

ABSTRACT

MODIFIED COOPERATIVE INTEGRATED READING COMPREHENSION (CIRC) THROUGH GENRE BASED APPROACH TO PROMOTE STUDENTS' READING ACHIEVEMENT

By:

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There are many well-known learning models that the teacher can implement in the class to improve students' learning skills. Even so, to know whether a learning model can be effective to improve the English learning skills, a research should be done. One of the learning models implemented through this research is Cooperative Integrated Reading Comprehension (CIRC) model. CIRC is a technique that integrated learning to read cooperatively in groups. There are several methods which have been applied in the teaching and learning process, however, the purposes of this study have not been fully achieved by the students. To succeed in learning English, the teacher can apply Genre-Based Approach in teaching English especially in reading. The nature of interactivity and discovery in this learning form of encouragement is useful for students who are studying passive and help learners develop their ability to learn their foreign language which is still in the exploration. Thus, the aim of this research is to find out whether there is a significant difference in students' reading comprehension achievement after being taught by using Cooperative Integrated Reading Comprehension (CIRC) and Genre Based Cooperative Integrated Reading Comprehension (GBCIRC).

Quantitative was done, with true experimental design, with two groups taken randomly, one as the experimental group (32 students) and the other as the control group (32 students) at SMAN 1 Seputih Mataram. The instruments used were the reading comprehension test and questionnaire. Independent sample t-test was used to know the difference in achievement between control group and experimental group in that case.

The results indicate that there is any significant difference in students' reading comprehension achievement after being taught by using CIRC and GBCIRC, for significance t-ratio is bigger than t-table, that is, $2.039 < 3.985 > 1.695$. It clearly shows that the proposed alternative hypothesis (H_1) is accepted that there is significant difference in students' reading achievement between control and experimental group. Moreover, experimental group perceived positively toward GBCIRC in order to increase their reading comprehension achievement.

Keywords: Cooperative Integrated Reading Comprehension (CIRC), Genre Based Cooperative Integrated Reading Comprehension (GBCIRC), Perception, Reading Achievement