THE COMPARISON OF READING COMPREHENSION ACHIEVEMENT AND ATTITUDES BETWEEN THE STUDENTS TAUGHT THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AND THOSE THROUGH GROUP DISCUSSION

A Thesis

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ABSTRACT

THE COMPARISON OF READING COMPREHENSION ACHIEVEMENT AND ATTITUDES BETWEEN THE STUDENTS TAUGHT THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AND THOSE THROUGH GROUP DISCUSSION

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This study aimed at investigating i) the differences of students' reading comprehension achievement between the students who were taught through CIRC and those through group discussion, and ii) the students' reading attitudes after the implementation of CIRC and group discussion. The subjects were 40 junior high school students of the eighth year in Central Lampung, Indonesia. Reading tests in the form of multiple choices and a questionnaire were employed to elicit the data. The data from the reading tests (the pre and the post tests) were then compared to find out the difference between them, using independent sample T-test. The data of the students' attitudes were grouped according to the students' responses with respect to their attitudes.

The results showed that there was a statistically significant difference of reading comprehension achievement between the students in the experimental class and those in the control class ($.000 < .05$). Regarding the students' attitudes, 95 per cent of the students had a positive attitude of the implementation the CIRC. This suggests that CIRC facilitates students to improve their reading achievement as well as their attitudes.

Keywords : CIRC, Group Discussion, Reading Comprehension, Narrative Texts.

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A Thesis

Submitted in a Partial Fulfillment of

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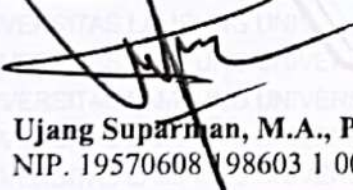
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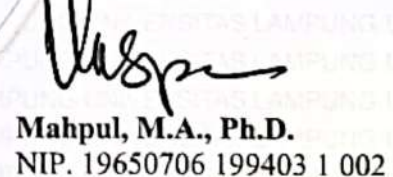
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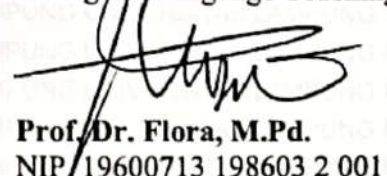
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung,   Juni 2022

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CURRICULUM VITAE

Alifah Nurmei Yulida was born in Bandar Sari on May 13th, 1997 as the second daughter from wonderful parents named Mr. Sardi and Mrs. Sumarsih. She has three sisters: Anis Desi Nurma Yulika, Azizah Nurvia Gusiar and Afifah Nur Oktalina Utami.

She studied at an elementary school in SDN 1 Karang Anyar and graduated in 2007. After graduating her first education level, she continued her study at MTs Al Muhsin in Metro for three years and graduated in 2010. Then, she continued her study at Perguruan Diniyyah Putri Lampung for three years and graduated in 2013. She lived in a boarding school during her junior and senior high school life. After graduating from senior high school, she pursued her study at English Education Study Program at IAIN Metro Lampung and graduated in 2018. Finally, in the same year, she was registered as a student of English Education Postgraduate Study Program, Language and Arts Education Department of Teacher Training and Education Faculty at the University of Lampung.

DEDICATION

This paper is proudly dedicated to:

My Beloved Parents

Mr. Sardi and Mrs. Sumarsih

My Beloved Sisters

Anis Desi Nurma Yulika, Azizah Nurvia Gusiar, Afifah Nur Oktalina Utami

My Almamater, University of Lampung

MOTTO

Man Jadda Wajada

"When there is a will there is a way"

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At last, this postgraduate thesis does not much strongly add the insight to the educational knowledge and practice yet. Thus, the writer still needs some constructive comments and suggestion for the sake of the improvement in the quality of this current study. Hopefully, this postgraduate thesis may give many advantages to all of the readers and further researchers.

Bandar Lampung,   June 2022

The writer,

Alifah Nurmei Yulida

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I. INTRODUCTION

This introductory chapter presents the background of the study, the identification of the problem, the limitation of the problem, the problem formulation, the objective of the research, the significance of the research, the scope of the research, and finally, the definition of terms.

1.1. Background of the Study

Reading comprehension is one of English skills, which is very important to be owned by each student. Students can get information and expand his/her knowledge by reading. Therefore, students are expected to be able to read well so the information submitted by the author can well understand. Thus, reading is not just a skill support success in attending learning at school, but rather the skill that every individual need in life at the community, both during the study period until completing education at school. According to Azizifar et al., (2015) reading is central of all study skills to get the information in everyday life. As we know that reading is one of the ways to obtain information other than listening and viewing, so students must do reading activities in order to get information. There is much information that can be found from reading like information about education and other. Besides, people who often read will gain a more in-depth knowledge compared with those who rarely or never read. Through knowledge, people can communicate and provide information in oral and written form. So, reading can also help someone to improve his skills to communicate in another form.

According to Snow (2002), reading comprehension is a complex activity that involves interaction between the reader and the text. It means that, to build

comprehend there are two elements the readers itself and the text. The reader builds connection with the text to know the writers' purpose in the text. It is a process which involves between the readers and the reading materials to get comprehension and meaning of the text. Snow's statement is supported by Klingner, Vaughan, and Boardman (2007), state that reading comprehension is a complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It can be said, reading comprehension is an activity based on the reader previous knowledge and strategy that their use to get the meaning of the text. The readers should have good knowledge about types of the text. In addition, Richard and Renandya (2002), reading for comprehension is the primary purpose of reading (though this is sometimes overlooked when students are asked to read overly difficult texts): raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. In other word, sometimes students ignore to comprehend the text, whereas comprehend the text is the essential part because without understand the text students cannot answer the question based on the text.

There are many problems faced by a student as reading. To comprehend a text is not a simple process, there are some typical causes which then arise toward students difficulty in reading such as: language delay and difficulties, early reading difficulties leading to fluency problems, lack of knowledge about the words, lack of knowledge of comprehension strategies and lack of skill in applying strategies appropriately, and difficulties understanding text structures.

There are numerous reading selections found over the world among fictions or nonfictions literature. Two of reading text types that second year of Junior High School students learn and should be mastered is narrative text. Ideally, the eighth grade students of Junior High School are conveyed to learn and to master some genres of texts including narrative text applied in any aspects of language skills. However, most of eighth grade students at SMP Islam Tias Bangun are still difficult to achieve the score targets because their knowledge of English is still low primarily on reading comprehension.

Moreover, based on the unstructured interview result with the teacher concerning students' reading test, there were some difficulties probably faced by students in reading activities such as: First, most of students just had the ability to pronounce and recognize the individual words without conveying the message what the author extends. Second, they actually had good knowledge of words and sentence meaning but they failed to understand longer reading materials such as stories. Third, they were hardly to concentrate as they read. After students read a story, most of them were difficult to analyze the schematic structures of the narrative text whereas they had read the text for several times. Consequently, they had difficulty in figuring out the plot of the story. Fourth, they had lack of vocabulary. They read the text word by word and when they felt that there were so many difficulties and new words they stopped and lost motivation to continue.

It was considered that it was necessary to find out a suitable and interesting technique related to students' condition so that learning process can be achieved well. They needed to be delivered any practices to assist them in developing reading comprehension. Therefore, the students' reading comprehension needed

to be developed. In this research, the study is focused on narrative text. It is based on texts that taught in Junior High School. Therefore, the researcher focuses on reading skill in comprehending the schematic structures of events because it is the prior reading problem faced by most of students grade VIII of SMP Islam Tias Bangun.

Considering those problems above, this study is not going to discuss the whole factors. This study only focused on some factors, in this case, teaching technique and students' attitude. Teaching technique is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to make students to improve the students reading comprehension. There are many technique that can be applied by the teacher in teaching reading comprehension for instance Cooperative Learning. Richards and Renandya (2001), states that with cooperative learning students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and active participation of all members.

Related to the possible technique in teaching English especially in reading, researcher offers one of kind cooperative learning. It is Cooperative Integrated Reading Composition (CIRC). Gupta and Ahuja (2014) 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. In

their research, they furthermore explain that the members of the group share their perspectives, argue their points of view, and very often modify their opinions.

Based on the explanation above, in order to overcome the students' problem and difficulties, the researcher offers for teachers to use cooperative learning model as the alternative way to teach reading comprehension in eighth grade. One of cooperative learning models which can be used to teach reading in the class is Cooperative Integrated Reading and Composition (CIRC). Therefore, this research is conducted in order to know whether or not there is a difference on students' reading comprehension who are taught through CIRC and those who are taught through group discussion. Moreover, this research is also conducted in order to found out the comparison of reading comprehension achievement and attitude between the students who were taught through CIRC and group discussion.

1.2. Research Question

The research questions of this study were formulated, as follows:

1. Was there any significant difference of the students' reading comprehension achievement between those who were taught through CIRC and those who were taught through group discussion?

2. What was the students' reading attitude of using CIRC?

1.3. Research Objective

In accordance with the formulation of the research questions above, the researcher formulated the objective of the research, as follows:

1. To know the significant difference of the students' reading comprehension achievement between those who were taught through CIRC and those who were taught through group discussion.

2. To know the students' reading attitude of using CIRC.

1.4. Uses of the Research

1. Theoretical Use

   This research is expected to clarify, support and follow up the previous research about the Cooperative Integrated Reading and Composition (CIRC) and reading strategies for EFL students.

2. Practical Use

   Practically, this research provides some ideas for EFL teachers in implementing the Cooperative Integrated Reading and Composition (CIRC) to enhance students reading comprehension in EFL Classroom.

1.5. Scope of the Research

This research is aimed to investigate the improvement of students' reading comprehension after being taught through CIRC and group discussion. This research utilizes the quantitative research on which the data will be gathered by quantitative statistic. So, the focused of the research is CIRC to enhance students' reading comprehension and reading attitude. CIRC as the independent variable of the experimental group and group discussion as the independent variable of control group, reading comprehension as the dependent variable for both of the groups, and reading attitude as the control variable for both of the groups.

1.6. Definition of Terms

There are several terms in this research that need to be defined operationally to avoid misunderstanding, they are:

1. Cooperative Integrated Reading and Composition (CIRC)

    CIRC is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts writing instruction. Each student works with another student. These learning teams work cooperatively on program-related activities. Durukan (2011) stated that CIRC is one of the learning techniques based on cooperation. CIRC is one of type of cooperative learning which usually used to teach reading and writing. The application of this type of learning makes students more active in learning process and also creates enjoyable atmosphere in the class, therefore the students are not bore. CIRC can be defined as the model that helps students to work together in a team and the students are expected to be responsible for the task group. Each member in a group has different task. The students have to give their idea to understand the concept and complete the task. Moreover, this model gives the students opportunity to interact with each other and this model also requires students to be active in a group and achieve the main goals.

2. Group Discussion

    Group discussion is one strategy in teaching and learning process to improve the interaction quality among learners. So, group discussion helps students' think critically to examine alternatives, judge solution, make predictions, and

discover generalization idea in teaching concepts, inquiry, and problem-solving. Borich, (2011) states that group discussion is valuable for the implementation of a reading skill of the students. It can provide a sharp focus for students' to analyze the problem in reading comprehension as together. Therefore, group discussion is an essential activity in process learning activities in the classroom in which students divided into groups, and they are encouraged to discuss the given subject matter.

3. Reading Attitude

Reading attitude is defined as the feeling about reading that results in the adoption avoidance of positive reading habits.

II.   LITERATURE REVIEW

This chapter concerned with several points related to the theories used in this research, such as reading process, reading comprehension, aspects of reading, narrative text, teaching reading, teaching reading narrative text; Cooperative Integrated Reading and Composition (CIRC) and group discussion; procedures in implementing CIRC and group discussion to teach reading; reading attitude; assumption as well as the hypothesis of it.

2.1. Reading Process

Sutarsyah (2015) states the process of reading is divided into three sections, that is, bottom up process, top-down process, and interactive process. It means that nothing but the only by these processes the students are able how to read the text accurately and comprehensibly. For the sake of bottom up process in reading which has been proposed by structural linguistics and behavioral psychologists. In this process, the readers are assumed to translate the printed symbol in the text by moving their eyes, recognizing letters, combining them to form word, then combing the words to form phrase, clauses and sentence of the text (Sutarsyah, 2015). It means that this process deals with the process of getting the meaning and information from the written symbols into the readers mind. Then, for the sake of Top-down process is dealing with the process of reading that make the active process between readers and the text, because the readers try to utilize their own comprehension to understand the text. So, in this process the readers possess some background knowledge which is very important in the reading process. Then, when the readers could comprehend the text accurately, it means that there is an

interaction between readers and the text. So, readers' background knowledge and the knowledge of content schemata play more important role than the language knowledge in the reading process (Sutarsyah, 2015). Then, it could be totally comprehended that the readers background knowledge is very important for the students' comprehension in the reading process.

Furthermore, Sutarsyah (2015) states that cognitive process where a reader engages in the mental process of knowing, learning and understanding things. Reading also known as the thinking skill where the readers try to utilize their own thinking to acquiring the knowledge from what they read. So, the readers are expected to be able to control their own cognitive and the ability of it is called metacognitive skill.

2.2. Reading Comprehension

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instruction is the target to help learners comprehending the text. Reading comprehension involves 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. As what had been assumed by Setiyadi, et.al (2018) states that background knowledge is very important in the readability of text because the more readers know about the particular topic, the more quickly and accurately they can read it. In the reading, students ought to connect what they have already known (schemata) with what they are reading. Additionally, reading as the process of making meaning in which the written symbols. The process to make meaning in

which the written text needs pre-skills as the basic knowledge about the text means as the background knowledge so that the students have a good understanding about a text. Concerning to the students background knowledge, the students are expected to develop it and keep it in mind by the constructing the learners cognitive about the background knowledge.

Meanwhile, Papatga & Ersoy (2016) state that reading comprehension as the process to comprehend the text which has been delivered in the written language by author intentionally (). The Definition implies that there is any Interaction between the reader and writer will take place while the process of reading. The reader tries to understand the ideas presented by the writer in the text. Every reader has their own comprehend about written language due to different students will not have same ideas or same capability in constructing meaning.

Additionally, comprehension can be said as a important aspect of reading interpretation the meaning. In fact, it has been emphasized that true reading is reading with understanding. That is, comprehension. According Gilakjani & Sabouri (2016) as cited in RAND Reading Study Group (2002) states that comprehension is the eliciting and making meaning process by the interaction and involvement with the written language. Mcnamara & Magliano (2009) emphasizes that this process is a task of both reader and text factors that happen within a larger social context. It means one of essential aspect in students' reading in order to make them easily identifying the specific information of the written text is reading strategy. The researcher assumed that reading comprehension is students' competence in comprehending the specific information, word and

surface meaning in text is described by students' score with an appropriate strategy.

2.2.1. Aspect of Reading

There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary (Nuttal, 1982).

a)   Identifying Main Idea

According to Hood and Soloman in Dararat (2012:10), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. According to Dararat (2012:11) to find the main idea of paragraph, a reader must find what common element the sentences shared. Some textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs the main idea is not directly stated but implied.

The main idea of a reading selection can be what the passage is mostly about. The author often states the main idea in the first or last few

sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The questions of main idea can be for examples: (1) What is the main idea of first paragraph? (2) What is the main in last paragraph?

b)   **Identifying Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. According to Hood and Soloman in Dararat (2012), reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be more careful and slower assuring that they have correctly understood the message.

According to Dararat (2012) in order to find details that support the main idea, the readers should be able to identify which are more important that the others. The supporting details also provide the reader with more information about the main idea or subject of a passage. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can be for instances: 1) Where was Bawang Putih washing some clothes?2) How did Bawang Merah and her mother treat Bawang Putih?.

c)   **Determining References**

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According Abidin (2020), reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. In addition, Martin (2003) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. In general questions related to this type of reading can be for examples: 1)The word "she" in line 5 refers to… 2) what was word "her" position?.

d)   **Making Inference**

In relation to make inferences, an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Dararat (2012) said that inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples: 1) What was first paragraph talking about? 2) All of the following statement is true related to the passage, except… 3) What is the best title for the passage? 4) Who was the main character of the story?.

e) **Understanding Difficult word.**

Vocabulary is the stock of word used by the people or even person. Harmer (2004) states "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading. Linan et al. (2007) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be for instances: 1) What is the closest meaning of underlined word? 2) In line 13, the word "fit" is closest the meaning to…

2.2.2. Narrative Text

A narrative is a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre and dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

The purpose of narrative text was to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Actually, narrative text can be found any time in our activities. When we eat, talk by phone, study at school, using networking by phone, go to cinema or when we

read a story book for instance, we are looking at a narrative text because all of those generally have a beginning, middle, and the ending.

Based on the explanation above, it can be concluded that narratives have beginning, the events, and ending. Narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by narrator.

2.2.2.1.Generic Structure of Narrative Text

The structure of narrative text begins with orientation. Orientation means introduction in which the characters, setting and time of the story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. Next stage is resolution, where the complication of the story is sorted out of problem is solved. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the story (Anderson, 2003).

Furthermore, narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.

2. Evaluation: a stepping back to evaluate the plight.

3. Complication: a crisis arises.

4. Resolution: the crisis is resolved, for better or for worse.

5. Re-orientation: optional.

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. The first is orientation. The second is complication, and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole.

2.2.3. Teaching Reading

Alyousef (2005) says that in teaching reading, contemporary reading task, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages help in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in finishing tests by developing their background knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises and comprehension questions.

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 that the readers get). The results of those two types of readers will be different. Some people who read for pleasure will enjoy their reading process and can get the information in the text subconsciously. Nevertheless, some people with information as their purpose will seem to be hurry in reading. They cannot enjoy reading but consciously try to get the information in detail.

In order to get the best result of reading, it seems to be in need to make the learners to strategic readers because when the learners have their own tactics in

the process of learning reading comprehension will make the learners are easily to get information from the written language. In school field, reading has been the major skill that should be mastered by students. The fact is teaching reading needs the technique which is instructed by the reading strategies.

Based on the explanation above, the researcher assumes that in teaching reading, appropriate and possible technique and strategy should be applied based on the purpose of reading in order to get comprehension better. There were many kinds of reading techniques and strategies that can be applied in teaching reading.

In this research, the researcher proposes CIRC as the integrating technique and strategy to promote students reading comprehension and reading interest.

2.2.4. Teaching Reading Narrative Text

Based on English curriculum 2013 that has been applied in junior high school in Indonesia, that is K13, the students are expected to comprehend the meaning of the materials from various texts. One of them was narrative text. Why it is important because the students had to have the skill to look at and get the meaning of written text, that is called reading comprehension. Because of that, reading is very important to be taught to the students.

Actually, teaching is the process to make students learn. Equally, to make students learn, reading narrative text for instance, needs many techniques and strategy due to reading needs tactic to understand the text and also the technique in which the process of learning. Therefore, the researcher will try to promote reading learning process by using CIRC.

2.3.   Cooperative Integrated Reading and Composition (CIRC)

2.3.1. Cooperative Learning

Cooperative learning is an approach or set of strategies specifically designed to give encouragement to students to work together during the learning process. This approach or model gives students more chances to work in group with their friends to discuss materials, so they not only depend on their teacher but also, they develop materials and improve their own comprehension by doing discussion in group. Students feel free and not shy to ask to their friends if they have troubles to understand materials. They solve their difficulties by discussing and also search other sources, while teachers only give the explanation, guidance, and more additional information when students need it.

On the other hand, Stephen Balkcom (2014) states that cooperative learning is a successful teaching strategy in which small teams, each which students of different levels of ability, use some varieties in learning activities to improve students' understanding in a subject. With this model, the low level ability students who have not understand enough about the materials and also feel afraid and shy to ask teachers to explain again carefully, they can ask their friends who have high level ability to explain again and help them to improve their comprehension. On the other hand, Huda (2011) states that cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of some information between learners in each group that each learners are held accountable for their own learning and it motivates in increasing the learning process. From that definition, it can be told in another way that to increase and improve students' learning result is not only become teacher'

responsibility but also it is students' responsibility. They have to work as a group in order to discuss or solve problem which is faced, so they are responsible not only to their own result but also the result of all their friends in learning process. Furthermore, cooperative learning is the approach or strategy in teaching learning process that gives more chances to students to cooperate with their friends, discuss some materials together, share their own opinion and finally gain the best comprehension for themselves. There are many cooperative learning models such as Jigsaw, Think pair share, Think pair solo, Snowball throwing game, Cooperative Integrated Reading and Composition (CIRC), etc. but this research will only tell deeper about CIRC.

2.3.2. Characteristics of Cooperative Learning

There are three essential features characterizing cooperative learning, as follow:

1. International design

    This means that teachers do not simply tell students to get into groups and work. However, they have to group students based on certain intentional learning activities structured by faculty member.

2. Co-laboring

    All of the students in one group have to engage actively in discussion together toward the stated objectives. If one group member completes a group task while the others simply watch, then it is not a cooperative learning. Whether all group members receive the same task, or whether members complete different task that together comprise a single, large project, all students must contribute more or less equally.

3. Meaning learning

The task assigned to the group must be structured to accomplish the learning objectives. If students are not achieving intended instructional goals, it is educationally meaningless. Cooperative learning is the way of students learning process with working together and sharing the problem equitably as they progress toward intended in learning outcome.

2.3.3. Previous Research about CIRC

There have been many studies deal with the implementation of CIRC in teaching and learning. First study from Himawati (2011), she implemented CIRC in teaching writing narrative text. The result shows that the most of the students improve their ability composing narrative text efficiently and effectively after being taught by using CIRC.

The second research is conducted by Wiwit (2014), she conducted an experimental study to know the effectiveness between CIRC model and the power of TWO (POT) model to improve reading comprehension of senior high school students. The weaknesses found in this research were the researcher must prepare the lesson carefully because it requires a lot of time and the students were being passive during class discussions. Moreover, the result shows there is significant difference of reading comprehension by using CIRC model at senior high school students.

The third previous research is an experimental research conducted by Dian (2013) to compare CIRC model and Team Pair Solo (TPS) model for high and low students' creativity in writing narrative text. It shows that CIRC model was

effective for students with high creativity in teaching writing. On the other hand that the learners who have positive or high creativity have better ability in writing than students who have low creativity taught by CIRC model. Moreover, there is an interaction happened between teaching model, students' creativity and writing. The interaction happened because of CIRC model is more appropriate as a model for learners who having high creativity, and TPS model is more appropriate for learners who having low creativity.

The fourth previous research is from Mubarok (2016), he implemented CIRC-based interactive CD in teaching reading. His research was aimed at describing students' activities during the implementation of teaching reading through CIRC-based interactive CD, knowing students' achievement in reading after taught by using the media, and their responses toward the implementation of the media. In this research shown that CIRC-based interactive CD was one innovation media which was developed to be used in teaching reading. It consisted of a variety of instructional practices which were adapted the principal elements of CIRC. From the result of questionnaire, it was found that the using teaching media could make students more enthusiastic in learning reading.

2.3.4. Definition of CIRC

CIRC is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts writing instruction. Each student works with another student. These learning teams work cooperatively on program-related activities (Madden, 2004).

CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Slavin, 2005). Within cooperative terms of four, students work to understand the main idea of story and work on the writing process. In addition, CIRC is one of teaching techniques which teachers use to encourage mutual helpfulness in the group working. In this process, the students can help each other in certain purpose. Usually students can accept lesson easily from their friends than from the teacher.

Furthermore, Durukan (2011) stated that CIRC is one of the learning techniques based on cooperation. It is designed to develop reading, writing, and other language skills in the upper grades of primary education. So, CIRC model is a cooperative learning that used for increasing the reading ability in upper grades and also presents a structure model that increases not only opportunities for direct teaching in reading only but also applicability of composition writing technique.

Therefore, in CIRC, students are assigned to teams composed of pairs of the students from two or more different reading levels. Students work in pair within their teams 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.

2.3.5. Principles of CIRC

CIRC is conducted based on several principles in teaching and learning process. Slavin (2005) mentions four principles of CIRC involving effective use of follow-

up activities, oral reading, reading comprehension activities, and writing processes.

a) Follow-up activities. While the teacher is working with one reading group, the other students in the class should be occupied with activities they can complete with minimal teacher directions. Students work within cooperative teams on these activities, which are coordinated with reading-group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Learners are motivated in working together with one another learner on these learning activities with using cooperative reward structure which mean that they may earn some certificates or other recognition based on the activities of all team in each member.

b) Oral reading. Oral reading is a reading aloud activity which can increase students' ability to decode more automatically and therefore focus more on comprehension. In CIRC, students will get more opportunities to read aloud and receive feedback on their reading by having students read to teammates and by training them on how to respond to one another's reading.

c) Reading comprehension skills. CIRC uses cooperative teams to help students learn applicable reading comprehension skills such as summarizing, questioning, clarifying, and predicting skills. Students also learn the critical features of texts. For example, students will learn characters, setting, problems, and solutions in narrative texts. Students in CIRC also make and explain predictions about how problems will be

resolved and summarize main elements of stories to one another, both of which are activities found to increase reading comprehension. Students receive direct instruction in such comprehension fostering strategies and metacognitive strategies.

d) Writing and language arts. It designs, implements, and evaluates a writing-process approach to writing and language arts that would make extensive use of peers. Peer response groups are typical components of most writing-process models, but peer involvement is rarely the central activity. In CIRC, students plan, receive, and edit their compositions in close collaboration with teammates. Language mechanics is completely integrated with and subordinated to writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing-process activities in the reading program and by the use of newly learned reading comprehension skills in writing instruction.

2.3.6. Components of CIRC

Cooperative Integrated Reading and Composition (CIRC) model has eight components (Rahmawati et al, 2014). The eight components include:

a) Teams. Each group namely the formation of heterogeneous group consists of four or five students in each group.

b) Placement test, for example it is can be obtained from their average scores of their daily tests on previous activities or grades that their teacher know about their strengths and weaknesses each students in a particular field.

c) Student creative with performing their task in each group to create a situation where learner success is determined or influenced by the success of their team in each group.

d) Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it.

e) Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing task.

f) Teaching group which gives some brief matters of teachers towards group work to discuss.

g) Facts test which the implementation of its test or quiz is based on the students facts that obtained by the learners.

h) Whole-class units which providing a summary in each group of their material by the teacher at the end of learning process with problem solving strategies.

2.3.7. Steps of Cooperative Integrated Reading and Composition (CIRC)

Arranging the steps of CIRC to teach students is very important for teachers. The steps of CIRC in teaching narrative text are:

a) Teacher divides students into several groups consist of four until five students each group and ask students choose their own group leader

b) Teacher gives reading materials for each group to be discussed together in the group

c) The group leaders lead the discussion and divide the task for every member of the groups. One member reads the material, another member identifies, and the others make some notes or write down the important points. Teacher becomes the facilitator who help the group that facing the difficulties

d) The groups discuss the materials and compose the result based on the identification and their notice

e) Every group presents the result of the discussion in front of the class

f) Teacher reviews and summarizes the materials and also help students to find the solution if there is a problem which cannot be done.

2.3.8. Advantages and Disadvantages of CIRC

There are some advantages in using Cooperative Integrated Reading and Composition (CIRC):

1. Increase students' opportunities to read aloud and receive feedback on their reading

2. Train the students to respond to one another's reading

3. The students learn broadly applicable reading comprehension skill

4. Increase reading comprehension of low-achieving students.

In other hand, Cooperative Integrated Reading and Composition (CIRC) also have some disadvantages, such as:

1. The requires substantial time that have to control by the teacher well, and

2. It is difficult to set class to be quiet, so that classes tend to be crowded.

2.4.   Conventional Technique

2.4.1   Group Discussion

Group discussion is one strategy in teaching and learning process to improve the interaction quality among learners (Gulo, 2002). So, group discussion helps students' think critically to examine alternatives, judge solution, make predictions, and discover generalization idea in teaching concepts, inquiry, and problem-solving. Whiles, Borich, (2011) states that group discussion is valuable for the implementation of a reading skill of the students. It can provide a sharp focus for students' to analyze the problem in reading comprehension of narrative text as together. In another hand through this strategy teaching-learning process will be more comfortable, especially at Junior High School because students to understand materials and to share with the other friends in the group. Group discussion can make the teaching-learning process more exciting and easier to understand. By the implementation of group discussion, it is hoped to make the learning process more effective, productive, and meaningful.

Furthermore, group discussion is an essential activity in process learning activities in the classroom in which students divided into groups, and they are encouraged to discuss the given subject matter. It is a systematic and purposeful interactive oral process. Here, the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The students sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem. It helps students to train themselves to discuss and argue about the topic given. It helps to express students'

views on serious subjects and informal situations. It improves students' thinking, listening and speaking skills. It also promotes students' confidence level.

Group discussion is organized in two forms, formal and informal. Informal discussion, the matter to be discussed is highly structured, the proper schedule is prepared and the absolute rule is followed. The teacher acts as a leader of the group. In informal discussions, the subject matter to be discussed is unstructured. No fixed schedule prepared and no rules are followed. An outstanding student selected as the leader of the group of the students. They plan for the discussion and lead the discussion. The teacher is passive and supervises the students involved in the discussion (Farooq, 2013). Besides, there are a variety of ways to stimulate discussion. For example, some teacher begins a lesson with a whole group discussion to refresh students' memories about the assigned reading. Moreover, also to help students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading. These strategies can also be used to help focus large and small group discussions. Apparently, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time.

2.4.2. Teaching Narrative Text Using Group Discussion

The group discussion strategy provides more opportunity for students to exchange their opinions, ideas, information among all members of the group in a discussion,

and take chances in the process of understanding: (1) main idea; (2) detail information; (3) word meaning; (4) reference; (5) social function/generic structure. The important thing is that the learners can participate actively, more confidently, and their motivation improves in joining a reading class. These following steps concerning teaching narrative text using group discussion are modified and adapted from Meuarta, & Munir, (2013). Those steps are:

1. The teacher divides the class into groups. If the class is a large one, an excellent way to give students opportunities for active practice and feedback is to schedule small-groups in the classroom. Sanchez, (2010) defines a small group discussion as having at least three or no more than twelve or fifteen members.

2. The teacher gives the students some example stories of narrative text. After that, each group read and discuss the story and answer the questions.

3. The teacher asks one representative from each group to explain their result of the discussion in front of the class. The students explained their result of discussion for 5 minutes to all the groups presented their results.

4. The teacher discusses the correct explanation for each question with all the students, and also the student's reasons or arguments that they have made in the discussion.

2.5. Students' Reading Attitude

Attitude is a feeling or opinion about something or someone. From a psychological point of view, attitude is viewed as a mental condition that exists in a person, shaped through experience and will influence a person's reaction

towards an object or related phenomenon (Ashari et al, 2011). As quoted from Yamashita (2013), Fishbein and Ajzen defined attitude as a learned predisposition to respond inconsistently favorable or unfavorable manner with respect to the given object. In addition, Good's (1973) expressed attitude as predisposition or tendency to react specifically towards an object, situation, or value where usually accompanied by feelings and emotions. Thus, people always have an attitude, which is related to their feeling, thought, and behavior, to respond and communicate with the world they are living in.

Reading attitude is a complex theoretical construct. Yamashita (2013) viewed that reading attitude is a state of mind, accompanied by feelings and emotions that make reading more or less probable. In the sense, their attitude towards reading is about the way how they show their feeling in loving reading activity itself or avoiding it instead. Students sometimes just be so honest when they do not like something, including reading. They will spontaneously give response whether it is positive or negative. Feeling and emotion in reading situation is involved to determine students' reading attitude.

There are three types of attitude; positive, negative, and neutral. A positive attitude is shown when people perceive the advantage of the object. People may form positive attitudes about an issue because they are convinced that there is evidence in support of the issue or as a result of changes in normative beliefs. Positive feeling such as motivation and interest can lead to a positive attitude. Meanwhile, a negative attitude is shown when people perceive the disadvantage of the object rather than the advantage. Negative feeling such as bored, lack motivation, self-confidence, and anxiety can lead to a negative attitude. These

attitudes are said to act as a filter, preventing the learner from making use of input, and thus hindering success in language learning. But a students' negative attitude can be changed and turned into positive ones and facilitate getting a positive result. Therefore, having a positive attitude towards learning is a good start to learn a language.

2.6. Theoretical Assumption

There are many ways in teaching reading. Teacher should have the ability to choose the appropriate one to be implemented in teaching learning process for obtaining the goal. One of the appropriate models that can be used in teaching reading is CIRC (Cooperative Integrated Reading and Composition). CIRC is one of type of cooperative learning which usually used to teach reading and writing. The application of this type of learning makes students more active in learning process and also creates enjoyable atmosphere in the class, therefore the students are not bore. The explanation above, it can be conclude that CIRC model can improve the students reading ability.

CIRC can be defined as the model that helps students to work together in a team and the students are expected to be responsible for the task group. Each member in a group has different task. The students have to give their idea to understand the concept and complete the task. Moreover, this model gives the students opportunity to interact with each other and this model also requires students to be active in a group and achieve the main goals.

Meanwhile, group discussion is also one of type of learning strategies which usually used to teach reading. Group discussion is an essential activity in process

learning activities in the classroom in which students divided into groups, and they are encouraged to discuss the given subject matter. It is a systematic and purposeful interactive oral process. Here, the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The students sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem. It helps students to train themselves to discuss and argue about the topic given.

Therefore, it can be concluded that the different between CIRC and group discussion is the role of each member in the group. In CIRC, each member has different task in their group. One member reads the material, another member identifies, and the others make some notes or write down the important points. They work together in a team and the students are expected to be responsible for the task group. While in group discussion, the students are encouraged to discuss the given subject matter together with their group. From the explanation above, the researcher assumes that Cooperative Integrated Reading and Composition (CIRC) is more effective to enhance students reading comprehension than group discussion.

2.7. Hypothesis

In relation to the previous frame of theories, the hypotheses are formulated as follows:

1. H1: There is a significant difference in the students' reading comprehension achievement between those who are taught through CIRC and those who are taught through group discussion.

2. H0: There is no significant difference in the students' reading comprehension achievement between those who are taught through CIRC and those who are taught through group discussion.

III.   RESEARCH METHODS

This chapter discussed deeply about research design, population and sample, variable, research instrument, data collecting technique, research procedures, validity and reliability, item analysis, data analysis technique and hypotheses testing.

3.1. Research Design

Lazaraton & Hatch (1991) states that research as an approach to search the research questions answer systematically. Systematic means as the way to define the questions, search and the answer. There are two kinds of research, namely Qualitative and Quantitative research and this research was quantitative research. True-experiment of quantitative research was used in this research by control pre-test and post-test design as below:

<u>K1: T1 X T2</u>

K2: T1 X T2

K1   : Experimental Class (CIRC for the treatment)

K2   : Control Class (group discussion for the treatment)

T1   : Pre-test

T2   : Post-test

X   : Treatment (the treatment was conducted for three meetings in each groups)

(Setiyadi, 2006).

The pre-test was given for both of experimental and control class before the treatment. After knowing the students' reading ability, the treatments were given for both of experimental (CIRC) and control class (Group Discussion). Then,

post-test was administered after the treatment. Furthermore, the researcher would knew which one more effective between CIRC and group discussion to enhance students reading comprehension.

3.2. Population and Sample of the Research

A population can be defined as the whole subjects of the research. Setiyadi (2006) states research population is all individuals which are being targeted in research. In this study, the researcher used purposive sampling to determine the sample of the study. Ritchie et al (2003) defines purposive sampling approach as a strategy where "Members of a sample were chosen with a purpose to represent a location or type in relation to the criterion". Thus, one class as the Control class; it was VIII A and another class as the experimental class; it was VIII B, and so VIII C as the try out class. The Population of the research was eighth grade students of SMP Islam Tias Bangun in the second semester 2021/2022 and the sample would be selected before doing the research.

3.3. The Definition of Variables

Variable could be defined as the person attribute, a piece of text, or an object which "varies" from person to person, text to text, object to object, or from time to time (Lazaraton & Hatch, 1991).In this research, the variables are:

a) Dependent variable

Dependent variable is the major variable that will be measured in the research (Lazaraton & Hatch, 1991). Example, the researcher will know how the improvement of students reading score after being taught by CIRC and group discussion. The dependent variable in this research is students' reading score.

b) Independent variable

Setiyadi (2016) points out that independent variable as the variable that affect to the dependent variable. This definition was quite in accordance with what had been assumed by Lazaraton & Hatch (1991) that dependent variable is the variable that suspected by the researcher to influence the dependent variable. Therefore, based on the function of variable, independent variable of this research are CIRC for the experiment class and group discussion for the control class.

c) Control variable

Control variable is not the main variable in a study. Judging from its name, in a study this variable is arranged so that it does not affect the dependent variable (Setiyadi, 2006). In this research, there is one control variable employed as the treatment. Control variable in this research is students' reading attitude.

3.4. Research Instrument

In collecting the data, the researcher employed the instrument as follow:

3.4.1. Reading Test

The researcher conducted the reading test for the pretest and posttest in both of control and experiment class. In pretest, the reading test was addressed to know whether the control and experiment students have the similar basic capability or not. In the posttest, the effectiveness of strategy and technique could be seen and which was the more effective technique to enhance students reading comprehension.

3.4.2. Students' Attitude Questionnaire

Students' attitude questionnaire is adopted from McLeish (2009). The questionnaires were addressed to the students in the experiment and control class to know the students' reading attitude of the use of CIRC.

3.5. Data Collecting Technique

The purpose of this research was to know the different improvement of students reading comprehension after the treatment of CIRC (experimental group) and group discussion (control group) in the pretest and posttest. Students reading capability would be measured by addressing multiple choice answers concerning on five aspects of reading: identifying main idea, finding explicit and implicit, inference, reference, and specific information. Students' reading attitude of the use of CIRC would be measured by several items of questionnaire.

3.6. Research Procedure

The researcher had prepared the steps or procedures in collecting data. The research procedures were as follows:

a) **Selecting the material**

Selecting the material is the first way that the researcher should do. Selecting the reading materials is determined by the levels of the students. Therefore, the researcher uses the syllabus of the second year of junior high school students based on school curriculum of K13 which is the curriculum used by the school. The material should cover the goal of teaching narrative text as the target of the achievement.

b) **Determining the instrument of the research**

The instrument in this research was reading test. The researcher conducted reading test for pretest and posttest which covers five aspects of reading namely main idea, specific information, explicit and implicit, reference, and inference. The purpose of these tests is for gathering data that are the students' reading score before and after treatment. The researcher also addressed students' attitude questionnaire for both of the groups (experimental class and control class) to know the students' reading attitude of the use of CIRC.

c) **Making the group**

The researcher needed a group consisting of 20-30 students to conduct this research. It was taken from one of four classes in the eighth grade students who are chosen by the teacher. Therefore, the researcher replaced the teacher's teaching time in the school and focused to teach two classes, namely experimental class and control class.

d) **Conducting Try Out**

The researcher conducted the try out in order to make sure the reliability of the reading test. The items of the try out class were not addressed to the experimental and control class, but addressed to different class in order to be valid and reliable. The result of try out was analyzed by Item Man for the reading test and reliability analyze for the students' reading attitude questionnaire.

e) **Conducting Pre-test**

The pretest was given for both of control and experimental group before the treatment. The test was reading test in the forms of multiple choices and the topic of the test is narrative text. Pretest is administered to students before the treatment in attempt to measure students' initial narrative text reading ability and to make sure whether the students in the control and experimental group have same initial ability in reading or not. Besides that, questionnaire was addressed to know the students' reading attitude of the use of CIRC in the experimental and control class.

f) **Giving treatment**

The researcher conducted the treatment which was teaching reading narrative text through CIRC for the experimental group and group discussion for the control group. The teacher guided the students how to apply CIRC model in the experimental group and group discussion in the control group. Students were taught based on the five aspects of reading namely main idea, explicit and implicit, inference, reference, and specific information.

g) **Conducting Post-test**

Posttest was administered after treatment. It was to found out the progress of students' narrative text reading comprehension ability after being taught by CIRC model for the experimental group and group discussion for the control group. Furthermore, it was to observe whether there was a difference between the control group and experiment group. Posttest was related to the material that has been discussed in the class during treatment so the students will not be confused.

h)   Analyzing, interpreting, and concluding the data

After collecting the data which were students' answers, in both of reading test and students' attitude, the researcher scored the pretest and posttest of the experimental group. Then, those would be put into a table of the test result. Moreover, researcher calculated the mean of pretest and posttest score of experimental class. Independent sample T-test was utilized to analyze the pretest mean of control and experimental group so compare it and compare the posttest in the control and experimental group. However, gain was proposed to be compared in this research.

3.7.   Validity and Reliability of Test

Validity simply meant that a test or instrument is accurately measuring what it's supposed to.

3.7.1. Validity of test

Hatch and Farhady (1982) states that a test should be valid if it could measure what should be measured from the object. This definition was in accordance with what had been assumed by Heaton (1977) clarified that Validity of the test is extent to which it measures what it is supposed to be measured and nothing else. Both of the definitions implied that the validity of test was meant how well the test should measure the measured object. Two kinds of validity that utilized in this research, namely; content validity and construct validity.

a)   Content validity

Lazaraton and Hatch (1991) states that Content validity represents the judgment regarding how representative and comprehensive a test is. The test that is given to the students have must represented the material that chosen by

the researcher and the content is in accordance with the material. In content validity, the material which is given should be suitable with the curriculum (Setiyadi, 2006). It is correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the eighth grade students of junior high school. In pretest and posttest, the material is suitable with their level in eighth grade of junior high school. Then, the content validity is measured based on core competences and basic competences in English syllabus of Curriculum 2013 for the eighth grade of junior high school.

b) Construct Validity

Construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006). If the test instruments have some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Additionally, Lazaraton and Hatch (1991) assumes that construct validity is often dealt with the second language acquisition research, in the sense that the aspect of SLA Such as; motivation, learning style, attitude, learning autonomy, anxiety and so on. In this research, students reading attitude as the control variable in which the students are tested by distributing the learning questionnaire only, which is adopted from McLeish (2009). So, it has been trusted to be valid and reliable to measure students' attitude. In the reading test, there are five aspect of reading test should be measured the reliability of the reading aspect through conducting try out test, analyzing level of difficulty and discrimination power. The tests are formulated by the concept of reading comprehension stated by Nuttal in Mebarki (2011). For example if a teacher wants to write a reading comprehension test, s/he must know

the theory of reading comprehension (Nurweni, 2019). They are determining main idea, finding supporting details, finding inference meaning, finding reference, and analyzing the explicit and implicit information in the text.

Table 3.1. Reading Test Specification

No.	Aspects	Items Number
1.	Identifying the main idea of the passage	7, 11
2.	Identify the specific information in the passage	6, 10, 16, 17, 24, 26
3.	Confirming reference in the passage	2, 25, 32, 36
4.	Create inference out of the passage	5, 30, 31
5.	Analyze the explicit and implicit information in the passage	1, 3, 4, 9, 14, 33, 37, 39, 40
Total		**25 Items**

The reading test was intended to get the students' reading comprehension achievement in the pre-test and post-test. Then, the reading test was 40 items. In this research, the researcher measured the validity of the reading test using SPSS version 20.

The result shows that 25 items of the reading test items were valid which can be proven by the significance value (Sig. (2-tailed)) of each item which lower than 0.05. Besides, it can also be proven by comparing the r-value with the r-table. If the r-value (Pearson Correlation) is higher than the r-table, the item was valid. From the table above, it can be seen that the r-values are higher than r-table (0.444).

Furthermore, based on the result of instruments validation that was examined in SMPI Tias Bangun and based on the result of calculation from 40 questions multiple choices of students' reading comprehension that was obtained were 25 questions that were valid. Items that were valid are 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 24, 25, 26, 30, 31, 32, 33, 36, 37, 39, and 40. While the items that was

not valid are 21, 12, 13, 15, 18, 20, 21, 22, 23, 27, 28, 29, 34, 35, and 38 (See Appendix.8).

Additionally, the validity of students' attitude questionnaire was adopted from McLeish (2009). The questionnaire was intended to get the students' opinion on the implementation of CIRC. Then, the attitude questionnaire was 12 items. In this research, the researcher measured the validity of the questionnaire using SPSS .20. The result shows that all questionnaire items were valid which can be proven by the significance value (Sig. (2-tailed)) of each item which lower than 0.05. Besides, it can also be proven by comparing the r-value with the r-table. If the r-value (Pearson Correlation) is higher than the r-table, the item was valid. From the table above, it can be seen that all r-values are higher than r-table (0.444). it can be concludes that all items in the questionnaire were valid (See Appendix.8).

3.7.2. Reliability

Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions.

a) Reliability of the test

Reliability refers to the extent to which the test is consistent in its score gives us as indication of how accurate the test score is. To estimate the reliability of the reading test, the split-half technique is used in this research.

After conducting the try out test, the data were computed using SPSS 20.0 and the reliability tests were conducted. The researcher calculated the reliability of the reading test. The result of the reliability test of the questionnaire were presented in the table below:

Table 3.2. The Reliability of the Reading Test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.883
		N of Items	20[a]
	Part 2	Value	.828
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.929
Spearman-Brown Coefficient	Equal Length		.963
	Unequal Length		.963
Guttman Split-Half Coefficient			.958

The table 3.2 shows that the reliability coefficient of the test is 0.958 or very high category level. It means that the instrument is reliable.

Additionally, Cronbrach Alpha was used by the researcher because the questionnaire is a Likert scale (strongly disagree, disagree, neutral, agree, strongly agree) questionnaire. Based on Setiyadi (2006), if the test is organized on a Likert scale, the Alpha value should be at least 0.70.

Table 3.3. The Criteria of Alpha Cronbrach

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

After the data were computed using SPSS 20.0 and the reliability tests were conducted, the result of the reliability test of the questionnaire were presented in the table below:

Table 3.4. The Reliability of the Questionnaire

Reliability Statistics		
Cronbach's Alpha	N of Items	Internal Consistency
.888	12	Good Reliability

From the calculation, using Cronbach Alpha for instruments of questionnaire obtained the reliability coefficient of 0.888 or good category level. It means that the instrument is reliable.

3.8. Item Analysis

Item Difficulty

The index of difficulty (or facility Value) of an item simply shows how easy or difficult the particular item proved in the test (Heaton, 1988). Facility value is generally expressed as the fraction of students who answer the item correctly.

$$\textbf{FV} = \frac{R}{N} (\text{Heaton, 1988})$$

Notes:

FV = Facility Value

R = the number of students who answer correctly

N = the total of the students that following the test.

The criteria are:

0.00-0.15   = too difficult

0.16-0.30   = difficult

0.30-0.59   = average

0.60>0.80   = easy

0.80>1.00   = too easy.

Discriminating Power

Discriminating power is the ability of the item to discriminate between the students who have high ability and those who have low ability. In discriminating power the research used the formula as following:

$$D = \frac{CorrectU - CorrectL}{n}$$ (Heaton, 1988)

Notes:

DP   : discriminating power

U   : the number of upper group who answer correctly

L   : the number of lower group who answer correctly

n   : a half number of the students in upper and lower group.

The criteria are:

DP   = 0.00-0.19   = poor

DP   = 0.20-0.39   = satisfactory

DP   = 0.40-0.69   = Good

DP   = 0.70-1.00   = excellent

DP   = negative/minus = all is poor.

3.9.   Normality and Homogeneity Tests

Before using independent group t-test to analyze the data, the researcher tried to found out the normality and homogeneity tests.

3.9.1. Normality Test

Normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, Shapiro-Wilk test was used with SPSS.20.

Table 3.5. Result of the Normality Tests

Tests of Normality				
	Experimental and Control Class	Shapiro-Wilk		
		Statistic	df	Sig.
Reading Score Pre Test	Experimental Class	.960	20	.553
	Control Class	.931	20	.161
Reading Score Post Test	Experimental Class	.948	20	.334
	Control Class	.965	20	.645

Table 3.5 illustrates that the p values of the experimental class for the students'
reading comprehension in the pre-test were 0.553 whereas the p values of the
control class for the students' reading comprehension was 0.161. Meanwhile, the
p values of the experimental class for the students' reading comprehension in the
post-test were 0.334 whereas the p values of the control class for the students'
reading comprehension was 0.645. It means that the data were normally
distributed because the p values were higher than 0.05.

3.9.2. Homogeneity Test

Homogeneity test was used to measure the obtained score whether it was
homogeneous or not. To test the assumption of homogeneity of variance,
Levene's test was used with SPSS version 20. It was used to asses if the groups
had equal variances.

Table 3.6. The Result of Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Reading Test Scores	Based on Mean	.365	1	38	.549
	Based on Median	.239	1	38	.627
	Based on Median and with adjusted df	.239	1	36.333	.628
	Based on trimmed mean	.378	1	38	.542

Table 3.6 Shows that the p values of students' reading comprehension in
experimental and control groups are 0.549. It means that the variance of the data
for students' reading comprehension was homogeneous because the p values are
higher than 0.05.

3.10. Scoring System

The students' scores of pretest and posttest were calculated by using formula as follows:

$$S = \frac{Nx\,100}{R}$$

S : the score of the test

R : the total of the right answers

N : the total items.

3.11. Data Analysis

Analyzing data is very necessary step in this research. Setiyadi (2006) states that data analysis technique is the process of organizing the data in order to gain regularity of the pattern and form of the research. In analyzing the data gained, the researcher analyzed the data into each research questions to answer it clearly.

1. Is there any difference of the students' reading comprehension achievement between those who are taught through CIRC and those who are taught through group discussion?

In order to answer the first research question, the researcher had to follow some steps, they were; a) Tabulating the scores of the reading test. b) Analyzing the data. The scores were analyzed by using independent t-test. c) Making Inference.

2. What is the students' reading attitude of the use of CIRC?

In order to answer the second research question, the researcher had to follow some steps, they were; a) Tabulating the data result from students reading attitude questionnaire. For the purpose of analyzing the gathered data, the respondents are allowed to rate each item on a scale of options which were numerically coded as 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agree); 5 (strongly agree). b) Analyzing the data. The scale of options which were numerically coded as 1

(strongly disagree) and 2 (disagree) referred to negative attitude. Meanwhile, the scale of options which were numerically coded as 3 (neutral), 4 (agree), and 5 (strongly agree) referred to positive attitude. The data obtained from the survey would be analyzed and interpreted using Statistical Packages for the Social Sciences (SPSS) version 20. c) Making Inference.

3.12. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis which was proposed in this research was accepted or not. In the effort to measure the hypothesis, independent group t-test of SPSS version 20 was used in this research. The hypothesis testing is stated as follow:

1. H1: There is a significant difference in the students' reading comprehension achievement between those who are taught through CIRC and those who are taught through group discussion.

2. H0: There is no significant difference in the students' reading comprehension achievement between those who are taught through CIRC and those who are taught through group discussion.

V.   CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This current study had investigated the effectiveness of implementing Cooperative Integrated Reading and Composition (CIRC) and Group Discussion to promote the students' reading comprehension achievement at the eighth grade students of junior high school. Based on the results provided in the previous chapter, there are some highlights of this current study:

1. In the light of creatively planning the suitable teaching methodology, the junior high school English teachers are provided with some teaching techniques that advocate the students to learn English optimally. As an alternative solution in providing the techniques to promote reading comprehension achievement for the junior high school students, this current study had already investigated the use of CIRC and group discussion. These two different techniques had significant differences in improving the students' reading comprehension achievement. The use of CIRC was more effective to improve students' reading comprehension achievement rather than the use of group discussion.

2. The result of the questionnaire shows that the students give a positive attitude towards the implementation of CIRC. It is because CIRC is a fun activity that makes the students understand the text while cooperating and sharing with their friends. Besides, it also gives the students an opportunity to have discussion in groups which make them have many inputs from their friends.

5.2. Suggestions

According to the findings shown in this present study, the researcher would like to give suggestion, as follows:

5.2.1. For the Teachers

The use of CIRC and group discussion are very beneficial to be implemented among the junior high school students. However, to the limitation of this current study, the researcher would like to suggest the teachers to have some modification in the procedure of the techniques. The procedures must employ the activities that put the students as the center of learning by considering their interest, motivation or another affective variable. In further, the teacher is also suggested to give more attention to the students' progress by giving the guidance as well as possible in reading comprehension class. In addition, the teacher should be more creative in making the class alive and interesting using CIRC and group discussion as the reading learning strategy.

5.2.2. For the Learners

In order to gain the students' ability in reading, they can use CIRC and group discussion to help them building reading comprehension. In addition, the students should encourage themselves to be more familiar with reading comprehension in English language by practicing more learning activities such as discussing.

5.2.3. For Further Researchers

It is suggested to develop further study in the area of CIRC in order to improve students' reading comprehension. Then, other researchers can have research other factors that also affect reading comprehension because there are so many variables

that can stimulate the success of teaching and learning reading comprehension. The performance of the teachers, the attractiveness of the media, or other personal traits as self-esteem, personality, or motivation are some example of variables that extremely influence the teaching and learning of reading comprehension. Moreover, since this research used only two classes in a school as the sample, further research is expected to use bigger population to make the result more reliable.

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