

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The purposes of this research were to find the students' reading comprehension before taught by using Cooperative Integrated Reading and Composition (CIRC) Technique, then to find out the students' reading comprehension before taught by using Cooperative Integrated Reading and Composition (CIRC) Technique and the last to find whether there any significant different between the students' reading comprehension taught by using Cooperative Integrated Reading and Composition (CIRC) Technique without using Cooperative Integrated Reading and Composition (CIRC) Technique. The data were obtained from students' pre-test and post-test scores in control class and experimental class. The tests were the reading test. This is a test to measure the reading comprehension in English.

##### 1. Descriptive Analysis

##### a. Students Reading Comprehension of Descriptive Text before Taught by Using CIRC Technique.

The first meeting was started by giving pre-test to the students to know students' reading comprehension before the treatment. The score of the pre-test can be seen in the table below:

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**Table IV. 1**  
**The Students' Reading Score before taught by using CIRC technique.**

No	Students	Pre-test
1	Student 1	30,00
2	Student 2	36,66
3	Student 3	40,00
4	Student 4	30,00
5	Student 5	23,33
6	Student 6	23,33
7	Student 7	26,66
8	Student 8	23,33
9	Student 9	40,00
10	Student 10	36,66
11	Student 11	33,33
12	Student 12	30,00
13	Student 13	36,66
14	Student 14	20,00
15	Student 15	36,66
16	Student 16	33,33
17	Student 17	23,33
18	Student 18	13,33
19	Student 19	33,33
20	Student 20	30,00
21	Student 21	20,00
22	Student 22	40,00
23	Student 23	33,33
24	Student 24	36,66
25	Student 25	40,00
26	Student 26	20,00
27	Student 27	40,00
28	Student 28	30,00
Total		859,93
Mean		30,71

From the table IV.1 the researcher found the total score was 859.93 and the mean score obtained by the pre-test was 30.71. The highest score was 40 and the lowest score was 13.33.

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**Table IV.2 The Frequency Score of Pre-Test**

Score		Frequency	Percent
Valid	13,33	1	3,6%
	20,00	3	10,7%
	23,33	4	14,3%
	26,66	1	3,6%
	30,00	5	17,9%
	33,33	4	14,3%
	36,66	5	17,9%
	40,00	5	17,9%
	Total	28	100,0%

Based on the table IV.2, it can be seen that in pre-test, There was 1 student got score 13.33 (3.6%), 3 students got score 20 (10.7%), 4 students got score 23.33 (14.3%), 1 student got score 26.66 (3.6%), 5 students got score 30 (17.9%), 4 students got score 33.33 (14.3%), 5 students got score 36.66 (17.9%), 5 students got score 40 (17.9%).

**Table IV. 3 Score Classification of Students Reading Comprehension before Taught by Using CIRC Technique.**

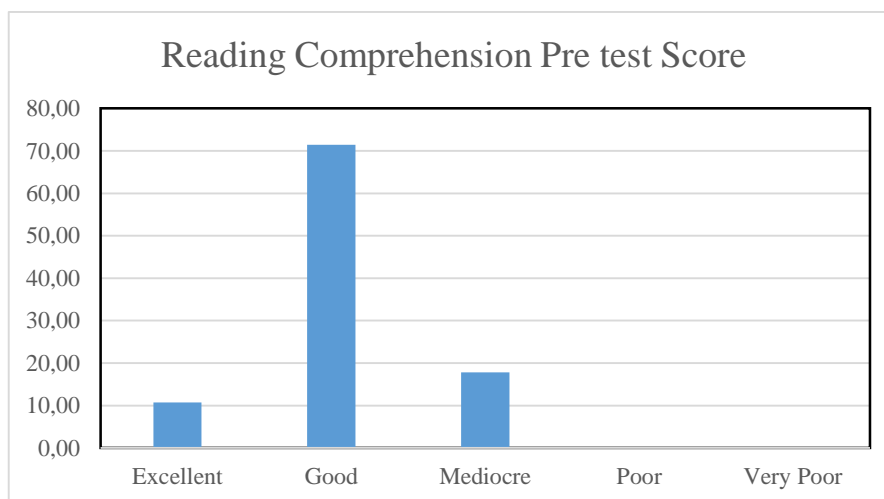
No	Categories	Score	Frequency	Percentage
1	Excellent	81-100	0	0%
2	Good	61-80	0	0%
3	Mediocre	41-60	0	0%
4	Poor	21-40	24	85,71%
5	Very Poor	0-20	4	14,29%
	Total		28	100%

From the table above, it can be seen that there was no student at Excellent category, with the percentage was 0%. There was no student at good category, with the percentage 0%. There was no student at mediocre category, with the percentage 0%. There were 24 students at poor category, with the percentage was 85.71%. there were 4 students at very poor category, with the percentage was 14.29%.

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**Chart. IV.1 The Score Classification of Students Reading Comprehension before Taught by Using CIRC Technique.**



Based the Chart above, the researcher concluded that the average score of the students' Reading comprehension in Descriptive Text before taught by using Cooperative Integrated Reading and Composition (CIRC) Technique was at poor category.

**b. Students Reading Comprehension of Descriptive Text after Taught by Using CIRC Technique.**

The data of students' Reading comprehension in Descriptive Text taught by using Cooperative Integrated Reading and Composition (CIRC) Technique were gotten from post-test of experimental class taken from sample of this class (28 students). The data can be seen from the table below:

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**Table. IV.4 The Students Score of Students Reading Comprehension of Descriptive Text after Taught by Using CIRC Technique.**

No	Students	Post-test
1	Student 1	70
2	Student 2	73,33
3	Student 3	70
4	Student 4	63,33
5	Student 5	63,33
6	Student 6	60
7	Student 7	56,66
8	Student 8	60
9	Student 9	83,33
10	Student 10	73,33
11	Student 11	63,33
12	Student 12	76,66
13	Student 13	76,66
14	Student 14	50
15	Student 15	76,66
16	Student 16	66,66
17	Student 17	66,66
18	Student 18	56,66
19	Student 19	70
20	Student 20	76,66
21	Student 21	66,66
22	Student 22	86,66
23	Student 23	63,33
24	Student 24	70
25	Student 25	70
26	Student 26	73,33
27	Student 27	83,33
28	Student 28	70
Total		1936,57
Mean		69,16

From the table IV.4 the researcher found the total score was 1936.57 and the mean score obtained by the post-test was 69.16.

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**Table IV.5 The Frequency Score of Students Reading Comprehension of Descriptive Text after Taught by Using CIRC Technique.**

Score		Frequency	Percent
Valid	50,00	1	3,6%
	56,66	2	7,1%
	60,00	2	7,1%
	63,33	4	14,3%
	66,66	3	10,7%
	70,00	6	21,4%
	73,33	3	10,7%
	76,66	4	14,3%
	83,33	2	7,1%
	86,66	1	3,6%
Total		28	100,0%

Based on the table IV.5, it can be seen that in pre-test, There was 1 student got score 50 (3.6%), 2 students got score 56.66 (7.1%), 2 students got score 60 (7.1%), 4 students got score 63.33 (14.3%), 3 students got score 66.66 (10.7%), 6 students got score 70 (21.4%), 3 students got score 73.33 (10.7%), 4 students got score 76.66 (14.3%), 2 students got score 83.33 (7.1%), 1 student got score 86.66 (3.6%).

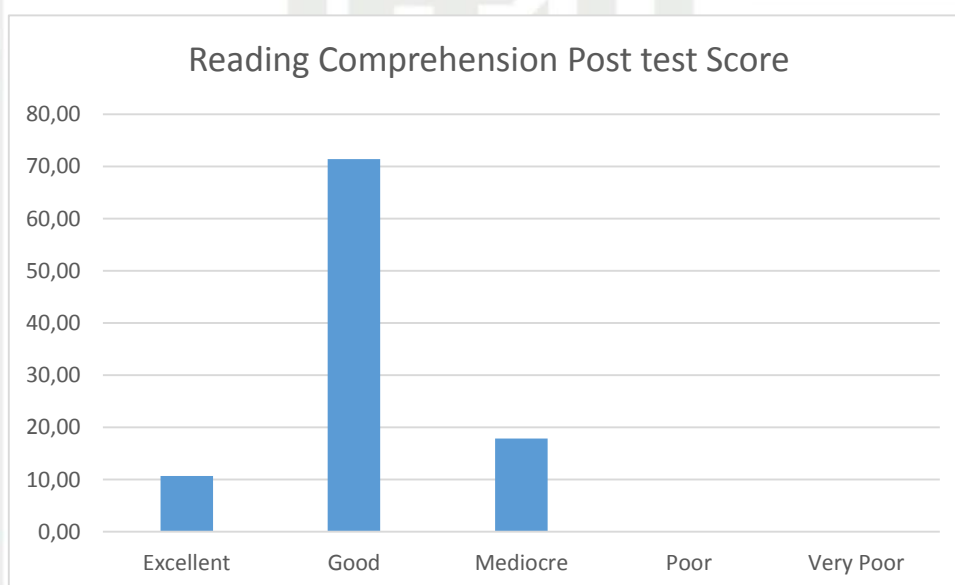
**Table IV. 6 Score Classification of Students Reading Comprehension of Descriptive Text after Taught by Using CIRC Technique.**

No	Categories	Score	Frequency	Percentage
1	Excellent	81-100	3	10,71%
2	Good	61-80	20	71,43%
3	Mediocre	41-60	5	17,86%
4	Poor	21-40	0	0,00%
5	Very Poor	0-20	0	0,00%
	Total		19	100%

From the table above, it can be seen that there were 3 students at

excellent category, with the percentage was 10.71%. 20 students were at good category, with the percentage 71.43%. 5 students were at mediocre category, with the percentage 17.86%. There was no student at poor category, with the percentage 0%. There was also no student at poor category, with the percentage 0%.

**Chart. IV.2 The Score Classification of Students Reading Comprehension of Descriptive Text after Taught by Using CIRC Technique.**



Based the Chart above, the researcher concluded that the average score of the students' Reading comprehension in Descriptive Text after being taught by using Cooperative Integrated Reading and Composition (CIRC) Technique was at good category.

## 2. Statistical Analysis

### a. Normality Test

The data used to present the significant difference of taught and without taught using Cooperative Integrated Reading and Composition (CIRC) Technique on Descriptive Text were obtained

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from the pre-test and post-test scores in experimental class calculated by using SPSS. In order to know whether the data used parametric or non-parametric analysis, the researcher previously needed to apply normality analysis by using Kolmogorov-Smirnov method in SPSS 22 which was described as follows.

**Table IV.7 Test of normality of before and after taught by using CIRC Technique**

	Kolmogorov-Smirnova		
	Statistic	df	Sig.
pretest	,143	28	,147
posttest	,110	28	,200

For normality test, if the significant level (asym.p) is bigger than 0.05, the data distribution is normal. For the table above, it can be seen that the asymp significant value for pre-test score was .147. and the asymp significant value for post-test was .200. So, it can be concluded that both of the data were normal.

#### **b. Paired Sample T-Test**

To demonstrate the pre-test and post-test effects in the effect of Cooperative Integrated Reading and Composition (CIRC) technique on reading comprehension, the researcher employed paired sample t-tests as specified by SPSS version 22. A population is employed for the paired sample t-test before and after treatment. The output from statistical data analysis is displayed in the table below:

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Table IV.8 Data Analysis of Paired Sample T-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-38,45143	6,44377	1,21776	-40,95006	-35,95280	-31,576	27	,000

According to the table above IV.8, the mean of the pretest and post-test was 38,45143, the standard deviation was 6,44377, and the mean standard error was 1,21776. The lower difference was 40,95006, and the upper difference was 35,95280. The t-test result was 10.014 with a df of 27, and the significant value was 0.001.

### c. Hypothesis Testing

Based on the output SPSS above, Paired Samples T Test shows the asymp. significant value.

Ho: Variance Population identical

If Probabilities  $> 0.05$ , Ho is accepted

Ha: Variance Population not identical

If Probabilities  $< 0.05$ , Ha is accepted

Based on the output SPSS above, Ha is accepted because  $0.000 < 0.05$ . It means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is It can be stated that  $0.000 < 0.05$ . It means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. It can be Concluded Ha is accepted and Ho is rejected. In conclusion, there is a significant different between the students' reading comprehension before and after taught by using

Cooperative Integrated Reading and Composition (CIRC) Technique.

## B. Discussion

After having the results of this research, the researcher concluded that the average score of the students' Reading comprehension in Descriptive Text before taught by using Cooperative Integrated Reading and Composition (CIRC) Technique was at poor category. Furthermore, the average score of the students' Reading comprehension on Descriptive Text after being taught by using Cooperative Integrated Reading and Composition (CIRC) Technique was at good category. Then, in conclusion, significant different between the students' reading comprehension before and after taught by using Cooperative Integrated Reading and Composition (CIRC) Technique.

Besides, Andriani (2021) the research concludes that the use of Cooperative Integrated Reading and Composition (CIRC) technique is able to improve students reading comprehension on recount text. Moreover, Sipayung (2019) Reading comprehension score among students improve significantly after being taught by using Cooperative Integrated Reading and Composition (CIRC) technique. So, Cooperative Integrated Reading and Composition (CIRC) technique is the effective technique in teaching especially in teaching reading comprehension. Additionally, on jurnal of Linguistics & English Language Teaching (2015) Cooperative Integrated Reading and Composition (CIRC) technique was able to boost the effectiveness of

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student learning. Furthermore, based on the results and explanation above, the implementation of Cooperative Integrated Reading and Composition (CIRC) technique could improve students' reading comprehension on descriptive text.



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