of four students.
- c. The teacher explains and applies CIRC strategy, including the assignment and mechanism of the group.
- d. The teacher gives text and questions about narrative to the students
- e. The teacher asks the students to work in group to discuss, choose presenter and find-solve problem faced by them. Then make a resume.
- f. The teacher monitors and asks the students to present their resume in front of class and the other group should give comment, suggestion and also question to the groups, who as a presenter.
- g. The teacher gives more explanations and evaluates about the problem faced by the students during teaching and learning process, then give chance for students to ask about narrative and the problem to comprehend the text.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself³⁸. Besides, we have to analyze what the point that the focuses on, informs the design, finding and concluding of the previous research, that of:

³⁸Syafi'i S, *From Paragraph to a Research Report: A Writing of English for Academic Purpose* (Lembaga Bimbingan Belajar Syaf Intensive (LBSI): Pekanbaru, 2007), p. 122

1. A research from Indikhiro³⁹

In 2010, Indikhiro conducted a research which entitled “Penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbasis komputer untuk meningkatkan hasil pembelajaran siswa pada pembelajaran TIK”. The research method which was used in this research was quasi experimental research. From the research, he found that the score of students’ achievement before teaching using CIRC were in rate 23, 67% then increasable in rate 80, 47% after teaching by using CIRC. It means CIRC learning model could be effective method. It is proper since there was a significant difference between the control group and the experimental group when the study was conducted. Furthermore, what was conducted by the writer was different. The writer uses cooperative integrated reading and composition (CIRC) toward students’ reading comprehension in narrative text at the second year of Islamic Senior High School Al-Muttaqien Bungaraya Siak regency.

2. Rohani conducted research which entitled “Cooperative Learning Tipe CIRC Berbasis Penemuan untuk Meningkatkan Keterampilan dalam Menyelesaikan Soal Cerita Siswa Kelas IX SMP Negeri 1 Tulis, Kabupaten Batang in Academic Year 2010/2011“. The research method which was use in this research was action research. From the research, she found that hypothesis was accepted because final result of third sickles was 69, 00 %

³⁹Indikhiro, *Loccit*.

while in pra-sickles were 37, 68 %. Thus, it can be seen students' creatively rose from 37, 68% to 69, 00%, it rose 26%. It means there is significant increase of students' creatively to solve narrative task by using cooperative integrated reading and composition strategy. Furthermore, what was conducted by the writer was different. The writer use cooperative integrated reading and composition (CIRC) toward students reading comprehension in narrative text at the second year of Islamic Senior High School Al-MuttaqienBungarayaSiak regency.⁴⁰

Based on the relevant researcher above the writer applies the cooperative integrated reading and composition (CIRC) toward students' reading comprehension in narrative text at the second year of islamic senior high school al-muttaqien bungaraya siak regency.

C. Operational Concept

In order to avoid misunderstanding toward the research and to clarify the theory that writer uses in this research, the writer would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using cooperative integrated reading and composition toward students' reading comprehension. Therefore, in analyzing the problem in this research there are two variables used in this research:

⁴⁰Rohani, *Op.Cit.*, p.25

1. Variable X is Cooperative integrated reading and composition (CIRC) strategy as an independent variable. It refers to the strategy used by the teacher to teach reading.
2. Variable Y is a dependent variable and it refers to the students reading comprehension. in narrative text

Variable X

According to Indikiro, the following treatment is a collection of procedures of the implementation cooperative integrated reading and composition strategy (CIRC) that can be seen in the following steps⁴¹:

1. The teacher gives brainstorming or first knowledge about narrative text includes the purpose, characteristic, function, and example of narrative text. and gives some questions to review students' knowledge
2. The teacher divides the students into groups. Each group consists of four students.
3. The teacher explains and applies CIRC strategy, including the assignment and mechanism of the group.
4. The teacher gives text and questions about narrative to the students
5. The teacher asks the students to work in group to discuss, choose presenter and find-solve problem faced by them. Then make a resume.

⁴¹Indikhiro, *Loccit.*

6. The teacher monitors and asks the students to present their resume in front of class and the other group should give comment, suggestion and also question to the groups, who as a presenter.
7. The teacher gives more explanations and evaluates about the problem faced by the students during teaching and learning process, then give chance for students to ask about narrative and the problem to comprehend the text.

Variable Y

To know the students' reading comprehension in narrative text of the second year students at Islamic Senior High School Al-Muttaqien Bunga Raya, Siak regency. The researcher determines some indicators for reading comprehension in narrative text as in the following⁴²:

1. The students are able to find specific information in the reading narrative text.
2. The students are able to identify the main idea in the reading narrative text
3. The students are able to find the meaning of new vocabulary in narrative text
4. The students are able to make inference form in the reading narrative text.
5. The students are able to identify reference in the reading narrative text.

⁴²Sillabus kelas XI Madrasah Aliyah Al-Muttaqien Bungaraya kabupaten Siak (Unpublished: 2011)

D. The Assumption and Hypothesis

1. Assumption

In this study the writer assumes that:

- a. The students reading comprehension are various
- b. Teaching by using cooperative integrated reading and composition strategy can influence students' reading comprehension in narrative text

2. Hypothesis

H_a: there is significant effect of reading comprehension between students who are taught by using cooperative integrated reading and composition (CIRC) strategy and those taught by using conventional strategy.

H_o: there is no significant effect of reading comprehension between students who are taught by using cooperative integrated reading and composition (CIRC) strategy and those taught by using conventional strategy

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is a quasi-experimental research by using nonequivalent control group design because the experimental and control group are not choosing randomly¹, which is intended to find out the influence of cooperative integrated reading and composition (CIRC) toward students' reading comprehension in narrative text at the second year students. According to Cohen a quasi-experiment is one where the treatment variable is manipulated but the groups are not equated prior to manipulation of the independent variable. and a research design has some but not the entire characteristic of the true experiment².

There were two variables in this research; the Cooperative Integrated Reading and Composition (CIRC) as independent variable (X) and students' reading comprehension as dependent variables (Y). In this research, the pre-test and post-test were compared in order to determine the influence of using cooperative integrated reading and composition (CIRC) toward students' reading comprehension. The design of this research can be illustrated as follows³:

¹ DR. Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011) p.79

² Louis Cohen, et.al, *Research Methods in Education*, Sixth Edition, (New York: Routledge, 2007) p. 275

³Prof. Sukardi, Ph. D, *Metodology Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2010), p. 186

TABLE1
Quasi-Experimental Research Design

| Group | Pretest | Treatment | Posttest |
|------------|----------------|-----------|----------------|
| Experiment | Y ₁ | X | Y ₂ |
| Control | Y ₁ | – | Y ₂ |

Based on the illustration above, treatment was only given to the experimental group. The experimental group was treated by learning narrative text reading by using Cooperative Integrated Reading and Composition (CIRC), while the control group did not receive any treatments. The control group did not receive any treatments yet, it was still taught by using conventional strategy.

B. The Time and Location of the Research

The research was conducted at the second year students of Islamic Senior High School Al-MuttaqienBungaraya, Siak Regency. The research was started from April to May 2012.

C. The Subject and Object of the Research

1. The subject of the research

The subject of the research was the students of the second year at Islamic Senior High School Al-MuttaaqienBungaraya, Siak Regency.

2. The object of the research

The object of the research was the effect of using cooperative integrated reading and composition towards students' reading comprehension in narrative text.

D. The Population and Sample of the Research

1. Population

The population of this research was the second year students of Islamic senior high school Al-MuttaqienBungaraya in 2011-2012 Academic years. The number of the second year students of Islamic senior high school was 50 students. They were divided into two classes': XI IPS A: 25 students and X1 IPS B: 25 students.

TABLE 2
The Total Population of the Research

| NO | CLASS | The Number of Students |
|----|----------|------------------------|
| 1 | XI IPS A | 25 |
| 2 | XI IPS B | 25 |
| | Total | 50 Students |

2. Sample

The population above is smaller. Based on the design of the research, the experimental group and control group were not chosen randomly. It was strengthened by SuharsimiArikunto stated that if the population is homogenous enough, for the population which is less than 100 persons, the sample is taken all, but if the population is more than 100 persons, the sample is taken between 10- 15% or 20-25% or more than it⁴. So, based on the statement above the writer took all of the population as the sample of this research. and the technique sampling of this research

⁴SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT. Asdi Mahasatya, 2006), p.134

was total sampling technique. The class XI IPS A was as an experimental class and XI IPS B was as a control class and the number of sample was 50 students.

TABLE 3
The Sample of the Research

| No | Group | Class | Number of students |
|-------|--------------------|----------|--------------------|
| 1 | Experimental Class | XI IPS A | 25 |
| 2 | Control Class | XI IPS B | 25 |
| Total | | | 50 students |

E. Technique of Data Collection

In order to get some data needed to support this research, the writer applied the techniques as follows:

1. Test

The test was distributed to measure the students' reading comprehension in narrative text. The test was divided into two tests; pre-test was given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests which consisted of 25 items. Every test item consisted of five answer options (a, b, c, d, and e). The proportion of every item was 4. Therefore, the total score was 100 if the students could answer all the items correctly.

Then the blue print of narrative text test can be seen in the table below:

TABLE 4
Blue Print of Narrative Text Test

| Reading Text | Reading's Component | Questions' Number |
|--------------|---------------------------------------|-------------------|
| Reading I | 1. Identify main idea | 1 |
| | 2. Finding factual information | 2 |
| | 3. Locating the meaning of Vocabulary | 3 |
| | 4. Making inference from the text, | 5 |
| | 5. Identify references and. | 4 |
| Reading II | 1. Identify main idea | 7 |
| | 2. Finding factual information | 6 |
| | 3. Locating the meaning of Vocabulary | 10 |
| | 4. Identify references and, | 8 |
| | 5. Making inference from the text. | 9 |
| Reading III | 1. Identify main idea | 14 |
| | 2. Finding factual information | 11 |
| | 3. Locating the meaning of Vocabulary | 12 |
| | 4. Identify references and, | 13 |
| | 5. Making inference from the text. | 15 |
| Reading IV | 1. Identify main idea | 20 |
| | 2. Finding factual information | 17 |
| | 3. Locating the meaning of Vocabulary | 19 |
| | 4. Identify references and, | 16 |
| | 5. Making inference from the text. | 18 |
| Reading V | 1. Identify main idea | 23 |
| | 2. Finding factual information | 21 |
| | 3. Locating the meaning of Vocabulary | 24 |
| | 4. Identify references and, | 22 |
| | 5. Making inference from the text. | 25 |

Then, the score test of reading comprehension is classified in this table below⁵:

TABLE5
The Classification of Students' Score

| THE SCORE LEVEL | CATEGORY |
|-----------------|-----------|
| 80-100 | Very Good |
| 66-79 | Good |
| 56-65 | Enough |
| 40-55 | Less |
| 30-39 | Fail |

(SuharsimiArikunto: Dasar-DasarEvaluasiPendidikan, 2009:245)

2. The Procedure of Collecting the Data

The procedure of collecting the data for experimental group can be seen as follows:

a. Pre test

The pre-test was carried out to determine the students' comprehension with their score. The items used for pre-test consist of 25 items. The test was about reading comprehension.

b. Treatment

The treatment was conducted for experimental group by using cooperative integrated reading and composition (CIRC) was applied for eight meetings.

c. Post test

After conducting the treatment, the post-test was administered and analyzed as final data of this research. The post-test given was the same test as the pre-test.

⁵SuharsimiArikunto, *OpCit*, P. 245

Lesson plan for experimental group:

1. The teacher gives brainstorming or first knowledge about narrative text includes the purpose, characteristic, function, and example of narrative text. and gives some questions to review students' knowledge
2. The teacher divides the students into groups. Each group consists of four students.
3. The teacher explains and applies CIRC strategy, including the assignment and mechanism of the group.
4. The teacher gives text and questions about narrative to the students
5. The teacher asks the students to work in group to discuss, choose presenter and find-solve problem faced by them. Then make a resume.
6. The teacher monitors and asks the students to present their resume in front of class and the other group should give comment, suggestion and also question to the groups, who as a presenter.
7. The teacher gives more explanations and evaluates about the problem faced by the students during teaching and learning process, then give chance for students to ask about narrative and the problem to comprehend the text.

And the procedure of collecting data for control group:

- a. Pre test

The control group was given pre test to know their reading comprehension in narrative text. The test was the same as experimental group.

b. Conventional strategy

In this case, the teaching of reading comprehension in narrative text for control group was by using conventional strategy or classical method. It means, in control group, the teacher did not use cooperative integrated reading and composition (CIRC) in learning processes.

c. Post test

Post test was also given to control group and the result was analyzed and used as final data for this research.

Lesson plan for control group:

1. The teacher gives the students a topic to read
2. The teacher asks the students to read an narrative text based on the topic given
3. The teacher asks the students to comprehend the text individually and answer the question about the text.

F. The Validity and Reliability of the Test

1. The Validity

In general validity refers to appropriateness of the given test or any of its component part as measure of what it is puposed to measure. It means the test will be valid to the extend that is measured what it is supposed to measure. In addition, every test whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true

measure of the particular skill intended to measure. According to Gay⁶, validity is the appropriateness of the interpretations made from tests score. Clear validity is the core future for the test. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Based on the definition above, to measure whether the test was valid in this research, the researcher used content validity. In other word, tests were given based on material that they had learned and concerning five components:

- a. Finding the specific information
- b. Finding the main idea,
- c. Finding the meaning of new vocabulary,
- d. Identify references and,
- b. Deciding inference from the text.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

⁶ Gay L .R and Peter Airasian, *Educational Research Competencies For Analysis And Application*, (New York: Prentice Hall Inc, 2000) P. 161

The formula above was used to find out the easy or difficulties of each item test that the researcher gave to the respondents. The item that did not reach the standard level of difficulty was excluded from the test and they were changed with the new items that were appropriate. Stated and prepared in practice to accept items with facility values between 0.30 and 0.70.

The standard level of difficulty is $<0, 30$ and $>0, 70$. It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”, it can be seen in the following tables:

TABLE6
The Students are Able to Identify Main Idea

| Variable | Identifying Main Idea | | | | | N |
|----------|-----------------------|-------------|-------------|-------------|------------|----|
| Item no | 1 | 7 | 14 | 20 | 23 | 25 |
| Correct | 16 | 17 | 17 | 14 | 15 | |
| P | 0.64 | 0.68 | 0.68 | 0.56 | 0.6 | |
| Q | 0.36 | 0.32 | 0.32 | 0.44 | 0.4 | |

Based on the table 6, the proportion of correct answer for item number **1** shows the proportion of correct **0.64**, item number **7** shows the proportion of correct **0.68**, item number **14** shows the proportion of correct **0.68**, item number **20** shows the proportion of correct **0.56**. item number **23** shows the proportion of correct **0.6** Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item

difficulties in average of each items number for finding factual information are accepted.

TABLE7
The Students are Able to Find Factual Information

| Variable | Finding Factual Information | | | | | N |
|----------|-----------------------------|-------------|-------------|------------|-------------|----|
| Item no. | 2 | 6 | 11 | 17 | 21 | 25 |
| Correct | 16 | 17 | 14 | 15 | 13 | |
| P | 0.64 | 0.68 | 0.56 | 0.6 | 0.52 | |
| Q | 0.36 | 0.32 | 0.44 | 0.4 | 0.48 | |

Based on the table 7, the proportion of correct answer for item number **2** shows the proportion of correct **0.64**, item number **6** shows the proportion of correct **0.68**, item number **11** shows the proportion of correct **0.56**, item number **17** show the proportion of correct **0.6**. Item number **21** shows the proportion of correct **0.52**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE.8
The Students are Able to Locating the Meaning of Vocabulary

| Variable | Finding the New Vocabulary | | | | | N |
|----------|----------------------------|-------------|-------------|-------------|------------|----|
| Item no. | 3 | 10 | 12 | 19 | 24 | 25 |
| Correct | 17 | 17 | 16 | 16 | 15 | |
| P | 0.68 | 0.68 | 0.64 | 0.64 | 0.6 | |
| Q | 0.32 | 0.32 | 0.36 | 0.36 | 0.4 | |

Based on the table 8, the proportion of correct answer for item number **3** shows the proportion of correct **0.68**, item number **10** shows the proportion of correct **0.68**, item number **12** shows the proportion of correct **0.64**, item number **19** show the proportion of correct **0.64** item number **24** shows the proportion of correct **0.6**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE.9
The Students are Able to Identify References

| Variable | Identifying References | | | | | N |
|----------|------------------------|-------------|-------------|-------------|-------------|----|
| Item no. | 4 | 8 | 13 | 16 | 22 | 25 |
| Correct | 17 | 16 | 14 | 13 | 14 | |
| P | 0.68 | 0.64 | 0.56 | 0.52 | 0.56 | |
| Q | 0.32 | 0.36 | 0.44 | 0.48 | 0.44 | |

Based on the table 9, the proportion of correct answer for item number **4** shows the proportion of correct **0.68**, item number **8** shows the proportion of correct **0.64**, item number **13** shows the proportion of correct **0.56**, item number **16** show the proportion of correct **0.52**, item number **22** shows the proportion of correct **0.56**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE. 10
The Students are able to Make Inference from Reading Text

| Variable | Finding Factual Information | | | | | N |
|----------|-----------------------------|------------|-------------|-------------|-------------|----|
| Item no. | 5 | 9 | 15 | 18 | 25 | 25 |
| Correct | 17 | 15 | 12 | 16 | 17 | |
| P | 0.68 | 0.6 | 0.48 | 0.64 | 0.68 | |
| Q | 0.32 | 0.4 | 0.52 | 0.36 | 0.32 | |

Based on the table 10, the proportion of correct answer for item number **5** shows the proportion of correct **0.68**, item number **9** shows the proportion of correct **0.6**, item number **15** shows the proportion of correct **0.48**, item number **18** shows the proportion of correct **0.64**, item number **25** shows the proportion of correct **0.68**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

2. The Reliability

According to H. Douglas Brown⁷, that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in the obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistently. Meaning that, we can say the test was reliable when an examinee’s results were consistent on repeated measurement. Heaton explains that reliability is of

⁷H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education Inc, 2003), p. 19-27

primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing.
- b. The administration of the test is clear, this is an important factor in deciding reliability,

To obtain the reliability of the test, it must be known the Mean and Standard deviation of test. The reliability coefficients for good identified kinds of text structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00.

Heaton states that, the reliability of the test was considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high⁸

To obtain the reliability of the test given, the researcher used the formula as follows⁹:

$$KR\ 20: r_i = \frac{k}{(k-1)} \frac{S_t^2 - \sum p_i q_i}{S_t^2}$$

Where:

- K : number of items on the instrument
- Pi : proportion of subjects who answered the item correctly
- Qi : proportion of subject who answered the item wrong (1-Pi)

⁸ J.B. Heaton, *Writing English Language Tests*, (New York: Cambridge University Press, 1988), p. 164

⁹DR. Sugiyono. *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2007), p. 359

$\sum p_i q_i$: the multiplication result between p and q

S_{t^2} : total variance

We must first calculate the total variance before:

$$S_{t^2} = \frac{x^2}{n}$$

Where:

n : number of respondents

$$x^2 = \sum xt^2 - \frac{(\sum xt)^2}{n}$$

$$= 4100 - \frac{(338)^2}{20}$$

$$= 4100 - \frac{114244}{20}$$

$$= 4100 - 5712.2$$

$$= 1612.2$$

$$S_{t^2} = \frac{1612.2}{20}$$

$$= 20.61$$

$$r_i = \frac{k}{(k-1)} \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}}$$

$$r_i = \frac{25}{(25-1)} \frac{20.61 - 4.64}{20.61}$$

$$r_i = \frac{25}{24} \frac{15.97}{20.61}$$

$$r_i = 1.041 \times 0.67$$

$$r_i = 0.69$$

(See appendix 11)

Based on the result above, it also can be stated that the reliability was **high**.

G. Technique of Analyzing the Data

In order to find out whether or not there was a significant influence of cooperative integrated reading and composition strategy toward students' reading comprehension, the data were analyzed statistically. To analyze the data, the writer used the score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using software SPSS 16 version.

The t-table was employed to see whether or not there was a significant influence between the mean score in both experimental and control class.

Statistically hypothesis is:

1. $H_0 = t_0 < t\text{-table}$
2. $H_a = t_0 > t\text{-table}$

H_0 is accepted if $t_0 > t\text{-table}$ or there is a significant effect of using cooperative integrated reading and composition strategy toward students' reading comprehension in narrative text.

H_a is accepted if $t_0 < t\text{-table}$ or there is no significant effect of using cooperative integrated reading and composition strategy toward students' reading comprehension in narrative text.

CHAPTER IV

THE DATA PERSENTATION AND THE DATA ANALYSIS

A. The Data Presentation

The data of this research were gotten from the score of the students' pre-test and post-test. All of the data (test) were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class) students were asked to answer the question based on the text given
2. The writer evaluated the result of students reading narrative text in five component, they are: identifying main idea, finding factual information, identifying the meaning of vocabulary, identifying references and, making inference from the text.
3. The writer gave score to the students test.

The data of the students' score of reading comprehension in narrative text test were the result of the research, it presented into two categories in which XI IPS A as an experimental class was 25 students and XI IPS B as a control class was 25 students. It means experimental class was gave treatment for eight meeting and no treatment for control class. Then, the result of the students score can be seen in the following table:

TABLE.13
The Statistics of Experimental and Control Class

| | Experimental Class | Control Class |
|----------------|--------------------|---------------|
| N | 25 | 25 |
| Mean | 72.2000 | 63.6000 |
| Std. Deviation | 7.22842 | 3.95811 |

Based on the table 13, the experimental class has mean (72.20), and standard deviation is (7.228). Control class got mean is (63.60), and standard deviation is (3.958). It means the score of experimental class were higher than the score of control class

B. The Technique of Data Analysis

In order to find out whether or not there was a significant influence of cooperative integrated reading and composition (CIRC) strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of the experimental and control class. The data were analyzed by using the statistical method. In this research, the researcher used “T” test in SPSS program.

Statistically the hypotheses were:

Ha : $t_o > t\text{-table}$

Ho : $t_o < t\text{-table}$

H_a was accepted if $t_o > t\text{-table}$ or there was a significant influence of cooperative integrated reading and composition (CIRC) model toward reading comprehension.

H_o was rejected if $t_o < t\text{-table}$ or there was no significant influence of cooperative integrated reading and composition (CIRC) model toward reading comprehension.

1. The Data of Experimental Group

The data of students' reading comprehension taught by using cooperative integrated reading and composition (CIRC) strategy were gotten from pre-test and post-test of XI IPS A class as experimental group taken from the sample of this class (25 students). The data can be seen from the table below

TABLE.14
The Score of Students' Reading Comprehension in Experimental Class

| No | Students | Experimental Class | |
|-----|------------|--------------------|-------------|
| | | Pre – Test | Post – Test |
| 1. | Student 1 | 45 | 60 |
| 2. | Student 2 | 60 | 80 |
| 3. | Student 3 | 55 | 60 |
| 4. | Student 4 | 60 | 80 |
| 5. | Student 5 | 45 | 75 |
| 6. | Student 6 | 65 | 80 |
| 7. | Student 7 | 45 | 80 |
| 8. | Student 8 | 60 | 80 |
| 9. | Student 9 | 70 | 75 |
| 10. | Student 10 | 65 | 80 |
| 11. | Student 11 | 65 | 75 |
| 12. | Student 12 | 45 | 70 |
| 13. | Student 13 | 50 | 80 |
| 14. | Student 14 | 60 | 65 |
| 15. | Student 15 | 45 | 65 |
| 16. | Student 16 | 45 | 75 |
| 17. | Student 17 | 60 | 75 |
| 18. | Student 18 | 45 | 70 |
| 19. | Student 19 | 65 | 75 |
| 20. | Student 20 | 45 | 80 |
| 21. | Student 21 | 45 | 65 |
| 22. | Student 22 | 50 | 65 |
| 23. | Student 23 | 60 | 70 |
| 25. | Student 24 | 65 | 65 |
| 25. | Student 25 | 60 | 60 |
| | TOTAL | 1375 | 1805 |

From the table 14, the writer found that the total score of pre test in experimental group is1375, while the highest is 70, and the lowest is 45. Then, the total score of post- test in experimental group is1805; while the highest is 80 and the lowest is 60.

The frequency score of pre test and post test which was significantly different can be seen in the following table below:

TABLE.15
The Distribution of Frequency of Students' Pre-Test Score

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 45 | 9 | 36 % |
| 50 | 2 | 8 % |
| 55 | 1 | 4 % |
| 60 | 7 | 28 % |
| 65 | 5 | 20 % |
| 70 | 1 | 4 % |
| Total | 25 | 100 % |

From the table 15, it shows there were 9 students who got score 45 (36%), there were 2 students got 50 (8%);, there were 1 student got 55(4%), there were 7 students got 60 (28%); there were 5 students got 65(20%), there were 1 student got 70(4%).

TABLE.16
The Distribution of Frequency of Students' Post-Test Score

| Score | Frequency | Percent |
|-------|-----------|---------|
| 60 | 3 | 12 % |
| 65 | 5 | 20 % |
| 70 | 3 | 12 % |
| 75 | 6 | 24 % |
| 80 | 8 | 32 % |
| Total | 25 | 100 % |

From the table 16 it shows there were 25 students, and there were 3 students who got score 60(12%), 5 students got score 65(20%), there were 3 students who got score 70(12%), there were 6 students who got score 75(24%) and there were 8 students who got score 80(32%).

TABLE 17
The Mean and Standard Deviation of Pre-test and Post-test
of Experimental Class

| | Pretest | Posttest |
|----------------|----------------|-----------------|
| Mean | 55.0001 | 72.5024 |
| Std. Deviation | 22.5312 | 7.08221 |

From the table above, the distance between mean (Mx) and Standard Deviation () is too far. In other words, the scores obtained are normal. It can be seen that mean of pre test was 55.002 and Std, deviation was 22.53212 and mean of post test was 72.5024 and Std. deviation was 7.08221.

TABLE 18
The Classification of Students Reading Comprehension
of Experimental Group

| NO | Categories | Score | Frequency | Percentage |
|----|------------|--------|-----------|------------|
| 1 | Very good | 80-100 | 8 | 32% |
| 2 | Good | 70-79 | 9 | 36% |
| 3 | Enough | 60-69 | 8 | 32% |
| 4 | Less | 50-59 | - | -% |
| 5 | Bad | 0-49 | - | -% |
| | Total | - | 25 | 100% |

Based on the table I7, the classification of experimental group at the second year students of Islamic Senior High School Al-MuttaqienBungarayaSiak Regency, the output from 25 students shows that the category of number 1 shows 8 students got the score between 80-100 (32%), the category number 2 shows 9 students got the score between 70-79 (36%), the category number 3 shows 8 students got the score between 60-69 (32%). So, based on the table above the highest percentage of classification of experimental group is 36%. Thus, the majority of students in this regard were classified as **Good**.

Besides, the Mean (Mx) and Standard Deviation () were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

2. The Data of Control Group

The data of students' reading comprehension taught without using cooperative integrated reading and composition (CIRC) were gotten from pre-test and post-test of XI IPS B class as a control group taken from the sample of this class (25 students). The data can be seen from the table below:

TABLE.19
The Score of Students' Reading Comprehension of Control Class

| No | Students | Control Class | |
|-----|------------|---------------|-------------|
| | | Pre – Test | Post – Test |
| 1. | Student 1 | 45 | 60 |
| 2. | Student 2 | 50 | 60 |
| 3. | Student 3 | 75 | 60 |
| 4. | Student 4 | 60 | 65 |
| 5. | Student 5 | 45 | 65 |
| 6. | Student 6 | 45 | 65 |
| 7. | Student 7 | 45 | 60 |
| 8. | Student 8 | 60 | 65 |
| 9. | Student 9 | 60 | 60 |
| 10. | Student 10 | 60 | 65 |
| 11. | Student 11 | 60 | 65 |
| 12. | Student 12 | 45 | 60 |
| 13. | Student 13 | 55 | 60 |
| 14. | Student 14 | 45 | 60 |
| 15. | Student 15 | 60 | 65 |
| 16. | Student 16 | 50 | 70 |
| 17. | Student 17 | 50 | 65 |
| 18. | Student 18 | 45 | 60 |
| 19. | Student 19 | 50 | 65 |
| 20. | Student 20 | 45 | 60 |
| 21. | Student 21 | 45 | 75 |
| 22. | Student 22 | 60 | 70 |
| 23. | Student 23 | 55 | 65 |
| 24. | Student 24 | 50 | 60 |
| 25. | Student 25 | 45 | 65 |
| | TOTAL | 1305 | 1590 |

From the table 19, the writer found that the total score of pre test in control group is 1305, while the highest is 75, and the lowest is 45. Then, the total score of post- test in control group is 1590; while the highest is 75 and the lowest is 60.

The frequency score of pre test and post test which was significantly different can be seen below:

TABLE20
The Distribution of Frequency of Students' Reading Pre-Test Score

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 45 | 10 | 40 % |
| 50 | 5 | 20 % |
| 55 | 2 | 8 % |
| 60 | 7 | 28 % |
| 75 | 1 | 4 % |
| Total | 25 | 100 % |

From the table 20, it shows there were 10 students got score 45(40%), there were 5 students got score 50(20%), there were 2 students got score 55(8%), there were 7 students got score 60(28%), there were 1 student got score 75(4%)

TABLE21
The Distribution of Frequency of Students' Reading Post-Test Score

| Score | Frequency | Percentage |
|-------|-----------|------------|
| 60 | 11 | 44% |
| 65 | 11 | 44% |
| 70 | 2 | 8% |
| 75 | 1 | 4% |
| Total | 25 | 100% |

From the table 21, it shows that there were 11 students who got score 60(44%), there were 11 students who got score 65(44%), there were 2 students who got score 70(8%), there were 1 student who got score 75(4%)

TABLE22
The Classification Students' Reading Comprehension of Control Group

| No | Categories | Score | Frequency | Percentage |
|----|------------|--------|-----------|------------|
| 1 | Very good | 80-100 | - | -% |
| 2 | Good | 70-79 | 3 | 12% |
| 3 | Enough | 60-69 | 22 | 88% |
| 4 | Less | 50-59 | - | -% |
| 5 | Bad | 0-49 | - | -% |
| | Total | - | 25 | 100% |

Based on the table22,the classification of control group at the second year students at Islamic Senior High School Al-MuttaqienBungarayaSiak Regency. The output from 25 students shows that the category number 2, shows there were 3 students got the score between 70-79 (12%), and the category number 3 shows 22 students got the score between 60-69 (88%). So based on table above the highest percentage of classification of control group is 88%. Thus, the majority of students in this regard are classified as **Enough**.

Besides, the Mean (My) and Standard Deviation () were also needed in analyzing data gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 version to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table 23
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

| | Pretest | Posttest |
|----------------|----------------|-----------------|
| Mean | 52.2300 | 63.6071 |
| Std. Deviation | 52.1713 | 63.5604 |

From the table above, the distance between mean (My) and Standard Deviation () is not far, it can be seen that the mean of pre-test was 52.2300, and mean of post test was 63.6071. Standard deviation of pre test was 52.1713, while standard deviation of control group was 63.5604.

C. The Data Analysis

To analyze the data in chapter IV, the writer used t-test formula by using SPSS program. The output of data analysis is as follows:

TABLE 24
The Group Statistics

| Group | N | Mean | Std.Deviation | Std.Error Mean |
|--------------------|----|---------|---------------|----------------|
| Experimental Group | 25 | 72.2000 | 7.22842 | 1.44568 |
| Control Group | 25 | 63.6000 | 3.95811 | 79162 |

Based on the table above, it can be seen that the total students from each group was 25, the mean of experimental class was 72.2000, and mean of control class was 63.6000. Standard deviation from experimental class was 7.22842, while standard deviation from control class was 3.95811. Standard error mean from experimental class was 1.44568, and control class was 79162.

TABLE25
The Independent Sample T-Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 1.011 | 0.013 | 5.218 | 48 | .001 | 8.60000 | 1.64823 | 5.28601 | 11.91399 |
| Equal variances not assumed | | | 5.218 | 37.205 | .001 | 8.60000 | 1.64823 | 5.26099 | 11.93901 |

Independent sample T-Test shows Levene's test to know the some variance¹.

Ho: Variance population identical

Ha: Variance population not identical

If the Probabilities >0.05, the null hypothesis (Ho) is accepted

If the Probabilities <0.05, the null hypothesis (Ha) is rejected

¹Hartono.SPSS 16.0 Analisis Data Statistik dan Penelitian. (Pekanbaru: Pustaka Pelajar. 2010). P.159

From the output above, it can also be seen that t_o ($t_{\text{observation}}$) = 5.218 will be compared to t_t (t_{table}). From $df = 48$, it is found that the level of significance of 5% is 2.02 and the level of significance of 1% is 2.69. It can be stated that $2.02 < 5.218 > 2.69$.

Based on the result above, the researcher concluded that H_o is rejected and H_a is accepted. It means that there was a significant effect of using cooperative integrated reading and composition (CIRC) strategy towards reading comprehension in narrative text of the second year students at Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the explanations in the chapter IV, the researcher concludes that the influence of cooperative integrated reading and composition (CIRC) toward students' reading comprehension in narrative text at the second year of Islamic senior high school Al-Muttaqien bungaraya Siak regency is as follows:

1. The students' reading comprehension in narrative text who are taught by using cooperative integrated reading and composition (CIRC) at the second year students of Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency is categorized into **'Good Categories'**
2. The students' reading comprehension in narrative text taught by using conventional strategy at the second year students of Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency is categorized into **'Enough Categories'**
3. There is significant effect of cooperative integrated reading and composition (CIRC) towards reading comprehension in narrative text at the second year students of Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency.

Based on the result of the research it can be concluded that, cooperative integrated reading and composition (CIRC) has given a better effect for students' reading comprehension in narrative text.

B. The Suggestions

Based on the conclusion above, the writer knows that cooperative integrated reading and composition (CIRC) gives significant effect of students' reading comprehension in narrative text. Therefore, the writer suggests the teacher to use this learning strategy to improve students' reading comprehension in narrative text.

1. The Suggestion for Teacher

- a. It is recommended to English teacher to use cooperative integrated reading and composition (CIRC) in teaching and learning process, especially in reading subject,
- b. The teacher should have ability to guide and to construct creative learning for students,
- c. The teacher should support her/his strategies by using interesting media,
- d. The teacher can encourage students' awareness about the importance of reading for their life,
- e. The teacher makes reading as habitual activities for students in the school.

2. The Suggestion for Students

- a. The students' should do more activities to improve their comprehension in English text well; such as wall news magazine, discussion and information sharing in English language.
- b. The students should be interested in studying English, because it is one of the keys to be successful in English.
- c. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get"

Finally, the researcher really hopes that Islamic Senior High School Al-Muttaqien Bungaraya Siak Regency achieves the entire programs of English better than before. To improve the students' reading comprehension, the researcher suggests that to familiarizing with reading English daily article, current issues and other, the students must be creative to select kinds of reading in order to comprehend the text well and diminish boredom in learning English.

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