



**THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) STRATEGY TO THE STUDENTS'
READING COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE TEXT
TO THE TENTH GRADE STUDENTS' AT MA HM TRIBAKTI KEDIRI
IN ACADEMIC YEAR 2014/2015**

THESIS

Presented in Partial Fulfillment of the Requirements to Obtain
The Sarjana Pendidikan Degree (S.Pd.) of The English Education Department
The Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



Niken Eka Pratiwi
11.1.01.08.0139

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**



APPROVAL PAGE

SKRIPSI

By:
NIKEN EKA PRATIWI
NPM: 11.1.01.08.0139

ENTITLED:

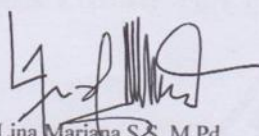
THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING AND
COMPOSITION (CIRC) STRATEGY TO THE STUDENTS' READING
COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE TEXT TO THE TENTH
GRADE STUDENTS' AT MA HM TRIBAKTI KEDIRI IN ACADEMIC YEAR
2014/2015

Approved by the Advisor to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 20th, 2015

The Advisors,

Advisor I


Lina Mariana S.S., M.Pd
NIDN. 0710097401

Advisor II


Drs. Hilarius Semana, M.Pd
NIDN. 0714015910



APPROVAL SHEET

SKRIPSI

By:
Niken Eka Pratiwi
NPM: 11.1.01.08.0139

ENTITLED:

THE EFFECTIVENESS OF COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) STRATEGY TO THE STUDENTS'
READING COMPREHENSION ACHIEVEMENT IN DESCRIPTIVE
TEXT TO THE TENTH GRADE STUDENTS' AT MA HM TRIBAKTI
KEDIRI IN ACADEMIC YEAR 2014/2015

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

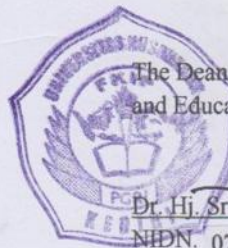
Kediri, August 20th, 2015

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : LINA MARIANA S.S, M.Pd

Second Examiner : Drs. HILARIUS SEMANA, M.Pd



The Dean of the Faculty of Teacher Training
and Education

Dr. Hj. Sri Panca Setyawati., M.Pd
NIDN. 0716046202



THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, I:

Name : Niken Eka Pratiwi
NPM : 11.1.01.08.0139
PDoB : Kediri, July 2nd 1992
Fac./Dept. : FKIP/ English Department

States that:

1. The skripsi was never collected to any institute of higher education for any academic degree.
2. The skripsi is totally independent of my work and not the result of plagiarism the work of others.
3. If someday is proved or provable research as a result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, August 23rd, 2015

Which states

METERAI
TEMPEL
02682ADF061544524
5000
EKAM RIBU RUPIAH
NIKEN EKA PRATIWI
NPM 11.1.01.08.0139



The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Strategy to the Students' Reading Comprehension Achievement in Descriptive Text to the Tenth Grade Students' at MA HM Tribakti Kediri in Academic Year 2014/2015

Niken Eka Pratiwi
NPM 11.1.01.08.0139

Faculty of Teacher Training and Education - English Education Department

niken.eka2@gmail.com

Lina Mariana S.S, M.Pd and Drs. Hilarius Semana, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Niken Eka Pratiwi. The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Strategy to the Students' Reading Comprehension Achievement in Descriptive Text to the Tenth Grade Students' at MA HM Tribakti Kediri in Academic Year 2014/2015

Reading is one of the language skills which are very important to develop students' knowledge in their studies. The purposes of the research are to know the students' reading comprehension achievement in descriptive text before and after they are taught CIRC strategy, whether or not the significant effectiveness of CIRC strategy to the students' reading comprehension achievement in descriptive text. The quantitative experimental research was used in this research. The subject of this research by the X-3, there are 26 students at MA HM Tribakti Kediri. The data was taken by using test, they are pre-test and post-test. The data of this research was analyzed by using t-test analysis. The research result is the writer found that the mean score of post-test (73,12) is higher than mean score of pre-test(50,96). As a conclusion of the result above it can be said that Cooperative Integrated Reading and Composition strategy is really appropriate in teaching reading because this strategy is proved enable to increase the students' achievement in descriptive text in reading.

Key word: Cooperative Integrated Reading and Composition (CIRC), Reading comprehension



I. Introduction

Reading is one of the language skills which is very important to develop students' knowledge in their studies. It is closely related to the other language skill such as; listening, speaking and writing.

Learning to read well is a long-term developmental process, they can read any literature such as book, magazine, newspaper, etc. The students can obtain the information and knowledge from materials that the students read. But it is impossible for the students to understand the content of the literatures by reading it once. Surely, the students need much time to understand what information of the text. Thus, reading needs a process to understand the meaning of the written material. According to Dechant (1982) et al in Syatriana (2010: 31) he says that, "Reading is a language process and communication that is a process which gives opportunity to readers to interact and communicate with different ideas." It means that reading is a process of communication between writer and reader.

Reading has many benefits for the readers. One of the benefits of reading is a broad store of information. Being able to read English is essential, because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This

idea is supported by the fact that reading has become a part of our daily life.

In addition, having a good comprehension in reading can be facilitated by many strategies. Students should have better strategies for their good comprehension. So, reading comprehension is a process of making meaning that expected to students are good readers who are able to comprehend a text effectively and efficiently.

In reading class, most of the reading activities are focused in reading for comprehension because reading is one of the competences of English that is considered as final examination.

As we know that, English has been given from Kindergarten up to Senior High School, but the result of students achievement is still considered unsatisfactory especially in reading comprehension. The problem came from the students' difficulties to read materials in foreign language. Thus, they read only word by word. Some students would say that they forget what the story was about, some would only recalled one or two pieces of information and some others could only tell the beginning and the ending of the story. From the data of preliminary study they got the highest score: 76, average score: 54, and then lowest score: 40. It can be seen from



result of daily examination that many students got the low the minimum passing score (KKM).

Considering the facts, the writer tries to solve the problems for teaching learning process. One way to improve reading comprehension of the students is by using new teaching techniques, namely Cooperative Integrated Reading and Composition (CIRC).

According to Steven and Slavin in Rai (2014: 2) state that CIRC is a technique where the students' work in their teams on a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach. It means that, the students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students will have much deeper understanding on the reading text they have read.

The aim of CIRC is to develop high level of thinking while reading. Then, the students know that performance is generally caused by oneself and one member of a team. This technique gives much time to the students to be active in the English teaching and learning process and also they can

develop critical thinking and learn to solve the problem.

II. Theoretical Framework

1. Reading

Reading is the one of important skills in learning language besides listening, speaking and writing. According to Hittlemanin (1978:5) in Syatriana (2010:31), "reading is a verbal process interrelated with thinking and with all other communication abilities: listening, speaking, and writing". Its supported by Brown (2000: 232), "A course that dealing with reading skills, then will deal related listening, reading and writing skills". Thus, by reading the reader can take the information because it's relationship with the other English skill.

Deborah Daiek and Nancy Anter in Febrianti (2014: 15) states that reading as an active process that has two ways of communication between an author and a reader through written language or symbol (text) and it requires interpretation and understanding.

From the statement above, it can be concluded that reading is one of the skills that need process of communication between writer and reader to understand the content of the text.

There are two aspects of comprehension processes that important to teach in order the



student are able to mastered the reading skill. According to Smith & Collins (2007: 3) they state “There are two aspects of comprehension processes that we think are important to teach: (1) comprehension monitoring, and (2) hypothesis formation and evaluation”.

Comprehension monitoring concerns to the student’s ability both to evaluate his or her ongoing comprehension processes while reading through a text, and to take some short of remedial action when these processes bog down. Thus, The role hypothesis formation and revision is central to recent artificial intelligence approaches to comprehension process.

Reading is one of the most important academic tasks faced by students. According to Pang, et all, (2003: 15), “ The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read”. It means that the reader will get the information from reading book or what else that can for read.

2. Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Pang, et all (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the

processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

Comprehension entails three important elements. They are reader, text, and activity. Reader refers to the person who is doing the comprehending that. Meanwhile, the text refers to the material to be comprehended. Finally, activity refers to the ongoing process of achieving deep understanding.

Teaching reading in Indonesia is not easy, because the great difference of language system between English and Indonesia has been the major difficulty for students to learn English. Oakhill et.al (2014: 1) define more complex problem of reading comprehension. They state that readers cannot understand a whole text if they cannot identify or decode the words in that text. While, Clarke et.al (2014: 1) define for many children, the messages conveyed through written text are not well understood. It may be caused by children’s ability to understand text is not developed yet.

Based on the theories above, the writer concludes that there are many problems in reading comprehension process that is students are lazy to read, it is difficult for



student to comprehend or to get information from a text, and she finds the same problem in the school that she observes.

3. Teaching Reading

Teaching students to become effective readers is an important goal of the compulsory years of schooling. It involves extending student's vocabularies and knowledge of the world, developing their knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels. Brown (2000: 54) states, "Teaching is guided and facilitating learning, enable the learner to learn, setting the condition for learning". It means that teaching is not only teach the lesson but also help the learner to create the conducive situation in learning process. From the statement above, teaching reading is very important because reading is the beginning process to learning English.

The reading activities in classroom are defined into three activities, as mentioned in Silver et al "Research shows that strategic approach to reading involves three phases of mental activity: pre-reading activity, during-reading activity, and post-reading activity." (2007: 86).

4. Descriptive Text

In this research, the writer focuses in reading descriptive text, because it is the text type to be acquired by tenth grade students of Senior High School. According to Gerot (1995, p.208) cited in Subekti et al (2010: 2), "descriptive text is define as a kind of text which is aimed to describe a particular person, place or thing". It means that descriptive not only describes about person, place, or thing, but it has purpose describing about the subject.

The purpose of descriptive text is to describe people, thing, place, and animal. According to Djuharie (2007, p.24) stated that students read descriptive text might be basically to know way of describe someone, something or somewhere. It means the reader can get information about characteristics, qualification, parts, and so on.

Each text has its own characteristics, as Hartono (2011: 7) states, "the schematic structure of descriptive paragraph consists of identification and description. Identification mentions phenomenon to be describe, while the description describes the parts, the qualities, and the characteristics of what has been described.

According to Hartono (2005: 9), he assumed that the linguistics features of description are first, focus on specific participants. Second, use of attribute and



identifying process. Next, use on epithets and classifier in nominal groups. The last use of simple present tense.

5. Cooperative Integrated Reading and Composition (CIRC)

Some techniques based on this method have been developed. One of the techniques is Cooperative Integrated Reading and Composition (CIRC). This sub-chapter will presents some definition of CIRC technique according to some experts.

According to Stevens *et al.* (1987) in Slavin (Chapter seven 2008: 5), “A comprehensive programme for teaching reading and writing in the upper elementary grades is called Co-operative Integrated Reading and Composition(CIRC)”.In addition Slavin (1995: 109) cited in Zainudin (2015: 12) says that, “CIRC is one of the most effective of the cooperative learning methods in reading, writing and arts. It can be conclude that Cooperative Integrated Reading and Composition is kinds of method that suitable use in reading, writing and arts learning process since Elementary School.

According to Steven and Slavin in Rai (2014: 2) state that CIRC is a technique where the students’ work in their teams on a variety of cooperative activities including partner reading, identification of main story

elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach.It means that, the students will be engaged in pairs, group discussion and whole class discussion activities, therefore the students will have much deeper understanding on the reading text they have read.

The aim of CIRC is to develop high level of thinking while reading. Then, the students know that performance is generally caused by oneself and one member of a team. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem.

III. Method

In this research, the writer finds that the dependent variable is students’ reading comprehension achievement in descriptive text and independent variable is CIRC strategy. The research method is used in this study was Quantitative research. The design of this experimental research is Quasy-Experimental Design especially One-Group Pretest-Posttest Design. McMillan and Schumacher (2006: 24) state that A quasi-experimental design approximates the true experimental type. The purpose of the



method is the same—to determine cause and effect—and there is direct manipulation of conditions. Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether or not CIRC was effective in improving students' reading comprehension achievement.

This research was held in MA HM Tribakti Kediri which is located on Jl. KH. Abdul Karim, Kel. Lirboyo, Kec. Mojoroto Kediri. The writer decided tenth grade students of MA HM Tribakti Kediri as populations. Thus the sample of this research was the tenth grade students X-3 class there are 26 students. The data was taken by using test, they are pre-test and post-test. The data of this research was analyzed by using t-test analysis.

IV. Finding and Discussion

The pre-test was done on twenty seven March 2015. The total score which turned out by 26 students is 1268. The following table shows the result of pre-test:

Table 4.1 : The Result of Pre-Test Score in general

No	Classification	Score
1	The Highest Score	76
2	The lowest Score	40

3	The average Score	50,72
---	-------------------	-------

Then, post-test was held after two times of treatment given to the students. It was used to measure the reading comprehension after being taught CIRC strategy. The total of post-test score is 1824. The following table shows the result of post-test:

Table 4.2 : The Result of Pre-Test Score in general

No	Classification	Score
1	The Highest Score	88
2	The lowest Score	52
3	The average Score	73,12

It could be concluded from the total score of pre-test (1268) and post-test (1828) that the score of post-test is higher than pre-test. It means that the students' score was increasing. Automatically, mean of pre-test and post-test is different too. Mean 50,72 is obtained in pre-test and mean 73,12 is obtained in post-test. Thus, mean of post-test is also better than mean of pre-test.

To analyze the data result, it is necessary to calculate the following aspects, deviation standard and t-score.

Table 4.3 : Deviation Score of Pre-test and Post-test

N	Pre-	Post-	d	d ²
	1268	1824	560	21728



Based on the table of analysis of pre-test and post-test scores above, total score of pre-test is 1268 and total score of post-test is 1828. It means that students' score is increase. The total score of d is 560. The final result of d^2 is 21728.

Cooperative Integrated Reading and Composition strategy very significant to the students' reading ability that can be seen from the table differences level of significant from t-table and t-score below.

Table 4.4 : The Statistical Computation of
Using T-Test

d b	t- score	1%	5%	Alternati ve Hypothe sis (Ha)	Null Hypothe sis (Ho)
24	5,714	2,797	2,064	Accepted	Rejected

Based on the calculation above, If the t-score t-table, and the level of significance is 1 %. It means that it is very significant, so the H_0 is rejected. It can be seen that t-score is 5,714 and the degree of freedom or db is $(N-1) = (25-1) = 24$. Finally, the t-table is 2,797 at the level of significance of 1%, and 2,064 at the level of significance of 5%. It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very significant or there is very significant effect of Cooperative Integrated

Reading and Composition (CIRC) strategy to the students' reading comprehension achievement in descriptive text to the tenth grade students' at MA HM Tribakti Kediri.

V. Conclusion and Suggestion

Based on the hypothesis and the data that have been analyzed above, the writer concludes that Cooperative Integrated Reading and Composition is effective for students' reading comprehension achievement in descriptive text at the tenth grade students of MA HM Tribakti Kediri because the score of post-test is higher pre-test. Total score of pre-test is 1268, and the total score of post-test is 1828. It means that students' score is increase.

The research result is the writer found that the mean score of post-test (73,12) is higher than mean score of pre-test(50,96). The T-score was (5,714), T-table was (2,797) at the level of significance of 1% and (2,064) at the level of significance of 5%. So, the T-score (5,714) T-table, and the level of significance is 1 % (2,797). It means that it is very significant, so the H_0 is rejected and H_a is accepted. As a conclusion of the result above it can be said that Cooperative Integrated Reading and Composition strategy is really appropriate in teaching reading because this strategy is



proved enable to increase the students' achievement in descriptive text in reading.

VI. References

- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching* (4th – ed). New York: Pearson Education Company. Addition Wesley Longman. Inc.
- Clarke, Paula J. et all. (2014). *Developing Reading Comprehension*. UK: Economic & Social Research Council. Wiley Blackwell.
- Durukan, Erhan. (2010). *Effect of Cooperative Integrated Reading and Composition (CIRC)*. Technique on Reading – Writing Skills. Academic Journal. (2011). 6 (1). Available at: <http://www.academicjournal.org/ER> R. (Accessed 27 January 2015).
- Hittleman, D. R. (1978). *Developmental Reading: A Psycholinguistic Perspective*. Chicago: Rand McNally College Publishing Company.
- McMillan, James, H. Schumacher, S. (2006). *Research in Education* (6th ed). Boston: Pearson Education.
- Oakhill, Jane V. & Cain, K. (2015). *Understanding and Teaching Reading Comprehension: A Handbook*. London: Routledge.
- Otong Setiawan Djuharie. (2007). *Gendre Dilengkapi 700 Soal Uji Pemahaman*, Bandung: Yrama Widya.
- Pang, S. Elizabeth and Angaluki Muaka, et all. (2003). *Teaching Reading Educational Practices Series – 12*. University of Illinois at Chicago: IAE Educational Practices.
- Silver, Harvey F et al. (2007). *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Alexandria: Thoughtful Education Press.
- Slavin, E. Robert. (2005). *Cooperative Learning Teory Riset and Praktik*. Bandung: Nusa Media.
- Slavin, E. Robert, et al. (1985). *Leraning to Cooperate, Cooperating to learn*. New York: Library of Congress Cataloging in Publication Data.