



**A STUDY ON TEACHING READING COMPREHENSION BY USING
COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) TO THE SECOND YEAR STUDENTS
OF SMPN 1 NGASEM KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Degree
of Education of English Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

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**ENGLISH DEPARTEMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2014

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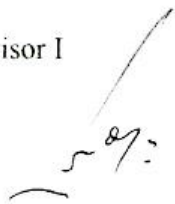
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Approved by the Advisors to be Proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, May 2nd, 2014

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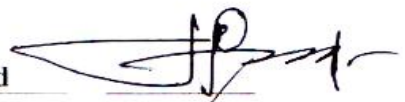
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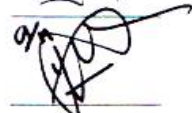
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ABSTRACT

Reading skill is the basic requirement for people both in the general life and education context. Reading skill also become a basic standard of other skills and knowledge, children who have poor skill in reading in their early age usually also faced difficulties in mastering other skills such as speaking, writing, and listening. On the other hand, reading is not a simple process it's a complex one especially reading activity in foreign language classes. It must be assisted by exact strategy or method to support the students' reading comprehension. One of suitable methods to support reading activity is CIRC.

The aim of this research is to investigate the implementation of CIRC for reading activity in English class. The subjects of this research are the students and English teacher of 8D class in SMPN 1 Ngasem Kediri academic year 2013/2014. The research approach used is descriptive qualitative. The data collections gained from observation and interview both the teacher and the students. The result of the data administered to find out the objectives of the research such as; how the process of teaching reading by using CIRC, the strength and weakness of CIRC and also to investigate the students' responses towards the teaching and learning by means of CIRC.

Key Words: Reading Comprehension, Cooperative Learning, CIRC

I. BACKGROUND

English is one of the important languages that are used all over the world. In Indonesia English becomes the important subject which is taught to all of the students. Unfortunately, the real condition in many schools does not fulfill the objectives stated by the school institution. Junior High School students often get difficulties in understanding English material, because this level is the transition period where they learn some English material that more complex than in Elementary School, for example in reading comprehension, many students have some difficulties in understanding various texts.

On the other hand, reading is the fundamental activity that has a big influence the students' achievement and performance in English. It supported by Ontario (2005:7) in his statement, "As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is the key to a student's success in learning."

Based on the writer pre-observation in SMPN 1 Ngasem Kediri for English subject especially reading activity, there are some problems found, such as: each class consisted of many students and English teacher still applied traditional method to teach. So, the students that faced difficulties in learning didn't get enough attention. The teacher just

gave a short guideline to the each student who asked only, and the short guideline would not enough to help them to solve their problem in comprehending the text. Finally they felt boring and did not focus to study anymore.

Considering the facts above, the writer in her research would like to apply Cooperative learning as the strategy or method to keep down those problems. Arts & Newman in Miller & Petterson (2002:1) stated: "Cooperative learning has been defined as small groups of learners working together as a team to solve a problem, complete the task, or accomplish a common goal." It means in cooperative learning the students must help each other. Group's success depends on the individual learning of each group member, so they are more motivated to support every member in mastering the material being studied.

Cooperative learning has various kinds of methods. After searchings, the writer decided to choose Cooperative Integrated Reading and Composition (CIRC). CIRC is one type of cooperative learning that developed in 1983 by Robert Slavin and Nancy Madden to support the process of teaching and learning. Up to now, it has been in general use to solve the problems in the class, especially for classes of reading, writing, and language arts.

II. METHOD

In this research the writer applies qualitative descriptive approach. According to Fischer (2006: XVI): “Qualitative research is a reflective, interpretive, descriptive, and usually reflexive effort to describe and understand actual instances of human action and experience from the perspective of the participants who are living through a particular situation.”

Moreover, according to According to Arthur (2004:1): “Descriptive research is a type of observational studies where in the investigator observes occurring in the population without doing any interruption or manipulation.” Based on the explanation above, in this research the writer observes the subject application of CIRC to collect the data and then interpret and describes the result by using the writer’s point of view according to the facts during the observation. Furthermore, the writer is not allowed to interrupt or manipulate the process and the result of observation.

The place of this research in SMPN 1 Ngasem Kediri and the research started from July 2013 up to October 2013. For the research the writer holds the central role, both as the instrument, the pure observer, the data collector and the data analyzer. To collect the data the writer assisted by some supporting instruments such as: Observation Checklist (to know what is going on in the classroom during the observation), Questionnaire (to know the

students responses) and Interview Form (to gain the teacher opinion).

III. RESULT AND CONCLUSION

The result of observation showed the Implementation of CIRC, the data result stated that the steps of teaching reading by using CIRC were consist of: pre-reading, whilst-reading and post-reading. In pre reading the students divided into groups heterogeneously then the teacher gave the text with the introduction of topic learning. In whilst reading the students cooperated to read to each other, found the main idea, and gave opinion to the text. At the end, the students wrote the result on the paper then presented the result from group’s discussion. In post reading teacher and students made summary together and then closing.

The result of interview the English teacher showed the strength and weakness of CIRC, that the strengths of this method were: Increased the students’ spirit in learning and increased their interest in material. Built students’ cooperation skill and taught them to appreciate others’ opinions. On the other side, this method also had some weaknesses, such as: It will be difficult if the tasks given as the homework because the distance of each student’s house was far and difficult to ask and managed the students to work calmly. So, the condition of the class was become more noisy.

The result of questionnaires showed the students responses of CIRC, the result of

questionnaire can be seen in table 1.1 as follows:

Table 1.1.

No	Question	Percentage	
		Yes	No
1.	Metode CIRC membuat kamu lebih semangat dalam membaca bacaan bahasa inggris.	63%	27%
2.	Kamu masih kesulitan memahami isi bacaan setelah menerapkan metode CIRC.	55 %	45%
3.	Kamu lebih mudah menyimpulkan isi bacaan setelah menerapkan metode CIRC	55%	45%
4.	Di dalam grup semua anggota saling membantu untuk menyelesaikan soal	82%	18%
5	Di dalam group hanya beberapa siswa saja yang mengerjakan soal	55%	45%
6	Metode CIRC justru menghambat kamu dalam membaca dan memahami bacaan.	39%	61%
7	Metode CIRC bermanfaat dan membantu kamu dalam memahami bacaan.	84%	16%
8	Kamu menginginkan metode CIRC terus diterapkan dalam proses belajar mengajar berikutnya.	82%	18%

Based on data result above the writer finds six the positive responses towards CIRC method But also found two problems or negative responses, these problems arose because they were still poor in reading skill. Reading skill could not build instantly, it needed long processes, efforts and times. Hopefully the application of CIRC for the next lessons would contribute the positive influences in order to help the students to

develop their reading skill and cooperation skill.

As the conclusion, the result of the research above clarifies the beneficences and shortcomings of CIRC. But, overall, the benefits and positive influences of this method still hold the bigger role. Hopefully, CIRC will commonly use by English teachers in reading activity further, because it contains the capabilities to completely remove the common problems in reading comprehension especially in classes with a large number of students.

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