

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

(A Thesis)

By

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2018

ABSTRACT**MODIFIED COOPERATIVE INTEGRATED READING COMPREHENSION (CIRC)
THROUGH GENRE BASED APPROACH TO PROMOTE STUDENTS' READING
ACHIEVEMENT****By:****Medi Heri Saputra**

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 increase 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

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

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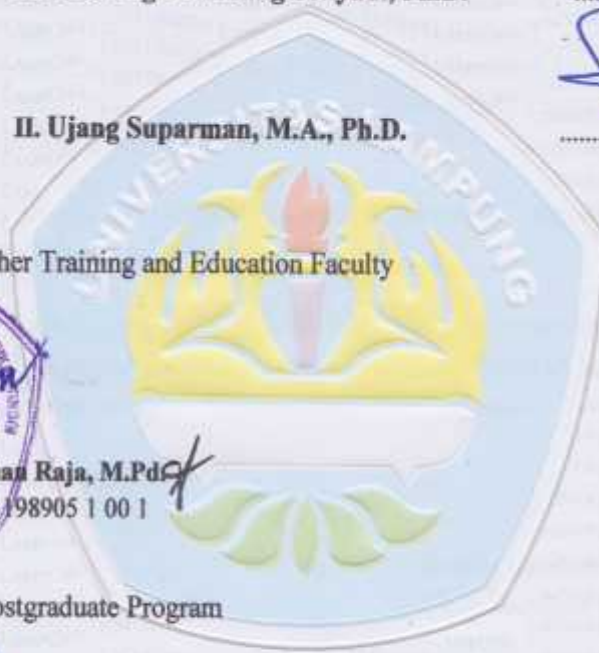


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CURRICULUM VITAE

The writer's name is Medi Heri Saputra, and he is usually called Medi. He was born on September 19th, 1991 in Varia Agung, Seputih Mataram, Lampung Tengah. He is the second son of Mr. Ibrahim and Mrs. Supin. He has two siblings: Supriyo Junaidi is his elder brother and Endang Maryana is his younger sister.

He initially attended her formal educational institution at TK Miftakhul Khoiriyah in 1996. Then, he continued his elementary school at SD N 01 Varia Agung and graduated in 2004. In addition, in primary level, the writer went to SMPN 1 Seputih Mataram and graduated in 2007. He continued his secondary level at SMAN 1 Seputih Mataram, Lampung Tengah and graduated in 2010. Furthermore, he continued his bachelor degree at STAIN JURAI SIWO METRO Lampung (or right now is IAIN Metro Lampung) majoring in English Study Program in Tarbiyah and Teacher Training Faculty in 2011. He finished his bachelor degree in 4 years and graduated in 2015. Then, in 2016, he registered to English Postgraduate of Lampung University.

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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

**“Then which of the favours of your Lord will you deny?”
(Al-Qur’an surah Ar-Rohman, 55: 13)**

**Live as if you were to die tomorrow,
Learn as if you were to live forever (Mahatma Gandhi)**

DEDICATION

Bismillaahirrohmaanirrohiim. By offering my praise and gratitude to Allah SWT. for the blessing given to me to the whole of my life, and to Prophet Muhammad SAW. for the lesson and inspiration delivered to me so far, this piece of work is sincerely dedicated to:

- ❖ My beloved grandparents, Kasmu Rejo and (the late) Soinem.
- ❖ My beloved parents, Ibrahim and Supin
- ❖ My beloved sisters and brother, Supriyo Junaidi, Eka Lestari and Endang Maryana
- ❖ My beloved nieces, Novi Citra Olivia and Mourine Yelsa Meylira.
- ❖ My big family in Yayasan PP Baitul Kirom (SMK Al Kirom Seputih Mataram and MTs Baitul Kirom) and SMA PGRI Seputih Mataram.
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- ❖ My beloved friends, Risma Masjid At-Taqwa Varia Agung.
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- ❖ My Almamater, STAIN Jurai Siwo Metro and Lampung University

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He would like to express his sincere and great appreciation to all people and institutions in which without the support, motivation, and assistant, this thesis would never be successfully compiled. His acknowledgement and gratitude are specially given to the first thesis advisor, Prof. Dr. Cucu Sutarsyah, M.A., and also Hery Yufrizal, M.A., Ph.D., as the second thesis advisor who have given their time, ideas, questions, advices, even motivations to the writer to finish this final work and for obtaining the title of Master of English Education (M.Pd.). Her thankfulness is also dedicated to Prof Ag. Bambang Setiyadi, M.A., Ph.D., as the first examiner, and also Dr. Flora, M.Pd. as the head of master degree at English Language Teaching Study Program for patiently giving much time, supports, inputs, helps, and corrections to improve this thesis better.

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Hopefully, this thesis can give positive contribution to the English education development. The writer is completely aware that this thesis is still far from being perfect. Therefore, constructive input and suggestion are expected to compose a better one in the future.

Bandar Lampung, August 2018
The writer

Medi Heri Saputra
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INTRODUCTION

1.1 Background of The Problem

Reading comprehension is the ability to read text, process it and understand its meaning. Therefore to gain the aim of reading comprehension is not only done by students but also by teacher, because it is impossible for students to master this skill without helping from teacher, and this is the only reason to teacher to provide the right strategy, method, and technique in teaching English especially on reading subject.

Reading needs thought and creative activities. These activities require knowledge and skill which are very important for the readers. Reading difficulties can interfere at each step of the comprehension process. For example, to comprehend a story, the reader has to continually recall the preceding words, sentences, and pages in the story (Willis : 2008 p 126). Reading comprehension is one of the important ways for students in order to become literate people. In addition, in a country in which English is seen as a foreign language (EFL) it is mostly believed that reading comprehension is the central means for learning new information and it is the most important skill needed for the students' success. Thus, in order to be classified as a successful reader, the students should have those skills in reading.

However, many problems that faced by students when they want to achieve the purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation and reading interest. Maximal reading skill cannot be achieved if there is still any bad habit when they are reading. Interpret word by word of the text is one of the readers' bad habit. It is not effective because they need much time to interpret all the words of the text.

Additionally, students' lack of motivation on reading lesson is also caused by an inappropriate technique when teacher attempts to explain reading material. The technique that used by teacher is unattractive and monotonous. Accordingly, the students feel bored, lazy and they were busy with themselves because they have not skill in reading text.

The teachers' technique to teach reading is the important factor that may affect the students' ability in reading comprehension. There are some kinds of methods and techniques which can be applied by teacher to develop his or her students' ability in reading comprehension. The different ways in which students tackle learning also affect their success. What is happening in the class is not equally productive for all the students because their minds work in different ways. (Ahmadi: 2008, p 8).

Due to the difficulties faced by the students, the researcher attempted to overcome the students' problem by applying the appropriate of innovative

approach which is developed by Slavin (1995) Cooperative Learning. Cooperative learning requires that students work together to achieve goals which they could not achieve individually. Cooperative learning is a methodology that employs a variety of learning activities to improve student's understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990).

Another aspect that should be the matter is the student's interest in a given text. It will be very difficult for them to understand the text if they are not interested in the given text. It involves a theme, appearance and language of the text. The students are motivated to engage in reading activities if they are interested in that activity. As a result, students who are not interested in reading activities will choose to be passive during lessons. Teachers play important role in this case. Teachers have to worry about the material text, performance text, the used language in the text and the used methods in this activity, so students will be motivated and fully engaged in reading activity.

There are many well-known learning models that the teachers 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 technique that integrated learning to read cooperatively in groups. In CIRC,

students are required to master the main thoughts of the text and the ability to read and write more together. Students are divided into groups by the teacher, and then resolve the concerns expressed from the text together. The students will be taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including; reading partner, making predictions, identifying the character, settings, problem and solutions of the story, summarization, vocabulary, reading comprehension exercises and story-related writing.

Slavin (1989: 25) stated that in CIRC, many of the activities within the teams are done in pairs, while other involve the whole team. However, students are assigned to teams composed of pairs of students from two different reading groups. By working together with their partner, CIRC learning is expected to enhance the way students think critically, creatively and foster a sense of high social peers, hence will help the students' reading comprehension.

The purpose of implementing CIRC technique is to generate opportunities for the students to become more active in learning. In this case study, 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.

Additionally, several previous related research have been conducted by the previous researchers. First, the study about CIRC technique carried out by Durukan (2011:102-109). He applied the research in the seventh grade of students primary school at the centre of Giresun Province. This research was experimental study in which the sample were assigned into two groups; experimental and control group. After having received the treatments, the achievements of students' reading comprehension and writing skill in experimental group was superior than control group. It showed that CIRC technique was effective to improve students' reading comprehension.

Second, Zainudin (2015:11) carried out an experimental research using CIRC technique to find out the effect effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Achievement in Reading Descriptive Text. The subject of his research was the second year student of JuniorHigh School in Indonesia. The subject consisted of 3 parallel classes. The result of the study revealed that there was a significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Descriptive Text Achievement compared with classical method (CM) of teaching.

Third, Hadiwinarto and Novianti (2015: 107-124) did an eperimental research. Their research was aimed at describing the effects of Cooperative Integrated Reading and Composition (CIRC) learning model on the reading and writing skills of junior high school students in learning. This experimental study showed

The implementation of CIRC learning model had very significant effects on the English reading and writing skills of the junior high school students.

However, all of previous studies have been done to measure students' reading comprehension after the learning process by using CIRC. This indicates that students' reading comprehension will increase after they use this technique.

The teaching methods applied by the teachers are important role in determining student's success in learning English. There are several methods have been applied in the teaching and learning process, however, the purposes of this study have not been fully achieved. To succeed in learning English, especially in reading, Genre-based Approach is a learning process which is quite adequate. 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 read their second language which is still in the exploration.

Genre-Based Approach helps English teachers to produce materials and to facilitate students in their English language reading process. According to Lin (2006:2) in Genre Based Approach, teaching and learning focuses on the understanding and production of selected genres of texts. This approach is used to master all of language skills (Reading, speaking, listening and writing). Those skills are taught through several kinds of reading texts (genre). Nowadays, the

curriculum KTSP has changed to be the Curriculum 2013 which advocates the use of scientific approach to teach English.

These genres are taught from year seven until twelve; each grade studies different number of the texts. Although the curriculum has changed but the steps of Genre Based Approach that are BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text) can be accommodated in the Scientific Approach.

Based on those related previous research, unfortunately, no previous study combines CIRC with Genre-Based Approach. There are some steps in genre-based approach; one of them is Building Knowledge of Field (BKOF). BKOF is needed for the students to explore features of the general cultural context in which the text type used and the social purposes the text type achieves (Destri,2005; Burners, 1991; Chappel,2004). Therefore, in the current research, the researcher incorporates the genre-based approach into the implementation of CIRC technique. The assumption is since the students need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text. Furthermore, the study with modifying CIRC through Genre-Based Approach (GBCIRC) needs to be done.

1.2 Formulation of the Research Question

Based on background of the problem mentioned previously, the problems of this study are formulated as follows:

1. Is there any significant difference in students' reading comprehension between CIRC and GBCIRC?
2. In which aspects of reading the two techniques differ significantly?
3. How is students' perception after being taught by using GBCIRC?

1.3 Objective of the Research

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To find out the differences in students' reading comprehension between CIRC and GBCIRC.
2. To find out the differences of reading aspects of the two techniques.
3. To find out the students' perception after being taught by using GBCIRC.

1.4 Significance of the Research

The findings of the research are expected to be beneficial both theoretically and practically.

1. Theoretically, this present research can be used to:
 - 1) Verify and contribute the previous studies and theories related to theories in this research
 - 2) Be used as a reference for further research.

2. Practically, this present research can be used to:

- 1) Encourage English teachers and learners in applying GBCIRC technique in their learning process, especially in reading.
- 2) Persuade learners to use appropriate and effective techniques in reading.
- 3) Build learners' habit of applying GBCIRC in completing their language tasks.

1.5 Scope of the Research

This research is quantitative in nature. The independent variable is CIRC. There are three main elements of CIRC that are reading group, team and activities. Meanwhile, the dependent variable is reading comprehension. The focus of this research covers the identification of using CIRC on students' reading comprehension. This research will be conducted at the second grade students in SMAN 1 Seputih Mataram and the participants in this research are 60-70 students in academic year 2017/2018. The researcher determines the sample by using simple random sampling and chooses two classes by using dice as the sample. The classes are divided into experimental class and control class. The measurement of applying CIRC is using t-test.

1.6 Definition of Terms

Based on the description above, the researcher provides several definitions of terms that can occur often during the research. The term below will guide the reader in reading and understanding the thesis.

Reading; Spratt, Pulverness and William (2005: 21) reading is a receptive skill. This means it involves responding to text, rather than producing it. In other words, reading involves making sense of text.

Reading comprehension; Reading comprehension is "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of the reading situation" (Helene et al, 1993 as cited in Hammed, 2009: 313). It is an active activity that tries to catch some information from the text.

Cooperative Integrated Reading Comprehension (CIRC); CIRC is a comprehensive approach to instruction in reading and spelling for upper grades of elementary level. (Gupta and Ahuja, 2014: 39).

Genre-Based Approach (GBA); Genre refers to abstract, socially recognised ways of using language. (Hyland 2007 as cited in Sadeghi, Hassani and Hemmati, 2013:1009).

Perception; Shavelson, Hubner, and Stanton in Janice (1994 : 4) suggest that student perceptions are formed through experiences with and interpretation of one's environment, and are influenced especially by reinforcements, evaluations by significant others, and one's attributions for one's own behavior. Students want teachers to recognize who they are, to listen to what they have to say, and to respect their efforts.

II. THEORETICAL FRAMEWORK

In this chapter, the researcher explains two major important parts which deal with review of related literature and review of previous related research. To support this research, the researcher provides explanation about the literature review which are related to this research such as concept of reading comprehension, concept of process of reading, concept of types of reading, concept of strategy of improving reading comprehension, concept of cooperative learning, concept of types of cooperative learning, concept of cooperative integrated reading composition, concept genre-based cooperative and integrated reading composition technique. Then, at the end of this section, the researcher provides the theoretical assumption and hypotheses.

2.1 Review of Related Literature

2.1.1 Reading Comprehension

The term reading has been defined by a lot of experts. Each of them has different assumption about this term. It is because people have different purpose, different background knowledge, and different importance when they read. For those reasons, the researcher defines the term of reading from various perspectives. The explanations are hereunder.

According to Spratt, Purveness and Williams (2005 : 21), reading is defined reading as a receptive skill. This means it involves responding to text, rather than producing it. In other words, reading involves making sense of text. Whereas Grabe as cited in Alyousef (2005: 143), reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations make inferences about the text, skim ahead to fill in the context, etc. Moreover Alyousef (2005:144) argues “reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency”. Reading is an active, fluent process which involves the reader and the reading material in building meaning. The statement above indicates that there must be involved together between the reader and the reading that is aimed to build the meaning. Furthermore, Farrell (2002:137) stated reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

While comprehension is an exercise that trains students to understand language. For examples are listening comprehension and reading comprehension. It means that constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections. To be

successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Many experts describe the definition of reading comprehension. According to Helene et al, 1993 as cited in Hammed, 2009: 313). Reading comprehension is "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of the reading situation". When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive”.

While Lems, Leah & Soro (2010: 170) “Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. This definition places an emphasis on the term conceptual knowledge. RAND Reading Study Group as cited in Demiroz 2008 p 20 defines reading comprehension “as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. A reader can read a text to learn, to find out information, or to be entertained.

From these definitions, it comes the conclusion that reading comprehension means the students’ ability in understanding the message from the written materials they read, in other words, the students are not only hoped to know the word but also

its meaning. Good reading comprehension depends on understanding the words; the more words are recognized, the better comprehension will be. It means that, to comprehend the English text, the students should have a lot of words so that they can understand the messages or the gists contained in it. In reading comprehension, the students should be able to determine several aspects such as determining the main idea, comprehending main idea, distinguishing between main idea and supporting details, making inferences, making references, understanding vocabulary and using new words. All those aspects is elaborated in the following section.

a. Determining main idea

In reading comprehension, determining main idea is one of the important aspects which should be measured. Determining the main idea is not as easy as it may sound. Main idea is a statement which tell the author's points about the topics. It is in line with Wilawan (2012: 46) who states that The main idea is the main point or the central thought of the reading selection. It is usually a complete sentence that includes the gist of every idea from the paragraph.

b. Finding supporting details

Supporting detail is the statements which explain, clarify, describe and illustrate the main idea. It is in line with Lestari (2015:5) who Supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc. It mmenas that in finding supporting details the reader must

be able to sense the relation between the main idea and the details. In term of finding supporting detail, the students need to read the text carefully since supporting detail can be found if the reader can comprehend the text well. Then, supporting detail is also important for the students to be mastered.

c. Making inference

The third aspect is making inference. According to Azizmohammadi (2013:156) Drawing inferences refers to information that is implied or 'inferred'. This means that the information is never clearly stated. In fact, writers often 'tell' the readers more than they say directly. Besides, it might work out cause and effect and other conjunction relationship which might not be explicitly stated. Thus, in completing this task the students should think deeper to find the answer since the messages is not explicitly seen.

d. Making reference

In making reference, the students should know the intended object which is pointed by the author. Reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents. It is quite difficult for the students to make the reference if they do not read the text carefully. So, the students should read the text deeply so that they can make reference correctly.

e. Using vocabulary context

The last aspect is using vocabulary context. In this aspect, the students should be able to replace certain words in the text with its synonym or antonym which is suitable with the context. To complete this task, the students should have a bank of words in their mind so that they can replace the words contained in the text with another appropriate words.. Therefore, this fact should lead the students to enlarge their vocabulary mastery so that it can make them more easy in comprehending the reading text. Students' capability in mastering the elements above is a must. Therefore, those elements become indicator whether or not the students are capable in comprehending the text. Thus, having better understanding of the nature of reading comprehension above, it can be summarized that reading comprehension is a set of reading activities done by people which need high level process to interpret, guess, and eventually get the gist or messages from certain text or materials.

2.1.2 Models of Reading

There are three models of reading: the bottom-up model which emphasizes on the contexts, the top-down model which emphasizes on the readers, and the interactive model which emphasizes that the reading process is guided by an interaction between the text information and the reader's previous knowledge (Ahmadi & Hairul, 2012: 160).

The Top-Down Model

In this reading model, students begin to read a context and use their background knowledge to obtain new experiences and knowledge. When the reader focuses primarily on what he or she already knows, this is called a concept-driven or “top-down” mode (Mikulecky, 2008). In top-down model, students predicts and anticipates on the basis of this information, sampling from the print just enough to confirm his guess of what’s coming, to cue more semantic and syntactic information. Redundancy and sequential constraints in language, which the reader reacts to, make this prediction possible (Goodman, 1976:7). So, proficient readers do not need to read all of the words in a passage, but they will understand the message from the context by getting some important words and sentences. In other words, the model of top-down emphasizes on reading proficiency and focuses on predicting the message by using the readers’ background knowledge related to the passage.

The Bottom-up Model

In the bottom-up model readers focus on surface meaning, if the required background knowledge about the text is available to readers, they will benefit from a top-down approach. Conversely, if they do not have this subject area specific knowledge that is necessary to understand the passage, then a bottom-up approach would be more helpfu (Hedge, 2008; Harmer, 2001; Brown, 2000; Dubin & Bycina, 1991in Khaki, 2014: 187). Reading process in the bottom-up model starts with the decoding of the smallest elements of linguistic especially phonemes and words, continued with creating meaning from the larger elements.

The Interactive Model

The combination of the two aforementioned models (bottom-up and top-down) is called Interactive model (Ahmadi & Hairul, 2012: 161). This model of reading is based on information from various parts such as semantic information, lexical, orthographic and syntactic (Stanovich, 1980: 35). This model emphasizes on the relationship between the text and the readers.

To sum up the explanation above, it is important to know the process of reading in order to help the students to get better reading comprehension achievement. Furthermore, in reading comprehension, those three processes are needed because in comprehending the text we should not only find out the general idea, but also obtain specific information related to the text.

2.1.3 Types of Reading

following sections will explain these types of reading.

Extensive Reading

There are different definitions for extensive reading. Mike ladze (2014) described it as skimming and scanning activities while Hafiz and Tudor (1989 as cited in Alyousef 2005:145) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researchers have shown great interest in

extensive reading in the last years. Furthermore, it is considered a pedagogically efficient method to teach reading by having students read many materials in their linguistic process (Ahmadi & Hairul, 2012: 160).

Intensive Reading

In intensive reading, students spend lots of time analysing and dissecting short, difficult texts under the close supervision of the teacher. The aim of intensive reading is to help students construct detail meaning of the text to develop reading skill, and enhance vocabulary and grammar knowledge (Day & Bamford, 1998: 189). This reading focuses on syntactic and semantic forms in the text, details in structure, with the aims of understanding literal meaning and implications.. According to Alyousef (2006:66), In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. In the case of reading, variety of performances derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedure, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

2.1.4 Strategy for Improving Reading Comprehension

Reading strategy is one of the keys to make instruction explicit enough to facilitate learners' enhancement of meta-cognitive control of strategy use by providing clear and extensive explanations of the value of strategy use and information on when and how to use them. It is important for EFL instructors to be familiar with reading strategies and expose their students to the various kinds so that students know how and when to utilize them. There are six components of reading strategies that are important and easy for learning. By learning these strategies, learners will be more motivated in their reading comprehension. The reading strategies are namely predicting, skimming, scanning, inferring, guessing the meaning of unfamiliar words, and self-monitoring.

Prediction

Prediction refers to the technique of using the readers' prior knowledge to guess the meaning or the message of the text from the topics, pictures, key words, or constructions. It is one of the most effective factors that motivates students to read and understand the meaning of the context.

Skimming

Skimming refers to the technique of reading passages quickly in order to get its gist. Reading the title and skimming enable the readers to have a gist of the text.

(Demiroz, 2008:75)

Scanning

Scanning is quite similar to skimming in that both of them require a quick glance of a text. The difference is that in skimming, readers try to get the general or main information of the text but in scanning, the readers would like to obtain specific information. In scanning technique, readers are looking to find particular information to the answer to his/her questions. Scanning the text for vocabulary provides the reader with an idea of the difficulty level of the vocabulary of the text (Demiroz, 2008:75).

Inferring

Inferring refers to activities of reading between the lines which means that readers need to know how to get the message from the words and sentences in a text. So, inferring requires actively interacting with the words in a sentence and among sentences (Kristin, Leah & Soro, 2010: 177). There are seven types of inferring activities:

- a. Knowing what a pronoun in a sentence refers back to.
- b. Making assumption about the next sentence and guessing the content of the next passage.
- c. Predicting the definition of new words in the text.
- d. Making hypothesis across the text about the behaviours of a character in different locations.

- e. To be familiar with the connections of words and how they will be used in a specific text.
- f. Knowing the relationships as written at various times in contexts.
- g. While reading a text fill gaps related to background knowledge (if any).

Guessing the meaning of new words

Guessing the meaning of new words helps readers to read and understand text quickly because difficult words usually create problems for students and are obstacles in reading comprehension. Furthermore, We don't normally read with our minds blank, with no prior purpose and no expectation of what we might find in the text. We don't look for meaning by considering all possibilities, nor do we make reckless guesses about just one; instead, we predict within the most likely range of alternatives (Smith, 2004: 167).

Self-monitoring

This strategy is one of the most important factors that allows readers to regulate their reading. Awareness of using this strategy helps learners to solve their problems in reading. Raftari, Seyyedi, and Ismail (2012: 25) stated that "successful" foreign language reader did several things: 1) he kept the meaning of the passage in mind during reading, 2) he read in what she termed "broad phrases", 3) he skipped words unimportant to total phrase meaning and 4) he had a positive self-concept as a reader

2.1.5 Principles in Teaching Reading

Teaching Reading to English Language Learners aims to address precisely these concerns by increasing the knowledge base of educators involved with teaching ELLs. These principles are used in order to make the teacher easier to control the process of the reading class. The principles are described as exploiting the readers' background knowledge, building a strong vocabulary base, teaching for comprehension, working on increasing reading rate, teaching reading strategy, encouraging the readers to transform strategies into skills, building assessment and evaluation into the teaching and striving for continuous improvement as a reading teacher. In addition, Smith (2004 :88) propose The implication for anyone involved in teaching reading should be obvious. Whenever readers cannot make sense of what they are expected to read—because the material bears no relevance to any prior knowledge they might have—then reading will become more difficult and learning to read impossible.

The principles in teaching reading are important for the reading class. In order to keep on the intentional reading class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Moreover, the principles which have been proposed will affect the design of the students' learning plan in reading class.

2.1.6 Cooperative Learning

The concept of cooperative learning refers to instructional methods and techniques in which students work, help each other in small groups, and are rewarded in some way for performance as a group. Many researchers have defined cooperative learning in different ways:

According to Olsen and Kagan in Abdel Karim (2012), cooperative learning has been defined as follow: Cooperative learning is group-learning activity. It is organized in a way that learning is based on the socially structured exchange of information between members of groups, in which each member of group is held accountable for his or her own learning, and is motivated to increase the learning of others This definition implies that in CLL learners learn from each other and it emphasizes learner responsibility in which each member of the group is responsible for his own contribution to activity.

Johnson and Johnson state that “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”. They mean that all students are responsible for the success and the failure of the group, so everyone has a role to play in the group in order to achieve a common goal of whole group and the individuals will not reach their learning goal until all member of the group reach their goals. Meyers in Abdel Karim (2012: 5) describe Cooperative Learning as “A methods of structuring lessons to ensure that

students learn collaboratively, within a support system made up of other students” . He also states that students in cooperative learning system benefit from the support and encouragement of other members of their work group because Cooperative Learning improves student attitudes and behaviors towards diversity, boosts self-esteem and improves race-relations among students. He means that the members of the group motivate the students when they work together and that may increase self-confident, keep the interaction between them and avoid racism. For Salvin Cooperative learning refers to instructional methods which involves small heterogeneous groups working together to achieve a common goal .He point out that learners benefit more from sharing each other’s thoughts rather than working alone. CL is important for creating effective classroom environments that meet the needs of all.

2.1.7 Cooperative Integrated Reading and Composition

According to Durukan (2011), Cooperative Integrated Reading and Composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skill. The two skills mentioned above; reading and writing will drill students’ mastery of language arts. The technique guides teachers in motivating students to work in group at the same or different reading level. It means this technique focuses on cooperative learning that emphasizes on group study creating effective learning.

CIRC technique is developed to support traditionally used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members.

Cooperative Integrated Reading and Composition (CIRC) is one of the techniques offered within the Cooperative Learning method. Gupta and Ahuja (2014:37) defines Cooperative Learning as one of the means of active learning might serve as an appropriate and promising strategy helping to increase learning effectiveness and providing the students with the skill of collaborating, cooperating, sharing and socializing. He furthermore explains that the members of the group share their perspectives, argue their points of view, and very often modify their opinions. CIRC is originated from research and development by Slavin and his colleagues at Johns Hopkins University. It has been known that CIRC is mainly used to teach reading and composition and has been found to be effective when used in teaching reading and writing.

Gupta and Ahuja (2014: 39) also define CIRC is a comprehensive approach to instruction in reading, composition, and spelling for upper grades of elementary level. In CIRC Reading, students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling and reading comprehension exercises. CIRC provides a structure to help teachers and students succeed in helping all students become effective reader.

In addition, Developed by Slavin in Hadiwinarto and Novianti (2015: 118) CIRC was designed for use with specific materials for teaching reading and writing in the upper elementary grades. CIRC is a cooperative learning model that integrate reading and writing skills.

The students work in pairs of within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative will be resolved, summarizing stories to one another, and practicing spelling, decoding and vocabulary. Students also work in their teams to master the idea and other comprehension skills. A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension. CIRC integrates language and content learning, and its varied applications are in harmony with the pedagogical implications of the input, socialization, and interactive theories

of second or foreign language acquisition which enhances the achievement motivation and psychosocial adjustment of second or foreign language learners.

Furthermore, Suyitno in Hadiwinarto (2015:119) explained that the main activity in the CIRC learning model to complete the problem-solving tasks involving the group specific activities, such as: one of the group members or some groups read the tasks, predict or interpret the content of problem-solving tasks, and also write down what they know, what to ask and to make analogy of questions with some variables, make plans to complete the problem-solving tasks, write down the chronological orders to solve the problemsolving tasks, can do peer-revision. Based on the explanation, it can be seen that the CIRC learning model is also an integrated learning.

Reading group occurs when students are divided into groups that consist of three or four members and assigned according to their reading level. In a group or a team, students are assigned to work in pairs or dyads within their reading groups, and then the pairs are assigned to team composed of partnership from two reading groups or levels. Activities related to the story occur when the teacher introduces and discusses topic to each group. In this activity, teacher introduces reading purpose, new vocabularies, story and so on. Teacher gives guidance to each group to do activities; reading in pairs, reading aloud new vocabularies, retelling the story and

checking spelling. To check student's comprehension, students check their partner understanding of text by sharing each other.

2.1.8 Genre Based Cooperative Integrated Reading and Composition GBCIRC

Technique.

CIRC technique is developed to support traditionally used "skill-based reading groups" approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique.

There are some aspects that can affect the low learning results of students. The aspects that affect the students' learning success can be categorized into internal and external aspects. One of the internal aspects is the condition of the student. The external factor is the instrumental input, namely: educator, facilities, and learning process aspect. One of the learning process aspects is the learning method implemented by the teacher. The good learning model has to involve students actively by considering the cognitive, affective, and psychomotor aspects. During the implementation of the learning model, teachers play a great role in designing a fun, attractive learning strategy so students can get motivated to make achievement and comprehend the lessons well.

Many may think that since students „can“ read, they should know „how to read“ and that they must learn the necessary reading skills along their academic path. However, the reality is that although some students may pick up some of these skills, this does not necessarily make them strategic readers (Rivers in Raftari, Seyyedi, and Ismail, 2012: 24).. The first one comes from the language of the text itself. If the readers do not know half of the vocabulary in a text, they will have great difficulty in understanding the text as a whole. The longer sentences and longer words also will be more difficult to understand than those with shorter one. Moreover, the topic and genre also affect the success of the reading. An inappropriate topic for the students will reduce the interest of the students. The text genre also can cause problems in reading if the students are unfamiliar with the text. As an effect, the students may be reluctant to engage with the reading activity seriously.

Knowing the original concept of CIRC technique, the researcher is interested in modifying GBCIRC technique based on several reasons. First, Destri (2005:4) states that “Building cultural context needed to be conducted because the function of conducting the step was to explore features of the general cultural context in which the text type used and the social purposes the text type achieves. Second, Burnes in Destri (2015: 1), stated that reading is not a mechanical passive task. It involves evaluating and using what is read. It is a thinking reasoning activity. Readers need to bring to bear on the task knowledge which they have built up by accumulated experience or a period of time and match it against the text. Third, Martin in Destri

(2015:2) stated that The field-building activities is the aimed at immersing the learners in the context of culture and social purpose of spoken text, their temporal and spatial context, the roles and relationships of the related components, and the role of the language within the activity, as well as medium chosen.

Regarding the theories above, it can be summarized that students need to build up their prior knowledge to achieve the social purpose of the text when they are reading. Rumelhart in An (2013:130) defines schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text.

The fundamental tenet of schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata (Barrlett, 1932; Adamsand Collins, 1979; Rumelhart, 1980 in An (2013: 130)

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Therefore, though the schema theory guide the students to improve from sensory thinking to

imaginative thinking so that students can be active in their process of reading, guessing, confirming the text positively. Schema theory guides readers as they make sense of new experiences and also enable them to make predictions about what they might expect to experience in a given context.

Based on some theories of schemata in reading, teachers are permitted to modify certain way in teaching by considering the learners's need. Since now they need to build up their prior knowledge, the researcher assumes that incorporating the genre based in CIRC technique will be suitable to be applied in the classroom. Therefore, the researcher names this technique as Genre-Based Cooperative Integrated and Reading Composition (GBCIRC). Furthermore, it is expected that GBCIRC becomes valuable innovation for students and teachers in achieving the learning goals especially in reading.

2.1.9 Procedure of the Implementation of GBCIRC Technique

In applying GBCIRC technique in reading class, the procedures below should be followed. The main goal of the CIRC learning model implementation is to encourage students through cooperative groups that are specially formed to improve the skills in comprehending the texts for improving reading and writing skills. Based on Slavin (2011), the steps in implementing CIRC learning model are: (1) form groups of four heterogeneous students ; (2) teachers give texts related to the learning

topic; (3) students cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper; (4) explain/read the group result; (5) teachers and students make a conclusion together; (6) closing.

There are some cycles of teaching English suggested in GBA with some stages to be followed by the teacher. In this present study, the teacher used four stages in GBA as suggested by Hammond et al as cited in Irawansyah (2016:77) Below the four steps of Genre Based Approach: (1) Building Knowledge of the Field (BKoF) or preparation, (2) Modeling of Text (MoT), (3) Joint Construction of Text (JCoT), (4) Independent Construction of Text (ICoT).

From those steps, the researcher will modify the steps of CIRC based on Genre Based Approach. The steps are:

1. Form groups of four heterogeneous students ;

The teacher asks the students to make group of four with heterogeneous students (different ability and background). Heterogeneity of the group members promotes the comprehension exchange between students.

2. Teachers give texts related to the learning topic;

In this stage, students read and respond to various texts with similar communicative purposes The variety of the text forms can enrich and promote comprehensive understanding. All of these are geared around the types of spoken texts and topics they are going to discuss.

3. Building Knowledge of the Field.

This step called Building knowledge of the Fields (BKOF) where they build cultural context (prior knowledge), share experiences, discuss vocabulary, grammatical patterns and so on.

4. Students cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper;

On the fourth step, the democratic atmosphere becomes more lively so that the positive character learning process is likely to happen.

5. Explain/read the group result;

The skill to explain the group discussion result is used as a tool to practice students' courage to speak in front of public and other students. Having courage in the responsible way academically is the value in the nation character education.

6. Teachers and students make a conclusion together;

Togetherness in formulating the conclusion can also make the students to learn how to appreciate others' opinion.

7. Closing.

At the end of the stages, reading comprehension test was administered to check the students' progress in reading at the same time it will evaluate the students learning achievement.

Finally, it is hoped that students' reading comprehension achievement can be improved through this new innovation because the researcher puts one step of Genre Based Approach into the steps of Cooperative Integrated Reading and Composition (CIRC). The modified technique put Building Knowledge of Field (BKOF) in the steps of CIRC which is believed can activate students' prior knowledge (schemata) before they are reading so that the students will be motivated and interested in reading the material.

2.1.10 Advantages and Disadvantages of CIRC Technique

Like other types of cooperative learning, CIRC method also has advantages and disadvantages. The advantages of CIRC method as follows:

1. Combination of mixed-ability teams and same ability reading groups that allow students to succeed at their own levels. In addition, the students are grouped heterogeneously based on their reading level. One group consists of higher, moderate and lower students. It means that to ensure students help each other in learning in academic subject in the scope of a common goal; where their self-esteem increases and their communication, problem solving and critical thinking skills develop.
2. Reading program replaces workbooks with engaging activities supported by reading research. It also minimize teacher's domination in teaching and learning process. The teacher's domination is decreased because the students work in their groups.

Beside those advantages, CIRC method has also several disadvantages. The disadvantages of CIRC method are follow:

1. The students are gathered in small groups that they might be very noisy.
2. Time consuming. CIRC method often needs more additional time than which has been scheduled because CIRC method has many activities.

2.1.11 Students' Perception about the Implementation of Teaching Technique

Students' perception about the implementation of teaching technique is needed to be investigated since it will reveal whether or not the technique which is applied is appropriate with the students' characteristics and students' need. Based to Choy, Cheung and Li (2006:234) students' perception is an influential factor in the successful of adoption of educational technology. The technology which was adopted in the recent education in this research is digital media. Further, students' perception has played an important role in determining participation and interaction (Choy, Cheung and Li, 2006:240). To sum up, the interaction and the participation will be fine if the students' perception is positive.. The summit of this process is evaluation. Through evaluation, someone then determine their perception about something happened surround them. Teaching technique is the technique applied by the teacher in the teaching and learning process in the current research is GBCIRC technique.

Then, the students' perception about the implementation of teaching technique can be resulted if they evaluate the teaching technique applied in the classroom.

Further, in evaluating teaching technique emphasizes several aspects namely preparation, presentation, method, teachers-students' interaction, learners' satisfaction. There would be how well the teacher preparation in the classroom; how well the teacher presentation during the process of learning; how well the method employed by the teacher to facilitate the students' necessity; how well the teachers-students interaction in the classroom; and finally how well the learner's satisfaction after being treated by GBCIRC technique. The students gave their perception about each aspects which are formulated in the questionnaire and interview. Further, those aspects above were used as the indicators for measuring students' perceptions about the implementation of teaching GBCIRC technique.

2.2 Review of Previous Related Research

In order to gain a clear perspective toward this research, it is necessary to review findings of previous related researches on, primarily, reading comprehension achievement, and aspects which might correlate with it, including language teaching and learning methods and techniques since this study aims at investigating how the new teaching technique, genre-based cooperative integrated and reading composition can be employed in a class. There have been a lot of research on reading comprehension achievement in the framework of cooperative learning conducted both in EFL and ESL setting.

First, a research conducted by Zainuddin (2015:11). His study was aimed at finding out the effectiveness of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Reading Descriptive Text Achievement. In other words, the objective of this study was to find out if there was a significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Achievement in Reading Descriptive Text. This study was designed with the experimental research. The subject of this research was the second year student of Junior High School in Indonesia. The subject consisted of 3 parallel classes. Every class consisted of 30 students. They were randomly selected out as the sample of the research, and divided into two equal groups, in which 30 students for experimental group and another 30 students for control group. The experimental group was taught by applying Cooperative Integrated Reading and Composition (CIRC) Technique, while control group was taught by using Classical Method (CM). The instrument of collecting data used objective test (multiple choice items) and subjective test for reading descriptive text materials. To obtain the reliability of the test, the researcher applied Kuder Richardson formula (KR. 21). 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 classical method (CM) of teaching.

Second, a research about the use of CIRC technique to improve students' reading and writing skill conducted by Durukan (2011). This is experimental study which was aimed to analyze the effect of CIRC technique and traditional reading-writing pedagogical technique for primary school students. The group was composed of 45 students at the 7th grade students enrolled at a primary school at the centre of Giresun Province in the 2009/2010 academic year. Pretest- post-test control group model was adopted in this previous study. Experimental and control groups were randomly assigned; 24 students were grouped into experimental group and 21 students into control group. Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT), both developed by the researcher, were used to collect data related to the study groups' writing skills and reading comprehension skills, respectively. 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 favour of the cooperative integrated reading and composition technique.

Third, Khoirunisa et.al (2017:59) carried out a classroom action research using cooperative integrated and reading composition technique. This study aims to determine effects of the use of Cooperative Integrated Reading And Composition

(CIRC) methods to enhance reading comprehension ability of visually impaired students in the 3rd grade of SLB A YKAB Surakarta. This research used experiment method with one group posttest pretest design. The subject is given treatment in the form of the application CIRC method in reading comprehension learning for four sessions, with duration for 60 minutes for each session. The effectiveness of CIRC method will be proved by the differences of the test result between pretest and posttest of reading comprehension. The population in this research are 5 visually impaired students in the 3rd grade of SLB A YKAB Surakarta. The entire population was also sampled simultaneously. The data collection technique is test by using short answer question. The data was analyzed using a statistical analysis nonparametric Wilcoxon signed rank test through SPSS program version 20. Based on statistical analysis, the mean score of the posttest is higher than the mean score of pretest, namely 81,316 for posttest and 68,656 for pretest. Non-parametrik statistical analysis also indicated that score of $Z = -2,032$ and $P = 0,042$. Thus, the hypothesis *CIRC method was effective to improve reading comprehension ability of visually impaired students in the 3rd grade of SLB A YKAB Surakarta* can be accepted. It can be concluded that CIRC method has positive effect on reading comprehension ability of visually impaired students in the 3rd grade of SD SLB A YKAB Surakarta.

Forth, Mustafa and Samad (2015:29) carried out the comparative study in which they compared the impact of the Student Teams-Achievement Divisions (STAD) and Cooperative Integrated Reading and Composition (CIRC) models on

reading achievement and vocabulary learning of Iranian learners of English. 132 female Language learners of EFL participated in the study at National Iran English Language (NIEL) institute in Takestan. The four experimental groups were taught using cooperative learning for one semester with STAD and CIRC technique, the control groups were taught using a non-cooperative technique. Data collected through reading comprehension and vocabulary tests were analyzed using four one-way ANOVA procedures. The results indicated that the cooperative learning model CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners.

Fifth, Hadiwinarto and Novianti (2015) This research was aimed at describing the effects of Cooperative Integrated Reading and Composition (CIRC) learning model on the reading and writing skills of junior high school students in learning English. This research applied one group pretest-posttest design. Data were collected by using tests and analysed by using descriptive analysis and t-test. The result showed that: the average score for reading skill before the experiment was 50.00 and the average score for reading skill after the experiment was 65.58. On the other hand, the average score for writing skill before the experiment was 38.21 and the average score for writing skill after experiment was 58.05. The implementation of CIRC learning model had very significant effects on the English reading and writing skills of the junior high school students.

Having reviewed several studies related to reading comprehension, it is necessary to summarize and then find what have been found and what have not been found yet. Concisely, all of the research have resulted, primarily, four different findings: first, CIRC technique can be used to improve reading and writing skill; second, the researchers involve motivation achievement in teaching reading comprehension through CIRC technique. It turned out, motivation also gives benefit for implementation of CIRC technique toward reading skill; third, classroom action research shows that besides improving students' reading comprehension, CIRC technique gives benefit for the quality of teaching learning process; fourth, the researchers compare the implementation of CIRC technique and STAD technique. The result reveals that CIRC was superior than STAD technique in enhancing students reading comprehension and vocabulary learning.

Based on the previous research above, however, it seems that they have not touched the students' perception about the implementation of CIRC technique in reading class whereas students' perception is important to investigate in order to strengthen the findings of this research. Therefore, to answer this question the researcher conducted the current research. In addition, the CIRC technique that was applied is different with the original version. The researcher incorporates Genre Based in the implementation of CIRC technique in order to meet the need of students.. Thus, the current research examined whether or not GBCIRC technique can

promote the students' reading comprehension achievement and the students' perception was also measured as well to support the findings of the research.

2.3 Theoretical Assumption

Having reviewed all the theories above, some theoretical assumption can be drawn: first, Genre-Based Cooperative Integrated Reading and Composition (GBCIRC) is suitable to be applied in reading class for tertiary level since this technique is appropriate with the curriculum. Second, The process of teaching and learning using GBCIRC technique lead the students to be active and trigger them to be enthusiastic in reading class, thus it will unconsciously promote their reading comprehension achievement at the end of the study. At the same time, the modifying steps the implementation of CIRC technique will influence students perception about the implementation of this technique.

2.4 Hypotheses

Referring to the elaboration of the theories and some previous studies, the researcher formulates the hypotheses as follows.

Research Question 1

H₁: There is any significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC.

H₀1: There is no significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC.

Research Question 2

H_i2: There is any significant difference in reading aspects between CIRC and GBCIRC.

H₀2: There is no significant difference in reading aspects between CIRC and GBCIRC.

Research Question 3

H_i3: There is any positive perception towards the implementation of GBCIRC.

H₀3: There is no any positive perception towards the implementation of GBCIRC.

III . RESEARCH METHOD

This chapter describes the methods of this research that cover research design, population and sample, research instrument, validity, reliability, data collecting technique, data analysis, and hypothesis test.

3.1 Research Design

In this research, the researcher used true experimental designs and he chose two classes as the participant. The classes divided into experimental class and control class. True experimental design is a form of experimental research in which individuals are randomly assigned to groups (Cresswel, 2014). In this design, it comprised of pre test, treatment and post test. In the pre and post test, the researcher distributed reading test in both experiment and control group to measure the students' reading comprehension. Then, the treatments applied in experiment class only. He taught the students by using GBCIRC technique in order to promote students' reading comprehension achievement. According to Setiyadi (2006:143) the design of true experiment control group pretest-posttest design is as follows.

K1 (random)	T1	X	T2
K2 (random)	T1	O	T2

Notes:

K1 = Experiment group (random sampling)

K2 = Control group (random sampling)

T1 = Pretest of both experiment group and control group

T2 = Posttest of both experiment group and control group

X = Treatment by using GBCIRC

O = Treatment by using CIRC

3.2 Population and Sample

Population was all subjects of research that were assumed to have the same characteristics. The population in this research was the second grade students of SMAN 1 Seputih Mataram. The numbers of the students were 190 students which were distributed into six classes. The samples in the current research were the students in experiment group and control group. The sample in this research took randomly. Random sampling technique was chosen because the researcher wanted to get groups both experiment and control group. It is in line with Cresweel (2014) who states that in true experimental design, the samples are chosen randomly.

Besides, this technique was used since the researcher has certain goal to make the research focus on certain subjects. Therefore, random sampling technique was chosen as the technique to take the sample. The researcher took all students as the samples randomly where they comprise of low, moderate, and high ability based on their achievement on reading subject at the beginning of teaching learning process. Furthermore, experiment group received a treatment in form of GBCIRC technique.

3.3 Data Collecting Techniques

In collecting the data, the researcher used some methods which are test and questionnaire.

3.3.1 Test

In administering the pre-test and post-test, the researcher designed the reading test based on the aspects of reading; main idea, supporting detail, reference, inference, and vocabulary. It consists of 35 multiple choice questions with 5 alternatives or options; A, B, C, D and E. The reading test was regarded able to see the students' reading comprehension before and after the treatment given.

3.3.2 Questionnaire

In administering the questionnaire, the researcher used questionnaire adapted from Farzaneh and Nejadansari (2014:292) and Richard (2001:244). Questionnaire was aimed to see the students' perception about the implementation of GBCIRC. The

items consists of 20 items for identifying the students' reading comprehension on a five-point scales ranging from strongly agree as "SA", agree as "A", uncertain as "UC", disagree as "DA", and strongly disagree as "SDA". The researcher also used need analysis questionnaire, the researcher used questions adapted from Richard (2001). Need analysis was aimed to see the students' need about reading. The items consists of 5 items for identifying the students' need on three categories from "useful", "No Opinion", and "No Useful".

3.4 Validity and Reliability of The Instruments

In order for conducting research in scientific disciplines, they must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion.

3.4.1 Validity

The test and questionnaire have validity and reliability. An instrument is said to be valid if it measures accurately what it is intended to measure. In the research, the researcher used content and construct validity.

A. Content Validity

a. Content Validity of Reading Test

In content validity, the items of a test were validated based on the content of the instrument. The content validity of test items are conducted by including reading materials which are arranged based on materials already given and suitable based on

recent curriculum of senior high school, in line with tests syllabus of eleventh grade of senior high school, the students are required to be able to comprehend the report text. Then the reading is used to measure students' understanding of five reading aspects such as main idea, supporting detail, reference, inference, and vocabulary.

B. Construct Validity

In construct validity, the instruments were measured based on some indicators. It is concerned whether the test and questionnaire are actually in line with the theories of what it means to know the language is being measured.

a. Construct Validity of Reading Test

The relation validity of the instrument refers to construct validity in which question represents five sorts of reading skill, i.e. finding main idea, finding supporting detail, finding reference, making inference, and understanding vocabulary. Skills of reading in the test are part of the construct validity and the item numbers are parts of content validity. In order to fulfill the criteria of construct validity, the test items are presented in the table specification below:

Table 3.1
Specification of Reading Comprehension Test

No	Reading Skills	Item Number	Number of Item
1	Identifying main idea	2,12,16,20,24,28,32	7
2	Identifying supporting detail	1,5,8,9,10,17,21	9
3	Making inference	3,6,13,14,18,26,31,34	8

4	Reference	22,25,29,30,33,35	4
5	Understanding word meaning	4,7,11,15,19,23,27	7
Total			35

b. Construct Validity of Questionnaire

The questionnaire in Likert scale is done based on Farzaneh and Nejadansari (2014:292) and Richard (2001:244). It is intended to see the students' perception in reading. Further, the questions will be translated into Bahasa in order to avoid misinterpretation. The following table is the specification of students' perception questionnaire.

Table 3.2

Specification Table of Students' Perception Questionnaire

No	Objective	Aspect	Item Number
1	This specification is used to assess the students' perception about the implementation of GBCIRC	Perceptions of cooperative learning	1,2,3,4
		Perceptions of teaching process	5,6,7,8
		Perceptions of courses	9,10,11,12
		Readers' motivation	13,14,15,16
		Reading Strategy used	17,18,19,20
Total			20

3.4.2 Reliability

The next important part which should be tested is reliability of test instrument. The instruments are reliable if it is able to measure the same subject on different occasions indicating the similar result.

a. Reliability of Reading Test

The researcher will measure the reliability of reading test using correlation product moment and then the result will be included to Spearman Brown formula. The value of the instrument will be very high and reliable if the final result shows score 0,80 – 1,00.

b. Reliability of Questionnaire

Moreover, since the questionnaire is developed using Likert scale, a Cronbach alpha is used to measure the internal consistency of the items of questionnaire. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire would be (Setiyadi,2006)

3.4 Data Analysis

As explained previously, the data in the present research will be analyzed quantitatively. Hence, to analyze the quantitative data, the researcher uses Statistical Package for Social Science (SPSS) program version 17.0 for windows. The data obtained from test will be compared before and after treatment.

The steps are describes as follows.

1. The researcher will analyze the score of pre-test and post-test in the control class to find the mean score.
2. The researcher will analyze the score of pre-test and post-test in the experimental class to find out the mean score.
3. The researcher will compare the score of pre test and post test by using paired sample t-test to know the differences before and after the treatment given.

The significant level () which is used is 0.05. The hypothesis that will be tested as follows:

Hi: There is any significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC.

Ho: There is any significant difference in students' reading comprehension after being taught by using CIRC and GBCIRC.

The criteria for hypothesis acceptance are that if the t-ratio obtained through SPSS program is bigger than the t-table it means that Hi is rejected. It means that there is significant difference achievement of students' reading comprehension before and after the treatments. In other words, it can be said that the GBCIRC technique gives positive influence so that it can promote students' reading comprehension achievement. On the contrary, if the t-table which is gained from SPSS program is bigger than the t-ratio it means that Ho is accepted. Then, it can be said that there is no significant difference of students' reading comprehension achievement before and

after the treatments. Therefore, it can be interpreted that the GBCIRC technique does not give positive influence toward students' reading comprehension achievement.

3.5 Research Procedure

Relying on the process of experimentation study that has been elaborated above, this research will be conducted through the following procedure.

a. Conducting the tryout of instruments

Firstly, the researcher will conduct the tryout of reading comprehension test. The purpose of this activity is to see the effectiveness of the instrument.

b. Administering pretest for both experimental and control class

Having found a good validity and reliability of instrument, the researcher gives pretest to measure the first achievement of students' reading comprehension. The researcher should make sure the first ability before the treatment. Therefore, the difference improvement of students' reading comprehension between pre test and post test can be seen clearly.

c. Conducting the treatments

The treatments will be given for four to six meetings in experimental class. During the treatment, the researcher will apply the teaching technique based on what has been planned which is GBCIRC technique. In each meeting, the materials given

will be different so that the students are able to enrich their new vocabulary size and enlarge their knowledge.

d. Distributing questionnaire

Having finished the treatments, the researcher asks to students in experimental class to answer the questionnaire about students' perception.

e. Administering posttest for both experimental and control class

At the end of the whole treatments, the researcher will administer posttest both in experiment and control group in order to see the difference achievement of students in reading comprehension after the treatment.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the result of the research and also the suggestions from the researcher to other researcher and English teacher who want to conduct cooperative learning in reading class.

5.1. Conclusions

In accordance with the results of the data analysis and the discussion of the current study, the researcher draws the following conclusions.

1. Concerning with the significant difference between CIRC and GBCIRC in students' reading comprehension, it is found that there is a significant difference of students' reading comprehension achievement after being taught by using CIRC and GBCIRC. The significant difference can be seen on the result of students' achievement. The reason why there is a significant difference achievement because the students have sufficient schemata to reactivate their prior knowledge before reading. Genre-Based Cooperative Integrated Reading Comprehension (GBCIRC) is effective to students in order to improve students reading achievement. It can be one activity that helps students to improve their reading comprehension achievement. It is caused by two reasons; first, the stage which provide a lot of chance for students to read and practice in a group. Second, building students' prior knowledge or schemata is important to make students think

critically in understanding the text. Eventually, the implementation of this technique can be used to promote students' reading achievement

2. Based on the gain score of each aspects of reading in both CIRC and GBCIRC, finding main idea is the most influenced on the students' reading comprehension, it is assumed that there are some factors happen in the treatment. It might be because the in reading activity, students are interested to find out the main idea in the text by activating their prior knowledge. Cooperative learning collects suggestions and ideas from different group members and contributes the concepts become easily clear

3. From the questionnaire of students' perception, it is revealed that the students' perception towards the implementation of GBCIRC is positive. Since this is new technique for them, at the same time the process of teaching and learning ran in group class discussion, so they enjoy the process and feel fun.

5.2 Suggestions

In line with the result and conclusions of the research, the researcher would like to propose some suggestions both for teachers and further researcher:

5.2.1 For the Teachers

- a. The technique used in this research is really effective to be applied in reading class. It can be seen from the improvement of the students' reading comprehension achievement after the treatments. However, the teachers of reading subject still have not used this technique for teaching reading. Hence, it is suggested for the teachers to apply this technique in reading class for its' advantages.

- b. In applying this technique, it is suggested for teachers to concern in improving each aspect in reading especially those which are difficult for students to master. Discuss vocabulary, for instance in the current research, the lowest improvement in reading happens in this aspect. So, the teacher should focus on each aspect in reading comprehension so that the improvement of each aspect is balance.

5.2.2 For Further Researcher

- a. Since the researcher modified the technique used in this research with digital media, it is suggested for further researcher to develop the similar area of research with something new for students by considering the learners' condition. So that the teaching technique in education field especially for tertiary level is developed following the development of science and technology.

- b. The study limits on only one step of Genre Based Approach that is Building Knowledge of Field (BKOF) which modified in Cooperative Integrated Reading and Composition (CIRC). Therefore, it is suggested for further researcher to put other step of GBA to find out the differences and hindrances which may happen during the implementation of GBCIRC technique.

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