

**THE IMPLEMENTATION OF CIRC (COOPERATIVE INTEGRATED
READING AND COMPOSITION) TECHNIQUE TO IMPROVE STUDENTS'
READING NARRATIVE TEXT IN THE SECOND GRADE OF JUNIOR
HIGH SCHOOL 7 BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) TECHNIQUE TO IMPROVE STUDENTS' READING NARRATIVE TEXT IN THE SECOND GRADE OF JUNIOR HIGH SCHOOL 7 BANDAR LAMPUNG

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This research was intended to find whether there was a statistically significant improvement of the students' reading of narrative texts after the implementation of CIRC technique and to investigate which aspect of reading skill improves the most after the implementation of CIRC technique. The subjects of this research were the students of SMPN 7 Bandar Lampung Grade VIII. The researcher chose one class as the research sample which consisted of 34 students. The researcher administered a pretest, treatments, and a posttest. The instrument used in this research was reading test. To analyze the result, the researcher compared the mean of students' pretest and posttest score by using Paired Sample T-test. This study used a split-half method in order to avoid the subjectivity of giving score with the result of 0.97. The result showed that the gain of students score in pretest was 61.02 and the posttest was 71.76. It could be seen that the improvement of students' reading ability was 10.74. Besides, the result of computation showed that t-ratio was higher than t-table ($12.522 > 2.034$) which mean the H_1 hypothesis was accepted. Then, it proved that there was an improvement of students' ability in reading narrative text after being taught by using CIRC technique and the aspect that improved the most was main idea. From the result, it could be concluded that CIRC (Cooperative Integrated Reading and Composition) improves students' reading narrative text. This suggests that reading through CIRC facilitates the students to improve their reading ability in narrative text.

Keywords: reading, narrative text, CIRC

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Yuniska Murti Ayu

A Script

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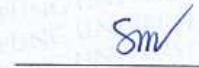
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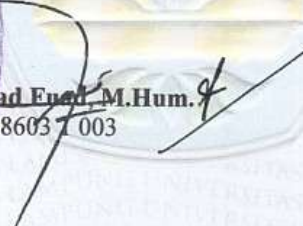


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CURRICULUM VITAE

The researcher's name is Yuniska Murti Ayu. She was born on June 29, 1995 in Bandar Lampung. She is the youngest of Rahman Yakub and Dewi Asri. She has two oldest sisters namely Devita Puspawati and Nia Arnila.

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In 2013, she was registered as one of students in the Educational Study Program at Faculty of Teacher Training and Education Lampung University. In 2016, precisely in July to August 2016 she carried out a Field Experience Program (PPL) in SMP Muhammadiyah 2 Kalirejo Lampung Tengah.

DEDICATION

With love and appreciation, this script is proudly dedicated to:
My beloved father in heaven, who always loves me, prays for me, gives me support
from there Rahman Yakub. My treasure, who always supports me, gives me love, and
prays for me every time she is my mother named Dewi Asri.

My beloved sisters, the sweetest things of mine
Devita Puspawati and Nia Arnila.

English Department 2013

My almamater, University of Lampung

MOTTO

Don't try to be perfect. Just try to be better than you were yesterday.

-Anonymous-

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The researcher hopes that this research would be a positive contribution to the education development, the readers, and the other researchers.

Bandar Lampung, 25 October 2017

The researcher

Yuniska Murti Ayu

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I. INTRODUCTION

This chapter consists of the Background of the Problem, Identification of Problem, Formulation of the Problem, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of the Term.

1.1. Background of the Problem

Reading is one of four language skills that should be mastered by learners. By reading, the learners will get a lot of important information. Reading can also open the world and make the learners gain knowledge. Because, it is an interaction between the reader and the writer through the written language in the process of exchanging information or idea. International Educational Achievement (IEA) 2000 found that reading ability of Indonesian students is in the 38th position out of 39 countries. It shows that Indonesian students have low comprehension in reading. The reality in the classroom indicates that reading is a difficult skill for the students to master.

Blachowicz and Ogle (2008) state that reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Nowadays, the

technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading. Eskey (2002) suggests that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this process is a first problem for teachers because reading aloud is a favorite classroom activity in their reading classes.

According to Morgan, Carolina, Stalling, and Townsend (2007) the primary goal of reading is to comprehend *who*, *what*, *where* and *when* of the story. Moreover Chesla (2001) states that there are many benefits to read more often, it will improve your understanding and comprehending of yourself and other people, it also introduces the new information and idea, improves your vocabulary and increase your reading speed. Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for junior high school there are several kinds of reading texts. One of the reading texts that should be learned and taught in the second grade of junior high school was a narrative text. The goal of Standard of Competency and Basic Competence (*SKKD*) for junior high school is the second grade students of junior high school should be able to comprehend a narrative text both in spoken and written forms. That is why narrative text was chosen to be used as reading material for the students in this research.

In the completion of this research, an appropriate method and technique must be selected in order to improve students' interest in reading. The teacher applies an appropriate teaching technique to establish the effectiveness of English teaching. So that, it will make easier and enjoyable for students to understand the lessons.

One of the techniques in reading is CIRC (Cooperative Integrated Reading and Composition). Steven and Slavin (2000) 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. To this study, this technique is focused on the learning system where the students work together in a working group. In CIRC technique students work within cooperative teams which are coordinate with reading comprehension, vocabulary, decoding, and spelling. And students are motivated to work with one another on this activity.

That is why narrative text was chosen to be used as reading material for the students. Narrative text is one kind of text taught at the second grade of junior high school. Narrative text is a piece of the text which tells a story and entertains the reader or listener (Anderson and Anderson, 2003). Narrative text is more interesting for the students. Most of narrative is fantastic story, so it will also increase the students' motivation and interest in reading class.

Before doing this research, four previous studies are provided as references. First, Zainudin (2015) conducted research to see the significant effect on students reading descriptive text. The findings of this research showed there is a better significant effect on applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Descriptive Text Achievement compared with the classical method (CM) of teaching. Different with this previous research, the researcher applied CIRC as a teaching technique to teach a narrative text.

Second, another previous research conducted by Hapsari (2013) with a title of Teaching Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan. The students' achievement increased from the second meeting to the last. It meant that CIRC technique was effective to improve students reading achievement.

Third, a research by Junariyah (2014) entitled The Effectiveness of Using CIRC Technique to Improve Students' Reading Comprehension on Recount Text was also reviewed. The objective of this research was to see the effectiveness of using CIRC technique in improving students' reading comprehension on recount text at the second year of MTs Negeri Rajeg, Tangerang. The result of the study showed that there was a significant difference between students score in learning reading comprehension on recount text before and after the application of CIRC technique.

Four, a research conducted by Durukan (2010) on Effect of Cooperative Integrated Reading Composition (CIRC) Technique on Reading-Writing Skills was aimed at finding out the effect and traditional reading and writing for students. The result showed there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention.

From the background of the problem above, the researcher conducted a research entitled: *The Implementation of CIRC (Cooperative Integrated Reading and*

Composition) Technique to Improve Students Reading Narrative Text in the Second Grade of Junior High School 7 Bandar Lampung.

1.2. Identification of the Problem

Based on the background of the study above, there are nine problems that can be identified in this research:

- a. Teachers are not creative in the teaching of narrative reading text.
- b. Lack of vocabularies and background knowledge to understand the text.
- c. Lack of communication between students and teachers.
- d. Lack of cooperation between students and teachers.
- e. There is no leader in each group.
- f. Questions are too difficult.
- g. Lack of assignment from book or teachers.
- h. The reading tests are not interesting for the students.
- i. Lack of motivation from teachers.

1.3. Formulation of the Research

Based on the problem above, the researcher formulated the research as follow:

1. Is there any significant improvement students' reading of narrative texts after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique?

2. Which aspects of reading comprehension improve the most after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique in the second grade of Junior High School 7 Bandar Lampung?

1.4. Objectives of the Research

Concerning to the research, the objectives of the problem are:

1. To find out whether there is a significant improvement of students' reading narrative texts after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique in the second grade of Junior High School 7 Bandar Lampung.
2. To investigate which aspects of reading skill improves the most after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique in the second grade of Junior High School 7 Bandar Lampung.

1.5. Uses of the Research

1. Theoretically, the result of this research is useful for supporting the theory about the effect of giving CIRC technique on students' reading comprehension achievement in English.
2. Practically, the result of this research may give information to English teacher and students on the effect of CIRC on students' reading comprehension achievement.

1.6. Scope of the Research

This research was conducted at the second grade of SMPN 7 Bandar Lampung. This research was quantitative. The students were expected to be able to comprehend some reading aspects which were identifying main idea, specific information, identifying reference, determining inference, and understanding vocabulary. In this case, the researcher used CIRC technique in teaching reading. The data of reading comprehension achievement were taken from the reading comprehension test. There were three tests in reading narrative text, a tryout, a pretest and a posttest.

1.7. Definition of Terms

In order to avoid misunderstanding of the reader, it is necessary to define the terms on this study. Those are clarified as follows:

1. Reading comprehension is the process of recognition, interpretation and perception of written or printed material (Eskey, 2002). Reading comprehension is defined as the ability of the subject under study in understanding English reading text as suggested by English teaching syllabus of Junior High School 7 Bandar Lampung.
2. CIRC is a kind of technique in teaching reading (Slavin, 1983). It is an effective technique to help the students in comprehension reading passage in

which the teaching and learning processes are mainly in group learning activities, in which specifically the students under study engage in small group discussion which consists of maximum 4 students in each group and this method can improve students' chance in reading aloud.

3. Narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors (Rebecca, 2003). She states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

This chapter has explained the Background of the Problem, Identification of Problem, Formulation of the Research, Objective of the Research, Uses for the Research, Scope of the Research, and Definition of Term.

II. THEORETICAL FRAMEWORK

This chapter consists of two chapters the first is Review of Previous Study and the second is Review of Related Literature. Research question are “Is there any significant improvement students’ reading of narrative text after the implementation of CIRC technique in the second grade of Junior High School 7 Bandar Lampung?” and “Which aspect of reading comprehension improve the most after the implementation of CIRC (Cooperative Integrated Reading and Composition) technique in the second grade of Junior High School 7 Bandar Lampung?”

2.1. Review of Previous Research

Four previous studies were taken as the guideline to the implementation of the research, they are:

A research by Zainudin (2015) with a title The Effect of Cooperative Integrated Reading and Composition Technique on Students’ Reading Descriptive Text Achievement was conducted to find a significant effect of students’ reading on descriptive text. It was conducted through experimental research. The experimental group was taught by applying Cooperative Integrated Reading and Composition (CIRC) Technique, while the control group was taught by using Classical Method (CM). The data were statistically analyzed by using the t-test formula. The result

showed that the t-observed (4.539) was higher than t-critical value (1.671) at the level of significance of 0.05 for α -one tail test ($4.539 > 1.671$), and the degree of freedom (df) was 58. Based on the analysis of the data, the result indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Descriptive Text Achievement compared with the classical method (CM) of teaching.

After that, a research by Junariyah (2014) entitled *The Effectiveness of Using CIRC Technique to Improve Students' Reading Comprehension on Recount Text* was also reviewed. The objective of this research was to see the effectiveness of using CIRC technique in improving students' reading comprehension on recount text at the second year of MTs Negeri Rajeg, Tangerang. The writer chooses a quantitative method. The design of the study was pre-experimental design. It is called pre-experimental study because this research looks at the effectiveness of using CIRC technique to improve students' reading comprehension on recount text. Before doing the activity, the students were given a pre-test. Then the students were taught recount text by using CIRC technique. The last, the students were given a post test to know whether CIRC technique is effective or not to improve students reading comprehension on recount text. The result of the study showed that there was a significant difference between students score in learning reading comprehension on recount text before and after the application of CIRC technique. According to the result of statistical calculation it can be seen that T_0 is 6.67 and degree of freedom (df) is 24, whereas the value of T_t on the degree of significant 5% and 1%. In other

words, the value of T_0 (T observation) is higher than T_t (Table). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In conclusion CIRC technique is effective to improve students reading comprehension on recount text.

In addition Hapsari (2013) conducted research on Teaching Reading Comprehension by Using Cooperative Integrated Reading and Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan. The purpose of the research was to find out students' reading comprehension. The writer used a classroom action study, and the data were collected through the administration of pre-test, post-test, and questionnaire which were analyzed descriptively. The results of data analysis of the pre test score showed the mean was 30.70. The results of data analysis of the reflection or post test scores in cycle I (session1 and session 2) showed the increase of the mean was of 46.61 and 57. The results of the data analysis of the reflection or post test scores obtained by the subject under study in cycle II (session 1 and session 2) pointed out the increase of the mean was 73.23 and 86.76. Compared with the mean of IR scores, the mean obtained by the subject under study for each session was convincingly much higher than the mean figure of pre test scores. The total mean of the reflection or post test scores obtained by the subject under study in cycle I was 51.80 and in cycle II was 80. There was a significant difference of the total mean subject between cycle I and cycle II. The difference of the total mean subject of cycle I and cycle II was 28.2 ($80 - 51.80$). These findings clearly showed that CIRC could improve reading comprehension of the seventh grade students of SMPN 1 Kerambitan. The result of data analysis of questionnaire score showed the

comparative percentage subject of 40.68% for option A, 52.60% for option B, 6.71% for option C, and 0% for option D respectively. The result of questionnaire showed that almost all of the students liked and agreed to learn reading comprehension. The results of the present classroom action study were in line with the presented research findings, teaching reading comprehension by using CIRC Method gave significant improvement.

The last research conducted by Durukan (2010) on Effect of Cooperative Integrated Reading Composition (CIRC) Technique on Reading-Writing Skills and the purpose of the research was to find out the effect of traditional reading and writing for students. A “Pre-test-post-test control group” model was adopted in the study. Experimental and control groups were randomly assigned: 24 students were grouped into experimental group and 21 students into control group. The results were analyzed via 2-way ANOVA test in the SPSS program. WEAT and RCAT were applied as pre-, post- and retention-test to the control and experimental groups. At the end of the statistical analysis, it was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention. This difference was discovered in favor of the cooperative integrated reading and composition technique.

From explanation above, the researcher assumed that CIRC technique could make the students actively participate in teaching learning process. CIRC technique also provided an opportunity to work in groups to have a discussion among peers. At the end of the activity, CIRC technique in the teaching learning process was expected to be effective in teaching reading on narrative text. It is different from the previous

researches, the researcher applied CIRC as a teaching technique to teach a narrative text. Since the research used seven/first grade of junior high school as the subject, the researcher applied CIRC to teach eight/second grade students of junior high school.

2.2. Review of Related Literature

2.2.1. Reading Comprehension

The important thing that should be known before starting to define reading comprehension is reading itself. Reading is used by the readers to obtain information this would be submitted by the author through the written language. Reading is also an active process that has a goal and needs a strategy.

Willingham (2006) defines reading as an active process of getting the information by using prior knowledge; students are encouraged to apply what they know from their own lives to the text, or to consider the theme of the text. In reading, students have to combine what they have already known (schemata) with what they are reading. This process needs such kind of background knowledge in order to have a good understanding about a text.

Furthermore, Eskey (2002) writes reading is a complex process, because it involves both conscious and subconscious by the reader. The actions that occur subconsciously cannot be seen by anyone. They suggested that reading was a process of obtaining information from a written text that does not involve converting written language into spoken.

Savage and Mooney (1997) state reading involves an interaction between a reader and a piece of written material. The definition gives us understanding that in a text or in a piece of written material, there are specific purposes or objectives that delivered by the writer through a piece of written material to the readers. When the reader reads a text, the reader also has a specific purpose. For example, when the readers read a written text they will search what they want such as to get main idea, setting or moral value from the written text.

Before defining reading comprehension, it is better to know the meaning of comprehension first. According to Doyle (2004) comprehension is a progressive skill in attaching meaning beginning all the same level and process to attaching meaning to entire reading selection. All comprehension revolves around the readers' ability in finding and determining main idea and the topic sentence from the text. Also the readers understanding construct the new information by describing it in the printed language.

Lenz (2005) proposes that reading comprehension is the process of constructing meaning from text. Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehends a text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. In other words we can state reading comprehension is a connection between the readers and the writers.

It means if the readers understand the text and get new information from it, and the writers also feel what they write is useful for all the readers.

Comprehension strategies can be referred to as specific tactics, or techniques, observable or non-observable, that a comprehended uses to store, retrieve and use information to make sense of the ideas in the text (Suparman, 2001). Galloway & Labarca (1990) state that most researchers refer to three types of strategies: (1) *met cognitive* strategies for directing the learning process, (2) *cognitive* strategies for accomplishing particular learning tasks, and (3) *social effective* learning strategies for enjoying and maximizing the learning experience.

The strategies in the current study were classified into three major categories: (1) Prediction, guessing and inference. Guessing is a strategy to comprehend the intended idea of an unfamiliar word in a certain context. A context refers “the writing – a word” surrounding a word “a context can be “a phrase, a sentence, or sometimes even a paragraph (Wassman & Rinsky 2000). Making an inference is relating what we know already to what we read. Making an inference is similar to the process of making sense of the text (Smith, 1986). (2) Skimming, skipping and topic priority. Topic prioritization refers to a strategy used by a reader in trying to make some of the idea contained in a text. (3) Repeating and note taking. Wassman & Rinsky (2000) state that point out two alternative reasons for repeating or they call it “regression”: first, readers have developed the habit of repetition, and second, lack the confidence to believe that they can understand what they read the first time.

Pamela, Maria, and Carol (2004) state that reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, reading comprehension is a making meaning from the text. In addition, according to Pressley (2002) write that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a researcher uses to communicate information, ideas and viewpoints.

From explanation above, it is assume that reading with comprehension means understanding what has been read. It means that an active thinking process depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among words and concept, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

2.2.2. Aspects of Reading

According to Nuttal (1985) in reading there are five aspects which help the readers to comprehend an English text, they are:

1. Identifying Main Idea

Determining idea is to important information that tells more about the overall idea of a paragraph or section of a text. According to Mc Whorter (2012) the sentence that states this main idea is called the topic sentence. Mc Whorter adds that the topic sentence tells what the rest paragraph is about in some paragraph; the main idea is not explicitly stated in any one of sentence. The main idea is important to a reader because it tells what the story is mainly about.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause, effect, and quotation.

3. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. Kathleen (2011) states that an inference is an educational guess or prediction about something unknown based on available facts and information. An inference is when the students' take clues from a story plus what they already know from their own experience to decide what the teacher means. The teacher will not always tell students, so it needs to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading.

4. Understanding Vocabulary

The success of communication depends on the accurate vocabulary understand. It means to comprehend what the words mean is important in

vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence for a pretend word and matching it to a known word in the reader oral vocabulary. According to Harmer (2004) if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. It means that vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

5. Identify Reference

One of sub process in sentence comprehension is referential representation: this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. According to Reamer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. Reference is words or phrase used either before or after the reference in the reading material.

2.2.3. The Objective of Reading

In real life, people generally read something because of some objectives that they want to get. According to Suparman (2005) there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). The researcher assumed that in teaching reading, appropriate and possible strategy be

applied based on the purpose of reading in order to get the comprehension. They use reading strategy to make their reading efficient and effective. It means that many people read just for enjoying their life and many other read because they need to find out what they want to know about something.

Another statement comes from Grabe and Frederica (2002) who states that the objectives of reading are:

- a. Reading to research for simple information
- b. Reading to learn from text
- c. Reading to integrate information, write and critique text
- d. Reading for general comprehension

Moreover McDonough and Christopher (1993) usefully classify reading into:

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

Based on explanation above, the researcher concludes that the main purpose of reading such as: first, people read to get information or enhance knowledge so they might read encyclopedia books, articles, journals, bulletins, and so on. Second, people read to get pleasure and they might read magazines, novels, comics, and so on. When people exactly know what they want to get from a text, they will enjoy reading it.

2.2.4. Narrative Text

One of genres that junior high school students learn is narrative text. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and in doing so entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Anderson (2003) describe many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.

According to Priyana (2008), the narrative text is organized to include: 1) A stage that introduces the main character/s in a setting of time and place; 2) A sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed; 3) The problem is resolved or attempted to be resolved; and 4) A stage which makes explicit how the character has changed and what has been learned from the experience.

Moreover, the purposes of narrative are to entertain or enlighten, help understand problems and issues that might be encountered in their own lives empathize with characters engaged in resolving problems and recognize the complexity of human relationships.

The following is an example of schematic structure of narrative text.

Snow white

Once upon a time there lived a little girl named Snow white. She lived with her Aunt and Uncle because her parents were dead. **(Orientation)**

One day she heard her Uncle and Aunt talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white. Snow white did not want her uncle and aunt to do this so she decides it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. **(Complication)**

Then she saw the little cottage. She knocked but no one answered so she went inside and fell asleep. **(Resolution)**

http://www.kidsworldfun.com/shortstories_thethirstycrow.php

Based on the explanation above, it can be concluded that narrative texts have a series of stages. Generally, the generic structure of narrative consists of three stages. So, to make a complete story of narrative text, those stages must be integrated as a whole.

2.2.5. The Objective of Narrative Text

People write a narrative text might be basically for pleasure, to gain and hold the readers interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. This

is one idea to Anderson and Anderson (2003) explanation that narrative is used to present a view of the world that entertains or informs the reader or listener. It is also to entertain the readers or listener by presenting a story.

From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than provide entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

2.2.6. CIRC (Cooperative Integrated Reading and Composition) Technique

Cooperative learning has been defined as a set of instructional methods in which students are encouraged to work together in academic work. Cooperative learning makes the students more active to find new information from the text and discussion to answer questions from the teacher. The effective team consists of four or five students' whit different characteristics and background.

Cooperative learning is also defined as philosophy of self responsibility and respects each other. It means that the students are encouraged to find the solution of the problem which is served by the teacher in learning process. Cooperative also means a group. Suparijono (2009) states group is a collection of individuals who have some characteristics in common or who are pursuing a common goal two or more person who interact in any way constitute a group. It is not necessary, however for the member of the group to interact directly or face to face manner. It means that to involve of the students in a group will open opportunity to make a same perception or comprehension between the students.

Not all students' team work can be called as cooperative learning. In group work each members have different manner and characteristic. Two or more members have same purpose is to get information and learn deeply, but the other members only follows members have purpose to get information.

Based on the studies of Slavin (2008), Cooperative Learning methods can be summarized as follows:

- a. Students Teams Achievements Divisions (STAD)
- b. Teams Games Tournaments (TGT)
- c. Jigsaw
- d. Team Accelerated Instruction (TAI)
- e. Cooperative Integrated Reading and Composition (CIRC)

In this research, the researcher was focused on CIRC (Cooperative Integrated Reading and Composition) technique which was the technique related to students comprehension in finishing reading test.

According to Cruickshank and Jenkins state (2006) CIRC (Cooperative Integrated Reading and Composition) is mainly used to teach reading and composition. In the typical CIRC procedure, the teacher sets a lesson character and ideas in a piece of literature such as Romeo and Juliet. Student teams are asked to read the story and to note the main idea. Team member's who may work in pairs, interact to check each other and gain consensus. They then may check their understanding with another pair on their teams or against an answer sheet. While

these paired and team activities are going on, the teachers convenes members from each team who are at comparable proficiency or skill level in order to teach them a new reading skill, and the cycle continues.

Steven and Slavin (2000) state that CIRC (Cooperative Integrated Reading and Composition) 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. To this study this technique is focused on the learning system where the students work together in a working group.

Comprehensive in this technique means that after the students taught by this technique, by the end of the class the students are expected to be able to summarizing the story, practicing spelling, resolving the problem, decoding, and mastering main idea and knowing new vocabulary.

CIRC consist of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts. In all of these activities, students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher presentation, teams practice, independent practice, peer pre – assessment, additional practice, and testing. The major components of CIRC are as follows:

A. Reading groups

Students are assigned two or three reading groups according to their reading level. This group divided heterogeneous by virtue of the student ability that can be determined by their teachers.

B. Teams

Students are assigned to pair (or triads) within their reading groups, and then the pairs are assigned to teams composed of partnership from two reading groups or levels. For example, a team might be composed of two students from high reading group and two from the low group. Team members receive points based on their individual performances on all quizzes, compositions, and book report and these points from a team score.

C. Story Related Activity

Students use either novel or basic readers. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minutes each day. In these groups, teachers set a purpose of reading, introduce new vocabulary, review old vocabulary, discussed the story after students have read it. Story discussion is structured to emphasize such skills as making and supporting predictions and identifying the problem in narrative.

D. Partner Checking

If the students complete all of the activities, so their partner gives as students complete each of these activities, their partners initial a students-assignment from indicating that they have complete and achieve criterion on that task.

E. Tests

Students are given a comprehension test on the story, ask to write meaningful sentence for each vocabulary word. And ask to read the word list aloud to the teacher. Students are not permitted to help one another on that task.

F. Direct Instruction in Reading Comprehension

Students receive direct instruction in specific reading comprehension skills, such as identifying main ideas, understanding causal relations and making inferences.

Based on statement above, it can be concluded CIRC was a technique used to improve students' reading and composition. In CIRC technique the students work within cooperative teams which are coordinate with reading group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, and spelling. And students are motivated to work with one another on these activities.

2.2.7. Teaching Reading Comprehension Using CIRC

By adopted learning model CIRC, the students are train to enhance their ability in reading narrative text. Steps that the researcher will be used in teaching narrative text as follows:

1. Teachers divided students into several groups consist of four until five students each group.
2. Teacher chooses a leader each group based on their score in reading.

3. Teachers contribute reading materials for each group to be discussed together in the group.
4. The group leaders lead the discussion and divide the task for every member of the groups. One member reads the materials, another member identifies, and the others make some note (prediction) or write down the important points. Teachers become the facilitators who help the group which is facing the difficulties.
5. The groups discuss the materials and compose the result based on the identification and their notice.
6. Every group presents the result of the discussion in front of the class.
7. Teachers review and summarize the materials and also help students to find the solution if there is a problem which cannot be done.

2.2.8. Procedure

The steps of teaching reading through CIRC (Cooperative Integrated Reading and Composition) technique are:

1. Pre Activity

The pre activity is present as follows:

The procedure begin was showed the picture about narrative text.

Teacher asks some questions related the picture and gives explanation about the text.

2. While Activity

The teacher explains material of narrative text related language feature and generic structure.

The teacher explains rules of CIRC technique.

The teacher divides the students into group consists 4-5 students.
(*reading group*)

The teacher prepares the material such as beauty and the beast, true friend, and fox and a cat. (*story related activity*)

The teacher chooses one of the members as a leader from each group. The teacher chooses a leader based on their score in reading. (*teams*)

Each member makes prediction and answer from the question in their paper. (*test*)

All members do checking the partner answer about what they predict and find the best prediction to answer the question.
(*partner checking*)

One member from each group should present what they get from the text. (*integrated language arts*)

3. Post Activity

The teacher reviews about narrative text and generic structure on the text.

Summarizing and giving conclusion about the materials given.

2.2.9. Advantages and Disadvantages

The advantages of CIRC (Cooperative Integrated Reading and Composition) technique are:

1. Increased student opportunities to read aloud and receive feedback on their reading.
2. Trained the students to respond to one another's reading.
3. The students learn broadly applicable reading comprehension skill.
4. Increased reading comprehension of low-achieving students.

The disadvantages of CIRC (Cooperative Integrated Reading and Composition) are:

1. Wasted time when the students presentation in front of the class.
2. Only student active wanted to presentation in front of the class.

From the explanation above, it can be assumed that CIRC (Cooperative Integrated Reading and Composition) is a possible technique in teaching reading. The students are trained to group work and express their idea. Needless to say, CIRC (Cooperative Integrated Reading and Composition) can motivate the students to be active and creative in understanding text.

2.2.10. Theoretical Assumption

In accordance with the theories previously presented, this research was focused to investigate whether CIRC had a significant effect on students' reading comprehension achievement or not. Reading was very important skill that should be mastered by the students, so they had to be able to comprehend the text since reading would not take place without comprehension. CIRC was a good technique to be used in teaching reading comprehension. It was assumed that giving CIRC technique on reading comprehension had a significant effect on students' reading comprehension achievement since CIRC technique can develop readers' content schemata which are related to the background knowledge. Schemata also help the students to relate the information of prior knowledge. Schemata must be built to activate students' prior knowledge throughout the reading comprehension process. By activating the students' prior knowledge, it can help the students to predict what would be discussed in the text. So the students would know their purpose in reading. By knowing the purpose in reading and connecting their schemata with the text being read the students were be able to comprehend the text easily.

2.2.11. Hypothesis

Based on the theories above, the hypothesis of the research was as follows:

1. There is significant improvement of students reading narrative text between before and after implementing CIRC (Cooperative Integrated Reading and Composition) technique.
2. The aspect of reading that improves the most is main idea.

This chapter has explained two chapters the first is Review of Previous Study and the second is Review of Related Literature.

III. METHOD

This research deals with description of the steps of conducting the research that include Research Design, Data Collecting Technique, Research Instrument, Reliability, Validity, Level of Difficulty, Discrimination Power, Data analysis, and Hypotheses.

3.1. Research Design

This research was quantitative study which used *One Group Pretest Posttest Design* in order to find out the effect of giving CIRC technique on students' reading comprehension. The design used one class, as the experimental class which received the treatment of CIRC technique. In this research, pre test (T1) was given before the researcher taught using CIRC technique to measure the students' reading comprehension before they were given the treatment. Then, treatment was given in three times by using CIRC technique to see the significant effect of students' reading comprehension. Post test (T2) was given after taught the students by using CIRC technique to find out the increasing of students' reading comprehension achievement after they got the treatment. The design of the research was described as follows:

T1 X T2

Notes:

T1 : Pre-test

T2 : Post-test

X : Treatment (Hatch and Farhady, 1982)

3.2. Data Collecting Technique

In collecting data, the researcher gave reading comprehension tests to the students. The test gave a got the objectives data of students' achievement in reading skill by using CIRC (Cooperative Integrated Reading and Composition) technique in the class. The researcher applied two tests: those are pre-test and post-test. A pre-test was given before the treatments and post- test after the treatments.

1. Pre-test

A pre-test was administered in order to investigate the students reading comprehension achievement before the treatment. The type of the test was multiple choices in which the students are asked to choose one correct answer from the options a, b, c, or d. In this pre-test the students were given 30 items of reading comprehension and it will be conducted within 65 minutes.

2. Post-test

The aim of this test was to determine the effect of the treatments towards the students' reading comprehension after being given the treatment. The test consisted of 30 items of multiple choices in 60 minutes.

3.3. Research Instrument

The Instrument of this research was reading comprehension test. The reading test of this research was conducted to find out how far teaching reading

comprehension after given the treatment by using CIRC technique. Try out test contained 40 items. The test which was used in pre-test was 30 items with the test which was used in post test, but in the post test the questions were arranged randomly. Multiple choices test was used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975). Pre-test and post-test contained 30 items of reading in which there were four alternative answers for each (A, B, C, and D), one was the correct answer and the rest were the distracters.

Table 3.1. Specification of Test Items for the Try Out

No	Reading Skills	Items Number	Percentage of Items
1.	Identifying main idea	5,11, 14 20, 25, 30, 28, 33, 39, 40	25 %
2.	Specific information	1, 4, 8, 13, 26 22, 16, 27, 34, 35,	25%
3.	Determining inference	3, 2, 15, 29,31, 37,	15 %
4.	Understanding vocabulary	9, 10, 17, 23, 19, 36, 24, 32,	20 %
5.	Reference	6, 7, 12, 18, 21, 38	15%
Total		40 items	100%

Table 3.2. Specification of Test Items for the Pre-Test

No	Reading Skills	Items Number	Percentage of Items
1.	Identifying main idea	3, 5, 7, 15, 19, 22, 24, 27, 29,	30 %
2.	Specific information	11, 16, 17, 18, 20, 21, 23, 26, 30,	30%
3.	Determining inference	1, 8, 13,	10%
4.	Understanding vocabulary	4, 6, 9, 10, 14, 25,	20%
5.	Reference	2, 12, 28,	10%
Total		30 items	100%

Table 3.3. Specification of Test Items for the Post Test

No	Reading Skills	Items Number	Percentage of Items
1.	Identifying main idea	5, 9, 11, 13, 15, 18, 23, 26, 28,	30 %
2.	Specific information	4, 12, 17, 21, 22, 25, 27, 29, 30,	30%
3.	Determining inference	2, 7, 16,	10%
4.	Understanding vocabulary	3, 10, 14, 19, 20, 24,	20%
5.	Reference	1, 6, 8,	10%
Total		30 items	100%

3.4. Quality of the Research Instrument

3.4.1. Validity

Validity was one of the essential requirements of good educational testing which was respected an acceptable action research. In other words validity was the most requirements for instrument of evaluation. Arthur (2002) states that “a test is said to be valid if it accurately what it is intended to measure”. It means that a test can be said valid if the test measures what it will be measured. Terminologically, in Indonesia “valid” means “sesuai”. Validity was not an absolute featured from technique evaluation. It was a relative featured for a purposed which was reached by using a test. Therefore validity refers to extent to which was the resulted evaluation procedure served the particular used for which they were intended.

There were four types of validity that were: (1) face validity, (2) content validity, (3) construct validity, (4) criterion- related validity Setiyadi (2006). In this research the researcher took content validity and construct validity. It was considered

that instrument should be valid and in line with reading theory and the material. The validity of the instrument was presented as follows:

A. Content Validity

This kind validity depended on a careful analysis of the language being tested and of the particular course objectives. To get the content validity of reading comprehension, the researcher try to arrange the materials based on the standard competence in syllabus for second grade of junior high school students. In order to establish the content validity of measuring instrument, the researcher identifying the overall content to be represented. The validity of instruments was referred to the content and constructs validity in which the question represents five sort reading skills, i.e. identifying main idea, specific information, identifying reference, determining inference, and understanding vocabulary. All test items which had good validity was used to collect the data for this research and the bad one should be revised. These are the following ways to prove whether the test has a good content validity; 1) it is adopted from Educational goal stated on KTSP English Curriculum and syllabus for the second grade of SMP students, 2) It represents the material teach in the class. Below is the table specification of try out.

3.4. Specification of Instrument

No	Reading Skills	Items Number	Percentage of Items
1.	Identifying main idea	5,11, 14 20, 25, 30, 28, 33, 39, 40	25 %
2.	Specific information	1, 4, 8, 13, 26 22, 16, 27, 34, 35,	25%
3.	Determining inference	3, 2, 15, 29, 31, 37,	15 %
4.	Understanding vocabulary	9, 10, 17, 23, 19, 36, 24, 32,	20 %
5.	Reference	6, 7, 12, 18, 21, 38	15%
Total		40 items	100%

B. Construct Validity

Construct validity concerned whether the tests were true reflection of the theory of the trait – in our case – language which was being measured. If a test has constructed validity, it is capable of measured certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumed the existence of certain learning theories or construct underlying the acquisition of abilities and skills (Heaton, 1988). So, construct validity was concern with whether the test is actually in line of the theory of what reading comprehension means or not. To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test items should be questioning the five aspects of reading such as: identifying main idea, specific information, making inference, identify reference, and understanding vocabulary. Skill of reading in the test were a part of the construct validity and the item number

were the part of the content validity. Besides the construct validity, the researcher was used SPSS 16.0.

3.4.2. Reliability

Reliability refers to the extent to which the test was consistent in score and gave us an additional of how accurate the test score are (Hatch & Farhady, 1982). To test the reliability of the instrument, the researcher was used split-half method. Moreover, by arranged the test into first half and second half allow the researcher was measured the test reliability by having split half method. To measure the coefficient of the reliability between the first and second half, was used person product moment, which was formulated as follow:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Notes:

r_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

Σx^2 : total score of odd number items

Σy^2 : total score of even number items

Σxy : total score of odd and even number items

After getting the reliability of half test, the researcher was used Spearman (2005) to determine the reliability of the whole tests as follows:

$$\Gamma\kappa = \frac{2 \Gamma xy}{1 + \Gamma xy}$$

(Hatch and Farhady 1982)

Where:

$\Gamma\kappa$: the reliability of the whole tests

Γxy : the reliability of half test

The criteria of reliability are as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

The computation showed that the reliability coefficient of the test was 0.97 (see Appendix 9). Hatch and Farhady (1982) state that level of reliability about 0.90 up to 1 is high reliability.

3.4.3. Level of Difficulty

Level difficulty related to how easy or difficult the item was from the point of view of the students who took the tests. According to Heaton (1988) the index of difficulty of an item simply shows how easy or difficult the test item proved in the test.

To know the item difficulty, the writer used the formula:

$$P = \frac{B}{JS}$$

(Shahomy, 1985)

Where:

P = level of difficulty

B = the number of students who answer an item correctly

JS = the total number of students

The criteria of level of difficulty are as follow:

0.0 – 0.30	Very Difficult
0.31 – 0.50	Moderately Difficult
0.51 – 0.70	Medium Difficult
0.71 – 0.80	Moderately Easy
>0.80	Very Easy

The items should not be too easy and also not be too difficult for the students as research object. After analyzing the criteria of good test by using level of difficulty, there was five items which had difficulty level lower than 0.30. It means the item was difficult. There were 29 items belong to average level in which had level difficulty between 0.30 and 0.72 (see Appendix 7). Those items could be used to collect the data of the research. There were 5 items which had difficulty level more than 0.725 it means the items were very easy.

3.4.4. Discrimination Power

Item of discrimination power tells how well the item performs in separating the better students from the poorer students. If the good students tend to do well on an item and the poor students do badly on the same item, then the item is a good one

because it distinguishes the good students from the bad students. The discrimination index of an item indicated the extent to which the item discriminated between the tests, separating the more able test from the less able. The index of discriminating power told us if students who perform well on the whole test tended to do well or badly on each item in the test.

To know the discrimination index, the researcher uses the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

(Shahomy, 1985)

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

The criteria are:

1. If the value positive, it has discrimination because a large number of more knowledgeable students than poor students get the item correct if the value was zero. It means discrimination.
2. If the value was negative, it has negative discrimination because more low-level students than high level students get the item correct.
3. In general, the higher discrimination index is the better in the classroom situation most items was should be higher than 0.20 indexes. (Shohamy, 1985)

In discrimination power, it was found that there were 9 items belong to poor items since the discrimination power was between 0.00 until 0.2. Then, there were 24

items had satisfactory discrimination power and the rest 4 items included in good discrimination power (see Appendix 7).

3.5. Data Analysis

The most valuable data required to answer the research question under study was collected data through administering a pre-test, treatments, and a post-test, in the second grade students of Junior High School 7 Bandar Lampung.

In order to know the students' improvement in reading comprehension the text, the students' score are calculated by doing three activities:

1. Scoring the pretest and post test

See the following formula:

$$X = \frac{R}{N} \times 100\%$$

Notes

X = Score in percentage

R = Score of total items chosen

N = Total of the all items chosen

2. Tabulating the result of the test and finding the mean of the pretest and posttest.

3. Drawing conclusion from tabulated results of the pre-test and post-test administered, that is by statistically analyzing the data using statistical computerization, i.e., matched t-test of Statistical Package for social Science (SPSS) version 16.0 for Windows to test whether the improvement gained by the students is increase or not, in which the significance is determine by $p < 0.05$.

3.6. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis propose in this research is accepted or not. The hypothesis of this research was there is a positive effect of giving CIRC technique on students' reading comprehension achievement.

The hypothesis was also statically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be stated is as follows:

- H₀ : There is no a significant improvement of narrative text between before and after implementing of CIRC (Cooperative Integrated Reading Composition) technique.
- H₁ : There is a significant improvement of narrative text between before and after implementing CIRC (Cooperative Integrated Reading Composition) technique.

This chapter has explained: Setting, Research Design, Data Collecting Technique, Research Instrument, and Quality of the Research Instrument (Reliability,

Validity, Level of Difficulty, and Discrimination Power), Data analysis, Theoretical Assumption, and Hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter deals with conclusions and suggestions of the research.

5.1. Conclusion

Based on the results of the data analysis, discussions, and research question, a conclusion can be drawn as follows:

1. There was a statically significant improvement of students' reading achievement of narrative text after the implementation of CIRC technique. Based on the result of the computation SPSS 16.00, students' gain score of post test (71.76) was higher than pre test (61.02) with the improvement score was 10.74. The result of t-test showed that t-ratio is higher than t-table ($12.522 > 2.034$) with the level of significant was $p < 0.05$ and significant two tail is $p = 0.00$. Thus, hypothesis was accepted. It means that CIRC technique can be used to help the students increase their reading comprehension achievement in term of narrative text.
2. The results of this research revealed that all the aspects of reading skills that improved in terms of reading skills ranging from the highest to the lowest aspects are: (a) identifying main idea aspect improved the most with the gain score of a pre test was 179 and a post test was 217 with the

improvement score was 38 point, (b) understanding vocabulary aspect improved with the gain score of a pre test was 124 and a post test was 248 with the improvement score was 24 point, (c) specific information aspect improved with the gain score of a pre test was 183 and a post test was 204 with the improvement score was 21 point, (d) determining inference aspect improved with the gain score of a pre test was 68 and a post test was 83 with the improvement score was 15 point, and (e) identifying reference aspect improved with the gain score of a pre test was 66 and a post test was 76 with the improvement score was 10 point.

5.2. Suggestion

In reference to the conclusions above, the researcher recommends some suggestions based on her experience as follows:

1. For teacher
 - a. The teacher should use CIRC (Cooperative Integrated Reading and Composition) technique in teaching learning process especially in reading comprehension, to help the students solve the problem in reading comprehension.
 - b. The teacher should control and consider the time spent during teaching reading using CIRC technique.
2. For students

The students should improve their reading comprehension by using CIRC (Cooperative Integrated Reading and Composition).

3. For researchers
 - a. The other researchers should do the research in the different concepts in English subject besides narrative text that was presented in this research.
 - b. It is recommended to another researcher to examine and investigate the effectiveness of the implementation of CIRC method in teaching English for the students at junior high school.

This chapter has explained the conclusion and suggestion based of the research.

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