

**THE INFLUENCE OF THE COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING
COMPREHENSION AT THE SECOND YEAR STUDENTS OF
SMPN 06 KUANTAN TENGAH**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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SUPERVISOR APPROVAL

The thesis entitled *The Influence of the Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension at the Second Year of SMPN 06 Kuantan Tengah*, is written by Delpidon NIM. 10514000274. It is approved to be examination of undergraduate committee of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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The thesis entitled *The Influence of the Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension at the Second Year of SMPN 06 Kuantan Tengah*, is written by Delpidon NIM. 10514000274. It is approved and has been examined by the final examination committee of undergraduate degree on Safar 26, 1432 H/ January 31, 2011 M at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau as one of requirements for the bachelor degree (S.Pd) in English Education.

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Praise belong to Allah Almighty; the lord of universe by his guidance and his blessing, the researcher has completed this academic requirement, and then, the researcher conveys peaces be upon him to Prophet Muhammad.

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The Writer,

DELPIDON

Ya allah.....ketika ketakutan menekan jiwaku
Ketika kesulitan menyesatkanku
Dan ketika keraguan menghalangi langkahku
Semua kupasrahkan pada-Mu
Kucoba membuka tabir rahasia-Mu
Namun semakin dalam aku mencoba, semakin besar ketidaktahuanku
Kurangkai kata-kata dalam do'a
Syukur aku
Aku sadar tanpa izin-Mu ya Allah...
Tak dapat kuraih impianku
Terima kasih ibu....
Terima kasih ayah....
Terima kasih untuk saudara-saudariku....
Tanpa do'a kalian!
Takkan mampu kuwujudkan angan
Tanpa restumu, ibu dan ayah...
Tak dapat kugapai cita
Walaupun kutahu, ku tak mampu balas jasamu
Namun kubahagia bisa melihat kalian tersenyum...

Pekanbaru, January 31st, 2011

Delpidon

ABSTRACT

Delpidon (2010): The Influence of the Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension at the Second Year of SMPN 06 Kuantan Tengah

This research was experimental research. It was investigated to know the students' reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Method and to know the significant influence of Cooperative Integrated Reading and Composition (CIRC) Method in increasing students' reading comprehension. The subject of this research was the second year students of SMPN 06 Kuantan Tengah. They consist of four classes (160 students). The researcher took two classes (40 students) as the sample of the research. In addition, the students were divided into two groups. They were experimental class consisting of 40 students and control class consisting of 40 students.

The instruments of this research were observation and test. The observation was used to know the researcher's activities in teaching reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) Method. The observation result was clearly seen that the researcher had done the activities perfectly. It can be seen from the observation sheet from observation I to VIII. In observation I, the total researcher's activity was 2 (40%), in observation II was 2 (40%), in observation III was 3 (60%), in observation IV is 3 (60%), in observation V was 5 (100%), in observation VI was 5 (100%), in observation VII was 5 (100%), and in observation VIII was 5 (100%).

Whereas, to analyze the data, the researcher used "t-test statistic" by using the formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Finally, based on the researcher's findings, the result of $t_{calculated}$ was higher than $t_{distribution}$ in alpha decision level (α)0,05 and with the degree of freedom (df 78)(3.298>1.671). Regarding to the result, H_a was accepted and H_o was rejected. It means that there was significant influence of Cooperative Integrated Reading and Composition (CIRC) Method to increase students' reading comprehension at the second year of SMPN 06 Kuantan Tengah. This finding showed that the students taught by using Cooperative Integrated Reading and Composition (CIRC) Method have good result in reading Comprehension than who are taught by using conventional one.

ABSTRAK

Delpidon (2010) "Pengaruh Penggunaan Metode Cooperative Integrated Reading and Composition (CIRC) pada Pemahaman Membaca Siswa Kelas Dua SMPN 06 Kuantan Tengah".

Penelitian ini bersifat percobaan (ekperimen). Penelitian ini dilaksanakan untuk mengetahui pemahaman membaca siswa menggunakan metode Cooperative Integrated Reading and Composition (CIRC) dan untuk mengetahui pengaruh signifikan penggunaan metode Cooperative Integrated Reading and Composition (CIRC) terhadap pemahaman membaca siswa kelas dua SMPN 06 Kuantan tengah. Subjek penelitian ini terdiri dari empat kelas (160 siswa). Peneliti mengambil dua kelas (80 siswa) sebagai sample penelitian. Selanjutnya, para siswa dibagi kedalam dua kelompok; kelas percobaan (eksperimen) terdiri dari 40 siswa dan kelas control terdiri dari 40 siswa.

Instrumen penelitian ini adalah pengamatan dan test. pengamatan digunakan untuk mengetahui aktivitas penulis dalam proses belajar dan mengajar menggunakan metode Cooperative Integrated Reading and Composition (CIRC). Berdasarkan hasil pengamatan dapat diketahui bahwa aktivitas penulis sempurna. Hal ini dapat diketahui dari lembar pengamatan dari pengamatan I sampai VIII. Pada pengamatan I, jumlah aktivitas penulis adalah 1 (40%), pada pengamatan II, aktivitas penulis 2 (40%), pada pengamatan III, aktivitas penulis 3 (60%), pada pengamatan IV, aktivitas penulis 3 (60%), dan pada pengamatan V, VI, VII dan VIII, aktivitas penulis mencapai 5, 6, 7, dan 8 (100%).

Sedangkan untuk menganalisa data, peneliti menggunakan "statistik t-test" dengan menggunakan rumusan sebagai berikut:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Akhirnya, berdasarkan penemuan penulis, hasil t-hitung lebih tinggi dari t-distribusi pada tingkat kesalahan alfa 0,05 dan dengan derajat tingkat kebebasan ($df=78$)($3.298 > 1.671$). Berdasarkan hasil tersebut, H_a diterima dan H_o ditolak. Hal Ini berarti bahwa adanya pengaruh signifikan metode Cooperative Integrated Reading and Composition (CIRC) untuk meningkatkan pemahaman membaca siswa kelas dua SMPN 06 Kuantan Tengah. Hasil ini juga menunjukkan bahwa pemahaman membaca siswa menjadi bagus dibandingkan dengan siswa yang diajar tanpa menggunakan metode ini.

تجريد

دلفيظن (2010). " تأثير استعمال طريقة مساعدة القراءة والإنشاء (CIRC) في فهم القراءة لدى الطلاب صف الثاني بالمدرسة المتوسطة الحكومية 06 كوانتن تعه".

هذا البحث هو التجريبية. البحث يؤدي لمعرفة فهم القراءة لدى الطلاب باستعمال طريقة مساعدة القراءة والإنشاء (CIRC) ولمعرفة تأثير مغزى استعمال طريقة مساعدة القراءة والإنشاء (CIRC) في فهم القراءة لدى الطلاب صف الثاني بالمدرسة المتوسطة الحكومية 06 كوانتن تعه. موضوع البحث اربعة الفصول (160 طلبا). الباحث يأخذ فصلين (80 طلبا) كمجموعة البحث. ثم, الطلاب يقسم الى قسمين: فصل التجريبية 40 طلبا وفصل المراقبة 40 طلبا.

اداة البحث هي الملاحظة والإختبار. الملاحظة تستعمل لمعرفة فعالية الكاتب في عملية التعليم وتعليم باستعمال طريقة مساعدة القراءة والإنشاء (CIRC). اسس على حاصل المراقبة نعرف أن فعالية الكاتب جيد, هذه نعرف من ورقة المراقبة الأولى الى الثامنة. في المراقبة الأولى (40%), المراقبة الثانية (40%), المراقبة الثالثة (60%), المراقبة الرابعة (60%), والمراقبة الخامسة, السادسة, السابعة, الثامنة (100%).

لتحليل البيانات, الباحث يستعمل "statistic t-test" باستعمال الرمز:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

الأخير, اسس على البحث, نتيجة t-hitung أكبر من t-distribusi في طبقة خطأ الألفا 0,05 وبدرجة طبقة الحرية (df 7,8) (3,298 > 1,671).

اسس على هذا البحث, Ha مقبولة و Ho مردودة. اذن هناك تأثير مغزى طريقة مساعدة القراءة والإنشاء (CIRC) في فهم القراءة لدى الطلاب صف الثاني بالمدرسة المتوسطة الحكومية 06 كوانتن تعه. هذا الحاصل يدل على فهم القراءة لدى الطلاب احسن من الطلاب يتعلمون بدون هذه الطريقة.

ABSTRAK

Delpidon (2010) "Pengaruh Penggunaan Metode Cooperative Integrated Reading and Composition (CIRC) pada Pemahaman Membaca Siswa Kelas Dua SMPN 06 Kuantan Tengah".

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CHAPTER I

INTRODUCTION

A. Background

Reading is an activity with a purpose. A person may read in order to gain information verify existing knowledge, or criticize a researcher's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.¹

Reading is the active process of understanding printed and graphical texts. Reading is a thinking process. Effective readers know that when they read. What they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Good readers can understand the individual's sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They already know most of the words in the text. They can also determine the meaning of many of the unfamiliar words from the context. They can use their dictionary effectively to do so. In summary, good

¹ Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau, 2007. p. 128.

readers can extract from the writing what is important for the particular task that they are employed in. And they can do it quickly.

All people include the students want to be a good reader but most of people or students always have problem and difficulties to comprehend the text. Especially the students at the second year students of SMP N 06 Kuantan Tengah still have problem in reading lesson. In the school, English has been well known by students. The school implements English KTSP (Education Unit Level Curriculum). In the KTSP, reading is taught 2 meetings x 40 minutes in a week.

In the curriculum, reading has at least three basic competences. The first is responding the meaning of functional short text accurately, fluently and accepting the relation to closest environment. The second is responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in descriptive and procedure text, and the third is reading aloud that have a meaning of functional text, descriptive and procedure short essay with utterance, intonation and pressure accurately.²

To implementation the curriculum, the English teacher of SMPN 06 Kuantan Tengah used conventional method in teaching reading, such as reading aloud. By implementing this method, students are expected to be able to understand an English text and answer the questions. Based on primary observation done by the researcher, he found that students could not read well. They felt bored in reading. They did not know for what they read. They were lazy to read. They spent much time to understand the text. They could not also answer

² Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMP/MTs*. Pekanbaru: Dikpora, 2006. p. 25

the questions given after reading a text. Finally, they were not able to get Total Minimal Value (KKM) that is 70.

In solving these problems, the researcher will try to use another method called as Cooperative Integrated Reading and Composition (CIRC). CIRC is a comprehensive program to teach reading, writing, and language art. Cooperative Integrated Reading and Composition (CIRC) is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts/writing instruction. Each student is paired with another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, pre-assessment, additional practice, and testing. Students are encouraged to cooperate and to help one another, because students' scores on individual assessments are summed to form team scores.³

Based on the explanation above, the researcher is interesting a research entitled "The Influence of the Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the Second Year students of SMPN 06 Kuantan Tengah".

³ Slavin, E. Robet, *Cooperative Learning*. Bandung: Nusa Media, 2009. p. 200.

B. Definition of the Terms

1. Influence. The influence means the power to produce an effect.⁴ In this research, the influence means the effect of Cooperative Integrated Reading and Composition (CIRC) Method in teaching students' reading comprehension at the Second Year of SMPN 06 Kuantan Tengah.
2. Cooperative Integrated Reading and Composition (CIRC) Method is a comprehensive program to teach reading, writing, and language art. Cooperative Integrated Reading and Composition (CIRC) Method orders the students to work in co-operative teams which coordinated by reading group in order to fulfill the target of reading comprehension, vocabulary, spelling and reading message.⁵
3. Reading is an activity with a purpose; gaining information or verify existing knowledge, or in order to criticize a researcher's ideas or writing style, etc.⁶
4. Comprehension. Comprehension is great skill or knowledge.⁷ In this research, the comprehension means the students knowledge in reading.

⁴ Manser, H. Martin, *Oxford Learner's Pocket Dictionary*. Oxprod: Oxford University Press. 1995. p. 214.

⁵ Slavin, E. Robet. 2009. Loc. cit.

⁶ Kalayo Hasibuan and Fauzan Ansyari. 2007. Loc. cit.

⁷ Manser, H. Martin, 1995. Op. Cit. p. 256.

C. The Problems

1. The Identification of the problems

From the description of the background and the symptoms above, the problem can be identified as follows:

- a. Why cannot some of the students respond the meaning of functional short text accurately?
- b. Why cannot some of the students respond the meaning and steps of rhetoric accurately?
- c. Why cannot some of the students accept a simple essay in descriptive and procedure text?
- d. Why do not some of the students have utterance and intonation accurately?
- e. Why cannot some of the students answer the question given after reading the text?

2. The Limitation of the Problem

To avoid misunderstanding in this research, the researcher limits the problems to Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah.

3. The Formulation of the Problem

Dealing with the limitation of the problem above, the research questions are formulated in the following questions:

- a. How is the implementation of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah?
- b. Is there any significant influence of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah?

D. The Reason of Choosing the Title

1. The title is interesting because it relates to the problems faced by students. It needs to find out the solution, so, the students can be successful in learning English especially in reading.
2. Through the research, the researcher wants to know the students' reading comprehension through Cooperative Integrated Reading and Composition (CIRC) Method at the Second Year of SMPN 06 Kuantan Tengah.
3. The topic is relevant to the researcher as one of the students of the English Education Department.

E. The Objective and Significant of the Research

1. The Objective of the Research

- a. To know the influence of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah
- b. To find out the significant influence of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah

2. The Significant of the Research

- a. To give information about the students' reading comprehension after being taught by using Cooperative Integrated Reading and Composition (CIRC) Method.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University Riau
- c. To increase students' reading comprehension Cooperative Integrated Reading and Composition (CIRC) Method
- d. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of Cooperative Integrated Reading and Composition (CIRC) Method.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Comprehension

1. The Nature of Reading Comprehension

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form, even the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' purposes.

Reading means perceiving a written text in order to understand its contexts. This can be done silently.¹ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.²

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

¹ Richards, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia, VVP. 1992. p. 306.

² Hornby, AS. *Oxford Advanced Learner's Dictionary (Sixth Edition)*. Oxford: Oxford university press. 2000. p. 104.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - fielding this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

2. Components of Reading Paragraphs

There are five reading components that may help students to read carefully. They are:³

a. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and

³ Syafi'i., *et al. From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive. 2007. p. 2.

the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

Example:

Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife.

What does the first paragraph tell about?

b. Factual of Information

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is asking for the same information.

King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each other in the enclosure below. Amongst the courtiers sat count de large beside a beautiful and lively woman of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, "Gentlemen, we are better up here than down there!"

What do you think the king Francis does in the first paragraph?

c. Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, them, etc. You will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent. For example, the following questions are asking for the same information:

While fire is a blessing in many, it can also be a great danger to human life and property.

It can also be a great danger...It refers to...

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints. For example, the following question is asking for the same information:

One important endocrine gland is the thyroid gland. It is in the neck and has two lobes, one on each side of the windpipe.

The thyroid gland is called an endocrine gland because it

e. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports of main idea in order that all contents of text can be understood easily.⁴ Here is the example:

I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of researcher style.

The sentences are underlined above called supporting sentences or supporting main idea.

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and telling the information.

3. The Characteristics and Skills in Reading Comprehension

When some one needs a success in reading she/he must know well about the characteristics of efficient reading. They are as follows:⁵

- a. Language, the language of the text is comprehensible to the learner.

⁴ Wassman, Rose and Rinsky, Ann Lee. *Effective Reading in Changing World*. Prentice Hall. Upper Saddle River, New Jersey. 2000. p. 116.

⁵ Ur, Penny. *A course in Language Teaching*. Cambridge: University Press. 1993. p. 148.

- b. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- c. Speed, the reading progresses are fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time, working about each or group of new words.
- d. Attention, the reader concentrates on the significant bits, and skims the rest, may even skip part about what he or she knows to be significant.
- e. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guessing its meaning from the surrounding text, or ignoring it and managing without using a dictionary only when these strategies are insufficient.
- f. Prediction, the reader thinks a head, hypothesizes and predicts.
- g. Background information, the reader has and uses background information to help understand the text.
- h. Motivation, the reader is motivated to read an interesting content or a challenging task.
- i. Purpose, the reader is aware of a clear purpose in reading to find out something, or to get pleasure.
- j. Strategies, the reader uses different strategies for a different kind of reading.

In reading the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:⁶

- a. Predictive skills.
- b. Extracting specific information
- c. Getting specific picture
- d. Extracting detail information
- e. Recognizing function and discourse patterns
- f. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

4. The Purpose of Reading

Every activity done by some one has certain purpose. Reading also contains aims. Generally, the purpose of reading is classified into:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure or for interest.

⁶ Harmer, Jeremy. *The Practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. London and New. 1991. 183-184.

- d. Reading to compare the information with the reader's own knowledge.
- e. Reading as social control.

5. Techniques to Improve Reading Comprehension

Reading requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.⁷

- a. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

- b. Know the structure of paragraphs

Good researchers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases and paragraphs that change the topic.

- c. Identify the type of reasoning

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking? See section 20 for more examples on critical thinking skills.

⁷ Martin. *How to be a Successful Student*. <http://www.marin.edu/~don/Study/7read.html>. 1991.

d. Anticipate and predict

Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker. Use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

e. Use a systematic reading technique like CIRC

Develop a systematic reading style, like the CIRC method and make adjustments to it, depending on priorities and purpose.

f. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and backup to reread it.

B. Cooperative Integrated Reading and Composition (CIRC) Method

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

Cooperative Integrated Reading and Composition (CIRC) is one of the methods that can be used in solving the students' problems in reading. CIRC is a comprehensive program to teach reading, writing, and language art. Cooperative Integrated Reading and Composition (CIRC) is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and

integrated language arts/writing instruction. Each student is paired with another student and then assigned to a group of students at the same or different reading level. These learning teams work cooperatively on program-related activities. All activities follow a cycle that involves teacher presentation, team practice, peer pre-assessment, additional practice, and testing. Students are encouraged to cooperate and help one another because students' scores on individual assessments are summed to form team scores.⁸

Several years ago, CIRC was adapted to form one component of Reading Wings, a comprehensive reading program in the Roots and Wings whole-school reform model. The Roots and Wings model consists of elementary school ages of learning programs, reading and language arts instruction, tutoring, family support and integrated services, social studies and science instruction, and mathematics instruction. CIRC has been incorporated into a primer-level reading program called Reading Wings.

Cooperative Integrated Reading and Composition (CIRC) method is a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by or across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practice spelling, decoding, and vocabulary. Within cooperative teams of four, students work to understand the main idea of a story and work

⁸ Slavin, E. Robert, *Cooperative Learning*, Bandung: Nusa Media, 2009. p. 200.

through the writing process. The CIRC process includes teacher instruction, team practice, peer assessment, and team/partner recognition.⁹

Based on the explanation above, the Cooperative Integrated Reading and Composition (CIRC) is comprehensive method to instruction in reading and composition/language arts. In CIRC Reading, students are taught in reading groups and mixed into team to work on a series of cognitively engaging activities, including partner reading, making predictions, identification of characters, settings, problem and problem solutions, summarization, vocabulary, reading comprehension exercises, and story-related writing.

In CIRC, teachers use anthologies basal readers and/or novels in other words, they would be in traditional reading programs. Students are assigned to team from the same or different reading groups. Students work in pairs on a series of cognitively engaging activities, including reading to each other; predicting how stories will end; summarizing stories to each other; writing responses to stories; and practicing spelling, decoding, and vocabulary. Students work in teams to understand the main idea and master other comprehension skills. During language arts periods, students also write drafts, revise and edit one another's work, and prepare to "publish" their writing.

In most CIRC activities, students follow a sequence of teacher's instruction, team practice, peer reassessments, assessment, and team recognition. Students are not assessed until their teammates have determined that they are rally ready. Team recognition involves giving certificates to teams based upon the performance of

⁹ http://ies.ed.gov/ncee/wwc/reports/beginning_reading/circ/

all team members on all reading and writing activities. Because students work on materials appropriate to their reading levels, they have equal opportunities for success. Students' contributions to their teams are based on their quiz scores and their final independently refer to written compositions, which ensure individual accountability.

Based on the description above, CIRC Reading and CIRC Language Arts/Writing method provides a structure for teachers to teach and students to learn which helps all students become more effective readers and researchers. The results of three separated studies indicate that CIRC has a consistent and educationally significant effect on the reading achievement of students in the elementary or junior grades.

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

The advantages of the CIRC can be seen as follows:¹⁰

- a. The CIRC increases students' skill in solving the problems of reading
- b. The CIRC decrease the teacher's domination in teaching and learning process.
- c. The CIRC is simple program
- d. The students are motivated at the result of reading accurately, because they work in group

¹⁰ Slavin, E. Robet. *Cooperative Learning*. Bandung: Nusa Media. 2009. p. 204.

- e. The students can comprehend the meaning of questions and they check their work one another
- f. The CIRC can decrease the students' bothering
- g. The CIRC can decrease the students' private conflict
- h. The CIRC can help the students' weakness
- i. The CIRC can improve the result of learning, especially in reading.

C. The Procedure in Teaching Reading Comprehension through the Cooperative Integrated Reading and Composition (CIRC) Method

The implementation of Cooperative Integrated Reading and Composition (CIRC) Method on reading Comprehension is as follows:¹¹

1. Teacher forms groups (Learning Society) heterogeneously. Every group consists of 4 or 5 students
2. Teacher give a passage relate to the material
3. Teacher advises every group to do activity as follows:
 - a. One of the group members reads the passage or texts
 - b. One of the group members predicts or interprets the content of passage or texts
 - c. Every member of group writes what is known, what is questioned, and makes the questions in a variable
 - d. Every member makes conclusion or planning of problem solving in series (write down its solution composition).

¹¹ Suprijono, Agus. *Cooperative Learning Teori & Aplikasi Paikem*. Yogyakarta: Pusataka Plajar. 2009. p. 130.

- e. Every member revises and edits their group and delivers the result to the teacher
4. Every group works based on the CIRC role (Teams Study). Teacher observes team-work
5. Teacher acts as resource person or facilitator if needed
6. The chiefs of every group report their group result or the resistances of the group members. If needed, the teacher can give aids to group proportionally
7. The chiefs of every group have to ensure content that every member has to comprehend and does the questions given
8. Teacher orders the delegation of every group to present her/his finding in front of class
9. Teacher gives feedback and evaluation of items which have been presented by student in brief (Teaching Group)
10. Teacher gives score to result of team-work and gives appreciation of criterion to a successful group and group that is less successful in finishing duty (Teams Scores and Teams Recognition)
11. Teacher gives homework individually to all the students about material studied
12. Teacher disbands the groups and the students return to their chair
13. Before finishing the study, teacher repeats about problem solving strategy classically

14. Teacher and the students resume the study through problem solving strategy (Whole-Class Unit)
15. Teacher gives formative test based on to the competence that formed.

D. Relevant Research

There are many previous researchers regarding with reading paragraph. First, Fauziah was conducted it. In her research, she focused her research on an analysis of students' ability in reading passage through group work of students at language program of MAN 2 Pekanbaru. It is descriptive research. She found that the students' ability in reading passage through group work is categorized fair (59). Finally, it is in enough category.¹²

Second, Title of the research is "the effectiveness of group work to increase students' ability in reading descriptive paragraph at the second year of SMP Negeri 20 Pekanbaru. Based on the research findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ level in alpha decision level (α)0,05 and with the degree of freedom (df 78) ($4,27 > 2,00$). Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant difference due to the students' ability in learning reading descriptive paragraphs between students who are taught by using group work and students who are taught by using conventional one at the second year of SMP Negeri 20 Pekanbaru. The students who are taught by using group

¹² Fauziah. An Analysis of Students' Ability in Reading Passage Through Group Work of Students at Language Program of MAN 2 Pekanbaru. The Islamic University of Sultan Syarif Kasim (UIN SUSKA) RIAU. 2007.

work have good result in reading descriptive paragraphs than who are taught by using conventional one.¹³

From the two relevant researchers above, the researcher concludes that there is different between them. In Fauziah's research, the students' ability in reading passage is categorized into enough level and her kind of research is descriptive research. While in Nurhidayah's research, can be concluded that there is significant difference due to the students' ability in learning reading descriptive paragraphs between students who are taught by using group work and students who are taught by using conventional one at the second year of SMP Negeri 20 Pekanbaru and her kind research is experimental research. Therefore, in this research, the researcher chooses Nurhidayah's research to compare her result and researcher's result.

E. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Cooperative Integrated Reading and Composition (CIRC) Method is as Variable X that gives the influence on students' reading Comprehension as variable Y. The indicators that will be compared are about students' reading

¹³ Nurhidayah. The Effectiveness of Group Work to Increase Students' Ability in Reading Descriptive Paragraph at the Second Year of SMP Negeri 20 Pekanbaru. Pekanbaru: UIN SUSKA. 2010.

Comprehension before and after taught by Cooperative Integrated Reading and Composition (CIRC) Method. The indicators are as follow:

1. Variable X (teaching procedures in using Cooperative Integrated Reading and Composition (CIRC) Method)
 - a. One of the group members reads the passage or texts
 - b. One of the group members predicts or interprets of the content of passage or texts
 - c. Every member of group writes what is known, what is questioned, and makes the questions
 - d. Every member makes conclusion or planning of problem solving in series (write down its solution composition).
 - e. Every member revises and edits their group and delivers the result the to teacher

2. Variable Y (students' reading Comprehension)
 - a. The students are able to make predictions in reading
 - b. The students are able to indicate the main idea explicitly (in the beginning or the end of the paragraphs) by using group work.
 - c. The students are able to summarize the passage or text.
 - d. The students are able to identify the reference of word or phrase in reading
 - e. The students are able to practice spelling, decoding, and vocabulary

F. The Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis, the researcher would like to offer the assumption as using Cooperative Integrated Reading and Composition (CIRC) Method can increase students' reading at the Second Year of SMPN 06 Kuantan Tengah.

2. The Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ha: There is significant influence of using Cooperative Integrated Reading and Composition (CIRC) Method in increasing students' reading at the Second Year of SMPN 06 Kuantan Tengah.

Ho: There is no significant influence of using Cooperative Integrated Reading and Composition (CIRC) Method in increasing students' reading at the Second Year of SMPN 06 Kuantan Tengah.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research is an experiment research type pre-test and post-test control group design. This design requires at least two groups, each of which is formed by random assignment. Both groups are administrated a pre-test and each group receives different treatment. Both groups are pos-tested at the end of the study. Post-test score are compared to determine the effectiveness of the treatment.¹ This research consists of two variables; the independent variable symbolized by “X” that is the influence of using Cooperative Integrated Reading and Composition (CIRC) Method and the dependent one as “Y” which refers to students’ reading Comprehension. In brief, the research is designed by the following table.

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1		Y_2

Where:

X_1 : The students’ reading Comprehension before treatment of experimental class

Y_1 : The students’ reading Comprehension before treatment of control class

¹ Gay, L.R and Peter Airasian. *Educational Research*, New Jersey: Prentice-Hall. Inc. 2000. 392.

T : Teaching reading by using Cooperative Integrated Reading and Composition (CIRC) Method (treatment)

X_2 : The students' reading Comprehension after treatment of experiment class

Y_1 : The students' reading Comprehension after treatment of control class

B. Location and Time of the Research

The research was conducted at the Second Year of SMPN 06 Kuantan Tengah. This research has been conducted on April 2010.

C. Subject and Object of the Research

The subject of this research was the Second Year of SMPN 06 Kuantan Tengah, while the object of this research was the students' reading Comprehension through Cooperative Integrated Reading and Composition (CIRC) Method.

D. Population and Sample

Table III.2
The Population and Sample of the Research

No	Class	Population	Sample
1	VIII 1	40	Experimental Class
2	VIII 2	40	Control Class
Total		80	80

From the table above, it is seen that the total of population is 160. in addition, in taking sample of the population the researcher uses cluster-sampling

technique. He takes only two classes from four classes as sample of the research. Furthermore, the sample of this research is 80 students. The sample is divided into two groups. The first group is experimental class, it consists of 40 students and the other one is control class that consists of 40 students.

E. The Technique of the Data Collection

The researcher used two kinds of instruments. They were test and observation. These instruments were used to find the influence Cooperative Integrated Reading and Composition (CIRC) Method and to know the significant influence of using Cooperative Integrated Reading and Composition (CIRC) Method in increasing students' reading Comprehension. The test consisted of pre-test and pos-test. The test was done by giving students a passage to read loudly and to answer the questions. The kind of the test was multiple choices. It consisted of 25 items. Every item of the test was multiplied 4. Therefore, the total score was 100 if the students could answer all the items correctly. While observation was used to know the researcher and students' activity during teaching and learning process by using Cooperative Integrated Reading and Composition (CIRC) Method.

F. The Item Difficulties

Before the items were used to get the data, all of them were tried out first. Try out was intended to know value of the test. The value itself was used to find out the level of difficulties. The standard of value used was ≥ 0.30 and ≤ 0.70 (J.B

Heaton, 1975:178). The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was.

It was calculated by using the formula:

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

Where:

FV = Difficulty level

R = the number of correct answer

N = the number of student

For example, if the number 1 was correct answered by 19 students of 40 students, the difficulty could be calculated as follows:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{14}{40} \\ &= 0.35 \end{aligned}$$

If the value was changed into percentage, it could be calculated $0.35 \times 100\% = 35$. The value was considered standard, and could be used to get the data. In other word, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty.

G. The Techniques of Data Analysis

1. Observation.

In analyzing observation data, the researcher used qualitative and quantitative forms. Qualitative means the data is presented in the form of verbal report and described in the graphic forms. In this case the data will be gotten from observation and checklist.

After that, the data will be analyzed quantitatively. Quantitative means the data was presented in form of numerical report of percentage and will be described on the graphic form. Furthermore to analyze the data and to find out the researcher progress in teaching by using Cooperative Integrated Reading and Composition (CIRC) Method, the following formula can be used:

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

Where:

M = Individual Score

F = Number of Correct Answer

N = Number of Items.²

The score of the researcher will be classified in the classification below:

Table III.3
Classification of Teacher' Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

² Haris, D.P. testing English as a second language. New York: Mc. Grawbook Company. 1974. p. 79.

2. Test.

In analyzing test data, the researcher used score of pre-test and post-test of the students. The score is classified into classification of students' score as follows:³

Table III.4
Classification of Students' Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

After the score was classified, the scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was used to find out whether the two classes have homogenous variance or not. The process to analyze the data is as follows:

1. Find out the means score of control (M_x) and means score of experiment class (M_y). The formula is as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

³ Haris, D.P. Ibid. p. 28.

2. Find out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$). The formula is as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

- x^2 = Variance of control class
- y^2 = Variance of experiment class
- x = Difference score of control class
- y = Difference score of experiment class
- N = Number of students

3. Find out homogeneity test. The formula is as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

- t = The t-test statistic
- M_x = Mean score of control class
- M_y = Mean score of experiment class
- x^2 = Variance of control class
- y^2 = Variance of experiment class
- N = Number of students.⁴

⁴ Suharsimi, Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta : Jakarta. 311.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Description of the Research Variable

This research consists of two variables; they are X, teaching using Cooperative Integrated Reading and Composition (CIRC) Method, and Y is students' reading Comprehension at the second year of Second Year of SMPN 06 Kuantan Tengah. Therefore, X is an independent variable and Y is a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class Score

Table IV.1
Students' Reading Comprehension Score in Pre-Test of
Experiment Class

Sample	Score	Category
Student 1	40	Poor
Student 2	52	Poor to Average
Student 3	52	Poor to Average
Student 4	52	Poor to Average
Student 5	36	Poor
Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	44	Poor
Student 11	60	Average to Good
Student 12	36	Poor

Student 13	40	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	60	Average to Good
Student 19	44	Poor
Student 20	48	Poor
Student 21	48	Poor
Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	52	Poor to Average
Student 25	60	Average to Good
Student 26	44	Poor
Student 27	48	Poor
Student 28	48	Poor
Student 29	52	Poor to Average
Student 30	52	Poor to Average
Student 31	56	Poor to Average
Student 32	36	Poor
Student 33	48	Poor
Student 34	60	Average to Good
Student 35	60	Average to Good
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	56	Poor to Average
Student 39	52	Poor to Average
Student 40	60	Average to Good

Based on the table above, it can be seen that the students' reading Comprehension score can be categorized into good to excellent, average to good, poor to average, and poor. No one of students got good to excellent, 8 (20%) students of 40 students got average to good, 17 (42.5%) students got poor to

average, and 15 (37.5%) students got poor. To make the percentage of the students' reading comprehension score clear, it can be seen in the following table:

Table IV.2
Percentage of Students' Reading Comprehension Score
in Pre-Test of Experiment Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	8	20
3	Poor to Average	17	42.5
4	Poor	15	37.5
Total		40	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{8}{40} \times 100 = 20\%$$

Students' reading Comprehension score in pre-test of experiment class is falls into the level 50-59, meaning that, they belong to poor to average categories because the highest score is 17 (42.5%) of 40 students.

b. Pre-Test of Control Class

Table IV.3
Students' Reading Comprehension Score in Pre-Test of
Control Class

Sample	Score	Category
Student 1	48	Poor
Student 2	48	Poor
Student 3	44	Poor
Student 4	56	Poor to Average
Student 5	36	Poor

Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	36	Poor
Student 11	64	Average to Good
Student 12	36	Poor
Student 13	44	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	68	Average to Good
Student 19	44	Poor
Student 20	36	Poor
Student 21	60	Average to Good
Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	36	Poor
Student 25	60	Average to Good
Student 26	60	Average to Good
Student 27	52	Poor to Average
Student 28	36	Poor
Student 29	60	Average to Good
Student 30	52	Poor to Average
Student 31	48	Poor
Student 32	60	Average to Good
Student 33	56	Poor to Average
Student 34	52	Poor to Average
Student 35	60	Average to Good
Student 36	52	Poor to Average
Student 37	60	Average to Good
Student 38	52	Poor to Average
Student 39	56	Poor to Average
Student 40	48	Poor

Based on the table above, it can be seen that the students' reading Comprehension score can be categorized into good to excellent, average to good, poor to average, and poor. No one of students got good to excellent categories, 10 (25%) students of 40 students got average to good, 15 (37.5%) students got poor to average, and 15 (37.5%) students got poor. To make the percentage of the students' reading Comprehension score clear, it can be seen in the following table:

Table IV.4
Percentage of Students' Reading Comprehension Score
in Pre-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	10	25
3	Poor to Average	15	37,5
4	Poor	15	37,5
Total		40	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{10}{40} \times 100 = 25\%$$

Students' reading Comprehension score in pre-test of control class is fall into the level 50-59 and 60-79, meaning that, they belong to between poor and poor to average categories because the highest score is 15 (37.5%) of 40 students.

c. Researcher's Activity

The data were presented as the result of observation conducted by the researcher in the class. English teacher of SMPN 06 Kuantan Tengah observed the researcher as long as the researcher taught the students by using Cooperative

Integrated Reading and Composition (CIRC) Method. The researcher presented the result of observation in following table:

Table IV.5
The Percentage of Teacher's Activity

No	Teacher's Activity	Observation								Total
		I	II	III	IV	V	VI	VII	VIII	
1	The teacher was ordered one of the group members to reads the passage or texts	✓	✓	✓	✓	✓	✓	✓	✓	8
2	The teacher was ordered one of the group members to predict or to interpret of the content of passage or texts	✓	✓	✓	✓	✓	✓	✓	✓	8
3	The teacher assigned every member of group to write what is known, what is questioned, and makes the questions	X	X	X	X	✓	✓	✓	✓	4
4	The teacher assigned every member of group to make conclusion	X	X	✓	✓	✓	✓	✓	✓	6
5	The teacher assigned every member to revise and edit their group and deliver the result the to teacher	X	X	X	X	✓	✓	✓	✓	4
Total		2	2	3	3	5	5	5	5	30
Mean		0,4	0,4	0,6	0,6	1	1	1	1	0.85
Percentage		40%	40%	60%	60%	100%	100%	100%	100%	85%

$$\text{Means: } \frac{\sum \text{observationscore}}{\text{writer' sactivity}} = \frac{2}{5} = 0,4$$

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer' sactivity}} \times 100\% = \frac{2}{5} \times 100 = 40\%$$

From the table above, the researcher has completed all of aspects that have been observed. Every aspect improves from observation I until observation VIII. In observation I, the total researcher's activity is 2 (40%) of 5 indicators, in observation II is 2 (40%), in observation III is 3 (60%), in observation IV is 3 (60%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in observation VIII is 5 (100%).

Furthermore, to know the score classification, the data can be interpreted to classification of teacher's score (see Chapter III page....). From the teacher's classification score, it can be seen that 85% of teacher's activity categorized good to excellent. It means that the teacher has done all the indicators of teacher's activities.

d. Post-Test of Experiment Class

Table IV.6
Students' Reading Comprehension Score in Post-Test of
Experiment Class

Sample	Score	Category
Student 1	64	Average to Good
Student 2	72	Average to Good
Student 3	76	Average to Good
Student 4	84	Good to Excellent
Student 5	64	Average to Good
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	72	Average to Good
Student 9	64	Average to Good
Student 10	68	Average to Good
Student 11	64	Average to Good

Student 12	56	Poor to Average
Student 13	56	Poor to Average
Student 14	60	Average to Good
Student 15	56	Poor to Average
Student 16	60	Average to Good
Student 17	64	Average to Good
Student 18	76	Average to Good
Student 19	60	Average to Good
Student 20	64	Average to Good
Student 21	76	Average to Good
Student 22	80	Good to Excellent
Student 23	68	Average to Good
Student 24	56	Poor to Average
Student 25	60	Average to Good
Student 26	80	Good to Excellent
Student 27	60	Average to Good
Student 28	76	Average to Good
Student 29	60	Average to Good
Student 30	56	Poor to Average
Student 31	60	Average to Good
Student 32	84	Good to Excellent
Student 33	56	Poor to Average
Student 34	80	Good to Excellent
Student 35	56	Poor to Average
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	76	Average to Good
Student 39	52	Poor to Average
Student 40	56	Poor to Average

Based on the table above, it can be seen that the students' reading Comprehension can be categorized into good to excellent, average to good, poor to average, and poor. 5 (12.5%) students of 40 students got good to excellent, 24

(60%) students got average to good, 11 (27.5%) students got poor to average, and no one got poor. To make the percentage of the students' reading Comprehension clear can be seen in the following table:

Table IV.7
Percentage of Students' Reading Comprehension Score
in Post-Test of Experiment Class

No	Category	Frequency	Percentage
1	Good to Excellent	5	12,5
2	Average to Good	24	60
3	Poor to Average	11	27,5
4	Poor	0	0
Total		40	100%

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{5}{40} \times 100 = 12.5\%$$

Students' reading Comprehension score in post-test of experiment class falls into level 60-79, meaning that, they belong to average to good categories because the highest score is 24 (60%) of 40 students.

e. Post-Test of Control Class

Table IV.8
Students' Reading Comprehension in Post-Test of Control Class

Sample	Score	Category
Student 1	52	Poor to Average
Student 2	56	Poor to Average
Student 3	48	Poor
Student 4	60	Average to Good
Student 5	48	Poor
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	56	Poor to Average

Student 9	56	Poor to Average
Student 10	52	Poor to Average
Student 11	68	Average to Good
Student 12	56	Poor to Average
Student 13	60	Average to Good
Student 14	56	Poor to Average
Student 15	56	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	64	Average to Good
Student 19	68	Average to Good
Student 20	56	Poor to Average
Student 21	52	Poor to Average
Student 22	56	Poor to Average
Student 23	60	Average to Good
Student 24	60	Average to Good
Student 25	48	Poor
Student 26	56	Poor to Average
Student 27	52	Poor to Average
Student 28	72	Average to Good
Student 29	56	Poor to Average
Student 30	56	Poor to Average
Student 31	52	Poor to Average
Student 32	56	Poor to Average
Student 33	76	Average to Good
Student 34	60	Average to Good
Student 35	48	Poor
Student 36	56	Poor to Average
Student 37	68	Average to Good
Student 38	56	Poor to Average
Student 39	56	Poor to Average
Student 40	56	Poor to Average

Based on the table above, it can be seen that the students' reading Comprehension can be categorized into good to excellent, average to good, poor to average, and poor. No one student got good to excellent, 12 (30%) students of 40 students got average to good category, 24 students (60%) got poor to average, 4 (10%) students got poor. To make the percentage of the students' reading Comprehension clear can be seen in the following table:

Table IV.9
Percentage of Students' Reading Comprehension Score
in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	12	30
3	Poor to Average	24	60
4	Poor	4	10
Total		40	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{2}{40} \times 100 = 5\%$$

Students' reading Comprehension in post-test of control class falls into level 50-59, meaning that, they belong to poor to average categories because the highest score is 24 (60%) students of 40 students.

B. The Data Analysis

Table IV. 10
Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test (X_1)	Post-test (X_2)	Difference (x)	Student	Pre-test (Y_1)	Post-test (Y_2)	Difference (y)
1	48	52	4	1	40	64	24
2	48	56	8	2	52	72	20
3	44	48	4	3	52	76	24
4	56	60	4	4	52	84	32
5	36	48	12	5	36	64	28
6	48	56	8	6	48	56	8
7	60	64	4	7	60	64	4
8	52	56	4	8	52	72	20
9	56	56	0	9	56	64	8

10	36	52	16	10	44	68	24
11	64	68	4	11	60	64	4
12	36	56	20	12	36	56	20
13	44	60	16	13	40	56	16
14	48	56	8	14	48	60	12
15	52	56	4	15	52	56	4
16	56	56	0	16	56	60	4
17	52	52	0	17	52	64	12
18	68	64	-4	18	60	76	16
19	44	68	24	19	44	60	16
20	36	56	20	20	48	64	16
21	60	52	-8	21	48	76	28
22	52	56	4	22	52	80	28
23	56	60	4	23	56	68	12
24	36	60	24	24	52	56	4
25	60	48	-12	25	60	60	0
26	60	56	-4	26	44	80	36
27	52	52	0	27	48	60	12
28	36	72	36	28	48	76	28
29	60	56	-4	29	52	60	8
30	52	56	4	30	52	56	4
31	48	52	4	31	56	60	4
32	60	56	-4	32	36	84	48
33	56	76	20	33	48	56	8
34	52	60	8	34	60	80	20
35	60	48	-12	35	60	56	-4
36	52	56	4	36	60	60	0
37	60	68	8	37	52	52	0
38	52	56	4	38	56	76	20
39	56	56	0	39	52	52	0
40	48	56	8	40	60	56	-4
\sum^N =40	$\sum X_1$ =2052	$\sum X_2$ =2292	$\sum x$ =240	\sum^N =40	$\sum Y_1$ =2040	$\sum Y_2$ =2604	$\sum y$ =564

From the table above, it can be found that $\sum N=40$, $\sum X_1=2052$, $\sum X_2=2292$, $\sum x=240$, $\sum Y_1=2040$, $\sum Y_2=2604$, and $\sum y=564$.

Furthermore, find out the means score of control (M_x) and means score of experiment class (M_y).

$$\begin{aligned} M_x &= \frac{\sum x}{N} \\ &= \frac{240}{40} \end{aligned}$$

$$M_x = 6$$

$$\begin{aligned} M_y &= \frac{\sum y}{N} \\ &= \frac{564}{40} \end{aligned}$$

$$M_y = 14.1$$

Then, Finding out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$) are as follows:

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 5312 - \frac{240^2}{40} \\ &= 5312 - \frac{57600}{40} \\ &= 5312 - 1440 \end{aligned}$$

$$\sum x^2 = 3872$$

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
&= 13488 - \frac{564^2}{40} \\
&= 13488 - \frac{318096}{40} \\
&= 13488 - 7952.4 \\
\sum y^2 &= 5535.6
\end{aligned}$$

From the analysis above, it is found that the means of control class is 6 and the variance is 3872. While the means of experiment class is 14.1 and the variance is 5535.6.

From the finding above, there is the difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned}
f_{\text{calculated}} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\
&= \frac{5535.6}{3872}
\end{aligned}$$

$$f_{\text{calculated}} = 1.43$$

The value of $f_{\text{calculated}}$ is compared with the value of f_{table} with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk and for 5%, f_{table} value is 1.69. From the explanation, it was found that $f_{\text{calculated}}$ is less than f_{table} (1.43 < 1.69). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{6 - 14.1}{\sqrt{\left(\frac{3872 + 5535.6}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
 &= \frac{-8.1}{\sqrt{\left(\frac{9407.6}{78}\right)\left(\frac{2}{40}\right)}} \\
 &= \frac{-8.1}{\sqrt{\frac{18815.2}{3120}}} \\
 &= \frac{-8.1}{\sqrt{6.03}} \\
 &= \frac{-8.1}{2.456} \\
 t &= 3.298
 \end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 3.298, then to prove whether there is a significant or not, $t_{calculated}$ is turned to level in alpha decision level (α) 0.05 and with the degree freedom 78 ($df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$). The degree freedom 78 was not found in the $t_{distribution}$ table. Therefore, the researcher has chosen the closest one that is 60. In the degree freedom of 60 was found that $t_{distribution}$ was 1.671. It can be concluded that $t_{calculated} > t_{distribution}$ ($3.298 > 1.671$). It means that H_a is accepted and

H₀ is rejected. In short, there is significant influence of using Cooperative Integrated Reading and Composition (CIRC) Method to increase students' reading Comprehension at second year students of SMPN 06 Kuantan Tengah.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' reading Comprehension at the second year of Second Year of SMPN 06 Kuantan Tengah by using Cooperative Integrated Reading and Composition (CIRC) Method.

A. Conclusion

Research findings about using Cooperative Integrated Reading and Composition (CIRC) Method show that there was a significant difference between students who were taught conventionally and taught by using Cooperative Integrated Reading and Composition (CIRC) Method. This can be seen in the comparison between the two groups clearly.

1. In the first formulation of the problem, how is the implementation of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at the second year of SMPN 06 Kuantan Tengah? It can be answered that implementation of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension can be classified good to excellent. It can be seen that every aspect improves from observation I until observation VIII. In observation I, the total researcher's activity is 2 (40%) of 5 indicators, in observation II is 2 (40%), in observation III is

3 (60%), in observation IV is 3 (60%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in observation VIII is 5 (100%). Classically, the teacher's activities in implementation Cooperative Integrated Reading and Composition (CIRC) Method fall into 85%. It means that the teacher has done all the indicators of teacher's activities.

2. In the last formulation of the problem, is there any significant influence of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading Comprehension at the second year of SMPN 06 Kuantan Tengah? It can be answered that there is significant influence of Cooperative Integrated Reading and Composition (CIRC) Method on students' reading Comprehension at the second year of SMPN 06 Kuantan Tengah. This statement can be seen from the result of $t_{calculated}$ is higher than $t_{calculated}$ ($3.298 > 1.671$) in alpha decision level (α) 0,05 with the degree freedom (*d.f.* 78). It means that H_0 is rejected and the H_a is accepted. In other words, there is significant influence of Cooperative Integrated Reading and Composition (CIRC) Method in increasing students' reading Comprehension.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to increase students' reading Comprehension. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Cooperative Integrated Reading and Composition (CIRC) Method can give the students chance to apply their skill in reading Comprehension. It is suggested that English teacher can adopt and apply this method in order to improve the students' reading Comprehension.
- b. English teacher should have various methods in teaching and learning process especially in teaching reading Comprehension.

2. Suggestions for the Students

- a. The students may realize that reading is very important.
- b. The students may use Cooperative Integrated Reading and Composition (CIRC) to help their reading Comprehension.
- c. The students may be able to understand the written English.

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Appendix 1

Test

Name :

Class :

Direction :

1. This test is for a research only
2. This test does not affect your grade
3. Read the passage and answer the questions
4. Thank you very much for your participation
5. The time given is 40 minutes

Passage 1:

Gunung Gede-Pangrango are the twin volcanoes of West Java. It is one of the first national parks in Indonesia. It covers a total forested area of 15,000 hectares. It includes the Cibodas Nature Reserve.

Visitors can reach the park from Jakarta and Bandung. The main entrance of Cibodas is situated about 120 km, or about 2.5 hours by car, from Jakarta and 85 km, or about 2 hours by car, from Bandung. It is also accessible from Cipanas and Pacet through Gunung Putri, just east of Cibodas; and from Sukabumi through Selabintana from south at about 60 km, or 1.5 hours by car, from Bogor. Another entrance is at situgunung. You can reach it through Cisaat, just west of sukabumi. From these entrances (except from Situgunung) there are trails to the stops of Gunung Gede and Pangarango.

What to Bring/Where to Stay

You need to bring cool-weather clothing, raincoats, strong shoes for hiking, and camping equipment. Visitors have also to bring their own food, especially if they want to stay overnight in the park. Accommodation in the park is in simple guesthouses. It also provides some camping grounds, including one at Alun-alun Suryakencana, a flat area near the top of Gunung Gede. There are many hotels, villas and bungalows in the Puncak Pass-Cipanas area. This area is quit close to the headmasters of the park.

Activities

Among the mountains in West Java, the twin volcanoes Gede-Pangrango are very famous for hiking and mountain climbing. There two trails to go up to tops of the mountains; two trails are from Cibodas, one from Gunung Putri and another one from Selabintana, Sukabumi. Climbing the mountains and watching the sunrise from the top or the crater wall of Gunnung Gede are the most exciting attractions for visitors.

(Adopted from: www.virtualtourist.com in Smart Step page 22)

Questions....

1. What is the best title of the above passage?
2. How can we reach Gunung Gede-Pangrango?
3. What are the tools that should be prepared if we want to stay Gunung Gede-Pangrango?
4. How much total area does Gunung Gede-Pangrango has?
5. What kinds of activities can we do in Gunung Gede-Pangrango?

Passage 2:

Camping is hobby of people of different ages. They usually go camping on weekends or holidays. They live outside their house for one or more days. They bring food, clothes, and other daily needs with them. They often bring some cooking utensils and cook their own food. They spend several days, or even weeks in a tent. They do many activities, like fishing, swimming, watching birds and wildlife, and playing games.

Camping help people free themselves from the stress of city life. They leave the city and move closer to nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or sea nearby is a good exercise for the body.

(Adopted from: English on Sky page 40)

Questions.....

6. What is the main idea of the first paragraph?
7. What do people do when they go camping?
8. How does the writer identify camping?
9. Why does camping make people healthy?
10. What kinds of activities do people do while camping?

Passage 3:

A tree is woody plant. It has one of main stem that is called a trunk. The trunk supports the branches and the twigs or stalks. Fruits, flowers, leaves, grow along the twigs. But for certain trees, the fruits grow on the trunk, for examples, jackfruits and sour carambolas (belimbing wuluh).

All green trees take and cook their own food. The roots absorb water, mineral, and salt from the soil. The trunk dissolves and distributes the leaves. With the help of

sun rays, the chlorophyll mixes the water and carbon dioxide. Then the mixture changes into sugar. This sugar is distributed to all parts of three. Then the oxygen is released. It is called photosynthesis.

Besides absorbing water, mineral, and salt, roots has another duty. They anchor a tree in the ground, so it does not fall down to the ground when the strong wind blows.

(Adopted from: English for Junior High School Students 8th Year page 4)

Questions.....

11. What is the best title for this passage?
12. What is the function of trunk of a tree?
13. How does tree eat?
14. What is photosynthesis?
15. What are the duties of root?

Passage 4:

Tanjung Puting National Park is a natural wonder. It is located in the District of Kotawaringin Barat and Litawaringin Timur in Central Kalimantan. This park covers a total area of 3,000,040 hectares. It is the largest protected forest in the province of Central Kalimantan. It is also the largest area of tropical health forest in South East Asia. The area was originally declared as a Wildlife Conservation in 1935 and then as a National Park in 1982.

The vegetation of Tanjung Puting National Park, including its forest, presents a complex combination of habitats. It includes lowland tropical rain forest, dry land forest, tropical health forest, swamp forest, mangrove, and coastal forest.

Tanjung Puting National Park is home for many species of animals. The best known species that makes this park very famous is orang utan. It supports proboscis monkey and gibbon. It also supports many varieties of birds. The rivers in the park contain the estuarine crocodile. These rivers together with swamps support the life of many species of fish that have very high values in terms of ecology and economy.

(Adopted from: The Inflight Magazines of Garuda Indonesia 2001 in English for Junior High School Students 8th Year page 10)

Questions.....

16. What is the best title for this passage?
17. Where is the location of Tanjung Puting National Park?
18. How much total area does Tanjung Puting National Park has?

19. What habitats can we find in the Tanjung Puting National Park?

20. What is the best animal in Tanjung Puting National Park?

Passage 5:

Cerme Cave is a former meeting place used by *Walisongo* to spread and teach Islam in Java. The word *cerme* comes from the word *ceramah*, a speech that was held during the meeting when *Walisongo* discussed the plan of the establishment of the Great Mosque in Demak, a city in the northern part of Central Java.

Cerme Cave is located in Srunggo of Selopamioro, Bantul Regency. It is about 22 km from Yogyakarta. One must first step on 759-meter stairs to reach the front gate of the cave. It is better for the visitors to contact the *juru kunci* or the cave guard first to get proper information and guidance.

Besides the main cave, there are smaller caves, which used to be a meditation place like Dalang Cave, Ledhek Cave, Badhut Cave, and kaum Cave. On Monday or Tuesday *Wage* nights, many people come to get God's blessing by performing a kind of thanksgiving ceremony. During holidays, many students and youth also visit the cave. Along the alley of Cerme Cave, the stage that was formerly used as meeting points is still exist. It is a 1,200-meter long alley with magnificent stalactites and stalagmites. It also has a cool and clear stream within. The average depth of the stream is about one meter, and it is ended at the exit gate of Ploso Village, at Giritirto, panggang, Gunung Kidul Regency.

Questions.....

21. What is the main idea of the passage?

22. What is Cerme Cave?

23. Where is the location of Cerme Cave?

24. How many kinds of smaller caves are in the passage? Mention!

25. When do people do thanksgiving ceremony?

THE KEY ANSWER

1. Gunung Gede-Pangrango
2. We can reach Gunung Gede-Pangrango from Jakarta and Bandung. The main entrance of Cibodas is situated about 120 km, or about 2.5 hours by car, from Jakarta and 85 km, or about 2 hours by car, from Bandung.
3. Cool-weather clothing, raincoats, strong shoes for hiking, and camping equipment,
4. It covers a total forested area of 15,000 hectares.
5. Hiking, mountain climbing, and watching the sunrise from the top of Gunung Gede-Pangrango
6. Camping
7. Fishing, swimming, watching birds and wildlife, and playing games.
8. Camping help people free themselves from the stress of city life.
9. Because they can comeback to the nature and doing some activities such as hiking around a campsite or swimming in a river or sea that make their body healthy.
10. Hiking around a campsite or swimming in a river or sea.
11. A tree.
12. The trunk supports the branches and the twigs or stalks.
13. The roots absorb water, mineral, and salt from the soil. The trunk dissolves and distributes the leaves.
14. The mixture changes into sugar. This sugar is distributed to all parts of three. Then the oxygen is released.
15. The roots absorb water, mineral, and salt from the soil and they also anchor a tree in the ground.
16. Tanjung Puting National Park.
17. It is located in the District of Kotawaringin Barat and Litawaringin Timur in Central Kalimantan
18. This park covers a total area of 3,000,040 hectares.

19. It includes lowland tropical rain forest, dry land forest, tropical health forest, swamp forest, mangrove, and coastal forest. It is also home for many species of animals.
20. The best known species that makes this park very famous is orang utan.
21. Cerme Cave.
22. Cerme Cave is a former meeting place used by *Walisongo* to spread and teach Islam in Java.
23. Cerme Cave is located in Srunggo of Selopamioro, Bantul Regency.
24. There are four smaller caves in cerme cave, they are Dalang Cave, Ledhek Cave, Badhut Cave, and kaum Cave.
25. On Monday or Tuesday *Wage* nights, many people come to get God's blessing by performing a kind of thanksgiving ceremony.

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