

**TEACHING READING COMPREHENSION THROUGH THE  
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)  
TECHNIQUE AT SMPN 13 BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

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## ABSTRACT

### TEACHING READING COMPREHENSION THROUGH THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE AT SMPN 13 BANDAR LAMPUNG

By

**Berliana Apriani**

This research aims to find out whether the use of the Cooperative Integrated Reading and Composition (CIRC) technique is effective in students' reading comprehension or not and to find out the students' perceptions after they were taught through the Cooperative Integrated Reading and Composition (CIRC) technique. This research was quantitative. The researcher used one group pre-test and post-test design. The population of this research was the first-grade students at SMPN 13 Bandar Lampung of the academic year 2023/2024 where students of 7.1 which consisted of 30 students were chosen as the sample. In collecting the data, the researcher used a reading comprehension test to explore the students' reading comprehension after the students were taught through the CIRC technique and a questionnaire to investigate the students' perceptions of reading comprehension using the CIRC technique. The researcher used a Repeated Measure t-test to analyze the data.

The result of this research showed that there was a significant difference in students' scores from 55.60 in the pre-test to 73.13 in the post-test. It was found that the t ratio is higher than the t-table ( $8.963 > 2.045$ ) and two-tailed significance showed that  $p < 0.05$  ( $p = 0.001$ ). The result showed an improvement in scores from the pre-test to the post-test in students' reading comprehension after being taught through the CIRC technique. Furthermore, based on the data obtained from the questionnaire, it was found that the student's perceptions of the CIRC technique were positive. It can be concluded that the CIRC technique is considered an effective technique for improving students' reading comprehension.

**Keywords:** *Cooperative Integrated Reading and Composition (CIRC) Technique, Cooperative Learning, Reading, Reading Comprehension, Descriptive Text*

Research Title : **TEACHING READING COMPREHENSION  
THROUGH THE COOPERATIVE INTEGRATED  
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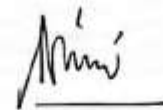
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian – bagian tertentu yang saya ambil sebagai acuan. Apabila pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## CURRICULUM VITAE

The writer's name is Berliana Apriani. She was born in Bandar Lampung on April 8<sup>th</sup>, 2002. She is the second child of Drs. Radius Wardhana and Nodayati. She has one older brother named M. Abdel Thasman, S.Pd.

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## **MOTTO**

*Believe you can, and you are halfway there.*

**(Theodore Roosevelt)**



## **DEDICATION**

In the name of Allah Subhanallahu Wa Ta' ala, The Most Beneficent, The Most Merciful. The writers proudly dedicate this paper to her precious parents and siblings, for their exceptional love and unconditional support for her.

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The writer,

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## **I. INTRODUCTION**

In this chapter, the researcher presents several main points to discuss the main ideas of the study. It consists of several parts including background, research questions, the objective of the research, the use of the research, the scope of the research, and the definition of terms.

### **1.1 Background**

According to Sutarsyah (2015), reading is a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. Reading begins with getting meaning from sounds that are transferred into letters or written symbols. In addition, he stated that reading involves a bottom-up process, a top-down process, and an interaction process. The bottom-up process means decoding the written symbols where the readers recognize letters and combining them into words, words into phrases, clauses, and sentences from the text. The top-down process means using the readers' schemata to construct meaning from the text. The interaction process involves both bottom-up and top-down processes.

According to Brown (2001), reading is a unique skill that asks readers to focus on the text and even on a single word to get the meaning. Although there are scanning and skimming skills in reading, making inferences, and getting general information, readers should also understand the meaning and context of the text. Reading ability will be developed best in association with writing, listening, and speaking activities.

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

In the current educational environment, reading comprehension is a crucial ability for students to develop. It helps them learn a second language, enhancing students' word recognition abilities, and raising students' reading level, rate, and understanding in the information and technology world nowadays. As a result, the primary goal of reading is to teach students how to interact effectively while reading to deduce meaning. Students must fulfill their goals so that reading, writing in class, teaching, and learning are all integrated.

Not only that, the students are expected to gain knowledge and understand the context that has been explained in the text. It means that the students need to learn a considerable amount of information from a text. Therefore, the students require abilities to understand and remember the main ideas as well as several details that elaborate the main idea and supporting ideas in the text.

Based on the researcher's interview with one of the English teachers in SMPN 13 Bandar Lampung, the students especially in first grade tended to gain a low reading comprehension score. This is due to the lack of vocabulary they have and also students not getting used to reading books, which makes students lazy to read. This is proven by the teacher's use of teaching techniques which have not been able to create students' comfort in reading. Students who are lazy about reading and are



only given instructions to read a text and asked to answer several questions will make it increasingly difficult for them to understand the text.

To assist students in improving their comprehension skills, teachers must be able to apply interactive strategies and guide students to carry out instructions where they can engage and participate in reading activities. Several strategies or techniques are recommended to be applied in class, carried out by the teacher, which can attract students' attention and participation in classroom learning.

There are issues in the field of education, particularly with the learning process and the way that learning is still heavily centered on the teacher in Indonesian schools, adhering to outdated teaching methods from the past. Process of teaching and learning in a classroom (TCL). The process of teaching and learning suffered as a result. One of the effects is a decrease in student motivation to learn, which affects the achievement of poor student learning outcomes, as evidenced by the acquisition of scores below the KKM established by the school. This is due to the way of teaching from teachers who are teacher centers or teacher-oriented teaching. Students do not get the opportunity to explore their potential so learning seems passive and less enthusiastic. Thus, to solve these problems, the researcher chose Cooperative learning as the appropriate technique for students in first grade.

Cooperative learning provides opportunities for students with different backgrounds and conditions to work interdependently on common tasks, and through cooperative reward structures, learn to respect one another. According to Slavin (2011), cooperative learning is an instructional method in which teachers

organize students into small groups, which then work together to help one another learn academic content.

Therefore, one alternative that can be used by teachers in learning through teacher-oriented methods and cooperative learning is the Cooperative Integrated Reading and Composition (CIRC) technique. CIRC is a kind of technique in teaching reading. It is an effective technique to help the students in comprehension reading the passage in which the teaching and learning processes are mainly in group learning activities (Slavin, 1987). It is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Slavin, 1995). In CIRC, students work in groups to work cooperatively on various activities such as reading in pairs, identifying the main story element, doing vocabulary and summarization activities, and practicing reading comprehension and creative writing (Calderon, Hertz-Lazarowitz, & Slavin, 1998).

According to Durukan (2011), the CIRC technique is developed to support the 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 techniques. 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 and correcting the composition.

The benefits of cooperative learning in teaching strategy are shown by Alhaidari (2006). The implementation of cooperative learning in reading comprehension

could improve students' achievement in cooperative partner and group activities, reach learning goals, and individual assessment. Therefore, a major goal of CIRC is to help students to learn reading comprehension skills cooperatively in teams (Slavin, 1995)

Furthermore, the researcher wants to assess students' perceptions of the effectiveness of the CIRC technique in students' reading comprehension by examining their experiences using the technique. Perception is the process by which an individual understands the thing around them and the environment through the five senses which are influenced by experiences so that the person is aware of what has been observed it ultimately affects his or her attitude and behavior (Hendra, 2013).

Research that was conducted by Mubarok and Sofiana (2017) found that CIRC can improve students' reading ability better than the conventional teaching strategy. The study was conducted on one state junior high school in Jepara. The result of the research showed that student's scores were improving significantly. Therefore, it could be concluded that CIRC is more effective than conventional strategy. It has a positive effect on the students' reading ability. Moreover, the researcher found that CIRC increases students' reading ability better than the conventional teaching strategy. Based on the explanation above, the research conducted research with the title "Cooperative Integrated Reading and Composition (CIRC) and Reading Motivation: Examining The Effect On Students' Reading Ability".

The previous research, new researcher would like to continue this research on junior high school students in Bandar Lampung to see if there is any significant difference

in student reading comprehension abilities after being taught using the CIRC techniques and student perception towards CIRC technique

## **1.2 Research Questions**

Based on the background that has been discussed above, the researcher formulates the problem as follows:

1. Is there any significant difference in students' reading comprehension ability after they are taught using the CIRC technique?
2. How is the students' perception after they are taught through the CIRC technique in the descriptive text?

## **1.3 The Objectives of Research**

The goal of this research which is stated in the problem statement above was:

1. To find out whether there is any significant difference between the reading comprehension of students who are taught by using the CIRC technique and the reading comprehension of students who are taught without using the CIRC technique.
2. To investigate how the students' perception is after they are taught through the CIRC technique in descriptive text

## **1.4 The Use of The Research**

1. Theoretically, this study might give some contributions and support the use of the CIRC technique in the English language teaching field, especially for teaching reading. For researchers, the result can be a reference or comparison in further study for the discussion of similar issues.

2. Practically, the result of this study might be used as a consideration for English teachers to implement the CIRC technique in teaching reading. Besides that, the researcher expects the students are able to learn English easily, and for teachers, this technique could be an alternative to monitor the reading comprehension process of the English students.

### **1.5 The Scope of The Research**

The focus area of this study was to investigate the students' reading comprehension before and after were taught the CIRC technique. Using a quantitative approach as the methodology to examine the data. This research was implemented in the first grade of SMPN 13 Bandar Lampung to know the effectiveness of using the CIRC technique on students' reading comprehension. The test in this study, this research was applied a pre-experimental design with one group pre-test and post-test.

### **1.6 Definition of Terms**

Clear information may reduce misunderstanding of the contents of this paper. Some terms were defined in order to give a basic understanding of the related concepts. These are stated below:

#### **a. Reading Comprehension**

Reading comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Duke, 2003).

**b. Cooperative Learning**

Cooperative learning is an instructional method in which teachers organize students into small groups, which then work together to help one another learn academic content (Slavin, 2011).

**c. Cooperative Integrated Reading Composition (CIRC)**

The cooperative integrated reading and composition (CIRC) technique is one of the learning techniques based on cooperation, and it is designed to develop reading, writing, and other language skills in the upper grades of primary education (Acikgoz in Erhan, 2011).

**d. Perceptions**

Perception is the process by which an individual understands the thing around them and the environment through the five senses which are influenced by experiences so that the person is aware of what has been observed it ultimately affects his or her attitude and behavior (Hendra, 2013).

## **II. LITERATURE REVIEW**

This chapter presents and discusses the concept of reading, the concept of reading comprehension, the kinds of reading, the aspects of reading, the teaching of reading, the definition of perception, and descriptive text. Then CIRC technique, some components of CIRC, the advantages of CIRC, teaching reading using CIRC, and the previous study.

### **2.1 Concept of Reading**

Reading is an active process that consists of recognition and comprehension skills. It is also described as a complex process of making meaning from a text, or a variety of purposes in a wide range of contexts (Patel and Preeven, 2008).

Kalayo and Anshari (2007), stated that reading is an activity with a purpose. The purpose of reading is also determined by an appropriate approach to reading comprehension. It means that before reading, the readers have to know the purpose of the reading itself to get the meaning of what they read.

Reading is a unique skill that asks readers to focus on the text and even on a single word to get the meaning. Although there are scanning and skimming skills in reading, making inferences, and getting general information, readers should also understand the meaning and context of the text. Reading ability will be developed best in association with writing, listening, and speaking activities (Brown, 2001).

From the definitions above, the researcher can conclude that reading is a combination of word recognition and intellect which are linked with prior knowledge to understand the message conveyed so that the information coming from the author can be easily understood by the reader.

## **2.2 Concept of Reading Comprehension**

According to Eskey (2002), reading comprehension is a complex process involving more than one skill in which readers make sense of the text by combining their prior knowledge and the information given in the text itself.

Reading comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Duke, 2003).

According to Snow (2002), defines reading comprehension as the process of extracting and constructing meaning concurrently through interaction and involvement with written language. The words extracting and constructing are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It is widely accepted that reading begins with getting meaning from written symbols. The reader imagines transferring sound into letters to get the meaning out (Sutarsyah, 2018).

Reading comprehension is defined as “understanding the meaning of words, sentences, and paragraphs through reading”. As the description above makes clear. It goes beyond simply reading aloud. If students simply read aloud without comprehending the text’s meaning, it indicates that they were unable to comprehend what they were reading.



### **2.3 Kinds of Reading**

According to Pater and Jain (2008), reading is an important skill for people. Based on the theory of reading comprehension highlighted in the preceding discussion, there are six types of classroom reading performance such as reading aloud, silent reading, intensive reading, extensive reading, scanning strategies, and skimming strategies.

#### **a. Reading Aloud**

Reading aloud is one kind of reading activity that can be used to check the pronunciation of the students. They make accurate connections between graphemes and phonemes. It is vital in reading in order to speed up word recognition and to help pronounce and learn new words. Reading aloud forces students to make and practice these connections. Students should read aloud prepared texts at the appropriate level to the teacher and support groups or other individuals so that they have feedback as possible on their decoding skills. For the success of this activity, the teacher must consider many factors such as the material the teacher present before students should be according to previous knowledge of the students or related to their own experience, the teacher should emphasize the stress of learners and the teacher should be very careful while the process of reading is going on. If any mistake is committed by learners, they should correct it with friendly and productive (Petel, 2008).

The benefit of using this activity in the classroom enables the learner to develop the skill of reading very well by speaking or expressing ideas and also develop their pronunciation. Language learning is a kind of imitation. When the teacher says

anything or reads any text, the learner also tries to imitate that. The teacher should have innovative ideas so that they can make this activity very effective.

### **b. Silent Reading**

Silent reading is a very important skill in the teaching of English, in this activity, the students comprehend and understand what they read 10 because there is not any noise to disturb them when they read. This reading should be employed to increase reading ability among learners. The benefit of using silent reading in the classroom activity does not only enables the students to be more active and accurate but, also needs minimal time because this activity is done at a time. All students participate together in this activity at a time. This activity also helps the students to develop the skill of reading fast, but only bright and intelligent students can learn this skill and average students learn it hardly (Petel, 2008).

### **c. Intensive Reading**

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing (Petel, 2008).

### **d. Extensive Reading**

Extensive reading is reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after

reading. Usually, people read to keep them updated. It is used to obtain a general understanding of a subject and includes reading longer texts for enjoyment only.

Harmer (2007) states that one of the fundamental conditions of a successful extensive reading program is that students should be reading material that they can understand. If they are struggling to understand every word, they can hardly be read for pleasure. This means that students at the appropriate level can read them with ease and confidence. Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interest of the reader.

#### **e. Scanning Strategies**

Scanning is not a reading process in the true sense of the word. It is a search that requires a reader to float over the material until he finds what needs. Then he stops and reads as much as necessary in order to answer his question.

#### **f. Skimming Strategies**

Skimming refers to the process of reading only the main ideas within a passage to get an overall impression of the content of the reading selection. Skimming is a strategy used to look for the 'gist' of what the author is saying without a lot of detail (reading skills for college students) this is used in one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and needs to review the major ideas and concepts.

## **2.4 Aspects of Reading**

There are five aspects of reading comprehension according to Nuttall (1982) namely main idea, specific information, reference, inference, and understanding the meaning or word. The explanation is as follows:

### **a. Determining Main Idea**

The main idea is a statement that tells the author's point about the topic. Roell (2016) stated the main idea of a paragraph is the point of the passage, minus all the details. In determining of the main idea, the students are expected to find the main idea of the text, so, they should comprehend the topic that is told in the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

### **b. Finding Specific Information (Scanning)**

Brown (2001) stated that scanning is quickly searching for some particular piece or piece of information in a text. In finding the specific information, the students have to find the detailed information or idea that was mentioned in the text.

### **c. Identifying Reference**

Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase (Rainbolt and Dwyer, 2011). In identifying references, the students are expected to understand what the pronouns in the sentences are used such as the pronouns that are used to show people, places, or situations.

#### **d. Making Inference.**

In making inferences, the students are expected to comprehend the text to find the conclusion of the statements in the text. For example, the question is “What is the meaning of the statement above?” It means that the students need to find the conclusion based on the statement. Kopitski (2007) also said that readers need to practice combining clues from the text with their background knowledge to make inferences. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

#### **e. Understanding the Meaning of Word**

Understanding the meaning of words, the student must find the meaning of a difficult word in the context of the text when understanding the meaning of a sentence or text, and then find the appropriate meaning for the word. Hedge (2000: 193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can easily understand the material.

### **2.5 Concept of Teaching Reading**

Alyousef (2005: 143) states that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students some questions that arouse their interest while previewing the text. The aim of the while-reading stage (or interactive process) is to develop students' ability to tackle texts by developing their linguistic

and schematic knowledge. Post-reading includes activities that enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

Teaching reading aims to develop the student's reading skills so that they can read English texts effectively and efficiently. Readers should have a particular purpose in their mind before they interact with the various types of reading text. Thus, effective reading is always purposeful. As Suparman (2005) states there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). To apply scanning as the technique in teaching reading means the students can get the specific information quickly without reading the whole passage.

According to Harmer (2007), there are some principles for teaching reading.

- a. The first principle is that teachers should give motivation for students to read as often and as much as possible because by having much motivation, students will read more so that they will have a better comprehension of reading.
- b. The second principle is that students must be engaged with the topic of a reading text and be made to enjoy reading a text. Moreover, during the lessons, the teacher should ensure that students have gotten much pleasure from the reading activity as much as possible.
- c. The next principle is that students must be encouraged to explore their ideas about the message of the text. Students need to learn about reading text in order they get new information. Furthermore, the message of the text is also

important to be known by students so that they can share their feelings and perceptions about the topic of the text.

- d. The fourth principle is to predict before reading. For example, by looking at the book's cover, students can guess the content of the book, so it can make them interested in selecting the book that they want to read. The last principle is that teachers should choose any good reading tasks for their students such as the appropriate activities before, during, and after reading: besides, making the right kind of questions based on the level of students and the topic of the text.
- e. The last principle is that a good teacher can integrate the reading text into an interesting lesson by giving a reading text that is full of sentences, words, and ideas to bring the text to be more life.

Based on some principles above, it can be concluded that a good teacher is a teacher who can improve students' reading comprehension by giving students motivation to read as much as possible and they have been engaged with the topic of reading, so they understand what they are reading.

## **2.6 Concept of Descriptive Text**

Descriptive text is a type of text which can commonly be found in certain essays. It describes something based on its characteristics. As stated by Emilia (2011), descriptive text is a kind of text that has a purpose to give information about something or someone. In Descriptive text, writers describe a person, object, appearance, landscape, or phenomenon naturally so they can make the reader imagine and feel it.

According to Wardiman, et.al. (2008), descriptive text is a part of factual genres, and its social function is to describe a particular person, place, or thing. Meanwhile, Oshima and Hogue (1997) state descriptive appeals to the sense, so it tells how something looks, feels, smells, tastes, or sounds. Therefore, through the words in the text, the readers can see, feel, and experience what described in the text are. A descriptive text simply describes something or someone by appealing to the reader's senses: sight, sound, touch, smell, and taste.

### **b. Structure of Descriptive**

Descriptive text is a text that is intended to describe a particular person, place, or thing. The schematic structure of descriptive text is divided into two: Identification and Description. The identification part is the part when writers of descriptive text identify the phenomenon to be described. The description part describes parts, qualities, and characteristics. The description focuses on specific participants. It normally uses the simple present tense. Besides schematic structure, the descriptive text also has its linguistic features. Linguistic features of descriptive text are the use of specific participants, written in the present tense, use of linking and action verbs, use of adjectives, use of relational and material processes (Derewianka In Emilia, 2011).

## **2.7 Cooperative Integrated Reading and Composition (CIRC)**

The CIRC technique is developed to support the 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 techniques. 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, and 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. Thus, equal chance for achievement, group support for achievement, and performance, all basic components of cooperative learning ensure the realization of personal responsibility (Senemolu, 1997; Slavin, 1980).

Acikgoz in Erhan (2011), states that the cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing, and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also the applicability of composition writing techniques.

According to Yudamini in Artawan (2020), in the CIRC technique, each student is responsible for the group work. This technique model starts from elementary school to high school. This technique process educates the students to interact with the environment. The discussion activities of students will determine the success of students' understanding of all learning concepts.

In short, Cooperative integrated reading in composition (CIRC) offers togetherness in working on a particular task by implementing instructional materials in group activities that stimulate students to develop their own and other's learning. CIRC

demands students to work on a team, interact with each other, distribute ideas and objectives, and give perceptions

## **2.8 The Advantages of CIRC**

According to Sanita (2019) there are some advantages of using CIRC in the learning process, they are:

- a) Train the students to respond to one another's reading.
- b) Train students to be active and braver in the classroom.
- c) Provided interaction with teachers and students.
- d) The students learn broadly applicable reading comprehension skills.
- e) Increase reading comprehension of low-achieving students.

## **2.9 Teaching Reading Through CIRC**

According to Slavin (1995), proposes some steps in CIRC, they are teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, and testing.

Kessler in Ristanto, et al (2018) states steps in CIRC learning are: a) students are grouped into several heterogeneous groups, b) each group reads an article or a reading, c) students rewrite the result of a discussion on a worksheet, d) each group displays or presents their result, and e) the best group is rewarded.

According to Suprajino in Sanita (2019), describes the steps of CIRC such as: a) the researcher explains the CIRC technique process, b) the researcher explains the subject, c) the researcher makes groups that consist of 4-5 students, Slavin states if

the teacher uses reading groups, students are divided into groups based on their ability level which could be determined by the teacher, d) the researcher give an issue/reading text. Slavin also states that the story is introduced and discussed in the reading group then the teacher determines the purpose of reading, introduces new vocabulary items, and discusses the story, e) the students cooperate in reading a text with each other and find the main idea. The other students give commands to the issue and it is written on pieces of paper, f) the researcher asks students to read the results of their work, g) the researcher makes conclusions.

The steps of CIRC should be appropriate to the students. So, the teacher can achieve the target of achieving students' learning process. From the explanation of the steps of CIRC from some experts above, it can be concluded that the steps of CIRC should be included with a teacher presentation, grouping consisting of four or five students, giving a text that is appropriate with the topic, working in a group in doing some tasks based on the text and topic, discussion, presenting the result of students' work, teacher' conclusion, and closing.

## **2.10 Perception**

This section discusses the definitions of perception from various experts and the types of perception.

### **a. Definitions of Perception**

Perception is obtained by summarizing the information from a person and interpreting the information so that the person can respond either positively or negatively to the information (Safitri, 2021).

According to Akande (2009), perception is concerned with understanding an issue. It is the psychological ability which aims to process and use information through the sense organs that affects one's actions and behavior toward an object. It is also approved by Hendra (2013), who states perception is the process by which an individual understands the thing around them and the environment through the five senses which are influenced by experiences so that the person is aware of what has been observed it ultimately affects his or her attitude and behavior.

In conclusion, perception is how an individual sees the world by recognizing and interpreting sensory information to interact with the environment.

### **b. Types of Perception**

Perception refers to the way sensory information is organized and interpreted to interact with the environment. According to Walters in Wlgianto (2004), there are five aspects of perceptions:

#### **1. Self Perception**

Self-perception is based on self-esteem, self-concept, and self-efficacy. This means that perception is based on the (internal) intelligence of an individual. For instance, a boy can assume that he likes that girl when he feels nervous at the time of meeting that girl.

#### **2. Environmental Perception**

Environmental perception is based on the relationship individuals and communities have with the environment. People interpret something based on reality with regard to the surrounding environment.

### 3. Learned Perception

Learned perception is a perception that is built around personality, culture, and habits. For instance, a student studying in an Eastern climate may have a negative perception of the learning style of Western students, who often raise their left hand when they want to answer the questions given by the teacher.

### 4. Physical Perception

Physical perception is a perception that produces a physical activity, which comes from how the eyes see and the brain processes it.

### 5. Cultural Perception

Cultural perception is a perception in which a culture can influence the way one sees the world. For instance, people in Western cultures see an advertisement showing a woman in a white dress (white is associated with purity) as different from Eastern cultures (white represents death).

Based on the explanation above, it can be said that there are five types of perception. They are classified according to the source of the perception, from which the perception itself is built. The type of perception used in this research is self-perception.

## **2.11 Previous Study**

There are several correlated studies dealing with CIRC techniques and reading comprehension. The first was done by Mubarok and Sofiana (2017) found that Cooperative Integrated Reading and Composition (CIRC) can improve students' reading ability in second-state junior high schools better than the conventional teaching strategy. It is proven that the result of the research showed that student's

scores were improving significantly. The result showed that the mean score of CIRC, 78.68 is compared with conventional strategy, 70.29, it could be found that the difference between these means is 8.39 points. Therefore, it could be concluded that CIRC is more effective than conventional strategy. It has a positive effect on the students' reading ability. Based on the explanation above, the research conducted research with the title "Cooperative Integrated Reading and Composition (CIRC) and Reading Motivation: Examining The Effect On Students' Reading Ability".

The second was done by Junariyah (2014) who analyzed the effectiveness of using CIRC technique on students' reading comprehension of recount text. It was conducted by MTsN Rajeg-Tangerang in the second year. This researcher used a quantitative method and the design of this study pre-a experimental design because this research just took the sample from one class. Before doing the activity, the writer gives a pre-test and then treatment by using CIRC technique on reading recount text and the last writer gives a post-test to the students. The result of the study showed that there was a significant difference between students' scores in learning reading comprehension on recount text before and after applying CIRC technique. Students' scores are higher after applying CIRC technique.

The third previous study was done by Ayu (2017) who analyzed the implementation of CIRC (Cooperative Integrated Reading and Composition) technique to improve students' reading narrative text in the second grade of junior high school 7 Bandar Lampung. The score of the experimental class pre-test was 61.02 and the post-test was 71.76. It could be seen that the improvement in students' reading ability was

10.74. Besides, the result of the computation showed that the t-ratio was higher than the t-table ( $12.522 > 2.032$ ). based on the data above, it means that CIRC improves students' reading of narrative text.

To summarize, based on the previous studies above, it can be stated that all above mentioned studies reaffirmed the importance of the use of precise reading techniques to improve student's reading comprehension, in this case, is CIRC technique. All of the researchers above mentioned that the CIRC technique can help students to improve the students reading comprehension and gain the student's scores. However, all of the previous studies use narrative text for the research. So, this research will use different texts for the research and focus on the application of CIRC technique in guiding students to comprehend the descriptive text. Therefore, this research was carried out to investigate the use CIIRC technique to improve students' reading comprehension in descriptive text.

## **2. 12 Hypothesis**

The hypothesis should be stated in clear terms. Furthermore, the hypothesis can make a clear question of this research. The hypotheses are described as follows:

H1: There is a significant difference between junior high school students' reading comprehension of descriptive text before and after being taught through CIRC technique.

### **III. METHODS**

This chapter presents several points of how the research was conducted: research design, population and sample, instrument, data collecting technique, research procedure, validity and reliability of the research, scoring system, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This research was conducted with a quantitative method. The research was carried out to find out the result of the CIRC technique in improving students' reading comprehension and perceptions of students' reading comprehension after being taught through CIRC technique. The researcher used one group pre-test and post-test design to find out the improvement. The researcher researched to see whether significant differences in student's reading comprehension after being taught using CIRC technique. Before the treatments, a pre-test was carried out and after the treatment was complete, a post-test was conducted. The design is illustrated as follows:

<b>TI X T2</b>
----------------

Where:

TI: Pre-test

X: CIRC Technique

T2: Post-test

(Setiyadi, 2018)



For collecting student perceptions, the researcher used a questionnaire in the form of a Likert scale with a range of 1 to 5. According to Sugiyono (2016), the Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups related to the object of research.

The students were given a questionnaire by the researcher to get information related to their perceptions regarding the implementation of CIRC technique. The questionnaire provided 13 statements covering 3 different aspects benefits of learning atmosphere, benefits of learning activities, and benefits of CIRC. Each of the items provided 5 options.

This research was conducted in four meetings. In the first meeting, the researcher gave a pre-test to students. In the second and third meetings, the researcher gave treatment to students to investigate whether the implementation of CIRC technique can be used to improve students' reading comprehension. In the fourth meeting, the researcher gave a post-test to find out the improvement in reading comprehension and a questionnaire to find out the perceptions of students toward the implementation of CIRC technique.

## **3.2 Population and Sample**

This section deals with the process of determining the population and sample is decided based on the following criteria:

### **3.2.1 Population**

According to Sugiyono (2007), population is a generalization area consisting of objects or subjects that become certain quantities and characteristics set by 15 researchers to be studied and then concluded. The population of this research was

the first-grade students at SMPN 13 Bandar Lampung in the academic year of 2023/2024, which contains 30 students for each class.

### **3.2.2 Sample**

The sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population (Creswell, 2012). The sample of this research was the students of class 7.1 of SMPN 13 Bandar Lampung in the academic year 2023/2024. There were 30 students involved as the samples of this research with details of 13 males and 17 females. The researcher took the first-grade students because some of the previous studies have never taken the first-grade students as the sample.

### **3.3 Instruments**

Arikunto (2010), states instrument is a device used by the researcher while collecting data to make her work easier and get a better result complete and systematic in order to make data easy to process.

There are two kinds of instruments that the researcher used for collecting the data, namely the reading comprehension test which consisted of the pre-test and post-test, also the questionnaire. The first instrument was a reading comprehension test in the form of multiple-choice questions with options a to e. The pre-test was given before the students were taught to use CIRC technique and the post-test was given after the students were taught to use CIRC technique. Table specification of the reading comprehension test has been tried out and can be seen in Table 3.2.

The second instrument was a questionnaire in the form of a Likert scale with a range 1 to 5 that describes strongly disagree to strongly agree to find out student

perceptions in the implementation of CIRC strategy. The questionnaire provided 13 statements covering 3 different aspects benefits of learning atmosphere, benefits of learning activities, and benefits of CIRC. Each of the items provided 5 options.

### **3.4 Data Collection Technique**

Creswell (2012), defines an instrument as a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that establish or develop advance of the study”. Data are essential for the research process since without them, results cannot be obtained. The researcher must employ a data collection instrument to get the data. In this research, the researcher administered a pre-test, post-test, and questionnaire based on the planning as follows:

#### **3.4.1 Pre-test**

The researcher administered the pre-test which took 80 minutes. The pre-test has to be done to get the reading comprehension scores of the students before doing the treatment. In conducting the pre-test, the researcher provided a multiple-choice test in which the students were asked to choose one correct answer from the options a, b, c, or d.

#### **3.4.2 Treatment**

After giving a pre-test, the researcher gave the treatments to the students. The treatments were conducted two times. The class was given treatments by using CIRC technique in teaching reading comprehension, specifically in descriptive text. The activities for the treatment will be as follows:

1. The first treatment deals with descriptive text about animals by giving the students some questions in order to check their reading comprehension and focus on the main idea, and vocabulary (the adjective word about the animal),
2. The second treatment deals with descriptive text about a person by giving the students some questions in order to check their reading comprehension and focus on the specific information, inference, and reference aspects.

### 3.4.3 Post-test

The researcher administered the post-test which also spent 80 minutes. The purpose of this test was to explore the student's improvement in comprehending descriptive text after the researcher treated CIRC technique. The technique of giving a post-test similar to the pre-test because the researcher wants to analyze the student's improvement after two treatments.

### 3.4.4 Questionnaire

The questionnaire was distributed in order to investigate the student's perceptions of reading comprehension of descriptive text using CIRC technique. The result of the questionnaire is a score based on the Likert Scale. Sugiyono (2017) has stated the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Answer Alternatives	Scale of Score
Sangat tidak setuju (Strongly Disagree)	1
Tidak Setuju (Disadgree)	2
Ragu – Ragu (Neither agree or disagree)	3
Setuju (Agree)	4
Sangat Setuju (Strongly Agree)	5

### **3.5 Research Procedures**

The procedure of the research is outlined as follows:

#### **a. Determining the Subject**

The population of this research was the first-grade students at SMPN 13 Bandar Lampung which a total of the class were 10 classes consisting of 30 students for each class. The researcher chose one class of the first-grade classes that was 7.1 students as the sample of this research.

#### **b. Determining the Instruments**

In this research, the researcher used appropriate instruments in order to be able to be interpreted. The instruments were the reading comprehension test and the questionnaires. The researchers collected some topics for the try-out test items. The topics were taken from the student's textbook and sources from the internet. Those materials were based on the teaching and learning syllabus. The topics were descriptive text. The tests were in multiple-choice forms, concerning the descriptive text. The questionnaire consisted of 13 statements about reading comprehension and CIRC technique.

#### **c. Determining the Population and Sample**

In this research, the researcher chose SMPN 13 Bandar Lampung as the population and sample. There were two classes in the first-grade level, those were: 7.1 and 7.2. the researcher took 7.1 classes as the sample of research and 7. 2 classes as a try-out class. Each class consisted of 30 students.

#### **d. Organizing the Try-out Test**

The try-out test was organized 90 minutes in the try-out class. It was conducted to measure the reliability of pre-tests and post-tests and to sure the tests are good or bad for students. This test is administered to find out the quality of the test before it is used, whether the items are good or bad in validity, reliability, level of difficulty, and discrimination power. The test uses reading text consisting of 50 items of multiple-choice questions. The maximum score is 100.

#### **e. Organizing the Pre-test**

After the beginning of the research, the students were given a pre-test. The pre-test was multiple choice questions and the researcher provided 35 items to the students. It was organized 80 minutes in the experimental class.

#### **f. Giving Treatments by Teaching Through CIRC Technique**

In the experimental class, the researcher taught the students to read the descriptive text by using CIRC technique. The researcher applied the treatment in the three meetings, which took 2 x 45 minutes in each meeting. The material was taken from students' English textbooks and internet sources adapted for the first grade of Junior High School level.

#### **g. Administering the Post-test and Getting the Result**

After giving treatments to the students, the researcher conducted the post-test to measure the student's reading comprehension ability after being given the treatments. The test consists of 35 items of multiple choices of descriptive text which took 80 minutes. The items are the same as the pre-test items, but it scrambled.

#### **h. Administering the Questionnaire**

The questionnaire was given to the students in order to investigate the student's perceptions of learning reading comprehension of descriptive text in applying CIRC technique.

#### **i. Analyzing the Data (Pre-test, Post-test, and Questionnaire)**

In this final stage of the research is analyzing the data. The results of the pre-test and post-test were analyzed by using a Repeated Measures t-test to compare the data of the two mean scores (Setiyadi, 2018). Meanwhile, the questionnaire data were statistically analyzed by using the Likert Scale. The researcher analyzed the difference by comparing the scores of pre-test and post-tests from the experimental class. The data was computed Statistical Package for Social Science (SPSS) and Microsoft Excel 2019.

#### **j. Making the Conclusion**

The researcher made the discussion and conclusions of this research.

### **3.6 Validity and Reliability of Research Instrument**

In this section, there are two parts which discussed further they are validity and reliability. In conducting research, checking the validity and reliability is a must for the researcher. As mentioned by Setiyadi (2006) the quality of a test can be seen from the quality of the instrument's validity and reliability.

#### **3.6.1 Validity of Reading Test**

According to Setiyadi (2018), validity refers to the extent to which the test measures what is intended to measure. Hatch and Farhady (1982) added that there are two

basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity.

In this research, the researcher used inter-rater agreement for the validity test which involved two raters, an English teacher of SMPN 13 Bandar Lampung and the researcher. The researcher used content validity and construct validity described as follows:

#### **a. Content Validity**

According to Brown (2000), content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, the researcher investigated the degree to which a test was a representative sample of the content of whatever objectives or specifications the test was originally designed to measure. The researcher enlisted the data from the syllabus to make judgments about the degree to which the test items matched the test objectives or specifications of descriptive text.

In this research, the researcher used the syllabus from the phase d teaching module which contains learning achievements in Table 3.1.

**Table 3. 1 Learning Achievement**

<b>Learning Achievement</b>
By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.

Source: Based on *Modul Pembelajaran* (Appendix 1)



The researcher made the test based on five aspects of reading comprehension that can be seen in Table 3.2. The aspect is in line with the learning objective to be achieved.

**Table 3. 2 Specification Table of Content Validity**

No	Aspect of Reading	Item Numbers	Total of Item Numbers	Percentage of Items
1	Identifying the main idea	1, 4, 11, 16, 21, 28, 32, 40, 42, 48.	10	20%
2	Finding specific information	5, 13, 15, 20, 25, 29, 34, 35, 43, 47	10	20%
3	Identifying reference	8, 17, 19, 24, 27, 33, 37, 39, 44, 46	10	20%
4	Making Inference	3, 6, 9, 10, 14, 22, 31, 36 41, 49,	10	20%
5	Vocabulary	2, 7, 12, 18, 23, 26, 30, 38, 45, 50.	10	20%
<b>Total</b>		<b>50</b>	<b>50</b>	<b>100%</b>

Source: Appendix 19 and Appendix 20

#### **b. Construct Validity**

According to Setiyadi (2018), construct validity is concerned with whether the test is actually in line with the theory of what it means to know the knowledge that is being measured.

Therefore, the researcher was assisted by an English teacher to determine whether the test was valid and the researcher tested the validity of both content validity and construct validity using inter-rater agreement by an English teacher and the researcher on Monday, December 11<sup>th</sup>, 2023. The raters conducted the validity test

on the 50 items, for the reading comprehension test. The reading comprehension test was valid. The evidence of validity can be seen in Appendix 19 and 20.

Regarding the questionnaire, the researcher reused questionnaires tested by previous researchers Atchawadee, Sireewan, Nuapan, Peera, and Nicholas in 2018 at the Demonstration School of Khon Kaen University Primary level, Thailand. The questionnaire can be seen in Appendix 16.

### **3.6.2 Reliability of Reading Test**

According to Hatch and Farhady (1982), reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test scores are. In this research, the researcher used SPSS 27 (Statistical Package of the Social Science) with the Gutman Split Half Coefficient for the reading comprehension test. Fraenkel, et al. (2012), stated the score is considered reliable whenever the reliability coefficient of the test score should be at least 0.70 or higher.

The result of the reliability test of the reading comprehension test in this research is described in Table 3.3.

**Table 3. 3 The Result of The Reliability Test of Reading Comprehension**

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	1.000
		N of Items	1 <sup>a</sup>
	Part 2	Value	1.000
		N of Items	1 <sup>b</sup>
	Total N of Items		2
Correlation Between Forms			.786
Spearman-Brown Coefficient	Equal Length		.880
	Unequal Length		.880
Guttman Split-Half Coefficient			.878

a. The items are: X

b. The items are: Y

Based on the reliability of the test result in Table 3.3, the value of the Guttman Split Half Coefficient was 0.878 which was higher than 0.70. Therefore, it could be stated the test was reliable.

### 3.6.3 Difficulty Level

The level of difficulty is related to how easy or difficult the item is, from the students who take the test by giving the test and counting the students' correct answers. This research used the following formula:

$$LD = \frac{U+L}{N}$$

Where:

LD : Level of difficulty

U : The number of upper group students who answer correctly

L : The number or lower group students who answer correctly

N : The total number of students following the test

The criteria are:

< 0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

To calculate the level of difficulty of each item the researcher used a formula through Microsoft Excel. Based on the result, it was found that there were 38 questions included in the average criteria with a value between 0.30 to 0.70. Meanwhile, there were 12 questions with a value of less than 0.30. The 12 questions with the criteria difficult can be illustrated in Table 3.4.

**Table 3. 4 The Result of Level of Difficulty**

<b>Items</b>	<b>Level of Difficulty</b>	<b>Criteria</b>
7	0.26	Difficult
23	0.23	Difficult
27	0.2	Difficult
29	0.1	Difficult
30	0.33	Difficult
32	0.26	Difficult
35	0.3	Difficult
41	0.3	Difficult
45	0.26	Difficult
47	0.3	Difficult
49	0.26	Difficult
50	0.3	Difficult

Source: Based on the theory proposed by Shohamy, 1985.  
(Appendix 4)

#### **3.6.4 Discrimination Power**

The discrimination power (DP) refers to the extent to which a question on a test distinguishes between students at a high and low level. It is used to observe how various student performances within a group differ from one another. The purpose of this test is to distinguish between the number of students who provide accurate answers and those who do not. To find out the discrimination power of the test, the researcher used the following formula:

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

Where:

DP : Discrimination power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

N : The total number of students following the test

The criteria are as follows:

0.00 – 0.19: Poor

0.20 – 0.39: Satisfactory

0.40 – 0.69: Good

0.70 – 1.00: Excellent

- (Negative): Bad items, should be omitted

(Shohamy, 1985)

To calculate the discrimination power of each item the researcher used a formula through Microsoft Excel. Based on the result, it was found that there were 35 questions in the good criteria. Meanwhile, there were 15 questions in the poor criteria. All the results of the discrimination power calculation of each of the items can be seen in Appendix 4. Then 15 questions with the poor criteria can be illustrated in Table 3.5.

**Table 3. 5 The Result of Discrimination Power**

Items	Discrimination Power	Criteria
7	0.13	Poor
14	0.13	Poor
16	0.13	Poor
23	0.06	Poor
27	0.13	Poor
29	0.06	Poor
30	0.13	Poor
32	0.13	Poor
35	0.06	Poor
41	0.06	Poor
45	0.13	Poor
47	0.06	Poor
48	0.13	Poor
49	0.13	Poor

50	0.06	Poor
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Source: Based on the theory proposed by Shohamy, 1985.  
(Appendix 4)

### 3.6.5 Result of Try-Out

The researcher conducted a try-out of the reading comprehension test on the first-grade students of SMPN 13 Bandar Lampung. The try-out was conducted on January 17<sup>th</sup>, 2024 in 7.2 as a try-out class. 30 students attended the try-out. The researcher gave 50 questions in the form of multiple choice with options a, b, c, d, and e. The results of the try-out are illustrated in Table 3.6.

**Table 3. 6 The Result of Try-Out**

Level Of Difficulty		
Criteria	Items	Decision
Difficult	7, 23, 27, 29, 30, 32, 35, 41, 45, 47, 49, 50	Dropped
Average	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 24, 25, 28, 31, 33, 34, 36, 38, 39, 43, 44, 46, 48	Administrated
Easy	15, 19, 21, 26, 40, 42	Administrated
Discrimination Power		
Criteria	Items	Decision
Poor	7, 14, 16, 23, 27, 29, 30, 32, 35, 41, 45, 47, 48, 49, 50	Dropped
Satisfactory	19, 38	Administrated
Good	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 18, 20, 21, 22, 24, 25, 26, 28, 31, 33, 34, 36, 37, 39, 40, 42, 43, 44	Administrated

Source: Based on the theory proposed by Shohamy, 1985. (Appendix 4)

Based on the result above, in the difficulty level, there are 12 questions in the criterion difficult that must be dropped. The rest of the criterion average and easy questions are administered. Furthermore, in the discrimination power, 15 questions

in the criterion poor must be dropped, and 2 questions in the criterion satisfactory are administered also 33 questions with good criteria cloud were administered for the reading comprehension test to conduct pre-test and post-test.

### 3.7 Scoring System

To find out the scores of students on both the pre-test and the post-test, the researcher uses a scoring method according to Arikunto (1997). The formula can be illustrated as follows:

$$\text{Score} = \frac{\text{The coorrect answer}}{\text{Total of number of item}} \times 100$$

### 3.8. Data Analysis

After conducting pre-test and post-test, the researcher analyzed the data in order to find out whether there was any significant increase in students reading achievement after being taught by using CIRC technique. The researcher examined the students' scores using the following steps.

#### 3.8.1 Scoring the N-Gain of Pre-test and Post-test

To see student's progress achievement from the test, both from pre-test and post-test. The researcher used the scoring method based on Meltzer (2002). The formula can be illustrated as follows:

$$N_{\text{Gain}} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

The criteria are as follows:

- $g > 0.7$  : High
- $0.3 \leq g \leq 0.7$  : Average
- $g < 0.3$  : Low

### 3.9.2 Drawing Conclusion

The conclusion is established from the result in data tabulation. It was statically computerized by paired sample t-test of SPSS in order to examine whether the increase in student gains was significant or not.

### 3.10 Hypotheses Testing

The hypothesis testing is used to prove whether the hypotheses proposed in this research are accepted or rejected. The hypothesis is as follows:

1. Ho: There is no significant difference between junior high school students' reading comprehension of descriptive text before and after being taught through CIRC technique.
2. H1: There is a significant difference between junior high school students' reading comprehension of descriptive text before and after being taught through CIRC technique.

The researcher uses a Repeated Measure T-test to determine whether the hypothesis is accepted or rejected. The criteria for the hypothesis are:

Ho is rejected if the t-value is more than the t-table, which means H1 is accepted. It indicates that there is a significant difference between junior high school students' reading comprehension of descriptive text before and after being taught through CIRC technique.

The researcher analyzed the data to determine whether there is a significant difference in students' reading comprehension after they are taught through the CIRC technique. The researcher find out the data with the Paired Sample T-Test, and the result of the t value of this research was  $(8.963 < 2.045)$ . Therefore, Ho was



rejected and H1 was accepted. It proves that the student's reading comprehension improved from the pre-test to the post-test.

## **V. CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions for this research based on the results and discussion in the previous chapter.

### **5.1 Conclusions**

Based on the result of the data analysis and discussion in the previous chapter, the researcher draws the following conclusions:

- a. There is a significant difference in students' reading comprehension at the 7.1 class of SMPN 13 Bandar Lampung after the students were taught by using CIRC technique. Improvement scores can be identified from the result of students' reading comprehension where the mean of the post-test (73,13)
- b. was higher than the mean of the pre-test mean score (55.60) with a gain score of 0.375. The results of hypotheses testing with Repeated Measures t-test showed the t-value ( $<0.001$ ) was less than the significant level (0.05) and t-ratio (8.963) was higher than the t-table (2.045). Therefore, it can be concluded that the implementation of CIRC technique is able to help students to improve their reading comprehension, especially on the descriptive text.
- c. The result of the questionnaire showed that the most of students' perceptions after being taught through CIRC technique to improve students' reading comprehension in the descriptive text are positive. It can be concluded that the CIRC technique is useful and efficient from the learning atmosphere,

learning activities, and the good impact of teamwork in learning. Incorporating CIRC techniques in teaching practice can improve collaboration, motivation, and academic performance leading to better outcomes learning experience.

## **5.2 Suggestions**

The researcher puts forward some suggestions for other researchers and teachers as follows:

### **1. Suggestions for English Teacher**

- a. Teachers should occasionally provide opportunities for students to use the CIRC as an alternative reading technique to improve their reading comprehension after starting learning.
- b. Teachers must be able to create an orderly class atmosphere and make all students focus on their respective groups and focus on their respective reading texts.
- c. The teacher should provide some games to students, especially team-building games, which are highly recommended to make students more enthusiastic and not feel bored after reading.

### **2. Suggestion for Further Research**

CIRC technique is an effective technique to help students in reading comprehension reading the passage in which the teaching and learning process is mainly in group learning activities. The researcher suggests the other researcher create an orderly class atmosphere and make all students focus on their respective groups and focus on their respective reading texts.

Further researchers should pay more attention to students in the process of CIRC technique in groups.

Further researchers should conduct similar research at different levels of students since this research only analyzed the use of CIRC technique to improve students' reading comprehension at the junior high school level.

Further research could organize similar research at the level of elementary, senior, or college students since the technique is appropriate for any level of students.

Further researchers should conduct similar research on different texts of reading text since this research only analyzed the use of CIRC technique to improve students' reading comprehension only in descriptive text. Further research could organize similar research with different text of reading texts such as narrative text, procedure text, recount text, and report text.

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